LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bay View Academy

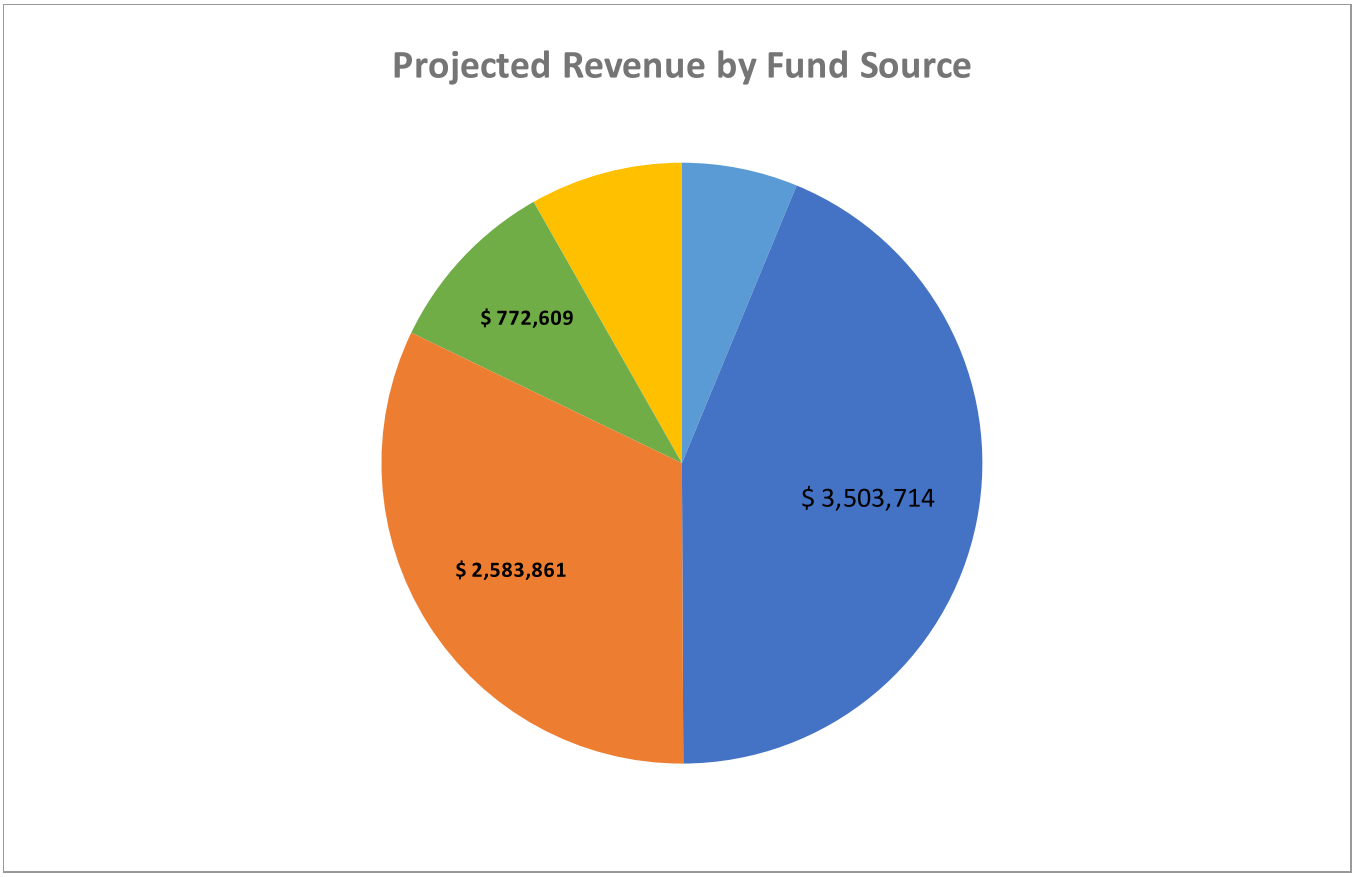
CDS Code: 27 10272 0124297

School Year: 2024-2025

LEA contact information: 222 Casa Verde Ave., Monterey, CA 93940-3753

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

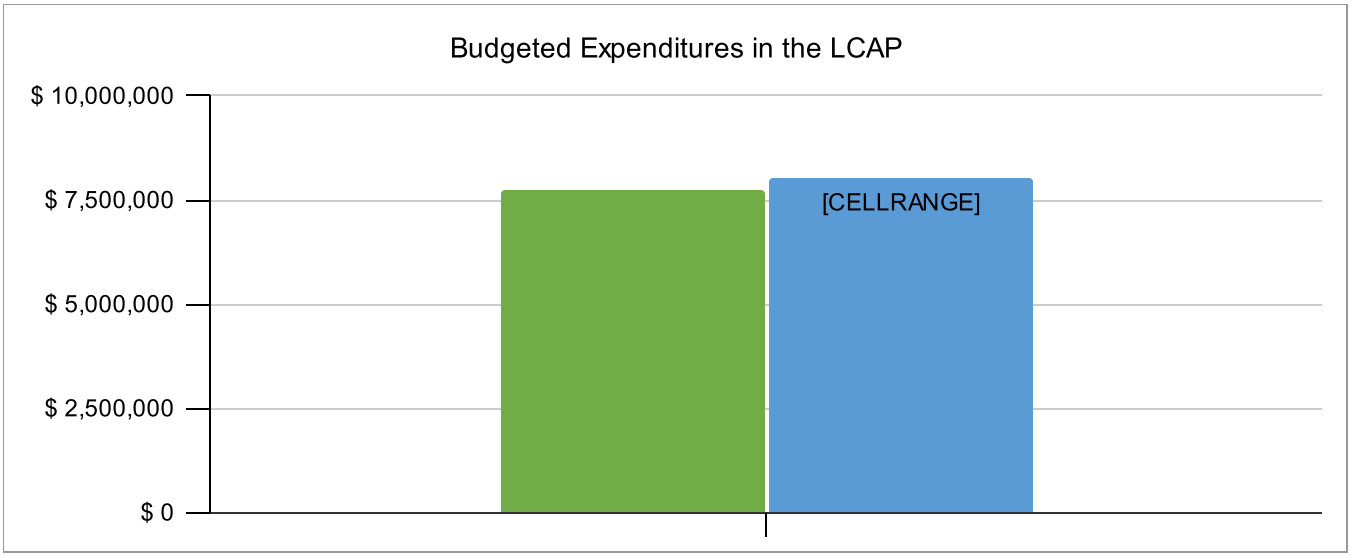
Budget Overview for the 2024-2025 School Year



This chart shows the total general purpose revenue Bay View Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bay View Academy is $8,019,081.00, of which $4,003,714.00 is Local Control Funding Formula (LCFF), $2,583,861.00 is other state funds, $772,609.00 is local funds, and $658,897.00 is federal funds. Of the $4,003,714.00 in LCFF Funds, $500,000.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Bay View Academy plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

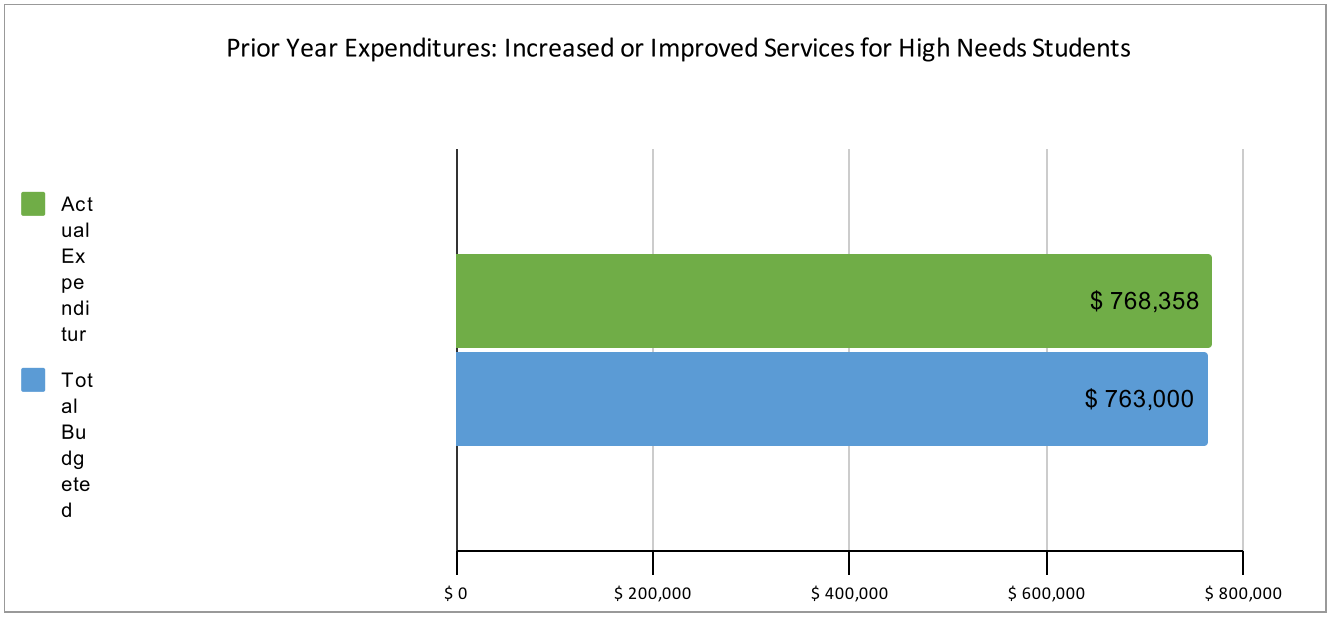
The text description of the above chart is as follows: Bay View Academy plans to spend $7,753,174.00 for the 2024-2025 school year. Of that amount, $8,007,682.00 is tied to actions/services in the LCAP and $-254,508.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

None

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Bay View Academy is projecting it will receive $500,000.00 based on the enrollment of foster youth, English learner, and low-income students. Bay View Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Bay View Academy plans to spend $520,000.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-2024



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

The text description of the above chart is as follows: In 2023-2024, Bay View Academy's LCAP budgeted $763,000.00 for planned actions to increase or improve services for high needs students. Bay View Academy actually spent $768,358.00 for actions to increase or improve services for high needs students in 2023-2024.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bay View Academy Charter School	Ronda Griffirth-Harman, Director	ronda.griffith-harman@bayview-academy.org 831-717-4630

Goals and Actions

Goal #	Description
1	Bay View Academy commits to meeting the needs of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome
Average Daily Attendance will increase	95.95%	Overall - 94.62% SED- 94.19% ELL- 96.71% SWD- 90.31%	Overall - 92.67% SED- 92.01% ELL- 93.09% SWD- 91.97%	Overall- 93.21% SED- 74% ELL- 94.86% SWD- 87.99%	96.5%
Annual Suspension Rate	1.30%	0.62%	1.22%	2.60%	2%
Chronic Absenteeism Rate	6.70%	13.6%	13.8%	23.73%	2%
Middle School Dropout Rate will maintain	0%	0%	0%	0%	0%

