

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
Baker Valley Unified School District	Cecil Edwards, Superintendent	Cecil_Edwards@baker.k12.ca.us 760-733-4567

Plan Summary [2021-2024]

General Information

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

Baker Valley Unified School District is a very small rural district with 135 student's Preschool – 12th grade. The district operates one elementary school, one junior high school, and one high school, as well as a preschool and an adult education program all within the same campus with approximately 24 employees. The district and all schools are located in Baker, Ca with a population of just over 600. Baker is located in San Bernardino county between Barstow, California and Las Vegas, Nevada and is situated adjacent to interstate 15. Baker is a service community that supports travelers on interstate 15 between Los Angeles and Las Vegas with gas stations and fast food restaurants being the main source of jobs in Baker.

Baker Valley Unified School District serves a community that is 96.6% Socioeconomically Disadvantaged, 43% homeless and 57% English Learners. Our student population majority is of Hispanic/Latino descent. 50% of our students are English Learners, and 80.8% of our students have been identified as socioeconomically disadvantaged.

Reflections: Successes

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

A comprehensive review of the California School Dashboard, Local Indicators and the previous years LCAP revealed a lot of success that we are proud of. There are a couple of noteworthy areas of success.

Climate: Our school climate and culture is a key point of success. Over the past 3 years our suspension rate has never been higher than 1%. Our Chronic Absenteeism rate declined by 17.9% in the 2019 data.

Academic: We saw an increase in our mathematics scores on the CAASPP by 8.3%. Our students that were College/Career Prepared went from 25% in 2018 to 57.1% in 2019

LCAP: The 2019/202 Local Control Goal 2:]Address technology shortfalls and increase availability of technology to support learning, was definitely a strong point for the district. We were able to get a 1:1 device ratio, hot spots for use by students at home, and new smart boards for each classroom.

Staffing: Baker Valley Unified School District has been able to hire and retain highly qualified teachers for all positions. We have been able to maintain our staffing to meet the Accreditation requirements at the high school as well as keeping our elementary class size below 15 students per class.

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.

WE have identified three high need areas for the schools.

1. English Learners: According to the state dashboard, in the 2019 report, only 5.1% of our EL students made progress toward English Language Proficiency. We had a total of 39 EL students and our performance level was assessed as Very Low. Currently for Junior High and High school, our EL students are assigned a period for English Language Development. At the Elementary School, all English Language Development is embedded in the daily classroom activities and lessons.

Steps the District is Planning to take to address this area of need:

- The district is shifting to a pull out support system for our elementary ELD students. We are hiring a teacher that will focus on our elementary ELD students. This teacher will meet daily with our elementary ELD students. ELD session will be based on performance level.

- The district purchased additional English Language Development programs (Lexia, Off2Class) to support the ELD program and teachers.

- The district will send our ELD teachers to Professional Development to support their ability to teach and support our ELD students.

2. ELA: According to our 2019 dashboard data shows our Homeless students at 72.9% below Standard and our EL 81.2% below standard. Our local data gathered at the Elementary school shows that 62% of our Elementary students are reading at least 1.5 grade levels below.

Steps the District is Planning to take to address this area of need:

- The District will hire additional paraprofessional support that will support our elementary classroom teachers and students with a focus on reading intervention. Each classroom will have at least 1 hour of additional paraprofessional support in the classroom daily. This time will be used to focus on small group reading instruction.

- The District will hire a reading intervention teacher that will focus on reading intervention at the elementary level. Student reading assessments will be conducted quarterly. Classroom teachers will collaborate with the intervention teacher to establish a caseload for the intervention teachers. A schedule will be developed to allow the intervention teacher to pull small groups of identified students for intervention based on the students' needs.

- An after school program will be developed with a focus on our homeless students. The afterschool program will provide our homeless students a place to do homework, engage in enrichment activities and get academic support.

- The district will identify and provide Professional Development for our elementary teachers and secondary English teachers to support their development and identify new or alternative teaching methods/best practices to support our students.

3. Maintenance: We have identified several areas of concern at the school sites. Our elementary blacktop area is severely damaged with large cracks, elevated edges and is an overall safety hazard. We have several roofs that are damaged and leaking. Our playground equipment is outdated and a hazard to our students. There are no outdoor shade areas that teachers can take classes or students can hang out in. When the temperature reaches 100+ degrees, shade is a necessity for the mental health of our students, providing them with an area outside that they can go to.

Steps the District is Planning to take to address this area of need:

- The district will secure a contractor to remove and replace the elementary blacktop area.

- The district has purchased new playground equipment for the elementary school. The equipment is set to be installed in the fall of 2021.

- The district is seeking ways to procure and install shade structures throughout the district at all schools. Several methods are being researched, including solar shade structures.

LCAP Highlights

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

Through an analysis of our state and local data and input from stakeholders, including parents, staff, and students, we identified four goals to focus on over the next three years.

