



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bennett Valley Union School District

CDS Code: 49-70623-6098248

School Year: 2024-25

LEA contact information:

Alexis Cala

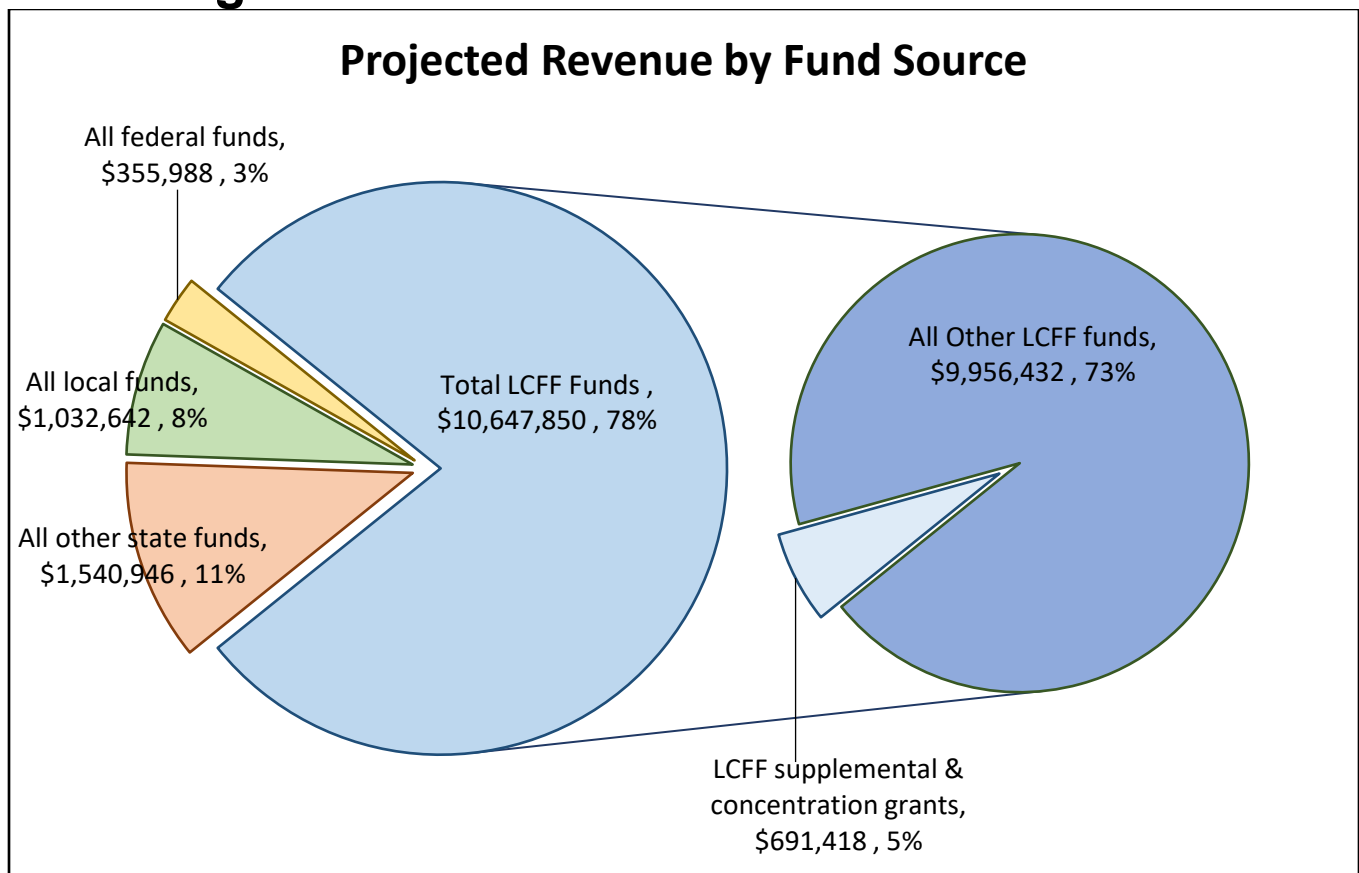
Superintendent

lexie.cala@bvusd.org

707 542-2201

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 2024-25 School Year

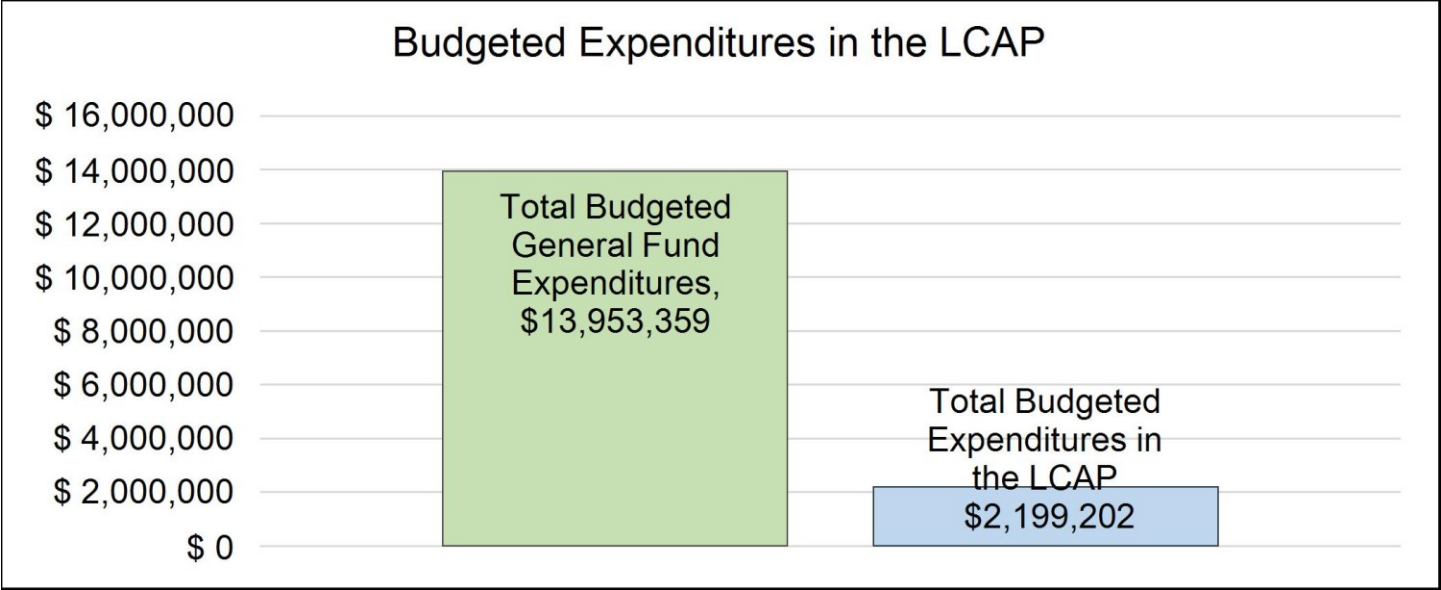


This chart shows the total general purpose revenue Bennett Valley Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bennett Valley Union School District is \$13,577,426, of which \$10,647,850 is Local Control Funding Formula (LCFF), \$1,540,946 is other state funds, \$1,032,642 is local funds, and \$355,988 is federal funds. Of the \$10,647,850 in LCFF Funds, \$691,418 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bennett Valley Union School District plans to spend for 2024-25. 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: Bennett Valley Union School District plans to spend \$13,953,359 for the 2024-25 school year. Of that amount, \$2,199,202 is tied to actions/services in the LCAP and \$11,754,157 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

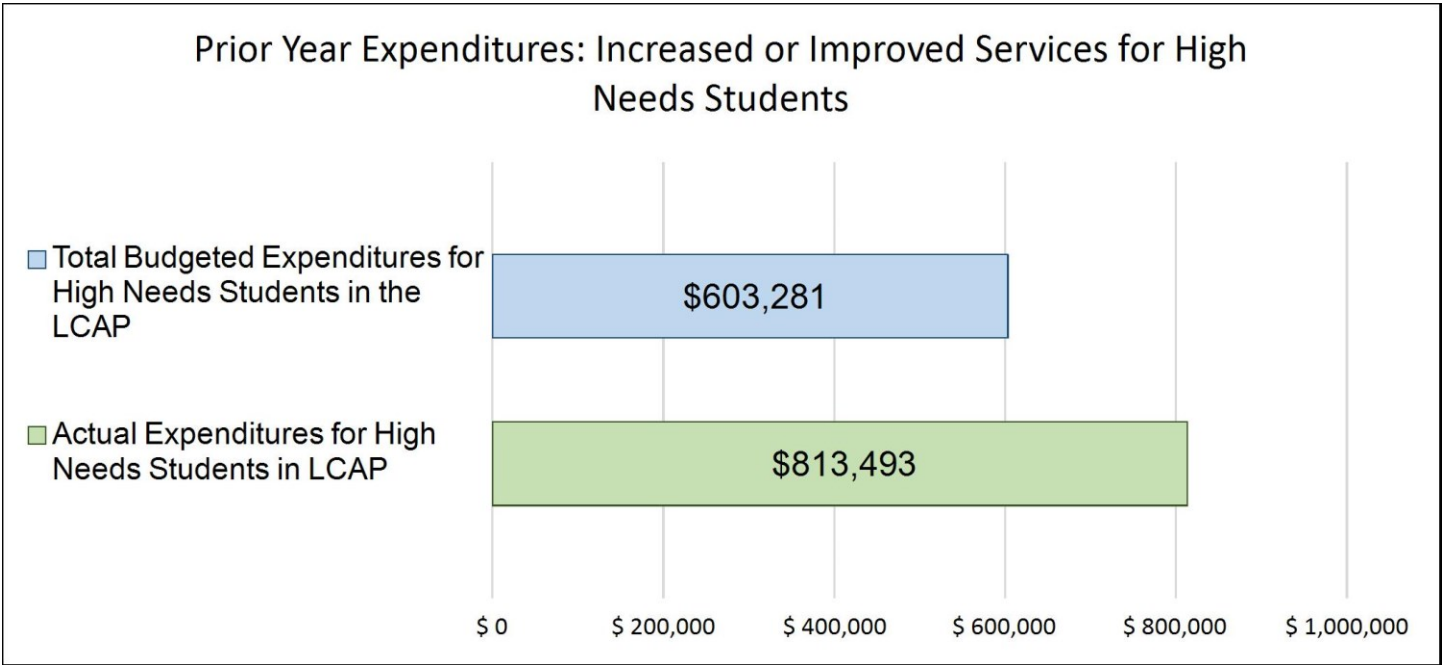
The bulk of General Fund Budget Expenditures not included in the LCAP cover compensation in the form of salary, benefits, and employer pension contributions for most positions. As usual, we also cover sizable special education encroachment, which we anticipate to be between \$1,000,000 and \$1,500,000. Additional expenditures cover smaller ancillary costs like Classroom Budget funds.

# Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Bennett Valley Union School District is projecting it will receive \$691,418 based on the enrollment of foster youth, English learner, and low-income students. Bennett Valley Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bennett Valley Union School District plans to spend \$814,992 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Bennett Valley Union School District's LCAP budgeted \$603,281 for planned actions to increase or improve services for high needs students. Bennett Valley Union School District actually spent \$813,493 for actions to increase or improve services for high needs students in 2023-24.