Language Arts CAASPP test scores will improve for all subpopulations	2018-2019 All Students- 0.3 below Hispanic- 20.6 points below standards ELL: 26.8 points below standard SED: 22 points below standard White: 5.3 points above standard Two or More Races: 32.7 points above African American: 20.8 points below Students with Disabilities: 87.1 points below standard	Scores from 2020-21: Met or Exceeded on CAASPP scores: 3rd Grade: 31% 4th Grade: 38% 5th Grade: 40% 6th Grade: 39% 7th Grade: 56% 8th Grade: 60%	Scores from 2021-22: All Students- 24.6 points below standard Hispanic- 39.1 points below standard ELL: 57.8 points below standard SED: 59.1 points below standard White: 0.6 points above standard Two or More Races: 24.3 points below standard African American: 41.8 points below standard Students with Disabilities: 103.8 points below standard	Scores from 2022-23: All Students- 17.6 points below standard Hispanic- 40.4 points below standard ELL: 53 points below standard SED: 48.5 points below standard White: 25.5 points above standard Two or More Races: 24.7 points below standard African American: 31.7 points below standard Students with Disabilities: 97.9 points below standard Data	All Students- 20 points above Hispanic- 20 points above ELL: 20 points above SED: 20 points above White: 20 points above Two or More Races: 20 points above African American: 20 points above Students with Disabilities: 20 points above

Math CAASPP test scores will improve for all subpopulations	2018-2019 All Students- 12.6 below Hispanic- 29.7 points below standards ELL: 27.8 points below standard SED: 29.6 points below standard White: 7.9 points below standard Two or More Races: 16.5 points above African American: 45 points below Students with Disabilities: 107 points below standard	Scores from 2020-21: Met or Exceeded on CAASPP scores: 3rd Grade: 14% 4th Grade: 39% 5th Grade: 22% 6th Grade: 26% 7th Grade: 42% 8th Grade: 45%	Scores from 2021-22: All Students- 66.1 points below standard Hispanic- 87.7 points below standard ELL: 90.9 points below standard SED: 95.7 points below standard White: 20.1 points below standard Two or More Races: 66.9 points below standard African American: 110.4 points below standard Students with Disabilities: 135.1 points below standard	Scores from 2022-23: All Students- 38.2 points below standard Hispanic- 59.9 points below standard ELL: 80.1 points below standard SED: 66.1 points below standard White: 1 points above standard Two or More Races: 45.5 points below standard African American: 72.7 points below standard Students with Disabilities: 119.7 points below standard	All Students- 20 points above Hispanic- 20 points above ELL: 20 points above SED: 20 points above White: 20 points above Two or More Races: 20 points above African American: 20 points above Students with Disabilities: 20 points above
Percentage of Long-Term ELL will decrease	4.6%	11.6%	15.4%	11.4%	3%
EL Reclassification Rate will increase for 3rd-8th graders	26%	12.5%	13.7%	33%	35%

Percentage of students who have access to a broad course of study and successfully complete grade level requirements will maintain	100%	100%	100%	100%	100%
Percentage of 3rd - 8th grade students who feel safe at school will increase	Not Collected	72%	70%	93%	85%
Percentage of 3rd-6th graders who report they are happy to be at school will increase	Not Collected	70%	69%	94.9%	90%
Percentage of 3rd-8th grade who report that they have eaten breakfast will increase	Not Collected	70%	73%	69.8%	80%
Percentage of 7th-8th graders who report they have a caring adult at school will increase	Not Collected	Not Collected	57%	73.5%	

Goal Analysis

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

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

The goal of Percentage of 7th-8th graders who report they have a caring adult at school will increase was added last year without a desired outcome.

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

None

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

For the 2023-2024 school year, several key initiatives and programs were implemented at Bay View Academy (BVA) to support student learning and well-being:

1. English Language Development (ELD) Support:
    - A full-time equivalent (FTE) position for ELD was established at the Upper School (US) to provide explicit instruction and support for English Language Learners (ELLs) in navigating academic language, particularly in ELA, Humanities, and Science.
    - There is a need for a part-time ELD teacher at the Lower School (LS) to ensure compliance with the requirement of at least 30 minutes of designated ELD daily for all ELLs.
2. K-4 Language Arts Intervention:
    - A K-4 Language Arts Intervention Teacher effectively identified and supported students needing extra intervention in reading by assessing accuracy, fluency, and comprehension levels.
    - Students were grouped homogeneously and received targeted instruction during differentiated ELA instruction time, resulting in significant progress for many students.
3. Math Intervention:
    - A Math Intervention Specialist at the Lower Campus provided small-group support for students in grades first through fourth, identified through a data-driven inquiry cycle.
    - After-school sessions on minimum day Wednesdays were offered for additional support.
4. Social Work Internship:
    - Unfortunately, BVA was unable to secure MSW interns for the 2023-24 school year due to changes in supervision credentials. Plans are in place to meet credential requirements for the recruitment of interns in the following year.
5. Math Curriculum Coordination:
    - The Math Curriculum Coordinator collaborates with teachers to create and modify math unit maps, incorporating differentiation, remediation, and acceleration strategies.
    - Coaching, mentoring, and support in lesson creation and material ordering are provided to teachers and specialists.

6. Transitional Kindergarten (TK) Program:
    - Year 2 of BVA's TK program continued with thematic units focusing on character traits, fostering hands-on learning experiences and parental involvement.
7. Student Wellness Surveys:
    - Quarterly surveys are conducted to assess student well-being, sleep and eating habits, and the presence of trusted adults at school.
    - Survey results inform modifications to lesson plans, classroom agreements, and cafeteria services to support students' physical and emotional needs.

These initiatives reflect BVA's commitment to providing comprehensive support for student academic success and well-being, through targeted interventions, curriculum coordination, family engagement and holistic wellness programs.

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.

For the 24-27 LCAP, we have put specific funding towards attendance initiatives to decrease our chronically truant rates.

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

Goal #	Description
2	Bay View Academy commits to fostering meaningful community engagement opportunities to support our diverse learning community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community Volunteer Hours will increase	7,800	970.25 hours	2,566 Hours	2,015 Hours	10,000
Percentage of BVA families completing their 30 hours of volunteer work will increase	20%	1.8%	6.3%	3%	50%
Participation in the annual family survey will increase	142 Responses	211 Responses	193 Responses	55 Responses	220 Responses
Percent of families reporting that they are satisfied or very satisfied with BVA will maintain	90%	86.5%	89%	84%	90%

Goal Analysis

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.

None

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

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Celebration of Learning:
Our Celebration of Learning events are a chance for students to present their thematic unit work to parents, guardians, and community members. For instance, during our recent unit on environmental sustainability, students shared their research findings and creative projects, sparking meaningful discussions and fostering a sense of pride in their accomplishments.

STEM Expo:
At our STEM Expo, students demonstrate their scientific investigations and engineering projects to peers and visitors. From experiments conducted in our labs to engineering prototypes developed in our makerspaces, students showcase their curiosity and innovation, inspiring future scientists and engineers within our community.

Art Nights:
Our Art Nights are vibrant showcases of student creativity, featuring visual arts, music, and performing arts performances. Students display their artistic talents through various mediums, while music and performing arts programs dazzle audiences with captivating performances. These events not only celebrate student talents but also promote cultural enrichment and community engagement.

Math Carnival:
During our spring Math Carnival on Pi Day, students in TK-8th grades participate in Math related engagements, games, and food to celebrate and showcase their work and standards in their units during that time. Families and siblings also participate in these engagements to increase understanding of how and where we see Math in our everyday lives.

Through these exhibitions, Bay View Academy celebrates student achievement and fosters a sense of pride and community involvement, enriching the educational experience for all involved.

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.

We changed our goal for the 24-27 LCAP to better reflect our needs of the community by focusing on community partnerships.

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

Goal #	Description
3	Bay View Academy commits to maintaining effective and transparent governance and operations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The leadership of the school will participate in learning walks on both campuses	0	0	0	2	4
The Board will engage in study sessions to deepen their knowledge of the school	3	0	0	7	6
Percentage of families contributing to Family Share will increase	51.6%	30%	27%	24%	80%
Total Family Share contributions will meet budgeted revenue	$85,000	$71,358	$58,655	$44,197	$100,000

Goal Analysis

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.

None

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

None

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Bay View Academy offers multiple ways for staff members to be involved at different levels. Staff representatives are required for the Governance Committee, the Development Committee, the Finance Committee and the School Site Council. Staff members are given the opportunity to apply for representative positions for these committees. After consideration, the Head of School elects staff representatives. Staff members receive an annual stipend for their representation on the committees. Due to the nature of the positions staff members are required to attend and contribute to committee meetings and needs on a regular basis.

Our actions were not effective in making progress towards all parts of this goal. Our Title 1 population has increased, so we cannot expect our families to financially contribute to our school. We have since realized we need to focus on grants to support the financial needs of our campus.

Goal #	Description
4	Bay View Academy commits to fostering an inspiring professional learning community for all staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Staff Survey will indicate that staff feel supported in meeting the requirements of their job	2020-2021 90%	90% Teachers agree 78% Instructional Aides agree 100% Support staff agree	92% Teachers agree 100% Instructional Aides agree 90% Support staff agree	93%	95%
Teacher retention will increase	83%	76%	79%	68%	95%
Percentage of highly qualified core teachers will maintain	75%	59%	82%	68%	25%
Percentage of teachers remaining at BVA for 4 or more years will increase	20%	43%	37%	28%	60%
Annual Staff Survey will indicate that teachers feel supported when there is a disciplinary matter that can't be handled in the classroom	2020-2021 95%	79% agree	66%	Question not on survey	95%
Percentage of teachers that indicate that they have the instructional materials they need will maintain	2020-2021 95%	95%	85%	86%	95%
Increase bilingual staff	2020-2021 19	22	33%	27%	25%

Goal Analysis

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.

None

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

None

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Throughout the 2023-2024 school year, Bay View Academy (BVA) has prioritized professional development and support for its staff:

1. Restorative Practices Training:
    - Staff participated in various opportunities such as staff circles, professional development sessions, and online modules.
    - A trial of the "Restorative Practices E-Learning module" was completed by all staff members to explore its potential for future implementation.
2. Breathe 4 Change Yoga Training:
    - Teachers and support staff were encouraged to participate in Breathe 4 Change yoga training, with an emphasis on incorporating learned techniques into classrooms and sharing them with colleagues.
3. Be Glad ELD Training:
    - Training sessions were provided to enhance support for bilingual students, specifically targeting teachers in grades 5-8.
4. Orton Gillingham and Reading Training:
    - While explicit Orton Gillingham training wasn't provided, similar sessions focusing on phonics and reading strategies were conducted.
    - Professional development sessions covered foundational reading skills such as segmenting, blending, and letter-sound correspondence, with various tools provided for classroom use.
5. Paraprofessional Training:
    - Regular professional development sessions were held for staff members, including paraprofessionals, to support their growth and effectiveness in their roles.
6. Curriculum Coaching:
    - Curriculum coaches played a crucial role in supporting teachers in navigating thematic units, building engaging lessons, and reflecting on teaching practices.
    - They facilitated targeted professional development tailored to teachers' needs and participated in other learning opportunities to enhance their expertise.