Goal 1: Engaging Teaching and Learning - Engaging Teaching and Learning: All students attain increasingly higher levels of academic achievement through grade level standard-based instruction, technology-rich classrooms that engage students in relevant, rigorous projects, and targeted support while expanding the educational opportunities for all students with a focus on our Homeless, socioeconomically disadvantaged and English Learner students. (Priority 1, Priority 2, Priority 4, Priority 5, Priority 8).

Goal 2: College and Career Ready - Prepare students to successfully enter higher education and/or pursue a viable career path by providing all students equitable opportunities to access current and engaging instructional programs and by providing students the

opportunities to experience and explore a variety of electives and enrichments that promote college and career readiness. (Priority 1, Priority 2, Priority 4, Priority 7).

Goal 3: Positive Culture/Healthy Environment - Increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are experiencing homelessness, low-income or English language learners. Ensure school facilities are maintained and FITT identifies items and the site addresses them immediately to create a safe learning environment for all students. (Priority 1, Priority 5, Priority 6).

Goal 4: Parent and Community Involvement - Increase parent and community involvement by improving communication, ensuring transparency and keeping them informed and connected. (Priority 3, Priority 6)

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.

We currently do not have any schools eligible for comprehensive support and improvement. Baker Elementary was previously identified as a CSI eligible school, but the designation was removed in 2019.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Several virtual LCAP engagement meetings were held to get feedback from all stakeholders. Upon request, stakeholders that did not have access to the internet were allowed to attend the meeting in person. The draft plan, by sections, was written and presented to each group prior to the virtual engagement meeting. The draft was updated and adjusted after each meeting as needed. All Baker Valley parents were invited to attend and to participate in the parent meetings (including parents of our SPED, homeless, special education, Socioeconomically Disadvantage and ELL populations (Note: Baker Valley Unified School District does not have any Foster Youth Students)).

- All Staff (Classified, Certificated and Management) virtual engagement – 13 April 2021 and 4 May 2021
- All Staff (Classified, Certificated and Management) Goal and Action Input - A document was created and shared with all staff members that outlined the goals and actions associated with each action. Staff was encouraged to provide input on that document as a way to engage in the development of the LCAP.
- Staff members included: Baker Valley Teachers Association, Baker Valley Chapter of California Schools Employee Association, District and Site level Management (CBO, Child Nutrition, Maintenance and Operations), District and Site level Administrators (Principal).

- Family and Community Engagement Activities:
 - Presented to the Parent Advisory Committee for review and feedback– 6 May 2021
 - Presented to the English Learner Advisory Committee for review and feedback – 10 May 2021
 - Students/Family/community Survey - 11 May 2021
 - The Survey was conducted so that the District could get input from all students/families and community members, not just those who were able to make it to the PAC and ELPAC presentations.
 - Presented at a Public Hearing (in person and virtual): Notification for the public hearing went out on May 27th 2010. The notification informed community members of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP. – 10 June 2021
 - Board Adoption – 24 June 2021

SELPA was consulted during the revision of the LCAP in early August of 2021.

During all engagement sessions, any stakeholder input was presented, discussed as a group, and decisions made as a group as to changes to the LCAP goals and actions associated with the goals.

On May 11th, 2021 a survey was developed and sent out to all students and parents in the district to complete seeking input to the LCAP. The responses were tallied, evaluated and used to guide the development of the LCAP.

A summary of the feedback provided by specific stakeholder groups.

Staff Feedback: After analyzing both local and state assessments and indicators, two concerns were identified as prominent: our ELA scores across the board, but more so with our English Learners and Homeless students. There was also a concern that so many of our students were reading below grade level. The focus of the conversations were geared around how to support our students with reading and language acquisition. Some ideas that were discussed were an intervention class to support reading, adoption of a reading support program that would be used as a supplemental reading program. We also discussed different ways to support our EL students at the elementary level. Some ideas that were discussed was a pull out ELD that would allow our elementary ELD students to have a daily dedicated ELD class. We also discussed a couple of on-line support programs and ultimately decided on a program that can be used in both the pull out ELD classroom and in the general education classroom.

Parents/Families/Community Members – Discussions with parents/community members and the survey indicated that our parents and community were satisfied with our academics. The focus of the discussion and the input through the survey indicate that most parents were concerned about the culture and climate of the school. Parents express their concerns about the age of the facilities and the need for improvements to our infrastructure. Their concerns focused on outdoor spaces as well and areas for their students to engage in social emotional activities with other students.

Student Feedback - Discussions with students and feedback from the survey indicates that students are satisfied with the school and the academic programs. They would like to see more/different electives offered. Overall students feel safe at school and do not have any concerns about the culture and climate.

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

The stakeholder engagement process is an important step in driving the direction of the district and influencing the development of the LCAP. The goals were developed in consultation with our stakeholders as they appreciated the alignment to the California Schools Dashboard.