## 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
Bennett Valley Union School District	Alexis Cala Superintendent	lexie.cala@bvusd.org 707 542-2201

## Goals and Actions

### Goal

Goal #	Description
1	Academic Success: We support the academic success of ALL students in a high quality, rigorous, common core state-standards aligned curriculum taught by highly qualified teachers and supported by a highly qualified staff and administration.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Performance in English Language Arts and Math	<p>California State Dashboard</p> <p>(Based on 2018-19 Data)</p> <hr/> <p>ENGLISH LANGUAGE ARTS Performance on the Smarter Balanced Assessments (SBAC)</p> <p>All Students (Grades 3-6 - 530 students tested Green Zone   29.3 points above standard</p> <p>Subgroup Progress ELA ( Some students are in more than one</p>	<p>California State Dashboard</p> <p>(TBD w 2020-21 Data) N/A at time of plan approval</p> <hr/> <p>The District had not participated in CAASPP (SBAC) testing since 2018-2019. We did administer the test again in Spring 2021-2022, but have thus far, do not have data</p>	<p>California State Dashboard</p> <p>(Based on 2021-22 Data)</p> <hr/> <p>ENGLISH LANGUAGE ARTS Performance on the Smarter Balanced Assessments (SBAC)</p> <p>All Students (Grades 3-6 - 495 students tested High   27.9 points above standard</p> <p>Subgroup Progress ELA (Some students are in more than one</p>	<p>California State Dashboard</p> <p>(Based on 2022-23 Data)</p> <hr/> <p>ENGLISH LANGUAGE ARTS Performance on the Smarter Balanced Assessments (SBAC)</p> <p>Notations: ELs = English Learners  SWDs = Students with Disabilities  SED = Socio-economically</p>	<p>Desired Outcome</p> <p>All students and all subgroups will be in the green or blue zones.</p> <p>Each subgroup not already in the blue zone will increase by at least 2 points per year in English Language Arts and Math</p> <p>Green indicates that the subgroup achieved at standard AND maintained or increased its performance from the prior year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>subgroup)</p> <p>Two or More Races (41 students tested) Blue Zone   46 points above standard</p> <p>White (332 students tested) Green Zone   40.8 points above standard</p> <p>Homeless (17 students tested) Green Zone   32.9 points above standard</p> <p>Socioeconomically Disadvantaged (152 students tested) Yellow Zone   7.5 points above standard</p> <p>English Learners (81 students tested) Yellow Zone   1.3 points below standard.</p> <p>Hispanic (113 students tested) Yellow Zone   4.2 points below standard.</p> <p>Students with</p>		<p>subgroup)</p> <p>Two or More Races (37 students tested) High   26.1 points above standard</p> <p>White (286 students tested) Very High   48.6 points above standard</p> <p>Socioeconomically Disadvantaged (1136 students tested) Medium   4.8 points below standard</p> <p>English Learners (81 students tested) Low   14.6 points below standard</p> <p>Hispanic (130 students tested) Low   12.6 points below standard</p> <p>Students with Disabilities (74 students tested) Low   47.2 points below standard</p> <hr/>	<p>Disadvantaged</p> <p>All Students (Grades 3-6) - 497 students tested - scored 28.7 points above standard</p> <p>Subgroup Progress ELA (Some students are in more than one subgroup)</p> <p>Two or More Races (47 students tested) Green   22 points above standard</p> <p>White (280 students tested) Green   38.3 points above standard</p> <p>Socioeconomically Disadvantaged (137 students tested) Green   0.2 points below standard</p> <p>English Learners (78 students tested) Yellow   8.4 points below standard</p>	<p>Blue indicates that the subgroup achieved above standard AND maintained or increased its performance from the prior year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Disabilities (71 students tested) Orange Zone   16.4 points below standard.</p> <hr/> <p>MATHEMATICS SBAC Mathematics</p> <p>All Students (532 tested) Green Zone   13.4 points above standard.</p> <ul style="list-style-type: none"> <li>Subgroup Progress Mathematics ( Some students are in more than one subgroup)</li> </ul> <p>White (334 students tested) Green Zone   22.5 points above standard</p> <p>Two or More Races (41students tested) Green Zone   21 points above standard.</p>		<p>English Language Arts Data Comparisons: English Learners</p> <p>English Learners (71 students tested) 19.6 points below standard</p> <p>English Only (413 students tested) points above standard</p> <p>Reclassified Fully English Proficient Less than 11 students - data not displayed for privacy</p> <hr/> <p>MATHEMATICS SBAC Mathematics</p> <p>All Students (495 tested) Medium   3.5 points below standard</p> <ul style="list-style-type: none"> <li>Subgroup Progress Mathematics</li> </ul>	<p>Hispanic (127 students tested) Green   3.6 points below standard</p> <p>Students with Disabilities (81 students tested) Yellow   34.3 points below standard</p> <p>Asian (25 students tested) No Performance Color   34.3 points above standard</p> <hr/> <p>BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.</p> <p>Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy:</p> <ul style="list-style-type: none"> <li>Filipino</li> </ul>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Homeless /Foster (17 students tested) Green Zone   32.5 points above standard</p> <p>SocioeconomicallyDis advantaged (152 students tested) Yellow Zone   7 points below standard</p> <p>English Learners (81 students tested) Yellow Zone   9.4 points below standard</p> <p>Current EL (56 students) 16.8 points below standard</p> <p>Reclassified Fully English Proficient (25 students) 7.2 points above standard.</p> <p>English Only (441 students) 17.8 points above standard</p>		<p>( Some students are in more than one subgroup)</p> <p>White (286 students tested) High   31.1 points above standard</p> <p>Two or More Races (37 students tested) Medium   2.7 points below standard</p> <p>Students with Disabilities (74 students tested) Low   60.9 points below standard</p> <p>Socioeconomically Disadvantaged (136 students tested) Low   39.2 points below standard</p> <p>English Learners (77 students tested) Low   44.7 points below standard</p> <p>Hispanic (130 students tested) Low   41.9 points below standard</p>	<ul style="list-style-type: none"> <li>• Pacific Islander</li> <li>• Foster Youth</li> <li>• American Indian</li> <li>• African American</li> </ul> <hr/> <p>ADDITIONAL DATA % met or exceeded standards:</p> <p>OVERALL: 62.7% of students met or exceeded standard in ELA</p> <p>COUNTY: (44.1%) STATE: [46.7%]</p> <p>3rd: 42.96%</p> <p>4th: 43.7%</p> <p>5th: 46.7%</p> <p>6th 44.2%</p> <p>ELs: 11.1%</p> <p>SWDs: 15.8%</p> <p>White 60.7%</p>	



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Asian (24 students tested) No Performance Level   6.5 points above standard	Hispanic: 36.1%  SED: 35.3%	
			Filipino Less than 11 students - data not displayed for privacy	<hr/> MATHEMATICS SBAC Mathematics	
			Pacific Islander, Less than 11 students - data not displayed for privacy	All Students - (496 tested) - scored 0.5 points above standard, and Increased 4 points	
			Foster Youth Less than 11 students - data not displayed for privacy	OVERALL: 50.4% of students met or exceeded standard in Math.	
			American Indian Less than 11 students - data not displayed for privacy	COUNTY: (31.9%) STATE: [34.6%]	
			African American Less than 11 students - data not displayed for privacy	3rd: 45.1%	
				4th: 40.8%	
				5th: 33.4%	
				6th: 33.2%	
			<hr/> Mathematics Data	ELs: 9.9%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Comparisons: English Learners  Current EL (71 students) 48.5 points below standard  English Only (413 students) 3 points above standard  Reclassified Fully English Proficient Less than 11 students - data not displayed for privacy	SWDs: 12.3%  White: 49.1%  Hispanic: 22.7%  SEDs: 22.9%  _____ English Language Arts Data Comparisons: English Learners  English Learners (70 students tested) 15.1 points below standard  English Only (412 students tested) 31.3 points above standard  Reclassified Fully English Proficient Less than 11 students - data not displayed for privacy  _____ MATHEMATICS SBAC Mathematics	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>All Students - (496 tested) - scored 0.5 points above standard, and Increased 4 points</p> <ul style="list-style-type: none"> <li>Subgroup Progress Mathematics ( Some students are in more than one subgroup)</li> </ul> <p>White (279 students tested) Green   15.1 points above standard</p> <p>Two or More Races (47 students tested) Yellow   0.9 points below standard</p> <p>Students with Disabilities (81 students tested) Orange   58.4 points below standard</p> <p>Socioeconomically Disadvantaged (136 students tested)</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Yellow   27.2 points below standard</p> <p>English Learners (78 students tested) Yellow   34.4 points below standard</p> <p>Hispanic (127 students tested) Yellow   33.9 points below standard</p> <p>Asian (25 students tested) No Performance Color   24.7 points above standard</p> <hr/> <p>ADDITIONAL DATA % met or exceeded standards:</p> <p>OVERALL: 50.4% of students met or exceeded standard in Math.</p> <p>COUNTY: (31.9%) STATE: [34.6%]</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				3rd: 45.1% 4th: 40.8% 5th: 33.4% 6th: 33.2% ELs: 9.9% SWDs: 12.3% White: 49.1% Hispanic: 22.7% SEDs: 22.9%  <hr/> BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.  Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: <ul style="list-style-type: none"><li>Filipino</li></ul>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<ul style="list-style-type: none"> <li>• Pacific Islander</li> <li>• Foster Youth</li> <li>• American Indian</li> <li>• African American</li> </ul>	
Progress of English Learners toward English Proficiency as measured on the ELPAC	<p>California State Dashboard ELPI Data</p> <p>(Based on 2018-2019 Data)</p> <hr/> <p>Very High English Learner Progress: 66.3% made progress toward English Language Proficiency on the ELPAC</p> <p>(65% and higher are considered "Very High")</p>	<p>(Based on 2020-2021 Data)</p> <hr/> <p>Summative ELPAC scores 1.6%   Level 1 (Minimally Developed) 25.6%   Level 2 (Somewhat Developed) 46.4%   Level 3 (Moderately Developed) 26.45%   Level 4 (Well Developed)</p> <p>Summative ELPAC scores 2018-2019 2.4%   Level 1 (Minimally Developed) 17.6%   Level 2 (Somewhat Developed)</p>	<p>(Based on 2021-2022 Data)</p> <hr/> <p>Summative ELPAC scores</p> <p>Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.</p> <p>Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.</p> <hr/>	<p>Based on 2022-23 Data)</p> <hr/> <p>Summative ELPAC scores</p> <p>Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.</p> <p>Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.</p>	<p>Desired Outcome</p> <p>2% point gain per year in the English proficiency of English Learners.</p> <p>Baseline 66.3% 2020-21 Goal: 68.3% 2021-22 Goal: 70.3% 2022-23 Goal: 72.3%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>37.6% - Level 3 (Moderately Developed) 42.4%   Level 4 (Well Developed)</p> <hr/> <p>The English Learner Progress Indicator (ELPI) was suspended in 2020-2021, and the status is uncertain for 2021-2022.</p> <p>Accordingly, we don't have comparable data to report for 2021-2022.</p>	<p>English Learner Progress (101 students) High   61.4% making progress towards English language proficiency</p> <p>Student English Language Acquisition Results The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.</p> <p>39.6%%   ELs who decreased at least one ELPI level 21.8%   ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 23.8%   ELs who maintained ELPI Level 4</p>	<p>English Learner Progress (95 students) Yellow   58.9% making progress towards English language proficiency</p> <p>Student English Language Acquisition Results The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.</p> <p>35.8%   ELs who decreased at least one ELPI level 21.8%   ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 17.9%   ELs who maintained ELPI Level 4</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			14.9%   ELs who progressed at least one ELPI Level	23.2%   ELs who progressed at least one ELPI Level	
Physical Fitness Tests (5th grade)  Percentage of 5th graders students scoring in the healthy fitness zone	(Based on 2018-19 Data)  Goal partially met Aerobic Capacity: 72.5%  Abdominal Strength: 94.7%  Trunk Extension Strength: 90.1%  Upper Body Strength: 86.3%  Flexibility: 90.1%	(Based on 2020-21 Data)  Aerobic Capacity: 90%  Abdominal Strength: 97.7%  Trunk Extension Strength: 97.7%  Upper Body Strength: 91.6 %  Flexibility: 97.7%	(Based on 2021-22 Data)  Aerobic Capacity: 90%  Abdominal Strength: 97.7%  Trunk Extension Strength: 97.7%  Upper Body Strength: 91.6 %  Flexibility: 97.7%	(Based on 2022-23 Data)  Aerobic Capacity: 90% (no change)  Abdominal Strength: 97.7% (no change)  Trunk Extension Strength: 97.7% (no change)  Upper Body Strength: 91.6% (no change)  Flexibility: 97.7% (no change)	Desired Outcome  2% point gain per year of the number of students in the Healthy Fitness Zone on each of the measures
DIBELS  Local Measure TK-2 Reading	2020-2021 Data  TK PELI 93% At/Above  Kindergarten DIBELS 54% At/Above  First Grade DIBELS	2021-2022 Data  TK PELI 97% At/Above  Kindergarten DIBELS 62% At/Above  First Grade DIBELS	2022-2023 End of Year (EOY) Data  TK PELI 87% At/Above  Kindergarten DIBELS 61% At/Above	2023-2024 End of Year (EOY) Data  TK PELI 92% At/Above  Kindergarten DIBELS 59% At/Above	Desired Outcome  2% point gain per as they move up the grade levels.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	54% At/Above  2nd Grade DIBELS 78% At/Above	79% At/Above  2nd Grade DIBELS 83% At/Above	First Grade DIBELS 80% At/Above  2nd Grade DIBELS 79% At/Above	First Grade DIBELS 76% At/Above  2nd Grade DIBELS 78% At/Above	
STAR READING  Local Measure 3rd - 6th	STAR READING End of Year (EOY) 2020-21  Third Graders 78% At/Above; 11% Watch; 9% Intervention; 2% Urgent  Fourth Graders 73% At/Above; 14% Watch; 8% Intervention; 5% Urgent  Fifth Graders 70% At/Above; 15% Watch; 10% Intervention; 6% Urgent  Sixth Graders 65% At/Above; 20% Watch; 12% Intervention; 2% Urgent;	STAR READING End of Year (EOY) 2021-22  Third Graders 85% At/Above; 2% Watch; 5% Intervention; 8% Urgent  Fourth Graders 78% At/Above; 6% Watch; 8% Intervention; 8% Urgent  Fifth Graders 69% At/Above; 5% Watch; 13% Intervention; 13% Urgent  Sixth Graders 66% At/Above; 8% Watch; 8% Intervention; 18% Urgent	STAR READING End of Year (EOY) 2022-23  Third Graders 77% At/Above; 1% Watch; 12% Intervention; 10 % Urgent  Fourth Graders 80% At/Above; 3% Watch; 6 % Intervention; 10 % Urgent  Fifth Graders 70% At/Above; 5 % Watch; 9% Intervention; 16 % Urgent  Sixth Graders 68% At/Above; 5% Watch; 8% Intervention; 19% Urgent	STAR READING End of Year (EOY) 2023-24  Third Graders 80% At/Above; 2% Watch; 5% Intervention; 14% Urgent  Fourth Graders 77% At/Above; 3% Watch; 10% Intervention; 13% Urgent  Fifth Graders 77% At/Above; 5% Watch; 6% Intervention; 13% Urgent  Sixth Graders 69% At/Above; 5% Watch; 10% Intervention; 16% Urgent	Desired Outcome  2% point gain per year in students in need of intervention or in urgent need of intervention in Math as they move up the grade levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR MATH  Local Measure 3rd - 6th	STAR MATH End of Year 2020-21  Third Graders 75% At/Above; 10% Watch; 10% Intervention; 5% Urgent  Fourth Graders 66% At/Above; 15% Watch; 13% Intervention; 5% Urgent  Fifth Graders 67% At/Above; 14% Watch; 10% Intervention; 9% Urgent  Sixth Graders 68% At/Above; 15% Watch; 11% Intervention; 6% Urgent	STAR MATH End of Year 2021-22  Third Graders 82% At/Above; 12% Watch; 4% Intervention; 3% Urgent  Fourth Graders 69 % At/Above; 12% Watch; 14% Intervention; 5% Urgent  Fifth Graders 77 % At/Above; 6% Watch; 10% Intervention; 7% Urgent  Sixth Graders 66 % At/Above; 9% Watch; 19% Intervention; 5% Urgent	STAR MATH End of Year (EOY) 2022-23  Third Graders 74% At/Above; 14% Watch; 11% Intervention; 5% Urgent  Fourth Graders 78% At/Above; 10% Watch; 8% Intervention; 4% Urgent  Fifth Graders 66 % At/Above; 13% Watch; 14 % Intervention; 7% Urgent  Sixth Graders 71% At/Above; 15% Watch; 6% Intervention; 8% Urgent	STAR MATH End of Year (EOY) 2023-24  Third Graders 78% At/Above; 9% Watch; 7% Intervention; 5% Urgent  Fourth Graders 74% At/Above; 10% Watch; 4% Intervention; 12% Urgent  Fifth Graders 85% At/Above; 5% Watch; 6% Intervention; 3% Urgent  Sixth Graders 66% At/Above; 8% Watch; 13% Intervention; 14% Urgent	Desired Outcome  2% point decrease per year in students in need of intervention or in urgent need of intervention in Math as they move up the grade levels
Facilities in Good Repair	2019-20 Data  There are no instances in which facilities do not meet the “Good Repair”	2020-21 Data  There are no instances in which facilities do not meet the “Good Repair”	2021-22 Data  There are no instances in which facilities do not meet the “Good Repair”	2022-23 Data  There are no instances in which facilities do not meet the “Good Repair”	Desired Outcome: There will be no instances in which facilities do not meet the “Good Repair” Standard (Including