- Curriculum coaches ensured curriculum maps were updated and aligned vertically, facilitated field trip planning, and supported teachers in responding to changes in educational standards and laws.
- They were heavily involved in planning and executing school-wide events like the Celebration of Learning, providing guidance to teachers and creating event resources.

Overall, BVA's commitment to professional development and support for its staff underscores its dedication to continuous improvement and ensuring the success of both educators and students.

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.

We will be receiving Title III funds next year and have put that straight towards professional development for staff on how to work with different levels of English Learners and differentiate in class instruction.

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

Goal #	Description
5	Bay View Academy commits meeting the needs of all students who are eligible for Special Education Services

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% IEP goals met		Overall - 37% of goals met 46% of SAI goals 30% of OT goals 22% of Counseling goals 54% of SLD goals met	Overall Goals Met: 65% Speech Goals Met: 72% Occupational Goals Met: 23% Counseling Goals Met: 29% Behavior Goals Met: 100% Academic Goals Met: 64%	Overall Goals Met: 67% Speech Goals Met: 62% Occupational Goals Met: 80% Counseling Goals Met: 82% Behavior Goals Met: 56% Academic Goals Met: 67%	70% of all goals met
Attendance rates for SWD		90.31%	91.97%	87.3%	96%
Chronically Truant rates for SWD. “Chronically truant” rate is defined as missing more than 10% of the school year with unexcused absences.		19.35%	22.58%	25.6%	2%

Service minutes met			Overall Service Minutes Met: 99% Speech Service Minutes Met: 100% Occupational Service Minutes Met: 100% Counseling Service Minutes Met: 88% Academic Service Minutes Met: 100%	Overall Service Minutes Met: 99% Speech Service Minutes Met: 100% Occupational Service Minutes Met: 100% Counseling Service Minutes Met: 100% Academic Service Minutes Met: 99%	100%
% of targeted student receiving universal screening for dyslexia		0%	100%	n/a	100%
% of SWD reporting that they are happy to be at BVA on the quarterly student wellness survey in grades 3-8			63%	n/a	85%
% of families of SWD reporting that they “agree or strongly agree” that their student’s academic needs are being met at BVA on the annual survey			93.75%	n/a	90%

Goal Analysis

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.

None

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

None

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

BVA offers a full continuum of special education services to ensure that all special education students receive a Free Appropriate Public Education (FAPE). Not every service on the continuum of options is offered at the BVA school site. Accordingly, a BVA student requiring special education services may receive such services at other sites as contracted by BVA. Special education services available on site include occupational therapy, speech and language therapy, counseling, specialized academic instruction, and behavioral support. Approximately 13% of BVA's student population receive one or more of these services. Bay View Academy (BVA) has been actively engaged in supporting student learning and well-being through various initiatives and collaborations:

1. Dyslexia Screening:
    - Previously participated in UCSF's dyslexia screener study.
    - Currently, the reading intervention team is screening kindergarten students midway through the year using the F&P assessment, followed by another assessment at the end of the year.
    - Extended assessments are administered to students who don't make expected progress.
2. Student Support and Communication:
    - The school team maintains continual communication with faculty and staff to identify students struggling academically, socially, or behaviorally.
    - Assessments are implemented as needed to identify student needs or deficits.
    - Any concerns regarding students ar
    - We communicated with parents or families to ensure a collaborative approach to student support.
3. Special Education (SPED) Mental Health Counseling:
    - BVA has a dedicated SPED mental health counselor who focuses on supporting students with Individualized Education Programs (IEPs).
    - Students with IEPs receive consistent support tailored to their goals and needs from the designated counselor.

- This approach allows site-specific counselors to address day-to-day needs while ensuring consistency and progress towards IEP goals.

Continuous improvements have been made from year to year when it comes to students meeting their goals. Hiring a dedicated counselor for students with disabilities, hiring an in person Occupational Therapist, and partnering with CSUMB for in person Speech-Language services tremendously improved our students' progress. As is the current trend in schools, we've had a lot more students with behavioral and executive functioning needs.Through these efforts, BVA demonstrates a commitment to early identification and intervention for students with diverse needs, as well as fostering effective communication and collaboration among staff, families, and support services.

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.

To get more targeted data, we have broken down each goal with subgoals of Specialized Academic Instruction, Occupational Therapy, Speech Therapy, and Counseling services for our 24-27 LCAP.

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

2024-2025 Bay View Academy Local Control and Accountability Plan (LCAP)

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bay View Academy	Ronda Griffirth-Harman, Director	ronda.griffith-harman@bayview-academy.org 831-717-4630

Plan Summary 2024-2025

General Information

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

Bay View Academy (BVA) is a public, independent TK-8 charter school, free and open to all students. BVA was initially authorized by the Monterey County Office of Education in 2011. Founded on the core values of community, innovation and a passion for learning, BVA offers a broad academic program using thematic based instruction.

Students and teachers at Bay View Academy engage and co-create, meaningful, interdisciplinary curriculum. Thematic units are rooted in social justice, and embed science, humanities and language arts. Thematic units are designed around collaboration and inspire deep conceptual understanding of topics on a global scale. Our curriculum is rooted in our commitment to anti-bias education and enriched through hands-on applications and project-based instruction. We participate in frequent field trips and Service Learning opportunities that serve to enhance our thematic units and reinforce connections to the communities we serve.

Bay View teaching staff are highly qualified and intentional emphasis is placed on continuous staff development and upskilling throughout the year. Teachers use thematically based literature that ranges from read-aloud books in transitional kindergarten and informational articles, to classroom novel sets in our upper school grades. Since learning is thematic and project-based, students' learning experiences have differentiated opportunities that can offer varying levels of challenge and demonstrations of standard mastery.

With a focus on interdisciplinary curricular units that are thematically based, Language Arts, Science and Humanities standards are tied in closely with Math units maintaining their own progression. Mathematics standards are directly

taught through a constructivist approach and the use of interactive math journals. Students are provided with whole and small group instruction and differentiated opportunities to revisit or advance through standards.

Our curriculum centers on developmentally appropriate hands-on and collaborative learning engagements that are project-based. Students share their learning through exhibitions and facilitate opportunities to welcome community partners into their learning experiences. Field trips are planned throughout the year to broaden students' sense of community and service. Students embark on field trips to the Exploratorium in San Francisco, the Observatory in Oakland, and Outdoor Education programs such as 5th grade's week-long Science Camp trip, and 8th grade's Leadership Camp in Pinecrest. In addition, We push STEAM learning through our 3D design class for grades 5-8.

Service Learning is a focal point at Bay View Academy. Students in Kindergarten through fourth grade develop opportunities to improve our school community and are guided through a design, planning and implementation process. Similarly, seventh and eighth grade students are assigned mentors who support them in their identification of an area of need in our larger community. Seventh graders learn about and engage in service learning opportunities to prepare them for their eighth grade project. The eighth grade Service Learning project culminates in a community exhibition. Service Learning is a cornerstone of our pedagogy that provides opportunities for academic learning, social skills development, and practical applications with communication and collaboration.

Bay View Academy's philosophy and values are rooted in restorative practices. Restorative Practices allow each member of our community to develop and implement BVA's core values, focus on relationship building and support individuals who may have committed harm to receive the resources needed to make amends. We work to create an inclusive community that promotes peace, develops deeply meaningful relationships and cultural awareness of ourselves and all community members.

We believe it is essential to foster a safe community that provides mental health services to students and staff. We have 3 full time Counselors, with one specifically assigned to our students with IEPS. These positions support social-emotional growth and development by teaching social emotional skills during classroom lessons, providing mental health counseling for students and resources for families. Our counselors work with small groups of students and individuals providing them with skills to navigate the complexities of collaborative learning, individual accomplishments, and peer relationships.

Located in the heart of the Monterey Peninsula, Bay View Academy operates on two sites: a lower campus for grades TK-4th grade and an upper campus for grades 5th through 8th grades. BVA is a Title I Public Charter School under the Monterey County Office of Education serving 504 students in Transitional Kindergarten through 8th grades. Serving a multicultural and economically diverse population of students from the cities of Monterey, Seaside, Marina, Hollister, Castroville, and Salinas, BVA prides itself on its diversity. Approximately 47% of our students are economically

disadvantaged and 21% are English learners. Through a partnership with Revolution Foods, BVA provides free breakfast and lunch for all children and families in the community.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following California School Dashboard indicator rates below exemplify the preparedness of Bay View students toward graduation. Local indicators, Fountas and Pinnell Reading Assessments, as well as results on the statewide California Assessment show student progress and performance. As of publication time, the 2024 CAASPP results were not readily available and should be posted in mid-summer upon the state's release. The Fountas and Pinnell reading assessments and IABs were available and noted. We also administer yearly school climate surveys to students, families, and staff members.

Overall, Bay View Academy has demonstrated many successes over the 2023-2024 school year, as demonstrated by local and statewide assessment data and other metrics in each goal area of this LCAP. During the 2024-25 school year, Bay View Academy plans to build upon these successes by continuing with some goals and actions included in the 2023-2024 LCAP and creating new goals based off of new data.

Reading Measures:

Spring 2024 K-4 Fountas and Pinnell Reading Assessments

2023-2024

K-61.5%

1-74%

2- 73.5%

3- 85%

4- 88%

2023 CAASPP Performance Data:

English Language Arts:

- All Students: 17.6 points below standard
    - African American: 31.7 points below standard
    - Asian: 1.1 points above standard
    - Hispanic: 40.4 points below standard
    - White: 25.5 points above standard
    - Two or more races: 24.7 points below standard
    - Students with disabilities: 97.9 points below standard
    - English Learners: 53 points below standard
    - Socioeconomically Disadvantaged: 48.5 points below standard

Math:

- All Students: 38.2 points below standard
    - African American: 72.7 points below standard
    - Asian: 4.1 points above standard
    - Hispanic: 59.9 points below standard
    - White: 1 point above standard
    - Two or more races: 45.5 points below standard
    - Students with disabilities: 119.7 points below standard
    - English Learners: 80.1 points below standard
    - Socioeconomically Disadvantaged: 66.1 points below standard

English Learner Progress

- 70.7% making progress towards English language proficiency

  22.2% increase from 2022

School Climate Surveys:

	Fall Survey				
Grade	Safe at School	Happy at school	Caring Adult	Breakfast	Total surveyed
3rd grade	40	39	36	33	41
4th gr	28	28	26	23	28
5th	44	48	40	40	48
6th	25	25	16	12	25
7th	46	50	32	26	50
8th	22	24	18	17	27
	205	214	168	151	219
	Winter Survey				
Grade	Safe at School	Happy at school	Caring Adult	Breakfast	Total surveyed
3rd grade	2	2	2	2	2
4th gr	34	34	30	31	34
5th					0
6th					0
7th	18	20	8	13	22
8th					0
	54	56	40	46	58

	Spring Survey				
Grade	Safe at School	Happy at school	Caring Adult	Breakfast	Total surveyed
3rd grade	38	39	31	33	39
4th gr	36	36	27	28	36
5th	46	48	40	36	51
6th	50	50	37	32	52
7th	38	40	30	28	44
8th	45	39	31	30	51
	253	252	196	187	273
Totals	512	522	404	384	550
%	**93.09090909**	**94.90909091**	**73.45454545**	**69.81818182**	

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement: Not applicable for us

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.