The following Intervention/Extended Learning programs are offered as a result of stakeholder input:

Goal 1 - Engaging Teaching and Lear

1.1 - Teachers and students strongly expressed the need for updated class curriculum that is aligned with state and NGSS.

1.3 - All elementary teachers and supporting staff indicated the lack of support for our EL students. Our teachers expressed the need for a paraprofessional in the classroom that would allow time for the teacher to conduct one on one support for their EL students.

1.5 - All stakeholders expressed the desire to bring summer school back. The staff expressed the need for afterschool tutoring as well as an enrichment program for our students.

1.6 - Teachers express the need for updated technology in the classroom. Most teacher computers and student computers are outdated and on the verge of not accepting updates.

Goal 2 - College and Career Ready:

2.2 - The community and students expressed the need for more time spent on college and trade school exploration. Our Board of Trustees has expressed their desire to ensure our students are exposed to trade schools and career pathways.

2.5 - The community and students want to see CTE courses offered at the school during instructional time and not just after school with the local community college. They would like those courses tied to careers in the local area.

Goal 3 - Positive Culture/Healthy Environment:

3.1 - Additional staffing to reduce our classroom size is a priority for your community and staff. Our EL students and families see value in having smaller class sizes which allow for an individual student based plan for EL support.

3.2 - Staff indicated the desire to reinvigorate the PBIS program that supports our students' social and emotional wellbeing.

3.3 - All stakeholders express concern regarding the unsafe facilities and the need to repair or update our sites.

Goal 4 - Parent and Community Involvement:

4.1 and 4.2 - Community members want to be more involved with the school and are seeking ways to be an active member of the school community.

Goals and Actions

Goal - Engaging Teaching and Learning

Goal #	Description
1	Engaging Teaching and Learning: All students attain increasingly higher levels of academic achievement through grade level standard-based instruction, technology-rich classrooms that engage students in relevant, rigorous projects, and targeted support while expanding the educational opportunities for all students with a focus on our Homeless, socioeconomically disadvantaged and English Learner students. (Priority 1, Priority 2, Priority 4, Priority 5, Priority 8.

An explanation of why the LEA has developed this goal.

This goal aligns with the California Schools Dashboard. The alignment between the LCAP and the Dashboard allows staff and stakeholders to draw a direct line between academic performance and the goals and actions identified in the LCAP. The academic achievement of our students is a top priority at Baker Valley Unified School districts and we use state and local assessment data as a method to measure growth and drive curriculum. Once we identified the goal, we designed actions that are data driven to support the goal. Actions are supported and guided by the metrics associated with them.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Test Results for all Students including English Learners, Homeless, and Socioeconomically disadvantaged (Priority 4)	CAASPP Results for Spring of 2019 ELA - All Students: 66.8 points below standard - EL: 81.2 points below standard - Homeless: 72.9 points below standard - SE: 69.3 points below standard				ELA - All Students: 30 points below standard - EL: 50 points below standard - Homeless: 45 points below standard - SE: 40 points below standard Math - All Students: 56 points below

	<p>Math</p> <ul style="list-style-type: none"> - All Students: 86.2 points below standard - EL: 98.8 points below standard - Homeless: 96 points below standard - SE: 89.6 points below standard 				<ul style="list-style-type: none"> standard - EL: 68 points below standard - Homeless: 66 points below standard - SE: 60 points below standard
Credentialed and Assignments (Priority 1)	SY 19/20 there was 1 miss assignment and 2 credentialing errors				100% credentialed teachers and 100% properly assigned teachers.
All Students will have access to State Standard Based aligned curriculum at all grade levels (Priority 1)	SY 19/20 75% of students had access to state standard based curriculum in every classroom for every subject	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% of students have access to state standard based curriculum
Attendance Rate (Priority 5)	Attendance Rate for the SY 19/20 was 95.2%				Increase Attendance Rate to 96%
Chronic Absenteeism Rate (Priority 5)	The Chronic Absenteeism Rate for the SY 19/20 was 7.8				Decrease the Chronic Absenteeism Rate by 2%
ELD Reclassification Rate (Priority 4)	SY 20/21 less than 1% of our ELD students passed the ELPAC test and were reclassified.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Increase reclassification rate by 5%

English Proficiency Based on ELPAC (Priority 4)	Spring of 2019 5.1% of EL students showed progress toward proficiency				Increase proficiency rate by 5% annually
Summer School Required Attendance (Local Metric)	Summer school has not taken place at BVUSD for the past 3 years. During the 2021 summer school program there are 28 elementary students and 3 middle school students that are attending because they are reading 2 or more grade levels below. We have 14 high school students (40%) that need summer school for credit recovery.				50% of elementary and middle school students required to attend summer school program based on 2 grade levels or below in reading. Reduce the number of High School students needing summer school to recover credits by 50%.
After School Enrollment and Attendance (Local Metric)	There is not baseline for the after school enrollment and attendance metric				BVUSD will have 30% enrollment in the after school program in the 1st year and then increase by 5% yearly. BVUSD after school program will achieve and maintain a 93% attendance rate.
Maintenance of current technology (Local Metric)	In SY 2020/2021 classroom devices are on average 3 years old. Teacher devices are on				- All classrooms have a 1:1 ratio of devices for students.