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Standard (Including Deficiencies and Extreme Deficiencies)	Standard (Including Deficiencies and Extreme Deficiencies)	Standard (Including Deficiencies and Extreme Deficiencies)	Standard (Including Deficiencies and Extreme Deficiencies)	Deficiencies and Extreme Deficiencies)
Misassignments	<p>2019-20 Data</p> <p>There are no mis-assignments of teachers. All are qualified to teach their grade levels and have English Learners in their classroom</p>	<p>20120-21 Data</p> <p>There are no mis-assignments of teachers. All are qualified to teach their grade levels and have English Learners in their classroom</p>	<p>2021-22 Data</p> <p>There are no mis-assignments of teachers. All are qualified to teach their grade levels and have English Learners in their classroom</p>	<p>2022-23 Data</p> <p>There are no mis-assignments of teachers. All are qualified to teach their grade levels and have English Learners in their classroom</p>	<p>Desired Outcome:</p> <p>We will continue to hire and employ fully qualified teachers. All teachers will continue to be fully qualified to teach their grade levels and English learners.</p>
Course Access	<p>2019-20 Data</p> <p>All students, including English Learners, Low Income, Foster Youth and Students with Disabilities, have full access to the full continuum of our curriculum including grade level classes in English, math, social science, science, health, visual and performing arts, computer lab, library/media skills, and PE that is becoming more and more aligned with</p>	<p>2020-21 Data</p> <p>All students, including English Learners, Low Income, Foster Youth and Students with Disabilities, have full access to the full continuum of our curriculum including grade level classes in English, math, social science, science, health, visual and performing arts, computer lab, library/media skills, and PE.</p>	<p>2021-22 Data</p> <p>All students, including English Learners, Low Income, Foster Youth and Students with Disabilities, have full access to the full continuum of our curriculum including grade level classes in English, math, social science, science, health, visual and performing arts, computer lab, library/media skills, and PE.</p>	<p>2022-23 Data</p> <p>All students, including English Learners, Low Income, Foster Youth and Students with Disabilities, have full access to the full continuum of our curriculum including grade level classes in English, math, social science, science, health, visual and performing arts, computer lab, library/media skills, and PE.</p>	<p>Continue to provide all students access to our comprehensive curriculum</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Common Core. There are also support services for students who are in need of such services as designed in Goal 2.	There continues to be support services for students who are in need of such services as designed in Goal 2.	There continues to be support services for students who are in need of such services as designed in Goal 2.	There continues to be support services for students who are in need of such services as designed in Goal 2.	
Access to Standards Aligned Materials + Implementation of Academic Content Standards	<p>2019-20 Data</p> <p>All students were give copies of all Board adopted materials. We piloted common core aligned, Next Generation science programs in 2019-20 for a planned 20-21 adoption. As we did not find a suitable program, the science pilot will continue in 2021-22</p>	<p>2020-201 Data</p> <p>All students continue to full have access to Board-adopted and standards-aligned materials.</p> <p>We have not resumed the science pilot, but are preparing to do so in 2022-23.</p>	<p>2021-22 Data</p> <p>All students continue to full have access to Board-adopted and standards-aligned materials.</p> <p>We began a science pilot and planning to complete it during fall 2023-24.</p> <hr/> <p>Implementation of Academic Content Standards (via YouthTruth survey data)</p> <ul style="list-style-type: none"> <li>( % CHANGE FROM 2022 ) 2023% ( % CHANGE FROM 2022 ) [ AVERAGE</li> </ul>	<p>2022-23 Data</p> <p>All students continue to full have access to Board-adopted and standards-aligned materials.</p> <p>We have continued our science pilot and hope to have an adoption by the end of this year (or start of next - at the latest).</p> <p>Conversations about an ELA pilot and adoption process have also begun.</p> <hr/> <p>Implementation of Academic Content Standards (via YouthTruth survey data)</p>	Continue to provide access to standards-aligned materials to all students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>YT ] { AVE SONOMA }</p> <p>% of teachers who feel they have adequate support to deliver academic content standards:</p> <ul style="list-style-type: none"><li>(-11) 22% ( 33 ) [ 57 ] { 45 }</li></ul> <hr/> <p>EL Access to CA Standards including ELD Standards (local analysis)</p> <p>% of ELs with access to CA Content Standards: 100%</p> <p>% of ELs with access to ELD Standards: 100%</p>	<p>RESOURCES DATA:</p> <p>% of staff reporting that they have the resources to provide high-quality, standards-based instruction:</p> <p>88% teachers feel that students are getting a high quality education at this school.</p> <p>67% teachers report having the necessary resources to do their job well.</p> <hr/> <p>PROFESSIONAL DEVELOPMENT &amp; SUPPORT DATA:</p> <p>% of staff reporting they feel positive about the quality of professional development:</p> <p>49% staff report that they have access to</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>meaningful professional development.</p> <p>31% staff report that professional development over the last year has provided them with teaching strategies to better meet their students' needs.</p> <p>18% staff report that professional development over the last year has provided them with content support.</p> <p>67% staff reported that they have opportunities to learn at work</p> <p>33% staff reported positively about the year's professional learning with regard to its connection with school priorities</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				40% staff reported that they have access to meaningful professional development.	

## 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.

As is the case for most districts, it has been difficult to meet desired outcomes that were set using pre-pandemic data. Schools still feel very different. That said, we were successful in meeting about half of the desired outcomes set forth in the 2023-24 LCAP.

### ACTION 1.1

(Staff Support: Professional Development, Leadership & Induction)

Action 1.1 was the most challenging with regard to implementation. Lack of time (to meet with staff ) for robust professional learning was a challenge this year. We have changed our calendar to utilize Wednesdays as an early-release, as we lost a lot of Mondays due to holidays throughout the year. We also needed to use PD time for critical safety updates, but this cut into our ability to focus on teaching and learning. This action remains a priority, but changes are planned for the 2024-25 LCAP. Additional implementation challenges include the following:

- Many teacher stipend positions were left unfilled. This included the CIT leadership roles. As a result, district principals each took the lead on one CIT (SEL and C&I); we dissolved the MTSS CIT (temporarily).
- Little to no interest was expressed in participating in the District Task Forces (DTFs). As a result, district administrators took on the bulk of the work. The consequence was that the plans we implemented did not have buy-in from staff or the broader community. As such we have integrated many of the original DTF goals into the 2024-25 LCAP for further revision.
- We made minimal progress with revisiting UDL practices and philosophies. As such, we have integrated this into a new goal for the 2024-25 LCAP.

- We had hoped to use teachers, as internal experts, to provide professional learning opportunities for staff; this did not happen

## ACTION 1.2

(Targeted Support: Intervention & Expanded Personalized Learning)

Action 1.2 was somewhat successful, and we are planning changes for the 2024-25 LCAP.

We did not encounter significant implementation challenges (other than the one noted above), but a pull-out intervention program is no longer possible due to budget cuts. We intend to continue with before and after school enrichment programs, which will include academic intervention opportunities.

## ACTION 1.3

(Targeted Support: Expanded Opportunities + Child Care)

Action 1.3 was relatively successful, and will remain largely unchanged in the 2024-25 LCAP. Input about, and participation in, expanded programs was successful. We credit much of the success to our ability to finally able to hire a "Director" position for the Expanded Opportunities program. We partnered with Catapult learning for a new Summer School model in 2024 (as opposed to offering the program in-house, as we have done historically). We are unsure about whether we will continue with the new model, as Summer School has not started.

## ACTION 1.4

(Teaching & Learning: High-Quality Standards-Based Curriculum & Instruction)

We made some progress in this area, but implementation for Action 1.4 was challenging. We had intended to utilize teachers to lead many of these initiatives (for a stipend), but staff exhaustion following a particularly challenging year resulted in little interest. We did make partial progress with curriculum pilots and adoptions at Yulupa. We intend to increase efforts in this area for Strawberry in the next year.

## ACTION 1.5

(Universal Access: Special Education & Integrated Preschool Access)

Action 1.5 was successful. This action was fully implemented. It remains a priority, and will be referenced in new 2024-25 goals, but is no longer a stand-alone action.



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.

Overall, our total actual expenditures tracked very closely with planned expenditures. We have no material differences to report in planned vs actual expenditures as they relate to Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, however the following summarizes the differences in budgeted vs actual expenditures in Goal #1.

Action 1.1

Expenditures were below the original budget, because the teacher stipend positions went largely unfilled due to lack of interest.

Action 1.2

Expenditures were below the original budgeted amounts, because we reduced the certificated Interventionist positions by one F.T.E., and we didn't end up purchasing some of the more expensive online digital subscriptions (e.g., Freckle and Lexia).

Action 1.3

Expenditures were significantly higher, because more students participated in the YMCA program than we predicted, and we increased the F.T.E. of the Expanded Student Opportunities Coordinator.

Action 1.4

Expenditures were significantly lower than the original budget, because our Science pilot cost less than anticipated and we did not pilot materials for health.

Action 1.5

Expenditures were lower, because our alarm system repair did not cost what was originally estimated.

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

We still believe in the majority of our actions, and intend to continue with most - with some modifications.

ACTION 1.1

(Staff Support: Professional Development, Leadership & Induction)

We still believe this action is important, but was ineffective due to the implementation challenges noted above. Modifications are planned to support improved implementation. Teacher survey data was not positive in the area of professional learning, and leadership does not disagree with the feedback. Induction is an effective model, but we are adding an additional mentorship opportunities for teachers who are new to the district - but do not necessarily qualify for induction.

Additional data to support our analysis of Action 1.1

Metric #1.7 | TEACHER ASSIGNMENTS  
No Teacher Mis-assignments (MET)

ACTION 1.2  
(Targeted Support: Intervention & Expanded Personalized Learning)

This action was partially effective in supporting our goals. Based upon goals that were met and unmet, we have surmised that students continue to need additional support services, academic intervention, and more targeted support in order to fully recover from pandemic-related learning loss. While students benefit from targeted intervention, it has come with a cost when they are removed from the classroom. English Learner data suggests we need additional support for English learners. We are hopeful that our new ELA curriculum (which included embedded ELD materials) will support this are of need.

Additional data to support our analysis of Action 1.2

- Metric #2 (NOT MET) | EL PROFICIENCY
- Progress of English Learners toward English Proficiency as measured on the ELPAC
  - 58.9% making progress towards English language proficiency; declined 2.4%

ACTION 1.3  
(Targeted Support: Expanded Opportunities + Child Care)

We consider this action to have been successful, based upon the input about, and participation in, expanded programs. We intend to continue with this action.