Bay View Academy is a single school LEA that is not eligible for comprehensive support or improvement

Support for Identified Schools

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

Bay View Academy is a single school LEA that is not eligible for comprehensive support or improvement

Monitoring and Evaluating Effectiveness

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

Bay View Academy is a single school LEA that is not eligible for comprehensive support or improvement

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Throughout the academic year, we implemented a multifaceted approach to engage teachers and gather their feedback systematically. Staff surveys conducted in August, January, and May

	provided a comprehensive overview of their experiences, allowing us to track perceptions and identify areas for improvement over time. Additionally, individualized 1:1 conversations with administration from August to November offered personalized opportunities for teachers to share their thoughts, concerns, and suggestions directly. Monthly Instructional Leadership Team meetings provided a collaborative platform for teachers to contribute to decision-making processes and share insights from their classrooms. Professional Learning Community Meetings and needs assessments in January and March further ensured that teacher input was continuously integrated into our strategies for professional development and resource allocation, fostering a culture of responsiveness and collaboration within the school community. We have two designated staff Board Representatives, one at each campus, who collect monthly feedback, concerns, and celebrations from the staff via surveys, and in person 1:1 conversations. This information is brought to the monthly public Board meetings to deliberate and reflect on.
Families	To ensure robust teacher engagement and gather diverse perspectives, we implemented a comprehensive feedback strategy involving multiple channels. Family surveys conducted in August and May provided valuable insights into teacher-family dynamics and allowed for adjustments based on changing needs throughout the school year. Furthermore, the family feedback form, administered from February to May, offered a platform for teachers to receive specific, actionable feedback from parents and caregivers. Regular chats with leadership in August and January provided families with opportunities to voice concerns and share successes in a supportive environment. Additionally, participation in monthly School Site Council and ELAC meetings ensured that families had a direct role in decision-making processes and were able to advocate for resources aligned with student and family needs. Families are often invited to participate and volunteer in school-wide events and community activities such as festivals, bookclubs, school dances, etc… This has been a great opportunity to informally check-in and gather feedback from our families. Finally, discussions regarding field trips and the Special Education Family Survey allowed teachers to gather feedback on specific initiatives and tailor their approaches to better meet the needs of all students and families.

Students	Teachers have held community meetings with students regarding their experience and needs. Teachers share feedback with school leadership to inform plans. Student Surveys sent in August, December, and April. Staff has received input on preferred incentives through Student Council.
Other Staff Members: Aides, Admin, District Office staff	Throughout the academic year, we prioritized teacher engagement by implementing various feedback mechanisms tailored to their needs and roles. Regular staff surveys conducted in August, January, and May provided a structured platform for teachers to express their opinions, concerns, and suggestions, enabling us to continually refine our support systems. Additionally, aide needs assessment meetings offered aides the opportunity to provide input on their specific requirements and challenges, ensuring their voices were heard in the decision-making process. Monthly district office meetings focused on gathering feedback on facilities and classroom needs provided teachers with a direct avenue to communicate their infrastructure requirements, fostering a collaborative approach to resource allocation and facility improvements. By integrating these feedback channels, we created a culture of transparency, collaboration, and responsiveness, empowering teachers to actively shape the educational environment for themselves and their students.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

To address teacher feedback for more support with the social emotional needs of students, we will be piloting and adopting SEL curriculum, and in person SEEDS, a restorative practice facilitator, training. Teachers stated the class times felt rushed and they did not have time to differentiate instruction. In response to this, we will move to a block schedule and offer in person ELD Training focusing on differentiation. Teachers also voiced their appreciation for curriculum coaches, which has encouraged us to move funds around to ensure we continue to provide instructional support for our teachers.

To address family feedback requesting additional social emotional support is needed on both campuses, we have reinstated our partnership with CSUMB to hire MSW interns to support students at both Upper and Lower School

campuses. Families have expressed interest in developing more restorative parenting strategies, so we have implemented parent-led Loving Solutions Parenting Classes. In response to the request for additional academic intervention support for students struggling to meet grade level expectations in math, our training paraprofessionals ran after school tutoring at both Upper and Lower School.

Students voiced a need for additional academic support in both student surveys and discussions with staff members. To support this need, we plan to increase our after school tutoring. We have recently applied for the ASES grant (After-School Education Safety) through the California Department of Education to increase extended learning opportunities such as 1:1 and group tutoring, as well as after school enrichment opportunities.The ASES Program involves collaboration among parents, youth, and representatives from schools, governmental agencies, individuals from community-based organizations, and the private sector. There was a decline in upper school students eating breakfast, so we are offering a second breakfast during break to encourage students to eat in the morning.

To address staff feedback of the need for additional mental health counseling for students, we have partnered with CSUMB to be a placement site for MSW Intern Program. At the request of new Bay View Staff members, (less than 3 years of employment, we will be working with SEEDS for professional development on Restorative Practices.

Goals and Actions

Goal #1

Goal #	Description	Type of Goal
Goal 1	Improve Bay View Academy and subgroup proficiency in content areas.	Student Achievement

State Priorities addressed by this goal.

Student Achievement.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity for all is a priority for Bay View.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	CAASPP ELA	2022-2023 All Students- 17.6 points below standard ELL: 53 points below standard SED: 48.5 points below standard			All Students- 32.4 points above standard ELL: 3 points below standard SED: 1.5 points above standard	All Students- +50 points ELL: +50 points SED: +50 points White: +50 points Two or More Races: +50 points

		White: 25.5 points above standard Two or More Races: 24.7 points below standard African American: 31.7 points below standard Students with Disabilities: 97.9 points below standard Hispanic/Latino: 40.4 points below standard			White: 75.5 points above standard Two or More Races: 25.3 points above standard African American: 18.3 points above standard Students with Disabilities: 47.9 points below standard Hispanic/Latino: 9.6 points above standard	African American: +50 points Students with Disabilities: +50 points Hispanic/Latino: +50 points
Metric 2	CAASPP MATH	2022-2023 All Students- 38.2 points below standard ELL: 80.1 points below standard SED: 66.1 points below standard White: 1 points above standard Two or More Races: 45.5 points below			All Students- 11.8 above standard ELL: 30.1 points below standard SED: 16.1 points below standard White: 51 points above standard Two or More Races: 4.5 points above standard	All Students- +50 points ELL: +50 points SED: +50 points White: +50 points Two or More Races: +50 points African American: +50 points Students with Disabilities: +50 points Hispanic/Latino: +50 points

		standard African American: 72.7 points below standard Students with Disabilities: 119.7 points below standard Hispanic/Latino:59.9 points below standard			African American: 22.7 points below standard Students with Disabilities: 69.7 points below standard Hispanic/Latino: 9.9 below points standard	
Metric 3	CAST	2022-2023 All Students- 33.93% met or exceeded standard ELL: 0% met or exceeded standard SED: 0% met or exceeded standard White: 46.15% met or exceeded standard Two or More Races: 14.28% met or exceeded standard African American: *Not available because less than 11 students were tested*			All Students- 63.93% met or exceeded standard ELL: 30% met or exceeded standard SED: 30% met or exceeded standard White: 76.15% met or exceeded standard Two or More Races: 34.28% met or exceeded standard African American: 50% met or exceeded standard Students with Disabilities: 30% met or exceeded standard	All Students- +30% met or exceeded standard ELL: +30% met or exceeded standard SED: +30% met or exceeded standard White: +30% met or exceeded standard Two or More Races: +30% met or exceeded standard African American: +30% met or exceeded standard Students with Disabilities: +30% met or exceeded standard Hispanic/Latino: +30% met or exceeded standard

		Students with Disabilities: 0% met or exceeded standard Hispanic/Latino: 32.26% met or exceeded standard			Hispanic/Latino:62.25% met or exceeded standard	
Metric 4	% of Students in grades K - 4 reading at or above grade level at the end of the school year	2023-2024 K-61.5% 1-74% 2- 73.5% 3- 85% 4- 88%			K-75% 1-80% 2-85% 3-90% 4-95%	K-13.5% 1-6% 2-11.5% 3- 5% 4-7%
Metric 5	CA Dashboard-EL Making Progress	2022-2023 70.7%			90%	19.3% increase
Metric 6	English Language Reclassification	33%			50%	17% increase

Goal Analysis for 24-25 Year

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Academic Intervention	1.0 FTE ELA Reading Intervention Teacher 0.5 FTE ELA Reading Intervention Aide 1.0 FTE Math Intervention Aide 1.0 FTE ELD Teacher .75 Intervention Teacher	$376,400	Yes

		Academic intervention programs target specific areas of need, providing tailored support and resources to students who are at risk of falling behind, thereby addressing disparities in learning outcomes. By identifying and addressing learning gaps early on, academic intervention fosters equitable access to education, empowering students to reach their full potential and narrowing the achievement gap.		
Action 2	Math Curriculum Coach		$125,000	Yes
Action 3	Instructional Aides	4.0 FTE Instructional Aides Instructional aides offer valuable support to classroom teachers by providing individualized attention and assisting in managing diverse student needs, enhancing the overall learning experience. Their presence enables teachers to implement differentiated instruction effectively, address behavioral challenges, and collaborate on instructional strategies, ultimately fostering a more inclusive and dynamic classroom environment.	$194,000	Yes
Action 4	ELOP	1.0 FTE Special Programs Manager 1.0 FTE Assistant Special Programs Manager 4 x .425 FTE After Care Aides After School Tutoring After School Clubs After School Athletics	$356,000	Yes

		Extended learning opportunity programs provide students with additional time and resources to explore interests, reinforce academic skills, and engage in enriching activities beyond the traditional school day, fostering a more holistic approach to education. These programs offer opportunities for hands-on learning, mentorship, and social interaction, contributing to students' academic success, personal development, and overall well-being.		
Action 5	Vice Principal of Academic Support and Instruction	The Vice Principal of Academic Support and Instruction actively assists teachers in implementing differentiated instruction, providing ongoing mentoring, and facilitating family-facing student support meetings. They serve as a resource and guide, offering expertise and support to educators as they tailor their instruction to meet the diverse needs of students. Through regular mentoring sessions, the Vice Principal fosters professional growth and collaboration among teachers, ensuring they have the tools and strategies necessary to effectively engage and support every student. Additionally, they play a key role in organizing and leading family-facing meetings, where they work alongside teachers and families to address student needs, provide resources, and foster a strong home-school partnership that promotes student success.	$130,000	Yes
Action 6	ELPAC Testing Support	Hire a part time substitute or TOSA to help with completion of Initial and/or Summative ELPAC testing.	$5,000	Yes