	average 5 years old. No modern technology (3D printer, Interactive touch smart boards, robotics) has been purchased for the school.				<ul style="list-style-type: none"> - All student devices are no more than 3 years old. - All teacher devices are no more than 5 years old - All classroom have interactive smart boards
Increase Professional Development Opportunities related to state standards for Staff. (Priority 2)	SY 2020/2021 it was identified that zero teachers or staff members have attended a conference or workshop for two years related to state standards.				<ul style="list-style-type: none"> - 100% of teachers attend on site PD quarterly - 25% of certificated and classified staff have attended a conference or workshop annually.
Accelerated Reader - Lexile Levels (Priority 8)	New metric; baseline will be established in 2021-2022				A minimum of 75% of elementary students will achieve one-year growth in reading level each year.
CAST Results (Priority 4)	SY 18/19 13.51% of students met or exceeded the science standards				25% of students meet or exceed the science standard
% of 11th Grade Students Scoring Met Standard or Above (Priority 4)	SY 18/19 ELA - 57.27% Math - 32.24%				<p>ELA - 60%</p> <p>Math - 40%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Curriculum and Classroom Materials	<ol style="list-style-type: none"> 1. Site administration will provide materials, resources and services that support instruction, learning and delivery of adopted curriculum units for all teachers and students. 2. Site administration and teachers will evaluate curriculum and purchase updated textbooks and support materials for any adopted curriculum that is older than 10 years, ensuring all students have access to updated textbooks and support materials for all courses. 	\$25,000	N
Action 2	Professional Development	Provide teachers and staff the opportunity to attend professional development support for the implementation of the adopted curriculum at all grade levels with a focus on classroom support for our socioeconomically disadvantaged and ELD students.	\$19,000	Y
Action 3	Instructional Support Programs	<ol style="list-style-type: none"> 1. Site Administration will provide a supplemental ELD support program (Lexia Core5 Rosetta Stone, Off2Class) that will be used in the elementary ELD pull out program. The elementary ELD teacher will use this new supplemental support program with our EL students. 	\$14,000	Y
Action 4	Increase Staffing	<ol style="list-style-type: none"> 1. Site Administration will hire an additional teacher to serve as the elementary ELD teacher to support our elementary EL students. All elementary EL students will receive daily small group support during a designated EL class with this additional teacher. 2. Site administration will Increase paraprofessional staff by 100% at the elementary level to support classroom intervention programs with a focus on EL students and reading intervention. 	\$75,000	Y
Action 5	Expanded Learning	<p>Site administration will provide for expanded learning opportunities at all school sites:</p> <ol style="list-style-type: none"> 1. Summer school - Implement a summer school that supports all schools with a focus on supporting our socioeconomically challenged students and our English Learners. 	\$45,000	Y

		2. After school programs - Develop and implement an after school program to support all schools with a focus on academic support (tutoring) and enrichment for our English Learners and Socioeconomically disadvantaged students.		
Action 6	Technology	<ol style="list-style-type: none"> 1. Site administration will maintain technology (software and hardware) for students and classrooms to support student engagement while maintaining a 1:1 Student: Device ratio on a 3 year replacement cycle. 2. Site administration will purchase new computers for teachers with updated peripherals (document camera, screens) that support student engagement 3. Site administration will update classroom smart boards to increase student engagement. 	\$40,000	N
Action 7	Middle School Science Lab	The BVUSD Middle School science classes take place in a regular classroom without the ability to use a science lab. To meet the NGSS, site administration will create a science lab in a room that is adjacent to the current classroom as a science lab for our middle school students.	\$45,000	N
Action 8	Assessments	Teachers will implement various assessments, both locally designed, intervention program designed, and adopted curriculum developed, in order to monitor student progress, conduct instructional planning and identify student support systems and implementation.	\$12,000	N
Action 9	Transportation	The district superintendent will ensure that the district has available transportation for our socioeconomically disadvantaged students. Our SE student population struggles with transportation which has a direct impact on their attendance rate. Providing transportation for our SE students will play a vital role in maintaining our attendance rate as a district.	85,000	Y

Goal Analysis [LCAP Year]

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

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

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

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

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

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

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

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

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

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

Goal - College and Career Ready

Goal #	Description
2	Prepare students to successfully enter higher education and/or pursue a viable career path by providing all students equitable opportunities to access current and engaging instructional programs and by providing students the opportunities to experience and explore a variety of electives and enrichments that promote college and career readiness. (Priority 4, Priority 5, Priority 7)

An explanation of why the LEA has developed this goal.