ACTION 1.4  
(Teaching & Learning: High-Quality Standards-Based Curriculum & Instruction)

This is another action that was not as effective as we would have liked. That said, we attribute the lack of success to the implementation challenges cited above. We will continue with this action, but with changes for the 2024-25 LCAP.

Additional data to support our analysis of Action 1.4

- Metric #1.1 | STUDENT PERFORMANCE (CAASPP - ELA)
- Overall (Green = MET)

- Two or More Races (Green = MET)
- White (Green = MET)
- Socioeconomically Disadvantaged (Green = MET)
- Hispanic (Green = MET)
- English Learners (increased 6.3 points = MET)
- Students with Disabilities (increase 12.9 points = MET)

#### Metric #1.1 | STUDENT PERFORMANCE (CAASPP - MATH)

- Overall (Green = MET)
- White (Green = MET)
- English Learners (increased 10.3 points = MET)
- Hispanic (increased 8 points = MET)
- Socioeconomically Disadvantaged (increased 12.1 points = MET)
- Students with Disabilities (maintained, but not met)
- Two or More Races (maintained, but not me)
- (No student demographic groups decreased in math)

BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.

Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy:

- Filipino
- Pacific Islander
- Foster Youth
- American Indian
- African American

#### Metric #1.4 (MIXED) | STUDENT ACHIEVEMENT (LOCAL READING, TK-2)

PELI & DIBELS - Local Measure - TK-2 Reading

TK (PELI): 92% At/Above (5% increase)

K (DIBELS): 59% At/Above (3% decrease)

1ST(DIBELS): 76% At/Above (4% decrease)

2ND(DIBELS): 78% At/Above (1% decrease)

Longitudinal Data (comparing student cohorts as they progress)

TK (PELI): - (no comparison data)

K (DIBELS): - (no comparison data)

1ST(DIBELS): 76% At/Above (15% decrease) - compared to prior year K

2ND (DIBELS): 78% At/Above (2% decrease) - compared to prior year 1

Metric #1.5 (MIXED) | STUDENT ACHIEVEMENT (LOCAL READING, 3-6)

3RD: 80% At/Above (3% increase); 19% Intervention/Urgent (3% decrease)

4TH: 77% At/Above (4% decrease); 23% Intervention/Urgent (7% increase)

5TH: 77% At/Above (7% increase); 19% Intervention/Urgent (6% decrease)

6TH: 69% At/Above (1% increase); 26% Intervention/Urgent (1% decrease)

Longitudinal Data (comparing student cohorts as they progress)

3RD: - (no comparison data)

4TH: 77% At/Above (no change); 23% Intervention/Urgent (1% decrease) - compared to prior year 3

5TH: 77% At/Above (3% decrease); 19% Intervention/Urgent (3% increase) - compared to prior year 4

6TH: 69% At/Above (1% decrease); 26% Intervention/Urgent (1% decrease) - compared to prior year 5

Metric #1.5 (MIXED) | STUDENT ACHIEVEMENT (LOCAL MATH, 3-6)

3RD: - (no comparison data)

4TH: 74% At/Above (no change); 16% Intervention/Urgent (4% increase) - compared to prior year 3

5TH: 85% At/Above (7% increase); 9% Intervention/Urgent (12% decrease) - compared to prior year 4

6TH: 66% At/Above (no change); 27% Intervention/Urgent (12% increase) - compared to prior year 5

Longitudinal Data (comparing student cohorts as they progress)

3RD: - (no comparison data)

4TH: 74% At/Above (4% decrease); 16% Intervention/Urgent (1% increase) - compared to prior year 3

5TH: 85% At/Above (19% increase); 9% Intervention/Urgent (4% increase) - compared to prior year 4

6TH: 66% At/Above (5% decrease); 27% Intervention/Urgent (6% decrease) - compared to prior year 5

Metric #1.3 | PHYSICAL FITNESS (PFT, 5th Grade)

All students MET goal (all fitness areas) (MET)

Metric #1.8 | COURSE ACCESS

All Students Have Full Course Access (MET)

Metric #1.9 | ACCESS & IMPLEMENTATION

All Students Have Access to Standards Aligned Materials (MET)

Implementation of Academic Content Standards (MET)

Metric #1.6 | FACILITIES  
All Facilities in Good Repair (MET)

ACTION 1.5  
(Universal Access: Special Education & Integrated Preschool Access)

As stated above, this action was successful, and fully implemented.

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 have done some restructuring and organizational shifts, but largely maintain our commitment to the goal, metrics, target outcomes and actions in the coming year. Some of the changes were outlined above.

Additional changes and new initiatives are defined in the Goal #1 section of the 2024-25 LCAP, but as the actions related to our last LCAP, we intend to implement the following changes to existing actions in the coming year:

- place greater emphasis on Universal access (including classroom-based learning recovery, differentiation, UDL, and individualized instruction)
- review structures (and time to meet) for our CITs and encourage teachers to lead them (as was originally the plan).
- include MTSS again as part of our CITs
- eliminate District Task Forces
- improve the quality of our professional development to target high-quality standards-based instruction with an emphasis on content and differentiation
- revisit additional staff leadership opportunities, in consultation with our collective bargaining units
- discontinue pull-out Intervention model (due to budget cuts), and work to embed intervention and differentiation into classrooms with support from additional paraprofessional support; offer some before/after school intervention as needed

- replace some of the digital programs; consider removing all Renaissance programs and replacing them with Amplify
- eventually look into purchasing NWEA/MAPS for better progress monitoring
- continue with expanded student opportunities (before and after school)
- discontinue intersession opportunities and extend summer program
- continue to partner with the YMCA; discontinue partnership with The Zones
- continue pilot and adoption program for science at Strawberry
- continue pilot and adoption program for ELA at Strawberry & Yulupa
- continue pilot and adoption program for health at Strawberry
- continue partnerships with 4Cs and RVP
- continue to upgrade facilities as needed

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

## Goals and Actions

### Goal

Goal #	Description
2	Nurturing School Climate: We support student social, emotional, and behavioral development in a positive school climate that addresses student needs and nurtures the growth of the whole child.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey (Healthy Kids or Youth Truth)	In addition to the Spring 2021 survey to identify what we should be sure to have in place in August, students will be surveyed 2021-22, we will administer the student survey--either Healthy Kids or Youth Truth which will help us determine how the actions and services are working for the students.	<p>2021-2022</p> <p>We heard from 521 students (grades 3-6) in the 2021-2022 Youth Truth survey.</p> <p>Overall Student Responses</p> <p>Rating   % Positive   Percentile Ranking</p> <p>(note a 4.0 point rating, and percentiles are calculated from nationwide data)</p> <p>Engagement 2.8   89%   46th</p> <p>Academic Challenge 2.8   39%   25th</p> <p>Instructional Methods</p>	<p>2022-23</p> <p>Student Survey-Youth Truth</p> <p>We heard from 509 students (grades 3-6) in the 2022-2023 Youth Truth survey.</p> <p>Overall Student Responses</p> <ul style="list-style-type: none"> <li>(% CHANGE FROM 2022 ) 2023% ( % CHANGE FROM 2022 ) [ AVERAGE YT ] { AVE SONOMA }</li> </ul> <p>Academic Challenge</p> <ul style="list-style-type: none"> <li>(+3) 46% ( 43 ) [ 49 ] { 45 }</li> </ul>	<p>2023-24</p> <p>Student Survey-Youth Truth</p> <p>In the 2023-24 Youth Truth Survey, we heard from:</p> <p>509 (99%) students (grades 3-6)</p> <p>Notation Note:</p> <ul style="list-style-type: none"> <li>(% CHANGE FROM 2022 ) 2024% (2023%) [AVE YT] {AVE SONOMA}</li> </ul> <p>Academic Challenge</p> <ul style="list-style-type: none"> <li>(+3) 46% (46) [49] {42}</li> </ul>	Students will report feeling safe at school, having a trusted adult they can talk with, and feeling that they have some input into decisions made.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2.8   82%   40th  Culture 2.8   26%   61st  Belonging 2.8   50%   25th  Relationships 2.8   52%   45th	Culture <ul style="list-style-type: none"> <li>(+1) 27% ( 26 ) [ 23 ] { 21 }</li> </ul> Relationships <ul style="list-style-type: none"> <li>(0) 82% (82) [ 79 ] { 76 }</li> </ul> Instructional Methods <ul style="list-style-type: none"> <li>(0) 64% ( 64 ) [ 61 ] { 60 }</li> </ul> Belonging <ul style="list-style-type: none"> <li>(n/a) 35% (n/a) [ 34 ] { 33 }</li> </ul> Engagement <ul style="list-style-type: none"> <li>(-3) 86% ( 89 ) [ 87 ] { 83 }</li> </ul>	Culture <ul style="list-style-type: none"> <li>(-1) 26% (27) [23] {21}</li> </ul> Relationships <ul style="list-style-type: none"> <li>(-6) 76% (82) [77] {75}</li> </ul> Instructional Methods <ul style="list-style-type: none"> <li>(-9) 57% (64) [60] {59}</li> </ul> Belonging <ul style="list-style-type: none"> <li>(-2) 33% (35%) [34] {33}</li> </ul> Engagement <ul style="list-style-type: none"> <li>(-1) 85% (86) [86] {82}</li> </ul>	
Parent Survey  District Survey or Youth Truth  Engagement, Relationships, Culture, Communication,	In addition to the Spring 2021 survey to identify what we should be sure to have in place in August, in December 2021, parents will be surveyed to determine how the actions and services are working for their children	2021-22  We heard from 493 parents in the 2021-2022 Youth Truth survey. Overall Student Responses  Rating   % Positive   Percentile Ranking	2022-23  Parent Survey - Youth Truth  We heard from 392 parents in the 2022-2023 Youth Truth survey.	2023-24  Parent Survey - Youth Truth  In the 2023-24 Youth Truth Survey, we heard from: 580 (73%) families  Notation Note:	Parents will report that their children feel safe and appropriately challenged at school with friends and a trusted adult they can talk with.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Resources & School Safety		<p>(note a 5.0 point rating, and percentiles are calculated from nationwide data)</p> <p>Engagement 3.52   51%   23rd</p> <p>Relationships 4.31   87%   65th</p> <p>Culture 4.12   81%   464th</p> <p>Communication &amp; Feedback 4.1   81%   77th</p> <p>Resources 4.12   81%   283rd</p> <p>School Safety 3.87   59%   50th</p>	<p>Overall Student Responses</p> <ul style="list-style-type: none"> <li>( % CHANGE FROM 2022 ) 2023% ( % CHANGE FROM 2022 ) [ AVERAGE YT ] { AVE SONOMA }</li> </ul> <p>FAMILY</p> <p>Engagement</p> <ul style="list-style-type: none"> <li>(+8) 59% ( 51 ) [ 62 ] { 67 }</li> </ul> <p>Relationships</p> <ul style="list-style-type: none"> <li>(+2) 89% ( 89 ) [ 86 ] { 88 }</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>(+1) 82% ( 81 ) [ 77 ] { 79 }</li> </ul> <p>School Safety</p> <ul style="list-style-type: none"> <li>(0) 59% ( 59 ) [ 60 ] { 60 }</li> </ul> <ul style="list-style-type: none"> <li>(-2) 81% ( 83 ) [ 74 ] { 77 }</li> </ul> <p>Resources</p>	<ul style="list-style-type: none"> <li>(% CHANGE FROM 2022) 2024% (2023%) [AVE YT] {AVE SONOMA}</li> </ul> <p>Engagement</p> <ul style="list-style-type: none"> <li>(-1) 58% (59) [64] {69}</li> </ul> <p>Relationships</p> <ul style="list-style-type: none"> <li>(-3) 86% (89) [85] {89}</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>(-7) 75% (82) [76] {80}</li> </ul> <p>School Safety</p> <ul style="list-style-type: none"> <li>(-4) 55% (59) [58] {59}</li> </ul> <p>Communication &amp; Feedback</p> <ul style="list-style-type: none"> <li>(-3) 76% (81) [74] {76}</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>(-7) 70% (77) [68] {68}</li> </ul>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"><li>(-4) 77% ( 81 ) [ 68 ] { 69 }</li></ul> <p>-----</p> <p>% of parents/guardians of SWDs who feel empowered to play a meaningful role in decision-making:</p> <p>Overall:</p> <ul style="list-style-type: none"><li>(+5) 47% ( 42 ) [ 53 ] { 58 }</li></ul> <p>General Ed 2023: 47%</p> <p>Special Ed 2023: 46%</p> <p>-----</p> <p>% of Spanish-speaking parents/guardians feel included in planning school activities:</p> <p>English-speaking: 46%</p> <p>Spanish-speaking:</p>	<p>-----</p> <p>OVERALL: 45% of parents feel empowered to play a meaningful role in decision-making.</p> <p>-----</p> <p>GRADE: TK: 48% K: 55% 1: 57% 2: 52% 3: 49% 4: 34% 5: 32% 6: 33%)</p> <p>-----</p> <p>RACE/ETHNICITY: White: 49% Hispanic: 46%</p> <p>-----</p> <p>LANGUAGE Speak English: 45% Speak 'other': 50% Speak Spanish: 75%</p> <p>-----</p> <p>DISABILITY</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			67%	<p>Student without an IEP: 47%</p> <p>Student with an IEP: 44%</p> <p>————</p> <p>OVERALL 59% of parents feel included in planning school activities.</p> <p>TK: 87% K: 74% 1: 76% 2: 64% 3: 78% 4: 44% 5: 51% 6: 50%</p> <p>————</p> <p>RACE/ETHNICITY: White: 60% Hispanic: 89%</p> <p>————</p> <p>LANGUAGE Speak English: 60% Speak ‘other’: 64% Speak Spanish: 88%</p> <p>————</p> <p>DISABILITY Student without an</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				IEP: 59%  Student with an IEP: 71%	
California Dashboard Data  SCHOOL CLIMATE  Suspensions/ Expulsions	% Student Suspended at Least Once  <hr/> 2019-2020  ALL STUDENTS (1,022 students) <ul style="list-style-type: none"> <li>Green Zone   0.8% 0.5%</li> </ul> <hr/> SUBGROUPS  Asian (44 Students) <ul style="list-style-type: none"> <li>Blue Zone   0% 2.6%</li> </ul> English Learners (143 Students) <ul style="list-style-type: none"> <li>Blue Zone   0% 0.8%</li> </ul> White (627 students) <ul style="list-style-type: none"> <li>0.5% 0.7%</li> </ul>	% Student Suspended at Least Once No Zone Data available  <hr/> 2020-2021  ALL STUDENTS (931 students) <ul style="list-style-type: none"> <li>0.4% 0.4%</li> </ul> (4 students suspended at least once)  <hr/> SUBGROUPS  Asian <ul style="list-style-type: none"> <li>0% no change</li> </ul> English Learners (138 Students) <ul style="list-style-type: none"> <li>0% no change</li> </ul>	% Student Suspended at Least Once No Zone Data available  <hr/> 2021-2022  ALL STUDENTS (991 students) Very Low   0.4%  <hr/> SUBGROUPS  Asian (138 Students) Very Low   0%  English Learners (126 Students) Very Low   0%  White (575 students) Very Low   0.6%	% Student Suspended at Least Once  <hr/> 2022-2023  ALL STUDENTS (987 students)  OVERALL: YELLOW   1.4% (increase 1%)  <hr/> STUDENT PERFORMANCE GROUPS  Asian (44 Students) BLUE   0% (no change)  English Learners (132 Students) BLUE   0% (no change)	Desired Outcome: For all students and all subgroups to be in the green or blue zones.  Subgroup Notes Some students are in more than one subgroup and with our small numbers in some subgroups, one child can impact the percentage for more than one subgroup  Note: The Homeless subgroup in 2019-2022 is a holdover from the 2017 fires. Children who lost their homes in the fires were considered "homeless" for one year (October 2017-October 2018) even if they moved into