Action 7	Homeless Student Identification & Services	In order to stay in compliance with AB 2137, we will continue to identify students who are experiencing homelessness and the needs that they may have. The identification process is as follows: At the beginning of the school year (August) and at the start of our winter semester (January), an updated 2024-2025 Student Housing Questionnaire will be widely shared across all communication modes to families at BVA, both new and current families. All responses are confidential and will be collected, shared, and organized by our Community Engagement Coordinator, who also serves as our Homeless Liaison. Results will be shared and reviewed with counselors and we will follow-up with any families who report not having an adequate and permanent home during the time of the questionnaire. Once verified, students and families will be eligible to receive additional services under the Mckinney Vento Homeless Education Assistance Act. Our liaison and counselors will work with the families to determine the types of services that are necessary. Examples of services include: rental/housing deposit assistance, prepaid cards, transportation passes, and access to our Family Resource Center which has basic needs items such as clothing, school supplies, home supplies, hygiene products, and community partner services. $500 in Title I funds and previously acquired American Rescue Plan funds will be utilized to provide these services.	$500	Yes

Goal #2

Goal #	Description	Type of Goal
Goal 2	Increase student attendance and foster a school environment that is safe and welcoming for all.	Student Achievement, Student Engagement & School Climate

State Priorities addressed by this goal.

Student Achievement, Student Engagement & School Climate

An explanation of why the LEA has developed this goal.

We believe students need to be present in order to learn. They also need to feel safe and have resources available for support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Chronic absenteeism	22-23 School Year Overall: 22.3% ELL: 15.9% SED: 30.4% White: 15.7% Two or More Races: 23.5%			Overall: 10.3% ELL: 3.9% SED: 18.4% White: 11.5% Two or More Races: 11.5% African American: 10%	ELL: 12% decrease SED: 12% decrease White: 12% decrease Two or More Races: 12% decrease African American: 12% decrease

		African American: 22% Students with Disabilities: 25.6% Hispanic/Latino: 26.4%			Students with Disabilities: 13.6% Hispanic/Latino: 14.4%	Students with Disabilities: 12% decrease Hispanic/Latino:12% decrease
2	ADA	23-24 (P2) 93.42%			96.42%	3% increase
3	Suspension Rate	22-23 School Year 2.6%			0%	1.1% decrease
4	Expulsion Rate	23-24 School Year 0			0	
5	Percentage of students in grades 3-8 with access to a broad course of study will maintain.	22-23 School Year Overall: 100% SWD: 100% EL: 100% SED:100%			Overall: 100% SWD: 100% EL: 100% SED:100%	0%
6	Middle School Dropout Rate	22-23 School Year 0			0	
7	Standard Aligned Material and	23-24 School Year Overall: 100% SWD: 100%			Overall: 100% SWD: 100% EL: 100%	

	providing state standards	EL: 100% SED:100%			SED:100%	
8	Percentage of students in grades 3-8 who feel safe on campus will increase or maintain.	23-24 School Year 3rd Grade: 99% 4th Grade: 100% 5th Grade: 92% 6th Grade: 98% 7th Grade: 86% 8th Grade: 88%			3rd Grade: 100% 4th Grade: 100% 5th Grade: 100% 6th Grade: 100% 7th Grade: 100% 8th Grade: 100%	3rd Grade: 1% 4th Grade: 0% 5th Grade: 8% 6th Grade: 2% 7th Grade: 14% 8th Grade: 12%
9	Percentage of students in grades 3-8 that have a trusted adult will increase or maintain.	23-24 School Year 3rd Grade: 80% 4th Grade: 77% 5th Grade: 80% 6th Grade: 98% 7th Grade: 75% 8th Grade: 68%			3rd Grade: 100% 4th Grade: 100% 5th Grade: 100% 6th Grade: 100% 7th Grade: 100% 8th Grade: 100%	3rd Grade: 20% 4th Grade: 23% 5th Grade: 20% 6th Grade: 2% 7th Grade: 25% 8th Grade: 32%
10	Percentage of students in grades 3-8 that enjoy coming to Bay View will increase or maintain.	23-24 School Year 3rd Grade: 100% 4th Grade: 100% 5th Grade: 94% 6th Grade: 98%			3rd Grade: 100% 4th Grade: 100% 5th Grade: 100% 6th Grade: 100% 7th Grade: 100%	3rd Grade: 0% 4th Grade: 0% 5th Grade: 6% 6th Grade: 2% 7th Grade: 8%

		7th Grade: 92% 8th Grade: 75%			8th Grade: 100%	8th Grade: 25%
11	Fit Inspection-School in good repair	23-24 School Year Lower Campus: Exemplar rating Upper Campus: Exemplar rating			Exemplar rating	Maintain

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	MSW Interns	We plan to bring on board MSW interns from CSUMB to assist our students with their social and emotional well-being.	$2,000	Yes
Action 2	Attendance initiatives Budget	The Attendance Initiatives Budget is essential for our school to implement targeted programs and incentives aimed at improving student attendance rates. By allocating resources to this initiative, we can address underlying issues affecting attendance, provide necessary support to students and families, and ultimately cultivate a more engaged and successful learning environment.	$5,000	Yes
Action 3	Community Support Counselors	Our counselors play a vital role in boosting student attendance and cultivating a safe, inclusive environment for all. They achieve this by implementing targeted interventions to address attendance challenges. They spearhead weekly Attendance Team meetings to	$238,000	Yes

		understand and mitigate underlying factors contributing to absenteeism. Additionally, counselors collaborate with students, families, teachers, and administrators to create strategies for improving attendance and promoting a positive school culture. Through their support and guidance, counselors help students feel valued, heard, and connected, fostering a welcoming atmosphere where every individual feels empowered to thrive academically and emotionally.		
Action 4	Student Surveys	We will continue to administer our student wellness survey at least 3 times per year. Results will be shared, by grade-level, with teachers, students, the community, the School Site Council and the Board of Directors. Collaboration time will be dedicated for grade level teams to work with coaches and counselors to develop actionable steps in response to the results.	$0	No
Action 5	Carpool- Ride Amigos	Partnering with Ride Amigos, a local organization, will enable us to offer	$0	No

		carpooling services. This initiative will enhance our attendance rates, offer assistance to families, and contribute to reducing carbon emissions in our community.		
Action 6	Social Emotional Learning (SEL) Curriculum	Implementing a Social Emotional Learning (SEL) Curriculum is crucial for our school to nurture students' emotional intelligence, foster positive relationships, and equip them with essential life skills to navigate challenges effectively.	TBD	Yes
Action 7	SEEDS Restorative Practices Professional Development	SEEDS organization's Restorative Practices Professional Development will play a crucial role in enhancing student attendance and cultivating a safe, welcoming school environment. By equipping educators with the knowledge and skills needed to implement restorative practices, this organization’s training empowers them to address underlying issues contributing to absenteeism in a proactive and supportive manner. Through restorative approaches to conflict resolution, communication, and community-building, students	$10,000	Yes

		feel valued, heard, and connected, leading to improved attendance rates and a more positive school climate. Additionally, restorative practices create a sense of accountability and belonging among students, fostering a culture of mutual respect and understanding that contributes to overall well-being and academic success.		

Goal #3

Goal #	Description	Type of Goal
3	Bay View Academy will provide and retain highly qualified staff and foster an inclusive professional learning community for all staff	Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.

State Priorities addressed by this goal.

Priority 1: Basic

An explanation of why the LEA has developed this goal.

Bay View Academy values staff development for all and believes students deserve highly qualified teachers that feel supported and valued by the charter.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	% of teachers remaining at BVA for 3 or more years will increase	23-24 School Year 10 teachers			15 teachers	5 increase
2	% of bilingual staff will maintain or increase	23-24 School Year 27%			30%	3% Increase

3	% of teachers with a clear credential will maintain or increase	21-22: 66.9% 23-24: 8 teachers			15	7% increase
4	% of certified and classified staff who receive a satisfactory/exemplary mark based on evaluations will maintain or increase	No baseline data available			Certified: 85% of certificated staff who received satisfactory/exemplary Classified: 85% of classified staff who received satisfactory/exemplary	
5	Annual staff survey will indicate that staff feels supported in meeting the requirements of their jobs	23-24 School Year 78%			100%	22%
6	Annual staff survey will indicate staff feel included in BVA community	No baseline data available. Added to survey 24-25			90%	
7	Annual staff survey will indicate staff feel equipped to utilize	No baseline data available. Added to survey 24-25			85%	

	restorative practices in their day to day job					

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Thematic Curriculum Coaches	To reduce teacher workload and provide support with creating, revising and aligning thematic units and supporting teachers with instructional best practices	$228,000	Yes
2	Instructional Leadership Team	4 staff members to support with professional development, curriculum support, best practices data analysis, and school improvement.	$6,000	Yes
3	Teacher Induction Program	The MCOE Teacher Credentialing Program/Induction ensures that the teachers receive individualized support each year to clear their credentials. The school site is required to have an induction coordinator and coaches to provide direct support to teachers.	$5,000	Yes
4	Professional Development	We will provide Professional Development (PD) for staff in areas that they identify for professional growth as well as PD that aligns to the goals of the school. -Cal State Monterey Bay ELD PD -SEEDS PD -Charter School Leadership PD	$35,000	Yes
5	Staff Survey	Staff surveys provide valuable insights into employee satisfaction, engagement, and areas for improvement, fostering a positive work environment and enhancing organizational effectiveness through informed decision-making based on staff feedback	$0	No

Goal #4

Goal #	Description	Type of Goal
Goal 4	Bay View Academy will increase community engagement to support diverse learning opportunities.	Parental Involvement and Family Engagement

State Priorities addressed by this goal: Priority 3: Parental Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

Bay View Academy recognizes community engagement is fundamental to a thriving school. Our Charter explicitly highlights community engagement and stakeholder feedback as essential elements of our school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Family Volunteer Hours will Increase (Parentsquare)	23-24 School Year % who log 30 or more hours: 3% % who log any hours: 17.8%			% who log 30 or more hours: 25% % who log any hours: 50%	% who log 30 or more hours: 22% % who log any hours: 32.2%
2	Annual family survey will report families are satisfied or	No baseline data available. Added to survey 24-25			95%	

	highly satisfied with Bay View Academy					
3	Number of families attending school wide events will maintain or increase	No baseline data available. Added to survey 24-25			200 Families	
4	Number of community partners will maintain will increase	23-24 School Year 25			40	15