There are very few resources to support college and career ready students in Baker, CA. This goal was developed to ensure the district is focused on our students' next phase after high school. The actions associated with this goal ensures we take necessary steps to prepare our students. The integration of local businesses into the school is a top priority of this goal. Developing relationships with local business partners allows our students to interact with these business leaders and gain a better understanding

of what career fields are available in the local area after graduation. The metrics and actions grouped together will ensure the district remains focused on developing college and career ready students. This goal is also aligned with the California Schools Dashboard.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The number of partnerships in place with local businesses for career exploration programs. (Local Metric)	Currently no partnerships with local business for career exploration	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	BVUSD will have established partnerships with at least 3 local organization
College and/or trade school visits to 4 per year. (Local Metric)	2 college visits per year for High School Juniors.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All high school students have the opportunity to visit at least 1 college or trade school per year.
A-G Completion Rate (Priority 4)	SY18/19 85.7% A-G Completion				Maintain 85% completion rate.
College courses from the local community college in our master schedule or after school program (Priority 7)	No college courses offered at BVUSD through the local community college.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	BVUSD will offer access to online community college courses during the school day in conjunction with Barstow Community College
graduation rate (Priority 5)	2019 graduation rate was 85.7 and the 2020 graduation rate was 80%				Increase the graduation rate to 90% or better

Number of CTE courses offered (priority 4)	No CTE courses were offered in the 2019/2020 or 2020/2021 school year.				Offer at least 1 CTE Pathway at the High School
CTE Pathway Completions (priority 4)	No baseline data available for this metric				10% of high school graduates are CTE pathway completers
Middle School Drop out Rate (priority 5)	2020/2021 school year our middle school drop outs rate was 0%.				Maintain a 0% middle school drop out rate.
High School Drop Out Rate (Priority 5)	2020/2021 school year our High School drop out rate was 0%				Maintain a 0% High School drop out rate.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Local Business Partnerships	Site administration will develop partnerships with local businesses to include MP Materials and service sector to allow for students to identify local career opportunities and career paths.	\$3,500	N
Action 2	Student College and Trade School Visits	<ul style="list-style-type: none"> Administration, teachers and staff introduce our EL and socioeconomically challenged students to the support resource available to college and trade school students. This will demonstrate to these students that attending College and Trade school is achievable. Teachers and staff provide a roadmap for higher education for both our EL students and our SE students. Students meet monthly with an academic counselor who provides focused actions and goals for each student. This will assist our EL and SE students with applying for and financing college or trade school. Site administration will provide multiple family workshops to help guide our EL and SE students and families through the 	\$20,000	Y

		challenges associated with attending either college or a trade school (application, financing, course selections...)		
Action 3	College Courses on BVUSD Campus	<ul style="list-style-type: none"> • Site administration will develop a partnership with Barstow Community College that will allow for our students to take online courses through the college. This will increase our students' college and career ready and allow them to enroll in courses not offered at the high school. • Site administration will allow for on track graduates to take college classes during their Junior and Senior year instead of classes on the Master Schedule. Including Academic and CTE courses. This will increase our students' college and career ready and allow them to enroll in courses not offered at the high school. 	\$8,000	N
Action 4	Graduation Rate Increase	<p>The purpose of this action is to ensure our students are on track to graduate and to increase our graduation rate. With such a small graduating class, average 10 students per class, even one non-graduate dramatically reduces the graduation rate. Over the past 3 years, the graduation rate has averaged 82%.</p> <ul style="list-style-type: none"> • Site administration will ensure that BVUSD continues academic counseling through an on-line school counseling service. • Site administration will develop and implement a Credit Recovery Program for all high school students that are behind in graduation credits. • Early intervention by administration for those students in jeopardy • Counselors and site administration will identify support programs or actions for those students in jeopardy. 	\$10,000	N
Action 5	Academic Counseling Support	The site administration will hire an academic counseling service to support our Socioeconomically disadvantaged students. Local data shows that 76% of our SE students do not go onto higher educations. The addition of an academic counselor will give our SE students the tools and supports necessary to continue their education after high school.	\$20,000	Y
Action 6	CTE Courses	The purpose of this action is to bring CTE courses to our school and to increase our students' college and career readiness. CTE courses have not been offered at BVUSD. With the limited teaching staff, we have to	\$15,000	N

		<p>identify ways to include CTE coursed into our masters schedule and taught by qualified CTE instructors with an online program that is WASC approved.</p> <ul style="list-style-type: none"> • Site administration will increase the number so CTE courses available to students • Site administration will incorporate CTE course work program into the master schedule • Site administration will offer CTE courses through our adult education program and allow current high school students to take those courses. 		
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Goal - Positive Culture/Healthy Environment

Goal #	Description
3	Increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are experiencing homelessness, low-income or English language learners. Ensure school facilities are maintained and FITT identifies items and the site addresses them immediately to create a safe learning environment for all students. (Priority 1, Priority 4, Priority 6, Priority 8)

An explanation of why the LEA has developed this goal.