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hispanic (230 Students)</p> <ul style="list-style-type: none"> <li>Green Zone   0.9% 0.4%</li> </ul> <p>Socioeconomically Disadvantaged (298 students)</p> <ul style="list-style-type: none"> <li>1.7% 0.4%</li> </ul> <p>Students with Disabilities (110 Students)</p> <ul style="list-style-type: none"> <li>Green Zone   1.8% 1.5%</li> </ul> <p>Two or More Races (78 students)</p> <ul style="list-style-type: none"> <li>Orange Zone   2.6% 1.1%</li> </ul> <p>Foster / Homeless (24 students)</p> <ul style="list-style-type: none"> <li>Red Zone   12.5% 12.5%</li> </ul> <p>(3 students) were suspended at least once.</p> <p>Expulsions = 0</p>	<p>White (593 students)</p> <ul style="list-style-type: none"> <li>0.5% no change</li> </ul> <p>(3 students) suspended at least once</p> <p>Hispanic (224 Students)</p> <ul style="list-style-type: none"> <li>0.4% 0.5%</li> </ul> <p>(1 student) suspended at least once</p> <p>Socioeconomically Disadvantaged (203 students)</p> <ul style="list-style-type: none"> <li>1.9% 0.2%</li> </ul> <p>(4 students) suspended at least once</p> <p>Students with Disabilities (121 students)</p> <ul style="list-style-type: none"> <li>0% no change</li> </ul> <p>Two or More Races (88 students)</p> <ul style="list-style-type: none"> <li>0% 2.6%</li> </ul> <p>Foster / Homeless (3 students)</p>	<p>Hispanic (241 Students)</p> <p>Very Low   0.4%</p> <p>Socioeconomically Disadvantaged (256 students)</p> <p>Low   0.8%</p> <p>Students with Disabilities (131 students)</p> <p>Very Low   0%</p> <p>Two or More Races (88 students)</p> <p>Very Low   0.8%</p> <p>African American (19 students)</p> <p>No Performance Level   0%</p> <p>Filipino (13 students)</p> <p>No Performance Level   0%</p> <p>Pacific Islander (12 students)</p> <p>No Performance Level   0%</p> <p>Foster / Homeless</p>	<p>White (546 students)</p> <p>YELLOW   1.5% (increase 0.9%)</p> <p>Hispanic (241 Students)</p> <p>ORANGE   1.7% (increase 1.3%)</p> <p>Socioeconomically Disadvantaged (256 students)</p> <p>ORANGE   0.8% (increase 1.2%)</p> <p>Students with Disabilities (50 students)</p> <p>ORANGE 2% (increase 2.7%)</p> <p>Two or More Races (104 students)</p> <p>ORANGE   1.9% (increased 1.9%)</p> <p>BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.</p>	homes during that year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Too few students to report</p> <p>Expulsions = 0</p>	<p>(2 students) No Performance Level Less than 11 students - data not displayed for privacy</p> <p>American Indian (3 students) No Performance Level Less than 11 students - data not displayed for privacy</p> <p>Expulsions = 0</p>	<p>Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy:</p> <ul style="list-style-type: none"> <li>• Filipino</li> <li>• Pacific Islander</li> <li>• Foster Youth</li> <li>• American Indian</li> <li>• African American</li> </ul> <hr/> <p>Expulsions = 0</p>	
<p>2018-2019 Dashboard Data</p> <p>STUDENT ENGAGEMENT</p> <p>Chronic Absenteeism</p> <p>DATA NOTES: Colored Zone data is not available at this time</p>	<p>Overall Attendance Rate 2020-21: 96.55%</p> <hr/> <p>2019-20</p> <p>% Chronically Absent</p> <p>All Students (1,011 students) Green Zone 5% Maintained 0.2%</p> <p>White (621 students)</p>	<p>Overall Attendance Rate 2021-22: 98.08%</p> <hr/> <p>20120-21</p> <p>% Chronically Absent</p> <p>All Students (1,008 students) 2.14 % Declined 2.86%</p> <p>White (591 students)</p>	<p>Overall Attendance Rate 2022-23: 94.25%</p> <hr/> <p>2021-22</p> <p>% Chronically Absent</p> <p>All Students (976 students) 11.6% Increased 8.46% since 2018-19</p>	<p>Overall Attendance Rate 2023-24:</p> <hr/> <p>2022-23</p> <p>% Chronically Absent</p> <p>% Chronically Absent 2022-2023</p> <p>All Students</p>	<p>Desired Outcome</p> <p>Overall Attendance Rate: at least 96%</p> <p>2% point decrease per year in the percentage of chronically absent students overall and in each subgroup.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Subgroup Notes Some students are in more than one subgroup and with our small numbers in some subgroups, one child can impact the percentage for more than one subgroup</p> <p>Some subgroups are not included because data is not displayed for privacy when there are fewer than 11 students in a subgroup.</p> <p>The Homeless subgroup is a holdover from the 2017 fires. Children who lost their homes in the fires were considered "homeless" for one year (October 2017-October 2018) even if they moved into homes during that year</p>	<p>Green Zone   4.5% Maintained -0.1%</p> <p>Asian (44 students) Green Zone   4.5% Declined 0.6%</p> <p>English Learners (142 students) Green Zone   3.5% Declined 2.6%</p> <p>Hispanic (227 students) Orange Zone   5.7% Increased 0.5%</p> <p>Two or more races (77 students) Orange Zone   6.5% Increased 5%</p> <p>**Homeless/Foster Youth (24 students) Orange Zone   8.3% Increased 1.7%</p> <p>Socioeconomically Disadvantaged (292 students) Orange Zone   9.9% Increased 1.3%</p>	<p>1.13% Declined 3.37%</p> <p>Asian (46 students) 0% Declined 4.5%</p> <p>English Learners (132 students) 1.56% Declined 1.94%</p> <p>Hispanic (241 students) 2.56% Declined 3.14%</p> <p>Two or more races (88 students) 6.5% Declined 1.94%</p> <p>**Homeless/Foster Youth (0 students) 0% Declined 8.3%</p> <p>Socioeconomically Disadvantaged (245 students) 9.6% Declined 0.3%</p>	<p>White (565 students) Medium   8.7% Increased 7.57%% since 2018-19</p> <p>Asian (40 students) Very Low   2.5% Increased 2.5% since 2018-19</p> <p>English Learners (126 students) High   12.7% Increased 11.14% since 2018-19</p> <p>Hispanic (237 students) High   16% Increased 7.3% since 2018-19</p> <p>Two or more races (87 students) High   13.8% Increase 1.94% since 2018-19</p> <p>Homeless/Foster Youth (2 students)</p>	<p>(980 students) 19.1% increase 7.5%</p> <p>White (541 students) RED   16.3% increase 7.6%</p> <p>Asian (44 students) ORANGE   9.1% increase 6.6%</p> <p>English Learners (130 students) ORANGE   19.2% increase 6.5%</p> <p>Hispanic (234 students) RED   20.1% increase 4.1%</p> <p>Two or more races (104 students) RED   31.3% increase 17.3%</p> <p>Socioeconomically Disadvantaged (251 students) RED   25.9%% increase 2.3%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities (109 students) Orange Zone   12.8% Increased 7%	Students with Disabilities (121 students) 3.98% Declined 8.82%	<p>Less than 11 students - data not displayed for privacy</p> <p>Socioeconomically Disadvantaged (250 students) Very High   23.6% Increased 14% since 2018-19</p> <p>Students with Disabilities (129 students) High   16.3% Increased 12.3% since 2018-19</p>	<p>Students with Disabilities (148 students) RED   24.3% increase 8%</p> <p>BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.</p> <p>Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy:</p> <ul style="list-style-type: none"> <li>• Filipino</li> <li>• Pacific Islander</li> <li>• Foster Youth</li> <li>• American Indian</li> <li>• African American</li> </ul>	
Parent Survey Participation	(2020-2021 Survey Administration)	(2021-2022 Survey Administration)	(2022-2023 Survey Administration)	(2023-24 Survey Administration)	Desired Outcome: To receive at least 400 responses on our parent survey



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Survey or Youth Truth	We received 400 responses to our parent survey	<p>We received 493 parent responses - Youth Truth</p> <p>We also heard from 81 staff members and 521 students (grades 3-6)</p>	<p>We received 392 parent responses - Youth Truth</p> <p>We also heard from 8 staff members and 517 students (grades 3-6)</p>	<p>We received 580 (73%) parent responses - Youth Truth</p> <p>We also heard from 509 (99%) students (grades 3-6)</p> <p>62 (87%) staff</p>	

## 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.

As is the case for most districts, it has been difficult to meet desired outcomes that were set using pre-pandemic data. Schools still feel very different. That said, we were successful in meeting about half of the desired outcomes set forth in the 2023-24 LCAP.

### ACTION 2.1

(Student Support: Social-Emotional Learning & Programs)

Action 2.1 was partially successful. Implementation challenges were largely the same as those cited for Action 1.1. Specifically: Many teacher stipend positions were left unfilled. This included the CIT leadership roles - one of with was Social-Emotional Learning. There was also little to no interest expressed in participating in the District Task Forces (DTFs). One of the DFTs was around student behavior support. As a result, district administrators took on the bulk of the work. The consequence was that the plans we implemented did not have buy-in from staff or the broader community. As such we have integrated many of the original DTF goals into the 2024-25 LCAP for further revision.

### ACTION 2.2

(Student Support: Targeted Support: Additional Student Services)

Action 2.2 was successful, and we did not run into any implementation challenges with this action. It is still a priority, and will continue with some modifications.

### ACTION 2.3

(Culture: School Safety, Climate and Behavior Supports)

Action 2.3 was partially successful. Implementation challenges were largely the same as those cited for Action 1.1 and Action 2.1. This was an area we had hoped to leverage internal experts (i.e., existing staff), but this did not happen. One of the DFTs was around student behavior support. As a result, district administrators took on the bulk of the work. The consequence was that the plans we implemented did not have buy-in from staff or the broader community. As such we have integrated many of the original DTF goals into the 2024-25 LCAP for further revision.

### ACTION 2.4

(Community Partnerships: Communication & Family Engagement)

Action 2.4 was minimally successful, and capacity challenges hindered implementation. That said, it has emerged as a pretty significant priority, and we are actually expanding the key components for the 2024-25 LCAP. We were unable (due to capacity) to offer Parent Education seminars/workshops, but are carrying this goal forward into the 2024-25 LCAP

### ACTION 2.5

(Access & Engagement: Free Home-to-School Transportation)

This action was successful and without implementation challenges. This area continues to be a priority, and other than restructuring the components, this will continue for the 2024-25 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.