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Support Organizer	Position dedicated to fostering strong relationships with community partners in order to increase outreach, involvement, and support. These relationships are aimed to support our families and students with eliminating any barriers to their academic, social, and emotional well-being.	$136,000	Yes
2	Loving Solutions	Parenting class designed to provide parents with practical strategies and skills for managing challenging behaviors in children. It typically focuses on positive discipline techniques, communication skills, and building strong parent-child relationships to foster a supportive and nurturing family environment. The class may cover topics such as setting boundaries, problem-solving, and promoting emotional regulation in children, aiming to empower parents with tools to navigate various parenting challenges effectively.	$0	No

3	Family Survey	Family survey allows the school to gather feedback on various aspects of the educational experience, including satisfaction with academic programs, communication effectiveness, and involvement opportunities. This feedback helps the school understand the needs and preferences of families, facilitating improvements and fostering a collaborative relationship between the school and its community.	$0	No
4	Family Engagement Events	We have an annual celebration of learning where students TK-8 showcase their work, parent teacher conferences, and math carnival.	$0	No
5	Volunteer Hours	We encourage families to volunteer at events throughout the school year. Families are regularly contacted via ParentSquare and teacher newsletters with various opportunities to sign-up for volunteer hours.	$0	No
6	Staff Representatives on Committees	Staff representatives will sit on the following committees to provide school site input: -School Site Council -Board of Directors -English Learner Advisory Committee - Development Committee for grant writing	$15,000	Yes
7	Family Support Groups	We will host family support groups to talk about topics such as ADHD, Special Education, Drug Prevention, Teenage Years	$0	No

		We will offer more online and in-person Book Clubs with relevant and current topics that reflect staff and family needs and interests.		
8	Service Learning	In order to walk at their graduation,, students need to fulfill service learning hours with a local community organizations who we have current relationships with.	$0	No

Goal #5

Goal #	Description	Type of Goal
Goal 5	Bay View Academy will meet the needs of all students eligible for Special Education Services.	Student Achievement

State Priorities addressed by this goal.

Academic performance by SWD.

An explanation of why the LEA has developed this goal.

It is essential to ensure legal and ethical responsibilities to provide appropriate accommodations and support to students with disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target Year 3 Outcome	Current Difference from Baseline
1	% of IEP Goals Met	Occupational Therapy Goals Met: 80% Counseling Goals Met: 82% Academic Goals Met: 67% Speech Goals Met: 62%			Overall Goals Met: 85% Speech Goals Met: 85% Occupational Goals Met: 85% Counseling Goals Met: 85%	Overall Goals Met: 12% Speech Goals Met: 23% Occupational Goals Met: 5% Counseling Goals Met:3%

		Behavior Goals Met: 56% Overall Goals Met: 67%			Behavior Goals Met: 85% Academic Goals Met: 85%	Behavior Goals Met: 29% Academic Goals Met: 18%
2	% of Service Minutes Met	Overall Service Minutes Met: 99% Speech Service Minutes Met: 100% Occupational Service Minutes Met: 100% Counseling Service Minutes Met: 88% Academic Service Minutes Met: 100%			Overall Service Minutes Met: 100% Speech Service Minutes Met: 100% Occupational Service Minutes Met: 100% Counseling Service Minutes Met: 100% Academic Service Minutes Met: 100%	Overall Service Minutes Met: 1% Speech Service Minutes Met: 0% Occupational Service Minutes Met: 0% Counseling Service Minutes Met: 12% Academic Service Minutes Met: 100%
3	% of Students in Kindergarten Receiving Dyslexia Screening	No baseline data			100%	
4	% of Students with Disabilities stating they are happy at Bay View Academy	No baseline data			85%	

5	% of Students with Disabilities stating they feel academically supported at Bay View Academy	No baseline data			90%	
6	% of Families with Students with Disabilities stating they feel happy with Special Education Program at Bay View Academy	Specialized Academic Instruction: No baseline data Occupational Therapy: No baseline data Speech Therapy: No baseline data Counseling Services: No baseline data			Specialized Academic Instruction: 100% Occupational Therapy: 100% Speech Therapy: 100% Counseling Services: 100%	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Special Education Staffing	1.0 FTE Special Education Director 2.0 FTE Resource Teachers 3.0 FTE Paraprofessionals .5 Occupational Therapist Exemplary special education services such as Occupational Therapy, Speech and Language, and Specialized Academic Instruction provide tailored support that addresses diverse learning needs, empowering students with the	$683,000	Yes

		tools and skills necessary for academic and personal success. By offering individualized interventions, these services promote inclusivity, foster self-confidence, and enable students to overcome challenges, ensuring that every learner has the opportunity to thrive.		
Action 2	1:1 Individualized Support	3.0 FTE 1:1 Behavior Support Specialists Tucci Learning Solutions Inc. Consultation Individualized behavior support meets the unique needs of each of our special education students, fostering a conducive learning environment that promotes academic progress and social-emotional development. By identifying specific triggers, implementing personalized strategies, and offering consistent guidance, individualized behavior support empowers students to manage their behaviors effectively and participate more fully in educational experiences. Ultimately, this approach enhances student engagement, reduces	$686,000	Yes

		disruptions, and cultivates a sense of belonging, leading to improved outcomes and overall success.		
Action 3	Counseling	1.0 FTE Special Services Counselor Learning emotional regulation and executive functioning skills with a special services counselor is crucial for students as it equips them with the necessary tools to manage stress, navigate social interactions, and achieve academic success in a supportive and inclusive learning environment.	$100,000	Yes
Action 4	Speech Language Pathology and Occupational Therapy Services	Provide high quality Speech and Language and Occupational Therapy Services to all students who are eligible Partnership with CSUMB for Speech and Language Services	$110,000	Yes
Action 5	Dyslexia Screener	Screen all students in Kindergarten using the Universal Dyslexia Screening Tool Implementing a dyslexia screener for kindergarten readers can identify potential reading difficulties early, allowing for timely intervention and support that can significantly impact their	$0	No

		literacy development. By detecting dyslexia-related challenges at an early stage, educators can implement targeted strategies and interventions tailored to each child's needs, ultimately fostering improved reading skills and enhancing their overall success in kindergarten and beyond.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$499,033	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.72%	0%	$0	9.72%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]

	group(s) for whom the action(s) are principally directed]		
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

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

Not applicable

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	12:273 (Lower) 7:230 (Upper)	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	21:273 (Lower) 18:230 (Upper)	[Provide ratio here]:

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will

incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
    - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs

should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

A. All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
B. Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are

leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA

(LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for

its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned

Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must

describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Bay View Academy

CDS code:

27 10272 0124297

Link to the LCAP:

For which ESSA programs will your LEA apply?

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

[Enter all applicable programs here.]

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Local Educational Agency (LEA) utilizes federal funds to supplement and enhance local priorities or initiatives funded with state funds as outlined in its Local Control and Accountability Plan (LCAP). This strategy is designed to maximize resources and ensure comprehensive support for all students, particularly those with specific needs or facing academic challenges. The rationale for the selected uses of federal funds within the context of the broader LCAP strategy is grounded in evidence-based practices and the identified needs of the student population. The LEA ensures that the use of federal funds aligns with the goals and priorities outlined in the LCAP. The selected uses of federal funds are informed by research and evidence-based practices proven to be effective in improving student outcomes. This ensures that resources are allocated to interventions and programs with a demonstrated track record of success, maximizing the impact of federal investments. For us, that means teacher professional development on best practices with how to differentiate for English language learners. By investing in teacher training and capacity building, the LEA strengthens its ability to meet the diverse needs of students and implement evidence-based strategies effectively. Federal funds may be directed towards supplemental student services, such as tutoring, academic enrichment programs, counseling, and health services, to address barriers to learning and promote whole student development. Federal funds support initiatives aimed at enhancing family and community engagement, recognizing the critical role of parents and stakeholders in supporting student success. These efforts foster partnerships between schools, families, and communities to create a supportive learning environment both inside and outside the classroom.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Bay View Academy ensures alignment of federal funds with activities funded by state and local funds, as well as across different federal grant programs, through a coordinated and strategic approach to resource allocation. This alignment is essential to maximize resources, avoid duplication of efforts, and create a cohesive support system for students. Here's how Bay View Academy achieves this alignment:

Comprehensive Planning Process:

- Bay View Academy conducts a thorough needs assessment and planning process, involving stakeholders from various departments and levels of the organization. This collaborative effort ensures that priorities are identified, and resources are allocated based on the most pressing needs of students and the community.

Integration with LCAP:

- The use of federal funds is integrated into Bay View Academy's Local Control and Accountability Plan (LCAP), which outlines the goals, actions, and expenditures to support student achievement and equity. Federal funds are aligned with the goals and strategies outlined in the LCAP to ensure a cohesive and coordinated approach to resource allocation.

Strategic Resource Allocation:

- Bay View Academy strategically allocates federal funds to supplement and enhance activities funded by state and local funds. This involves targeting federal resources towards specific student populations based on data or programmatic areas where additional support is needed, thereby complementing existing initiatives.

Data-Informed Decision Making:

- Bay View Academy utilizes data to inform decision-making around resource allocation, including federal funds. By analyzing student performance data, community needs assessments, and program evaluations, the academy identifies areas of need and allocates resources where they will have the greatest impact.

Continuous Monitoring and Evaluation:

- Bay View Academy continuously monitors and evaluates the effectiveness of programs and interventions funded by federal, state, and local funds. We gather feedback from parents, students, teachers, and community members to make data informed financial decisions. This ongoing evaluation allows Bay View to make data-driven adjustments and reallocate resources as needed to ensure alignment with priorities, LCAP goals, and maximize outcomes for students.

By aligning the use of federal funds with activities funded by state and local funds, as well as across different federal grant programs, Bay View Academy ensures a coordinated and strategic approach to resource allocation that supports the achievement of its goals for student success and equity.

ESSA Provisions Addressed Within the LCAP

TITLE III, PART A

Title III Professional Development

Essa Section 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

This ESSA PROVISION IS ADDRESSED below:

It is a priority at Bay View for all of our English Language Learners to advance each year in their language development and move towards redesignation. 21% of our population at Bay View are English Learners. Upon enrollment, families complete a home language survey and those that qualify will take the English Language Proficiency Assessment for California (ELPAC). We have one ELD teacher for our two school sites. She provides instructional support minutes for our ELD students, monthly instructional professional developments based on best practices, and administers our ELPAC testing. Our teachers receive training on ELD standards and differentiation methods for classroom support. In addition to our students, we have monthly English Learner Advisory Committee meetings for our families where we have workshops, provide ELD related information, and share progress towards goals.