This goal was developed with the safety and mental well being of our students in mind. The safety of our students is a top priority of the District. Part of the development of a safe school is ensuring our infrastructure is well maintained. During both staff and community engagement, both expressed concerns for the physical safety of students based on the school failing infrastructure. Along with the infrastructure, the mental well being of our students is a top priority. This year has been emotionally devastating on our students. This goal was developed to meet that challenge head on and ensure our students have a sense of belonging. We pride ourselves on the relationships we build with our students. This goal will ensure we continue building relationships while at the same time ensuring our students have access to the mental health services they need. The actions and metric of this goal grouped together will ensure both the physical, mental and emotional health of our students. The actions metrics will help ensure our staff is connected with our students, both academically and emotionally. This goal is aligned with the California Schools Dashboard.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Negative referrals (Local metric)	Average less than 5 per class per year	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Reduce the average yearly classroom referrals to no more than 3
Suspension rate (Priority 6)	0% suspension rate for the 18/19 and 19/20 school year	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain the 0% suspension
Expulsion Rate (Priority 6)	0% expulsion rate for the 18/19 and 19/20 school year				Maintain the 0% expulsion rate

<p>School Climate Survey (Priority 6)</p>	<p>There is not baseline currently available for this metric</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>Conduct a yearly Culture and Climate survey for all stakeholders (staff, student, families and community members) with a 95% participation rate.</p>
<p>School Facilities (Priority 1)</p>	<p>SY 19/20 FITT report showed several inaccuracies and omissions.</p>				<p>Conduct an accurate FITT assessment yearly and use the results to guide our facilities maintenance program.</p>
<p>CAASPP Test Results for all Students including English Learners, Homeless, and Socioeconomically disadvantaged (Priority 4)</p>	<p>CAASPP Results for Spring of 2019</p> <p>ELA</p> <ul style="list-style-type: none"> - All Students: 66.8 points below standard - EL: 81.2 points below standard - Homeless: 72.9 points below standard - SE: 69.3 points below standard <p>Math</p> <ul style="list-style-type: none"> - All Students: 86.2 points below standard - EL: 98.8 points below standard - Homeless: 96 points below standard 				<p>ELA</p> <ul style="list-style-type: none"> - All Students: 30 points below standard - EL: 50 points below standard - Homeless: 45 points below standard - SE: 40 points below standard <p>Math</p> <ul style="list-style-type: none"> - All Students: 56 points below standard - EL: 68 points below standard - Homeless: 66 points below standard - SE: 60 points below standard

	- SE: 89.6 points below standard				
Accelerated Reader - Lexile Levels (Priority 8)	New metric; baseline will be established in 2021-2022				A minimum of 75% of elementary students will achieve one-year growth in reading level each year.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Additional staffing	<p>Class size averages are:</p> <ul style="list-style-type: none"> ● Elementary - 11 ● Middles School - 7 ● High School - 10 <p>The purpose of this goal is to reduce the size of classes which will allow teachers and paraprofessionals to focus on the needs of our EL and SE students. Site administration will reduce class sizes. Instead of having multiple combined classrooms, maintaining or adding additional teaching staff will allow students and staff members to develop relationships that will foster engaged learning, active participation and academic pride which will foster a family atmosphere reducing negative interaction, both student to student and student to staff.</p> <p>These small classes will also allow for a more focused approach to our classroom ELD integration allowing for the growth of our EL students with a better support system for teachers and staff in the general education classrooms. Our EL students will be able to focus and get support in the academic language acquisition as well as support with general English Language acquisition.</p> <p>Relationships based on small classes will also help students that are experiencing socio economic challenges to confide in our staff and get the additional support needed to be successful.</p>	\$ 165,000	Y
Action 2	PBIS	The PBIS team continues to develop and implement PBIS strategies and best practices to ensure our student discipline rate remains low. The implementation of PBIS provides support to our students, staff and	\$10,000	N

		<p>families to identify potential issues with students and engage that student with the support needed.</p> <ul style="list-style-type: none"> ● Provide PD for staff ● Contract an ERMS counselor ● Purchase supporting materials 		
Action 3	Facilities	<p>Several areas on campus have become unsafe and in need of repair or replacement. BVUSD Chief Business Officer will focus on repairing and maintaining the identified areas on campus to ensure all students have facilities that are safe and in good working condition.</p> <ul style="list-style-type: none"> ● Elementary Blacktop replacement. The blacktop is severely damaged with large buckling cracks and large missing pieces. The area is very hazardous to students and staff but is the only blacktop area where the students can play. ● Elementary Play Structure Replacement. The play structure at the elementary school is 40 years old. It is in very bad shape and has no shade (it gets well over 110 degrees here). A safe play structure at the elementary school is the cornerstone of developing a healthy and safe school climate. ● Shade Structures throughout the campus. Baker Valley temperatures exceed 110 degrees for several months of the year. Currently the students have nowhere to go for shade. Building a positive culture at the school relies on the students being able to be social and engage with each other during school. Shade structures will provide that space needed. 	\$340,000	N

Goal Analysis [LCAP Year]

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

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

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

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

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

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

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

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

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

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

Goal - Parent and Community Involvement

Goal #	Description
4	Increase parent and community involvement by improving communication, ensuring transparency and keeping them informed and connected. (Priority 3)

An explanation of why the LEA has developed this goal.