Overall, our total actual expenditures tracked very closely with planned expenditures. We have no material differences to report in planned vs actual expenditures as they relate to Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, however the following details summarize the differences in budgeted vs actual expenditures in Goal # 2.

### Action 2.1

No changes.

#### Action 2.2

While some expenditures increased, overall expenditures were slightly lower because we didn't end up purchasing some of the online digital subscriptions (e.g., Freckle and Lexia).

#### Action 2.3

Expenditures decreased because we ended up not participating in the community building and professional development activities as planned.

#### Action 2.4

Expenditures were slightly higher because we increased paraprofessional F.T.E.

#### Action 2.5

Expenditures were significantly higher, because we did not charge any families for bus passes.

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

We still believe in the majority of our actions, and intend to continue with most - with some modifications.

#### ACTION 2.1

(Student Support: Social-Emotional Learning & Programs)

While we intend to expand upon this action, we do not have data to suggest it was particularly effective, as planned in the 2022-23 LCAP. Some data to support our analysis of Action 1.4 and a need to change and improve is as follows:

##### Metric #2.1 | STUDENT SURVEY

Culture: 1 point decrease

Relationships: 6 point decrease

Belonging: 2 point decrease

Engagement: 1 point decrease

With some success, we did develop a new Student Behavior Support Framework. It requires some revisions, and this is included in the 2024-25 LCAP. The new Behavior Framework is available at [www.bvUSD.org/behavior](http://www.bvUSD.org/behavior).

An area of greater success was in our ability to update our Safety Framework. This is publicly available (sans some tactical details) at [www.bvusd.org/safety](http://www.bvusd.org/safety).

## ACTION 2.2

(Student Support: Targeted Support: Additional Student Services)

This action was successful, as our additional personnel (nursing, school psychologist, and behaviorist support was needed and impactful. We intend to continue with this action however, we plan to re-allocate resources to hire the equivalent of an additional 1.2 FTE in School Psychologists for a total of 2.0 FTE. We found that students were in need of counseling support that expanded beyond a School Counselor role. While School Psychs are traditionally tasked with special education compliance, we are intentionally expanding the FTE of these positions to allow full time, like credential service providers to be present on each campus all day, every day.

## ACTION 2.3

(Culture: School Safety, Climate and Behavior Supports)

- On a positive note, we have begun a new partnership with the California Labor Management Initiative, which we believe will be instrumental in improving adult climate and culture. District Leaders have partnered with representatives from each of our Collective Bargaining Units to participate in facilitated workshops around building trust, improving communication, and healing from cumulative traumas (including fires, the pandemic, and a particularly turbulent negotiations season in 2024. The new group has been named BVUSD B.R.I.D.G.E (Building Relationships Improving Dialogue Guiding Education). We feel very hopeful about this opportunity and the impact it will have across our community.

With regard to our efforts to improve attendance, we have begun to see some success. We credit this success to the details we've established in a new Attendance Framework which can be reviewed at [www.bvusd.org/attendance](http://www.bvusd.org/attendance).

Nevertheless, while we made some gains, we continue to have great needs in this area. As indicated above, student survey results were not indicative of success in these areas. Staff and family survey results confirmed a similar trend. Some data to support our analysis of Action 1.4 and a need to change and improve is as follows:

### Metric #2.1 | STUDENT SURVEY

Culture: 1 point decrease

Relationships: 6 point decrease

Belonging: 2 point decrease

Engagement: 1 point decrease

### Metric #2.2 | FAMILY SURVEY

Relationships: 3 point decrease

Culture: 7 point decrease  
Communication: 3 point decrease  
Safety: 4 point decrease

#### ACTION 2.4 (Community Partnerships: Communication & Family Engagement)

We had some success in this area.

For example, we implemented new communication tools that will continue, such as:

- We continue to expand our use of ParentSquare
- We built a new website in summer 2023
- We created social media accounts for the purpose of promoting a positive online presence, connecting with the community, and supporting enrollment efforts

Nevertheless, this has emerged as an area of increased need. As indicated above, family survey data was disappointing in this area. As an additional data point, family survey data also decreased in the area of engagement. Because of the need, we are expanding these areas in the 2024-25 LCAP.

#### ACTION 2.5 (Access & Engagement: Free Home-to-School Transportation)

This action was successful and without implementation challenges. This area continues to be a priority, and other than restructuring the components, this will continue for the 2024-25 LCAP.

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 are affirming our commitment to the majority of actions in Goal #2, as this continues to be an area in greatest need of attention.

Additional changes and new initiatives are defined in the Goal #2 section of the 2024-25 LCAP, but as the actions related to our last LCAP, we intend to implement the following changes to existing actions in the coming year:

- continue with Nursing services

- discontinue 1.0 Counselor position, but replace it with additional 1.2 School Psychologists - to allow a full-time, like credentialed employee at each school
- place greater emphasis on our behavior support plan including improving communication about the details
- place greater emphasis on encouraging existing teachers to lead professional development
- continue emphasizing community building
- continue to use ParentSquare
- continue to build new website
- increase social media - to build a positive online presence, connect with the community and support enrollment efforts
- seek input from families about parent education interest
- continue with our new Attendance Support Framework
- continue to offer meals and transportation at no cost to all students

**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.**

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

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

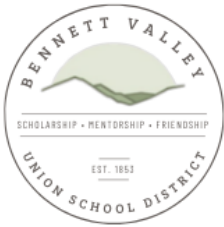
- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
November 2023





## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bennett Valley Union School District	Alexis Cala Superintendent	lexie.cala@bvusd.org 707 542-2201

## Plan Summary [2024-25]

### General Information

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

The Bennett Valley Union School District: Relentlessly Pursuing Success for All Students

The Bennett Valley Union School District (BVUSD) serves approximately 1,000 students from pre-kindergarten through sixth grade on two campuses. Yulupa School serves our transitional kindergarten through third grade students. Strawberry School serves fourth through sixth graders.

Both schools have on-site childcare run by the YMCA. In addition, the district owns a third school site, the Bennett Valley Early Childhood Center which houses a state subsidized preschool and preschool child care program run by the 4 C's (Community Child Care Council), and a special education preschool program operated by the Rincon Valley Partnership, a consortium of six districts, that allows integration between the 4C's general education preschool and the preschool speech unit and preschool special education classes.

The Bennett Valley Union School District is one of the top-performing districts in Sonoma County. Both schools have earned Distinguished School Status by the State of California. Strawberry was named a Gold Ribbon School under the State's program. Most recently, Yulupa was

named as a top elementary school by the U.S. News and World Report.

Like the rest of the world, we are completing our fourth school year impacted by the COVID-19 pandemic, and like many districts, we have faced some extraordinary challenges, but we remain steadfast in our “relentless pursuit of success for all students.” Some of our data highlights areas for growth and opportunity while some data confirms we continue to be successful in our effort and have a lot to celebrate.

Of particular note is the district’s successful and ongoing integration of instructional expertise, organizational efficacy and a compassionate focus on people. We approach instruction with bold certainty that all students can learn while pledging to provide our children with both ‘roots’ and ‘wings.’

## MISSION

Our mission is distilled into three key elements: scholarship, mentorship, and friendship which translates into an investment in rigorous learning, healthy systems, and social-emotional support.

### 1| Scholarship:

- Our fundamental purpose is to educate young people with the highest possible quality instruction; to nurture students' intellectual, physical, and social growth, helping each to achieve his or her highest potential.

### 2| Mentorship:

- We provide a multi-tiered system of academic supports, interventions, and enrichments to students that include before, after, and during school programs. We offer parents meaningful ways to be involved with the education of their children.

### 3| Friendship:

- We strive to ensure a safe environment for all students that nurtures each child's social and emotional development.

The District analyzes student performance as a whole, by student demographic group, and by individual on a host of measures including the State Dashboard and our local measures. State assessments are usually given once a year in the spring. Local measures are generally given three times per year and include PELI, DIBELS and STAR. Data for groups that could be individually identifiable is not included in this report to protect the privacy of those students.

## DATA NOTES

- 2024 Data is available for the YouthTruth Survey and some local measures, but all State Dashboard data reflects 2022-23 data.
- BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.

## REPORT NOTATIONS

When included in the narrative/text sections of this report, the following notations are used to compare several years of data:

- (20-21) > [21-22] > {22-23} > \*2024% (when available)

Local Student Outcome data includes the following abbreviations:

- BOY = Beginning of Year (fall)
- MOY = Middle of Year (winter)
- EOY = End of Year (spring)

## INCLUDED DATA

Below is a summary of available assessment data referenced in this report. Not all data is available for all student demographic groups, grade levels, or subject areas.

### {2022-2023}

- TK-6 | Dashboard data
- TK - 2 | Local assessment data - spring 2023 (EOY)
- 3-6 | State (CAASPP) testing data - spring 2023 (EOY)
- 5 | Physical Fitness Data - spring 2023 (EOY)
- TK-6 | Family & Staff Input & Survey Data (YouthTruth) - January 2023
- 3-6 | Student Input & Survey Data (YouthTruth) - January 2023

### 2023-2024

- TK - 2 | Local assessment data - spring 2024 (EOY)
- 3-6 | State (CAASPP) testing data - spring 2024 (EOY)
- 5 | Physical Fitness Data - spring 2024 (EOY)
- TK-6 | Family & Staff Input & Survey Data (YouthTruth) - January 2024
- 3-6 | Student Input & Survey Data (YouthTruth) - January 2024

## Reflections: Annual Performance

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

### Identified Areas of Need

Per 2023 Dashboard data, BVUSD performed relatively well with one exception in the area of Chronic Absenteeism. Because one of our student groups at Yulupa Elementary (Students with Disabilities, or SWD) has performed in the lowest level for two or more consecutive years, Yulupa qualified for Additional Targeted Support and Improvement (ATSI). Details about our response in addressing these identified needs is included below in the section: 'Support for Identified Schools.'

The following summarizes districtwide, school site, and student group data indicating performance in the lowest level (red).

2023 Chronic Absenteeism Dashboard Data - All RED student demographic groups.

Of Note, Chronic Absenteeism is the only area in which we had school, district, or student demographic group data in the red. As included above, Chronic Absenteeism Data is as follows:

#### Chronic Absenteeism | District Data

Overall (All BVUSD Students) - 19.1% (RED) - increase 7.5%

Hispanic - 20.1% (RED) - increase 4.1%

Two or More Races 31.3% (RED) - increase 17.3%

Socioeconomically Disadvantaged - 25.9%(RED) - increase 42.3%

Students with Disabilities - 24.3% (RED) - increase 8%

White - 16.3% (RED) - increase 7.6%

#### Chronic Absenteeism | Yulupa

Overall (All Yulupa Students) - 20.3% (RED) - increase 10.1%

English Learners - 24.7% (RED) - increase 15.9%

Hispanic - 21.2%(RED) - increase 8%

Two or More Races 32% (RED) - increase 21%

Socioeconomically Disadvantaged - 24.1% (RED) - increase 2.1%

White - 16.7% (RED) - increase 8.7%

#### Chronic Absenteeism | Strawberry

Overall Overall (All Strawberry Students) - 16% (RED) - increase 2.8%

Socioeconomically Disadvantaged - 27.5% (RED) - increase 3.3%

Students with Disabilities - 28.8% (RED) - increase 11.6%

White - 13.7% (RED) - increase 4.2%

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OVERALL SURVEY DATA - Students, Staff, & Families  
2024 YouthTruth Survey Data Summary

COMPARATIVE STRENGTHS/WEAKNESS SUMMARY

Compared to other participating elementary schools, BVUSD's highest rated themes are:

- STUDENTS - Culture and Engagement
- FAMILIES - Communication & Feedback and Resources
- STAFF - Engagement and School Safety

Compared to other participating elementary schools, BVUSD's lowest rated themes are:

- STUDENTS - Academic Challenge and Instructional Methods
- FAMILIES - Engagement and Culture
- STAFF - Culture and Professional Development

RELATIVE STRENGTHS/WEAKNESS SUMMARY

Relative strengths (highest rated BVUSD themes):

- STUDENTS - Engagement & Relationships
- FAMILIES - Relationships & Communication
- STAFF - Engagement & Relationships

Relative weaknesses (lowest rated BVUSD themes):

- STUDENTS - Culture & Belonging
- FAMILIES - Engagement and School Safety
- STAFF - Culture and Professional Development

STUDENT SURVEY DATA

## 2024 YouthTruth Survey Data Summary

### COMPARATIVE STRENGTHS/WEAKNESS SUMMARY

Compared to other participating elementary schools, BVUSD's highest rated student themes were:

- Culture
- Engagement

Compared to other participating elementary schools, BVUSD's lowest rated student themes were:

- Academic Challenge
- Instructional Methods

Compared to other participating elementary schools, BVUSD's highest rated student question within the key themes was:

- Are students friendly to you? (which is in the Belonging theme)

Compared to other participating elementary schools, BVUSD's lowest rated student question within the key themes was:

- Does the work you do for class make you really think? (which is in the Academic Challenge theme)

Student Themes - Percent Positives (the percentage of student respondents who responded positively in each theme)

- \*Notations: (% CHANGE FROM 2023) | 2024% | (% CHANGE FROM 2023) | [ AVERAGE YT ] | { AVE SONOMA }
- (+3) | Academic Challenge 49% ( 46 ) [ 49 ] { 42 }
- (-1) | Culture 26% ( 27 ) [ 23 ] { 21 }
- (-6) | Relationships 76% ( 82 ) [ 77 ] { 75 }
- (-9) | Instructional Methods 57% ( 64 ) [ 60 ] { 59 }
- (-2) | Belonging 33% ( 35 ) [ 34 ] { 33 }
- (-1) | Engagement 85% ( 86 ) [ 86 ] { 82 }

FAMILY SURVEY DATA  
2024 YouthTruth Survey Data Summary

COMPARATIVE STRENGTHS/WEAKNESS SUMMARY

Compared to other participating elementary schools, BVUSD’s highest rated family themes were:

- Communication & Feedback
- Resources

Compared to other participating elementary schools, BVUSD’s lowest rated themes were:

- Engagement
- Culture

Compared to other participating elementary schools, BVUSD’s highest rated family question within the key themes was:

- Families and teachers care about each other. (which is in the Relationships theme)

Compared to other participating elementary schools, BVUSD’s lowest rated question within the key themes was:

- Administrators treat families with respect. (which is in the Relationships theme)

Family Themes - Percent Positives (the percentage of family respondents who responded positively in each theme)

- \*Notations: (% CHANGE FROM 2023) | 2024% | (% CHANGE FROM 2023) | [ AVERAGE YT ] | { AVE SONOMA }

- (-1) | Engagement 58% ( 59 ) [ 64 ] { 69 }
- (+3) | Relationships 86% ( 89 ) [ 85 ] { 89 }
- (-7) | Culture 75% ( 82 ) [ 76 ] { 80 }
- (-4) | School Safety 55% ( 59 ) [ 58 ] { 59 }
- (-3) | Communication & Feedback 78% ( 81 ) [ 74 ] { 76 }
- (-7) | Resources 70% ( 77 ) [ 68 ] { 68 }

STAFF SURVEY DATA

## 2024 YouthTruth Survey Data Summary

### COMPARATIVE STRENGTHS/WEAKNESS SUMMARY

Compared to other participating elementary schools, BVUSD's highest rated staff themes were:

- Engagement
- School Safety

Compared to other participating elementary schools, BVUSD's lowest rated staff themes were:

- Culture
- Professional Development and Support

Compared to other participating elementary schools, BVUSD's highest rated staff question within the key themes was:

- My school's employees are committed to the success of my school. (which is in the Culture theme)

Compared to other participating elementary schools, BVUSD's lowest rated staff question within the key themes was:

- My school communicates a clear direction for the future. (which is in the Culture theme)

Staff Themes - Percent Positives (the percentage of staff respondents who responded positively in each theme)

- \*Notations: (% CHANGE FROM 2023) | 2024% | (% CHANGE FROM 2023) | [ AVERAGE YT ] | { AVE SONOMA }
- (+2) | Engagement 75% (73) [79] {83}
- (-5) | Relationships (-5) 81% (86) [86] {89}
- (-19) | Culture 34% (53) [67] {67}
- (-21) | School Safety 57% (78) [72] {73}
- (+8) | Professional Development (+8) 46% (38) [65] {62}

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### SUMMARY OF DATA - BY STATE PRIORITY

#### PRIORITY 1 - Basic Services

- 100% of teachers are properly credentialed



- 100% of students have access to instructional materials
- 100% of facilities are in good repair

#### PRIORITY 2 - Implementation of State Academic Standards

- 100% of students have a digital device
- 100% of ELs have access to CA Content Standards
- 100% of ELs have access to ELD Standards

As reported by staff on the YouthTruth Survey:

- 88% of teachers feel that students are getting a high quality education at this school.
- 67% of teachers report having the necessary resources to do their job well.
- 31% of teachers report that their professional development over the last year has provided them with teaching strategies to better meet students' needs.
- 18% of teachers report that their professional development over the last year has provided them with content support.

As reported by students on the YouthTruth Survey:

- 40% of students report that work in class really makes them think
- 52% of students report that they learn interesting things in school
- 36% of students feel that what they learn in school helps them in life

As reported by families on the YouthTruth Survey:

- 83% of families report that their child is getting a high quality education at school
- 73% of families report that their school has necessary resources to achieve learning goals
- 74% of families report that their school has necessary resources to prepare their child for the future
- 78% of families report that their school provides the guidance necessary to help their child success
- 73% of families report that their school sets high expectations for students

#### PRIORITY 3 - Parent Involvement

As reported by families on the YouthTruth Survey:

- 73% of parents responded to the YouthTruth Family Survey

#### Race of Respondents

- 64% of parent respondents were White
- 9% of parent respondents were Hispanic
- 5% of parent respondents were Asian
- 4% of parent respondents were multiracial and/or multi-ethnic
- 3% of parent respondents were Black or African-American

#### Primary Language Spoken in the Home

- 94% of parent respondents speak English
- 3% of parent respondents speak 'other'
- 2% of parent respondents speak Spanish
- 1% of parent respondents speak Tagalog

#### Parents of Students with Disabilities (with an IEP)

- 75% of parent respondents do not have a student with an IEP
- 29% of parent respondents have a student with an IEP
- 5% of parent respondents preferred not to say
- 1% of parent respondents did not know

#### Key Questions - Disaggregated by student demographic groups

64% of parents (overall) feel engaged with their school.

- (TK: 87%, K: 74%, 1: 76%, 2: 64%, 3: 78%, 4: 44%, 5: 51%, 6: 50%)
- (White: 68%, Hispanic: 80%)
- (Speak English: 65%, Speak 'other': 70%, Speak Spanish: 88%)
- (Student without an IEP: 71%, Student with an IEP: 66%)

45% of parents (overall) feel empowered to play a meaningful role in decision-making.

- (TK: 48%, K: 55%, 1: 57%, 2: 52%, 3: 49%, 4: 34%, 5: 32%, 6: 53%)
- (White: 49%, Hispanic: 46%)
- (Speak English: 45%, Speak 'other': 50%, Speak Spanish: 75%)

- (Student without an IEP: 47%, Student with an IEP: 44%)

66% of parents (overall) feel valued by their school.

- (TK: 67%, K: 79%, 1: 73%, 2: 62%, 3: 66%, 4: 41%, 5: 62%, 6: 65%)
- (White: 71%, Hispanic: 74%)
- (Speak English: 66%, Speak 'other': 82%, Speak Spanish: 88%)
- (Student without an IEP: 67%, Student with an IEP: 71%)

59% of parents (overall) feel included in planning school activities.

- (TK: 87%, K: 74%, 1: 76%, 2: 64%, 3: 78%, 4: 44%, 5: 51%, 6: 50%)
- (White: 60%, Hispanic: 89%)
- (Speak English: 60%, Speak 'other': 64%, Speak Spanish: 88%)
- (Student without an IEP: 59%, Student with an IEP: 71%)

#### PRIORITY 4 -Student Achievement

#### 2023 CAASPP DATA

#### STUDENT PERFORMANCE DATA - ENGLISH LANGUAGE ARTS (Dashboard Data) 2023 Performance on the Smarter Balanced Assessments (SBAC)

All Students (Grades 3-6) - 497 students tested - scored 28.7 points above standard

The following student groups tested above standard:

- Two or More Races - (47 students tested) - 22 points above standard

- White - (280 students tested) - 38.3 points above standard
- Asian - (25 students tested) - 34.3 points above standard

The follow student groups test below standard, but scores increased

- Socioeconomically Disadvantaged - (137 students tested) - 0.2 points below standard, but Increased 4.6 points
- Hispanic - (127 students tested) - 3.6 points below standard, but Increased 9 points
- English Learners - (78 students tested) - 8.4 points below standard, but Increased 6.3 points
- Students with Disabilities - (81 students tested) - 34.3 points below standard, but Increased 12.9 points

BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.

Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy:

- Filipino
- Pacific Islander
- Foster Youth
- American Indian
- African American

ELA: MET/EXCEEDED STANDARDS - (2023 CAASPP) 3rd - 6th Only

- Notation: 2023 BVUSD% (county%) [state%]

62.7% met or exceeded standard in ELA (44.1%) [46.7%]

- (3rd: 42.96%, 4th: 43.7%, 5th: 46.7%, 6th: 44.2%)
- 11.1% English Learners
- 15.8% Students with Disabilities

- 60.7% White
- 36.1% Hispanic
- 35.3% Low socioeconomic status

## STUDENT PERFORMANCE DATA - ENGLISH LEARNER PROGRESS (Dashboard Data) 2023 ELPAC

English Learner Progress - (95 students) - 58.9% making progress towards English language proficiency

Student English Language Acquisition Results: The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

- 35.8% | ELs who decreased at least one ELPI level (decreased 3.9%)
- 23.2% | ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H (increased 1.4%)
- 17.9% | ELs who maintained ELPI Level 4 (decreased 3.9%)
- 23.2% | ELs who progressed at least one ELPI Level (increased 8.1%)

## ENGLISH LEARNER PROFICIENCY - (2023 ELPAC)

- Notation: 2023 BVUSD% (county%) [state%]

% ELs made progress toward English language proficiency

- 16.5% Well Developed (16.4%) [16.5%]
- 33.8% Moderately Developed (35.8%) [33.8%]
- 29.4 % Somewhat Developed (20.1%) [29.4%]
- 20.3% Beginning to Develop (18.8%) [20.3%]

BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.

## STUDENT PERFORMANCE DATA - MATHEMATICS (Dashboard Data)

### 2023 Performance on the Smarter Balanced Assessments (SBAC)

All Students - (496 tested) - scored 0.5 points above standard, and Increased 4 points

The following student groups also tested above standard

- White - (279 students tested) - 15.1 points above standard
- Asian - (24 students tested) - 24.7 points above standard, and Increased 18.1 points

The follow student groups test below standard, but scores increased

- Two or More Races - (47 students tested) - 0.9 points below standard, but increased 1.9 points
- Students with Disabilities - (81 students tested) - 58.4 points below standard, but increased 2.5 points
- Socioeconomically Disadvantaged - (136 students tested) - 27.2 points below standard, but Increased 12.1 points
- English Learners - (78 students tested) - 34.4 points below standard, but Increased 10.3 points
- Hispanic - (127 students tested) - 33.9 points below standard, but Increased 8 points

BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.

Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy:

- Filipino
- Pacific Islander,
- Foster Youth
- American Indian
- African American

### MATH: MET/EXCEEDED STANDARDS - (2023 CAASPP) - 3rd - 6th Only

- Notation: 2023 BVUSD% (county%) [state%]

50.39% met or exceeded standard in Math (31.9%) [34.62%]

- (3rd: 45.1%, 4th: 40.8%, 5th: 33.4%, 6th: 33.2%)
- 9.9% English Learners
- 12.3% Students with Disabilities
- 49.1% White

- 22.7% Hispanic
- 22.9% Low socioeconomic status

BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.

#### SCIENCE: MET/EXCEEDED STANDARDS - (2023 CAASPP) - 5th Grade Only

- Notation: 2023 BVUSD% (county%) [state%]

#### SCIENCE - CAST (5th Grade Only)

37.61% met or exceeded standard in Science (29.3%) [30.2%]

- 23.1% English Learners
- 21.1% Students with Disabilities
- 44.6% White
- 25.0% Hispanic
- 29.1% Low socioeconomic status

BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.

#### PRIORITY 5 -Pupil Engagement

- 19.1% - Chronic Absenteeism Rate
- 93% - Attendance Rate
- 1.4% - Suspension Rate
- 0% - Expulsion Rate

Of Note, Chronic Absenteeism is the only area in which we had school, district, or student demographic group data in the red. As included

above, Chronic Absenteeism Data is as follows:

#### Chronic Absenteeism | District Data

Overall (All BVUSD Students) - 19.1% (RED) - increase 7.5%

Hispanic - 20.1% (RED) - increase 4.1%

Two or More Races 31.3% (RED) - increase 17.3%

Socioeconomically Disadvantaged - 25.9%(RED) - increase 42.3%

Students with Disabilities - 24.3% (RED) - increase 8%

White - 16.3% (RED) - increase 7.6%

#### Chronic Absenteeism | Yulupa

Overall (All Yulupa Students) - 20.3% (RED) - increase 10.1%

English Learners - 24.7% (RED) - increase 15.9%

Hispanic - 21.2%(RED) - increase 8%

Two or More Races 32% (RED) - increase 21%

Socioeconomically Disadvantaged - 24.1% (RED) - increase 2.1%

White - 16.7% (RED) - increase 8.7%

#### Chronic Absenteeism | Strawberry

Overall Overall (All Strawberry Students) - 16% (RED) - increase 2.8%

Socioeconomically Disadvantaged - 27.5% (RED) - increase 3.3%

Students with Disabilities - 28.8% (RED) - increase 11.6%

White - 13.7% (RED) - increase 4.2%

#### PRIORITY 6 - School Climate

As reported by students on the YouthTruth Survey:

- 54% of students report that other students are friendly



- 82% of students report that their teachers cares about them
- 62% of students report that their teachers asks them to keep trying when the work gets hard
- 93% of students report that their teachers want them to do their best
- 51% of students report that there is an adult from school they can talk to if they're feeling upset

As reported by families on the YouthTruth Survey:

- 83% of families report that their school creates a friendly environment.
- 77% of families report that their school runs smoothly.
- 79% of families report that they are proud of their school.
- 78% of families report that their child's learning environment is safe.
- 89% of families report that families and teachers care about each other.
- 91% of families report that teachers treat families with respect.