Enhanced Instructional Opportunities

Essa Sections 3115(e)(1) and 3116

Professional Development opportunities are built into our schedule each Wednesday, as well as some full days prior to the start of the school year. PD offerings are selected based on staff feedback, and the time is used to collaboratively identify gaps in the curriculum and work together to fill the gaps with meaningful opportunities that increase student engagement and learning. Staff uses Professional Development to model lifelong learning, and continues to ensure we are critically evaluating our staff and our curriculum to best serve our traditionally underperforming students. Specific to ELD, professional development is built around unpacking the speaking and listening standards, focusing on oral language development, grammatical constructs, and academic vocabulary for our English Learners. We would use these funds to provide clear, universal training for our staff members. We believe the SDAIE training would be most beneficial for our students. We do not have a stand alone ELD class, and our teachers do a lot of the core teaching, so it's imperative they are trained appropriately. We also have instructional

aides that sit in our classrooms for grades TK-4 that would benefit from SDAIE training. In addition, we will use the funds to partner with Suzanne Garcia-Mateus, a professor at Cal State Monterey Bay, to provide monthly professional development to our staff to provide resources on cultural and pedagogical practices for our ELs.

Title III Programs and Activities

Essa Section 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

This ESSA PROVISION IS ADDRESSED below:

Bay View Academy employs a comprehensive approach to English Language Development, integrating it into all core content areas using ELD Standards. Additionally, there is dedicated time specifically for English Language Development. This dual approach is specifically tailored to serve and bolster English Learners, with the ultimate aim of facilitating progression from Levels 1 and 2 to Level 3 proficiency.

The focus lies on honing oral language skills, mastering grammatical structures, and expanding academic vocabulary in English. For our lower campus, this is complemented by targeted literacy instruction in both Tier II and Tier III settings, which may include small group sessions or individualized one-on-one guidance. Oversight of these strategies and their effectiveness is carried out by the Site Administrator through regular classroom walkthroughs, observations, and ongoing monitoring of English Learners' advancement towards language proficiency.

English Proficiency and Academic Achievement

Essa Section 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

This ESSA PROVISION IS ADDRESSED below:

Bay View monitors the proficiency and progress of English Learners using a variety of assessment tools including the ELPAC, CAASPP Data, Diagnostic Reading Assessments, and interim assessments in reading and math. Data is analyzed school-wide in Professional Learning Communities by teachers and administrators. Data and plans are shared with parents and other members of the school staff as appropriate to ensure a comprehensive approach to intervention. Reading Interventions are provided for EL's demonstrating below grade-level reading proficiency in grades TK-4. Interventions take place during the school day and before and after-school. Our Special Education staff also includes EL data when applicable.

Students with disabilities, and staff use data from multiple assessments, includes those conducted via an IEP to develop plans for improvement and growth for EL's with disabilities. This effort is facilitated in collaboration between special education staff and the classroom teacher, as well as intervention and support staff.

2024-25 Local Performance Indicator Self Reflection

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0%
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE,

based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			X		
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics			X		
Next Generation Science Standards			X		
History-Social Science			X		

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					
Health Education Content Standards					X
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language					

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			X		
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered			X		

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including

families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

   Our charter identifies community engagement and family involvement as integral components of our school. With community as the foundation, we start the year with conferences to allow families to build relationships with their teachers and open the lines of communication from the beginning. Conferences are held again in November to discuss progress and develop plans for continued growth. Student-led conferences are held in March. The multiple designated opportunities to connect with families provides the opportunity to build communication and relationships.

   Many family engagement events are held in order to provide opportunities to connect and build relationships. We held a Family Beach Bonfire, a Family Weekend Camping Trip, family nights such as Spooky Spaghetti, Pancake Breakfast, the Sock Hop Dance, Spring Literacy Night, TK Family Night, and multiple mornings hosting Coffee & Bagels with Staff.

   We held several Walking School Bus events. This is an opportunity for families, staff and students to walk to school together and build community.

   Additionally, our ELAC committee actively met throughout the year to provide feedback on supplemental grant spending, reclassification criteria, and plan culturally relevant engagements for our students such as Dia De Los Muertos and Dia De Los Niños. Our School Site Council (SSC) met regularly to collaborate with the school leadership. The SSC enables us to be transparent regarding the governance and operations of our campus while also informing decisions on budgeting, approving after school tutoring options, surveying staff, and ideating staff retention solutions. These collaborative efforts further helped forge meaningful relationships with families.

With our annual staff survey, we invite families to share any concerns, suggestions, or compliments they have. This is done in hopes of creating a space to form relationships and collaboration and improve our practices.

Through our extensive efforts at forging relationships between staff and families, we are able to better support the needs of our students and families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Bay View Academy recognizes that community engagement is a cornerstone to a successful school. The role of Community Support Organizer (CSO) was created to represent and serve the needs of the community in regards to addressing school culture, building relationships with community partners, and strengthening family relationships on both campuses. While working closely with CVO, ELAC, and other staff/teacher/student groups, our CSO is actively and successfully collecting and assessing the needs of our community and continues to communicate these needs to the larger community. The CSO gathers this information and organizes school events such as: family camping trips, guest speakers, field trips, community meetings, and opportunities for families to meet and spend time together. Family representatives have been organized as well to serve as liaisons between the classrooms and the BVA community. This has been very helpful in increasing family communication and volunteer hours. We would like to expand the capacities of this liaison group to further engage family and staff relationships.

Moving forward, we would like to continue strengthening and expanding our partnerships through our CSO. We hope to increase family voice and involvement within those partnerships. Through the CSO, we would also like to create more opportunities for reciprocity from our BVA staff and families to our local community organizations. We hope to spend more service hours with them, helping them move forward with their organizational goals and vision. We hope these efforts will strengthen our community partnerships and our family relationships.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To maintain and deepen community relationships and constantly improve our school program, especially with our underrepresented families, we will continue to provide multiple opportunities for stakeholder engagement.

In addition to the ways we have described previously, we hope to continue to diversify our methods of connecting with underrepresented families, for example, utilizing our community partners like the food bank to further incentivize families to attend school events where relationships between staff and families are formed because they are also able to take home fresh nutritious food.

We want to ensure that we continue to remove barriers for families by holding meeting spaces in person and virtually, in mornings and evenings, with food and childcare when relevant, and with translation when needed.

We are currently in the process of building, planning and implementing our new Family Resource Center which will be available to any families who express need. This center will offer a food pantry, washer/dryer services, computer/printing access, counseling services, and essential goods such as hygiene and household products. Families will help us develop future plans and gather data on what types of goods and services are desired and needed by the community.

We further plan to improve engagement with underrepresented families by continuing to create inclusive spaces that our families can feel welcomed and see themselves represented in. This looks like culturally relevant family engagements such as Ballet Folklorico attending community events during Hispanic Heritage . We will host ADHD Family support groups, Family Education Evenings, Heritage celebrations, etc.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   BVA is committed to the continued development of partnerships for student outcomes. This can be seen in the creation of our full time position of Community Support Organizer (CSO) dedicated to the building of those partnerships. Our CSO works extensively within our community to identify and build partnerships with organizations that directly impact student outcomes. The role was designed to represent and serve the needs of the community in regards to addressing school culture, family involvement and building relationships with community partners

   The position has already proven to be an asset in meeting the needs of our community. We officially became a certified Blue Zones School at both of our campuses. We partnered with Blue Zones to implement best practices across broad areas of the school that influence student health and well being. These practices look like changes in our school policy around nutritious food, research informed shifts in when students eat lunch or play and physical activity. They provide a number of ongoing resources for students and families including community clean up events and cooking classes.

   We have continued our partnership with Breathe for Change and send groups of our educators each year to become certified as yoga and social emotional educators. This impacts the emotional and physical wellbeing of the teachers and the students. We know that mental health significantly impacts outcomes for students and it continues to be a priority.

   We have also partnered with The Food Bank which comes to most of our community events to offer free nutritious vegetables to our families. We know that diet significantly impacts the health and wellbeing of our students. The CHOMP Kids Eat Right program has partnered

and supports our 4th and 5th graders in identifying healthy eating habits and teaches them to cook healthy meals collaboratively in school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We hope to continue to build and retain the partnerships that impact student outcomes. We want to focus on partnerships that directly impact student outcomes and deepen the relationship. Our CSO is eager to look at partnerships that would benefit from reciprocal support.

Moving forward, we would like to continue strengthening and expanding our partnerships through our CSO. We hope to increase family voice and involvement within those partnerships. Through the CSO, we would also like to create more opportunities for reciprocity from our BVA staff and families to our local community organizations. We hope to spend more service hours with them, helping them move forward with their organizational goals and vision. We hope these efforts will strengthen our community partnerships and our family relationships.

A large focus area for improvement has been that our 8th Grade Service Learning Program be deeply rooted in service to our community partners. Our new program at BVA will challenge the traditional model of service learning by providing students with opportunities to critically examine themselves and their communities in order to create real social change. Students are centered as "agents of change" and will create an Action Plan Project through research and alignment with their local community partner of choice. These partnerships and engagements significantly impact student outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We predominantly focus on accessibility for our underrepresented families across all areas of growth.

BVA's continued priority is to fund the full time position of Community Support Organizer (CSO) dedicated to the building of those partnerships with the overarching goal and lens of engaging and supporting our most underrepresented families. Our CSO works extensively within our community to identify and build partnerships with organizations that directly impact student outcomes. The role was designed to represent and serve the needs of the community in regards to addressing school culture, family involvement and building relationships with community partners. Those partnerships directly reflect the needs of our underrepresented families.

As previously stated, one of our main areas of focus is our 8th Grade Service Learning Program to be deeply rooted in service to our community partners. Our new program at BVA will challenge the traditional model of service learning by providing students with opportunities to critically examine themselves and their communities in order to create real social change. Students are centered as "agents of change" and will create an Action Plan Project through research and alignment with their local community partner of choice. These partnerships and engagements significantly impact student outcomes, especially to the underrepresented

population. With great effort and careful attention, our Community Support Organizer has worked to partner with organizations that empower and uplift many of our underrepresented families. These community partners include Palenke Arts, The Food Bank, Monterey County Black Caucus, The Village Project, etc. The role of family members is shared with families and is key in the Service Learning Program. We need family support in asking children what they are experiencing and noticing during their research and projects. Help them understand their identities and what communities they are a part of.

Improving our support and relations with our underrepresented populations will continue to be at the heart of our decisions.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   BVA seeks to gain input from our stakeholders regularly. Throughout the year, we provide multiple modes of stakeholder feedback.

   We hold Chat with Leadership opportunities to gain family insight and feedback. Our leadership team invites families to have a conversation with our administration about any concerns, suggestions, or compliments they have. This open agenda is held in hopes of creating a space to form relationships and collaboration. In efforts to ensure all voices are heard and represented, we held meetings for specific populations such as Families of Students Receiving Special Education Services and our Families of Color. These meetings were hybrid and at various times.

   We have a number of surveys shared each year that give valuable insight that informs a number of decisions ranging from community engagement to academic support. We survey our students in 3-8 three times per year for student wellness and safety. Each school year, our counseling team gives family surveys so we can receive input on what needs families identify in their students to support their social and emotional health. Staff surveys are shared quarterly to get feedback on various topics including organizational strengths and needs, student wellbeing and needs, and personal wellbeing.