This goal was designed to encourage active participation from our families and community. We have seen a steady decline in parent and community engagement at the school site. The actions associated with this goal will help develop and foster a collaborative relationship with our families and encourage active participation with the schools. The actions and metrics grouped together will ensure the district leadership remains focused on parent and community involvement through open communication.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Participation with BVUSD PAC and ELPAC	Currently there is little to no community participation in the PAC or ELPAC at BVUSD	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	BVUSD will have an active and engaged PAC and ELPAC that meets quarterly with increased attendance at each meeting by 25% annually.
Parent and Community Participation in school sponsored activities and events, especially for our English Learners and Socioeconomically disadvantaged students	There is no baseline for this metric.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	No less than 50% involvement from families in school activities.
Parent and Community Communication	There is no baseline for this metric	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	<ul style="list-style-type: none"> - Provide monthly newsletters. - Install a digital school sign. - Increased participation in parent teacher conferences to 80% or better at all schools

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Parent and Community Communication	<p>The Site Administrator will ensure relevant, engaging communication with parents and the community is conducted regularly. So many of our parents do not engage in social media and therefore rely solely on letters home or phone calls. Increased means of communication is vital to developing an engaging relationship with our families. These actions directly impact the relationship with our EL families by providing current, accurate information in Spanish so they can take action and feel like a part of the school community.</p> <ul style="list-style-type: none"> • Send monthly newsletters home in both English and Spanish. • Purchase digital sign board for the school site (able to communicate in both English and Spanish) • Have monthly parent activities to develop relationships and encourage engagement. 	\$20,000	N
Action 2	Parent and Community Involvement	<p>The site administration will continue to engage parents and the community in school sponsored events. All stakeholders benefit when the parents and community are involved in school sponsored events. The district, schools, teachers and parents are able to better support our students when there is community engagement with the school. The district has seen a decline in parent and community involvement over the past several years. As the largest organization in the community, we should be the leaders in the community. Several actions taken by the school district will help build the trust and belief in the schools once again.</p> <ul style="list-style-type: none"> • Monthly Family Night (games, movies...) 	\$7,000	N

		<ul style="list-style-type: none"> • Family involvement in planning and participating in school activities (Athletic events, carnival nights, Turkey Trot, Field Day, Field Trips...) • Increased participate in parent teacher conferences 		
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Goal Analysis [LCAP Year]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.21%	380,954.00

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

Required Descriptions

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

Goal 1:

1.2 Professional Development

During the staff engagement, Professional Development was identified as a priority. Additionally, CAASPP data indicated that socioeconomically disadvantaged (SE) students scored 69.3 points below standard and English Learners scored 81.2 points below standard. When considering Professional Development, the staff prioritized the need for Professional Development that was focused on supporting our Socioeconomically disadvantaged students and English Learners, including reading. Focusing our PD on supporting our SE and EL students literacy will help increase our students reading level as well as assist in improving their ELA CAASPP scores. More importantly, increasing the reading level of our EL and SE students will allow them to access the curriculum, increasing their academic achievement.

1.3 and 1.4 Instructional Support Programs and Staff

Over the past several years, the only EL support for our elementary students was classroom based, while our Middle and High school EL students were provided a pull out EL support system. During the 20/21 school year, just under 3% (2 student) of our EL students passed the ELPAC assessment and were subsequently exited from the EL program. All stakeholders agree that the number of students passing the ELPAC assessment is very low. Our belief is that if we offer additional support at the elementary school level, we will be able to meet the needs of our EL students early which will translate into a higher percentage of EL students passing the ELPAC assessment. This will open several opportunities for our students at the middle and high school level, including participation in electives and CTE courses. By providing an EL support program and adding an EL teacher and additional paraprofessional support at the elementary school that can work directly with EL students we will see an increase in academic

success by our EL students. This action is expected to help BVUSD meet two metrics associated with this action: CAASPP Test results and ELD students passing the ELPAC. By adding an ELD teacher, we will begin to address two challenges here at BVUSD, ELAC pass rate and low reading achievement. Providing our EL students with reading intervention, we will give them the ability to read, understand and respond to CAASPP questions, helping our students meet the desired outcome addressed in this metric. The early support for our EL students will start to develop their language acquisition skills early, allowing them to achieve academic success as well as pass the ELAC test and meet desired outcomes aligned to this metric.

1.5 Expanded Learning

When considering our expanded learning opportunities for our students, the district began first by assessing the needs of our unduplicated students. It was identified in both student and staff engagement that a majority of our SE and EL students do not get support at home or the families do not know how to support the students at home. By offering an afterschool program and a summer school program, we can provide support, both academically and socially, for our SE and EL students.

1.9 Transportation

Transportation to and from school is made available to all students each school day. It is evident that on days when transportation is not available that there is a significant decrease in the attendance of low-income students. Baker Valley Unified School District is a rural district, and covers a very large geographical area. It is not uncommon for students at our one comprehensive high school to have to travel 35 miles to get to school. Transportation support is of particular importance to Low-Income students and their families who might otherwise struggle to transport their students to and from school. This action is effective in maintaining the attendance rate of our Socioeconomically disadvantaged students, which will help increase their academic achievement.

Goal 2:

2.2 College and Trade School Visits

A vast majority of our students have had zero introduction to college and trade schools. Through student and family engagement activities, including administration visiting and talking with each high school class, we identified that many of our low-income and EL families lack the economic resources and knowledge to guide their students through the complicated process of researching, applying, gathering financing, and then attending college or trade school. Our students that face socioeconomic disadvantage and English language barriers face an even tougher challenge when looking at college or trade school. By focusing on taking students to colleges and trade schools, partnering with our local community college and holding classes to help develop roadmaps and timeline for our students, especially our unduplicated students, will ensure our students are both college and career ready. These programs will also help our families understand the process leading up to attending college or trade schools. This action is expected to help BVUSD meet the metric associated with this goal, Increase College/Trade school visits. By taking our students to visit colleges and trade schools, it not only gives them the ideas and goals to work toward, it will also allow them to engage with college counselors,

financial advisors and college students. This engagement will provide them with the knowledge to get to and succeed at higher education. With a focus on college and trade school visits, we will meet the desired outcomes associated with this metric.

2.5 Academic Counseling Support

One of the driving forces behind bringing in academic counseling support was the data that showed 76% of our SE students do not go on to higher education. During staff engagement, higher education opportunities for our SE students was an identified priority. All students deserve to understand how to get to college and then how to pay for it. Bringing on an academic counselor is key to the successful preparation and then transition of our SE students to higher education. The district expects this to result in increased CTE pathway completion rates and A-G completion rates of low-income students.

Goal 3:

3.1 Additional Staffing

With such a large population of EL and SE students, BVUSD believes that to fully support these students, class size reduction is the key to success. Creating small class size, based on grade level, is the key to creating a successful student, both academically and socially emotionally. Students in smaller classes feel a better connection with their teachers and allow for a deep rooted relationship where students feel safe. Students that feel safe are then able to excel both academically and socially.

Through Staff, Student and Parent engagements (meetings, surveys and open dialogue) one of the main areas of concern is our students' reading levels. Parents of low income students and teachers expressed the need for increased reading instruction, programs and time. Additional staff will allow us to decrease the class sizes which will allow for a more focused approach to reading groups and other reading intervention strategies. This approach will allow our students to score better on their CAASPP ELA assessments as well as reach the goal of 1 years growth in reading levels.

Additionally, smaller classrooms will allow the teachers to have a more focused support system for our English Learners giving them the opportunity to make progress in language acquisition. Smaller classes will also allow for our EL students to get more support in the general education setting by being able to spend more one on one time with the teacher or paraprofessional. The relationships that are built and fostered will allow our EL students to feel more comfortable in the classroom setting allowing them to be a more active participant in their education without feeling ashamed because of their need for additional language support.

Our socioeconomically disadvantaged students will benefit from these smaller classes. The relationships that they build with their teachers and classmates will provide them with a safe environment where they feel comfortable talking with their teachers and staff about issues they are struggling with. These relationships will allow these students to be successful both academically and emotionally.

This action is expected to help BVUSD meet the metrics associated with this action: Increased CAASPP ELS scores, increased reading levels, reduction in Negative Referrals and Maintain our 0% Suspension Rate. The class size reduction has a direct correlation to positive interaction: Student to Student and Student to Staff. Smaller classes build better classroom environments

where students feel safe, cared for and understood. Positive student to teacher relationships allows students to be successful both academically and socially. With a focus on smaller classes, we will meet the desired outcomes associated with these metrics.

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

The district has identified the needs, conditions, and circumstances of low-income and English Learner students through data analysis and stakeholder input. Providing smaller class sizes, professional development in literacy, instructional programs and staff focused on English Learners, expanded learning, and transportation is an increase in services for our low-income and English Learner students and support improved outcomes in academic achievement as described above. The college and trade school visits and academic counseling will support expanded educational opportunities for our students and would not otherwise be available to meet their needs.

These actions are an increase in services provided to low-income and English Learners above what is provided to all students in the district. These actions are designed to specifically meet the needs of identified student groups and will be monitored using the associated metrics for effectiveness.

The LEA-wide and schoolwide actions described above allow the district to meet or exceed the percentage to increase or improve services of 34.21% quantitatively.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website:

<https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **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 K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.