   Our Instructional Leadership Team is a regular source of feedback and input that informs decisions made within the school. They are able to share their own professional insights as well as those of their grade level band of staff they support.

   We have staff representatives on each of our board committees joined by families, board members and community representatives. This gives a broad perspective of feedback in each committee and informs decisions in both directions. The Governance Committee focuses on decisions regarding school policy. The Development Committee focuses on fundraising and grants. The Finance Committee focuses on financial decisions and fiscal health.

   The School Site Council and ELAC committee are other key groups that play a large role in impacting decision making. For example, the ELAC committee felt that there was a need for more specialized support for our ELL students at the upper campus and in the next year, we were able to hire an ELD teacher for the upper campus.

   In addition, our 2 Staff Board Representatives are able to participate in board meetings and provide valuable staff feedback to board level decisions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   While we utilize a wide array of methods to seek stakeholder feedback, there is always room for continued growth.

   We have placed a focus on getting more authentic input from staff to inform school decisions. Part of these efforts was modifying our Staff Board Representative selection process. Previously they would apply and be chosen by leadership. Moving forward, staff will be

voting on staff representatives that will be given the platform to share with our board of directors any issues present at lower and upper campus to inform decisions. We hope that by providing more avenues for staff participation and outlets for voices to be heard, they will be able to provide more input with decisions.

We will also be focusing on increasing the participation in ELAC which, in turn, will lead to increased feedback on issues relevant to English Learners. We have found that participation since COVID has yet to return to pre-COVID numbers. We will be working with our ELAC members voted into positions to be resources in attempting different methods of engagement to have higher participation. Some potential ideas that expand beyond alternating times being offered, hybrid participation, food and childcare when needed.

We are wanting to include more student voice and input in decisions made at school and will be creating student focus groups for feedback on a number of different issues.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We seek input from underrepresented families in a variety of ways in order to capture the most responses. We will continue to prioritize and improve participation from our underrepresented families. Surveys will be sent out at various times throughout the year to families to gain their input on a variety of topics from planning for the future and budget priorities. We will continue to provide in-person and zoom opportunities for family members during morning and evening times to provide input on our strategic goals and priorities for the coming years. We plan to continue to offer food, Spanish translation and childcare at evening events when needed to remove potential barriers.

Our morning Chat with Leadership this year also included a Walk and Talk event to encourage participation in a less formal setting in hopes of increasing participation. Families were invited to meet at our lower campus for coffee and then walk to our neighborhood beach for relationship building and listen to feedback.

We plan to continue our Classroom Representatives for each class that act as liaison to family input. Not all families are comfortable sharing input directly with schools. We hope to further empower these people to gather input from the other parents/caregivers in the class to then share with staff.

We also plan to implement more focus groups for families with specific targeted subjects such as transportation solutions to further inform the decision we made that impact our school. In addition, we plan to hold student focus groups and seek out feedback from our affinity groups on campus.

While this does not exhaust the list of how we will work to improve engagement with our underrepresented population, we will continue to listen to our stakeholders to inform our efforts and decisions.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

> **Prompt 1 (DATA)**: Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The Student Wellness Survey was administered in August, in October, and in March. Student survey responses were shared with grade level teaching teams, leadership and the Board of Directors. Collaboration time was provided for classroom teachers, counselors, enrichment, and supporting staff to discuss student results and to help implement actionable steps in response to the student survey results. Morning Meetings and Circles were developed over a one week period after receiving and reviewing student responses with the goal of improving classroom culture and agreements. All grade levels responded according to their varied grade level needs. Providing the opportunity for students to share their feelings, opinions, and feedback in a structured format allowed staff to then appropriately respond with actionable steps to meet the needs of all students.

The California dashboard indicated that chronic absenteeism for our students with disabilities is an area of needed focus. In order to address the concerns regarding chronic absenteeism of our students with disabilities our Special Education team held four affinity group meetings for parents of students who are eligible for special education services. Additionally, we formed an attendance team

comprised of our Student Information Manager and Counselors to conduct frequent family contacts to identify areas that we can provide more support in, ensuring consistent attendance for our students. This will continue to be an area of focus for the next year as we expand our practices and supports around family education and attendance and formalize our attendance plan detailing how families and students will be supported in maintaining regular attendance.

Additionally the California dashboard showed a decrease in CAASSP scores for all populations in both language arts and mathematics. In response to the decrease in CAASPP scores, we administered additional interim assessment benchmarks throughout the year to ensure that adequate progress was being made and tier 2 intervention services were being provided in a timely manner. We held several teacher workshops for vertical articulation of writing standards and writing conventions. Formative assessments for conventions of writing and rubrics were developed by our thematic unit coaches and teachers and direct instruction of promise standards were outlined for the school year. Additionally, many grade levels chose to give the interim assessment Benchmark for writing and editing which provided formative data to guide instruction and target the areas students needed the most support in.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Student Survey Results:

	Fall Survey				
Grade	Safe at School	Happy at school	Caring Adult	Breakfast	Total surveyed
3rd grade	40	39	36	33	41
4th gr	28	28	26	23	28
5th	44	48	40	40	48
6th	25	25	16	12	25
7th	46	50	32	26	50
8th	22	24	18	17	27
	205	214	168	151	219
	Winter Survey				
Grade	Safe at School	Happy at school	Caring Adult	Breakfast	Total surveyed
3rd grade	2	2	2	2	2
4th gr	34	34	30	31	34
5th					0
6th					0
7th	18	20	8	13	22
8th					0
	54	56	40	46	58
	Spring Survey				

Grade	Safe at School	Happy at school	Caring Adult	Breakfast	Total surveyed
3rd grade	38	39	31	33	39
4th gr	36	36	27	28	36
5th	46	48	40	36	51
6th	50	50	37	32	52
7th	38	40	30	28	44
8th	45	39	31	30	51
	253	252	196	187	273
Totals	512	522	404	384	550
%	**93.09090909**	**94.90909091**	**73.45454545**	**69.81818182**	

Students	Teachers have held community meetings with students regarding their experience and needs. Teachers share feedback with school leadership to inform plans. Student Surveys sent in August, December, and April. Staff has received input on preferred incentives through student council and leadership.
Teachers	Throughout the academic year, we implemented a multifaceted approach to engage teachers and gather their feedback systematically. Staff surveys conducted in August, January, and May provided a comprehensive overview of their experiences, allowing us to track perceptions and identify areas for improvement over time. Additionally, individualized 1:1 conversations with administration from August to November offered personalized opportunities for teachers to share their thoughts, concerns, and suggestions directly. Monthly Instructional Leadership Team meetings provided a collaborative platform for teachers to contribute to decision-making processes and share insights from their classrooms. Professional Learning Community Meetings and needs assessments in January and March further ensured that teacher input was continuously integrated into our strategies for professional development and resource allocation, fostering a culture of responsiveness and collaboration within the school community.
Families	To ensure robust teacher engagement and gather diverse perspectives, we implemented a comprehensive feedback strategy involving multiple channels. Family surveys conducted in August and May provided valuable insights into teacher-family dynamics and allowed for adjustments based on changing needs throughout the school year. Furthermore, the family feedback form, administered from February to May, offered a platform for teachers to receive specific, actionable feedback from parents and caregivers. Regular chats with leadership in August and January provided families with opportunities to voice concerns and share successes in a supportive environment. Additionally, participation in monthly School Site

	Council and ELAC meetings ensured that families had a direct role in decision-making processes and were able to advocate for resources aligned with student and family needs. Finally, discussions regarding field trips and the Special Education Family Survey allowed teachers to gather feedback on specific initiatives and tailor their approaches to better meet the needs of all students and families.
Other Staff Members: Aides, Admin, District Office staff	Throughout the academic year, we prioritized teacher engagement by implementing various feedback mechanisms tailored to their needs and roles. Regular staff surveys conducted in January, and May provide a structured platform for teachers to express their opinions, concerns, and suggestions, enabling us to continually refine our support systems. Additionally, aide needs assessment meetings offered aides the opportunity to provide input on their specific requirements and challenges, ensuring their voices were heard in the decision-making process. Monthly district office meetings focused on gathering feedback on facilities and classroom needs provided teachers with a direct avenue to communicate their infrastructure requirements, fostering a collaborative approach to resource allocation and facility improvements. By integrating these feedback channels, we created a culture of transparency, collaboration, and responsiveness, empowering teachers to actively shape the educational environment for themselves and their students.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

To address teacher feedback for more support with the social emotional needs of students, we will be piloting and adopting SEL curriculum, and in person SEEDS, a restorative practice facilitator, training. Teachers stated the class times felt rushed and they did not have time to differentiate instruction. In response to this, we will move to a block schedule and offer in person ELD Training focusing on differentiation. Teachers also voiced their appreciation for curriculum coaches, which has encouraged us to move funds around to ensure we continue to provide instructional support for our teachers.

To address family feedback requesting additional social emotional support is needed on both campuses, we have reinstated our partnership with CSUMB to hire MSW interns to support students at both Upper and Lower School campuses. Families have expressed interest in developing more

restorative parenting strategies, so we have implemented parent-led Loving Solutions Parenting Classes. In response to the request for additional academic intervention support for students struggling to meet grade level expectations in math, our training paraprofessionals ran after school tutoring at both Upper and Lower School.

Students voiced a need for additional academic support in both student surveys and discussions with staff members. To support this need, we increase our after school tutoring. There was a decline in upper school students eating breakfast, so we are offering a second breakfast during break to encourage students to eat in the morning.

To address staff feedback of the need for additional mental health counseling for students, we have partnered with CSUMB to be a placement site for MSW Intern Program. At the request of new to Bay View Staff (less than 3 years of employment) we will be working with SEEDS for professional development on Restorative Practices.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

BVA measures instructional minutes to track the extent to which all students have access to, and are enrolled in a broad course of study. The instructional minutes are documented in the school's Main Schedule by individual class, with all students at each grade level K-8 divided into two or three classes. All students in a class spend the same minutes on the same subjects, so minutes are tracked only by class and not by student.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Bay View Academy will provide rich and interactive learning opportunities that extend beyond the state standards for all students. This will include: Student centered interdisciplinary thematic units developed by innovative, talented, credentialed teachers. Visual Arts, Performing Arts, and Physical Education teachers will provide engaging and meaningful learning opportunities to all students. Differentiated, data-driven, curriculum is developed and implemented by innovative, talented, credentialed teachers and intervention staff. BVA will continue to meet the needs of our unduplicated population by providing instructional aides in TK-2 classrooms. BVA will continue to ensure that our unduplicated population has access to a broad course of study by providing a FT ELD Teacher, reading and math intervention.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

All BVA students have access to a broad course of study.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Given our documented success in providing access to a broad course of study to all students, we don’t currently plan any changes.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Not Applicable

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Not Applicable