As reported by staff on the YouthTruth Survey:

- 58% of staff report that their school creates a positive work environment.
- 81% of staff report that their school sets high expectations for students
- 90% of staff report that employees are committed to the success of their school
- 35% of staff report that they feel informed about important school decisions
- 41% of staff report that information about school policies is clear.
- 84% of staff report that adults try to stop bullying and harassment
- 57% of staff report that there are clear rules for students

#### PRIORITY 7 - Access to a Broad Course of Study

- 100% of students participate in ELA, math, social science, science, PE, dance, music, art, library

#### PRIORITY 8 - Student Outcomes

##### STUDENT PERFORMANCE DATA - ENGLISH LANGUAGE ARTS (local measures)

2024 EOY - PELI, DIBELS, STAR

(figure in parenthesis is data from EOY 2023)

- TK(PELI) - 92% At/Above (87)

- Kindergarten (DIBELS) - 59% At/Above (61)
- First Grade (DIBELS) - 76% At/Above (80)
- Second Grade (DIBELS) - 78% At/Above (79)
- Third Graders (STAR) - 76% At/Above; (77)
- Fourth Graders (STAR) - 75% At/Above; (80)
- Fifth Graders (STAR) - 77% At/Above; (70)
- Sixth Graders (STAR) - 69% At/Above; (68)

#### STUDENT PERFORMANCE DATA - ENGLISH LANGUAGE ARTS (local measures) 2024 EOY DATA

PELI = Preschool Early Literacy Indicators

DIBELS = Dynamic Indicators of Basic Early Literacy Skills

STAR = Standardized Test for the Assessment of Reading

(figure in parenthesis is data from EOY 2023)

- Third Graders (STAR) - 75% At/Above; (74)
- Fourth Graders (STAR) - 74% At/Above; (78)
- Fifth Grader (STAR) - 85% At/Above; (66)
- Sixth Graders (STAR) - 66% At/Above; (71)

\*BVUSD does not have any schools eligible for the Equity Multiplier funding.

# Reflections: Technical Assistance

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

N/A - BVUSD is not eligible for or receiving technical assistance

## Comprehensive Support and Improvement

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

### *Schools Identified*

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

N/A - BVUSD is not eligible for comprehensive support and 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.

N/A - BVUSD is not eligible for comprehensive support and improvement.

### *Monitoring and Evaluating Effectiveness*

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

N/A - BVUSD is not eligible for comprehensive support and 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
Parents	<p>In addition to feedback submitted formally with respect to the LCAP, BVUSD administration considers every occasion to meet, connect, and engage with families as an opportunity to gather input from families.</p> <p>Throughout the year, parents receive regular communication and information about district policies, challenges, and opportunities for growth. The LCAP, along with many other district plans, reports, board policies, administrative regulations, meeting agendas, and frameworks are available online at <a href="http://www.bvusd.org">www.bvusd.org</a>.</p> <p>The LCAP appears on at least five (5) board meetings throughout the year, and families are notified and invited to participate in each:</p> <ul style="list-style-type: none"><li>• Meeting #1 - January/February: Public Hearing &amp; Mid-Year Update</li><li>• Meeting #2 -February/March: Proposed LCAP changes (to reflect data in Mid-Year update and new YouthTruth survey responses)</li><li>• Meeting #3 - March/April: LCAP Public Hearing</li></ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• Meeting #4 - 1st June Meeting: LCAP Public Hearing (with Budget)</li> <li>• Meeting #5 - 2nd June Meeting: LCAP Approval (with Budget)</li> </ul> <p>Prior to each meeting, parents receive reminders about each meeting with links to the agenda (via ParentSquare messaging) along with invitations to submit written comments regarding any proposed goals, actions, or expenditures (via Agenda content).</p> <p>In 2023-24 families were invited to participate in a Budget Input Survey (February 2024) designed to gather input about necessary budget cuts and efforts to mitigate the impact of these cuts. Staff and families participated in the following Board Meeting (March 2024) to provide additional input.</p> <p>In addition, parents are invited and encouraged:</p> <ul style="list-style-type: none"> <li>• to provide feedback directly to school and district administrators</li> <li>• to attend individual meetings (specific to their student)</li> <li>• to participate in our joint advisory committee (BVUSD District Advisory Council - including ELAC/DELAC)</li> <li>• to participate in Bennett Valley Education Foundation (BVEF) and Bennett Valley Alliance of Parents &amp; Teachers (BVAPT); teacher reps and all administrators participate in these monthly meetings as well</li> <li>• to attend and participate in monthly board meetings via public comment and Public Hearings</li> </ul> <p>Principals and the Superintendent also participate in monthly parent</p>

Educational Partner(s)	Process for Engagement
	<p>group meetings (BVEF &amp; BVAPT). These are interactive meetings which provide opportunities to learn about the parent perspective in many areas, including those that connect to our LCAP.</p> <p>The majority of Parent Feedback influencing the LCAP was gathered through our annual YouthTruth survey. 73% of BVUSD parents participated in the survey and provided input in the areas of Engagement, Relationships, Culture, Communication &amp; Feedback, and Resources.</p> <p>As reported by families, the lowest ranked survey theme was in the area of engagement, which is why it is heavily prioritized in LCAP goals and actions (especially Goal #2).</p> <p>Safety was also ranked relatively low with regard to survey themes. For this reason, we spent a significant amount of time updating our safety plan, and sharing details broadly with the community.</p> <p>Unfortunately, BVUSD needed to engage in budget cuts this year, and it is anticipated we will need to continue with cuts in the upcoming year. Because of this, our community was more heavily involved in resource allocations. Parents were asked to provide specific feedback in three categories of expenses: 'Teaching &amp; Learning,' 'Enrichment &amp; Support,' and 'Facilities &amp; Operations.' Parent priorities are listed in ranked order, by category as follows:</p> <p><b>TEACHING &amp; LEARNING</b></p> <ul style="list-style-type: none"> <li>• maintain low staff to student ratios</li> <li>• high quality curriculum</li> <li>• supporting a wider variety of student needs in the classroom (including supporting teachers through additional professional development)</li> <li>• attracting and retaining high-quality staff</li> <li>• student technology</li> </ul> <p><b>ENRICHMENT &amp; SUPPORT</b></p> <ul style="list-style-type: none"> <li>• art instruction</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• expanded student opportunities &amp; enrichment</li> <li>• targeted learning support and skill-development for struggling students</li> <li>• assemblies, field trips, and guest teachers/lessons</li> <li>• social-emotional &amp; behavioral health support</li> </ul> <p>FACILITIES &amp; OPERATIONS</p> <ul style="list-style-type: none"> <li>• safety &amp; security of school buildings &amp; facilities</li> <li>• daily maintenance &amp; clearing</li> <li>• necessary upkeep &amp; repairs</li> <li>• facility upgrades and modernization</li> <li>• campus “beautification”</li> </ul>
Students	<p>Student feedback is encouraged throughout the year, and administration similarly considers all occasions to connect with students an opportunity to better understand their experience - and therefore, as an opportunity to inform the LCAP.</p> <p>In addition, third through sixth graders are given time during class to complete the YouthTruth Survey administered in January. We had almost 100% participation rates for students. Student survey responses are carefully reviewed to identify key themes in opportunities for growth and indications of success. Responses are disaggregated by grade levels.</p> <p>In 2023-24 students were invited to participate in a Budget Input Survey (February 2024) designed to gather input about necessary budget cuts and efforts to mitigate the impact of these cuts. Staff and families participated in the following Board Meeting (March 2024) to provide additional input.</p> <p>Student performance data also informs the LCAP and is carefully examined for areas of success and growth across each student demographic groups.</p>

Educational Partner(s)	Process for Engagement
Teachers	<p>Teachers receive regular communication and information about district policies, challenges, and opportunities for growth.</p> <p>All teachers participate in one of the Collaborative Inquiry Teams (CITs). CITs were developed to provide a forum for teacher input and leadership, and as such inform the LCAP. The 2023-24 CITs were: Curriculum &amp; Instruction and Social-Emotional Learning.</p> <p>Principals (regularly) and the Superintendent (on occasion) also participate in monthly grade level team meetings. These are interactive meetings which provide opportunities to learn about each grade level team’s perspective in many areas, including those that connect to our LCAP.</p> <p>The LCAP, along with many other district plans, reports, board policies, administrative regulations, meeting agendas, and frameworks are available online at <a href="http://www.bvusd.org">www.bvusd.org</a>.</p> <p>The LCAP appears on at least five (5) board meetings throughout the year, and teachers are notified and invited to participate in each:</p> <ul style="list-style-type: none"> <li>• Meeting #1 - January/February: Public Hearing &amp; Mid-Year Update</li> <li>• Meeting #2 -February/March: Proposed LCAP changes (to reflect data in Mid-Year update and new YouthTruth survey responses)</li> <li>• Meeting #3 - March/April: LCAP Public Hearing</li> <li>• Meeting #4 - 1st June Meeting: LCAP Public Hearing (with Budget)</li> <li>• Meeting #5 - 2nd June Meeting: LCAP Approval (with Budget)</li> </ul>



Educational Partner(s)	Process for Engagement
	<p>Prior to each meeting, teachers receive reminders about each meeting with links to the agenda (via ParentSquare messaging) along with invitations to submit written comments regarding any proposed goals, actions, or expenditures (via Agenda content).</p> <p>In addition, teachers are invited and encouraged:</p> <ul style="list-style-type: none"> <li>• to provide feedback directly to school and district administrators</li> <li>• to attend individual meetings with district leaders as needed or requested</li> <li>• to participate in our joint advisory committee (BVUSD District Advisory Council - including ELAC/DELAC)</li> <li>• to participate in various stipend opportunities (negotiated each spring with BVTa); many provide opportunities feedback and district leadership</li> <li>• to share feedback during monthly staff meetings</li> <li>• to report feedback from monthly grade-level team meetings</li> <li>• to attend and participate in monthly board meetings via public comment and Public Hearings</li> <li>• to participate in an LCAP Public Hearing when the mid-year report was presented and again in April for the purposes of generating feedback for our LCAP</li> <li>• to complete our comprehensive YouthTruth Survey (January)</li> <li>• to provide input about our budget - specifically around necessary cuts implemented this year</li> <li>• to provide input about funding they receive from our parent groups</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>to provide input in all district plans (e.g., LCAP, ELOP, Prop 28, our new Strategic Plan for the Arts, etc.)</li> </ul> <p>Each spring, all staff (teachers and certificated personnel) are also given an opportunity to provide written feedback about the LCAP.</p> <p>In 2023-24 teachers were invited to participate in a Budget Input Survey (February 2024) designed to gather input about necessary budget cuts and efforts to mitigate the impact of these cuts.</p> <p>All staff members were asked to provide specific feedback in three categories of expenses: 'Teaching &amp; Learning,' 'Enrichment &amp; Support,' and 'Facilities &amp; Operations.' Staff priorities are listed in ranked order, by category as follows:</p> <p><b>TEACHING &amp; LEARNING</b></p> <ul style="list-style-type: none"> <li>attracting and retaining high-quality staff</li> <li>maintain low staff to student ratios</li> <li>high quality curriculum</li> <li>supporting a wider variety of student needs in the classroom (including supporting teachers through additional professional development)</li> <li>student technology</li> </ul> <p><b>ENRICHMENT &amp; SUPPORT</b></p> <ul style="list-style-type: none"> <li>social-emotional &amp; behavioral health support</li> <li>targeted learning support and skill-development for struggling students</li> <li>expanded student opportunities &amp; enrichment</li> <li>art instruction</li> <li>assemblies, field trips, and guest teachers/lessons</li> </ul> <p><b>FACILITIES &amp; OPERATIONS</b></p> <ul style="list-style-type: none"> <li>safety &amp; security of school buildings &amp; facilities</li> <li>daily maintenance &amp; clearing</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"><li>• necessary upkeep &amp; repairs</li><li>• facility upgrades and modernization</li><li>• campus “beautification”</li></ul> <p>Following cuts, a digital form was shared with teachers to provide additional feedback around:</p> <ul style="list-style-type: none"><li>• our LCAP</li><li>• school programs and planning for the upcoming school year</li><li>• mitigating the impact of necessary budget cuts</li><li>• curriculum and instruction materials</li><li>• our homework policy</li><li>• YouthTruth survey results</li><li>• Professional Development</li><li>• Student Behavior</li><li>• Class size, composition, and placement for the upcoming school year</li></ul> <p>After providing a digital workspace to provide this input, grade level teams were invited to submit additional thoughts to district administration.</p> <p>To increase and improve opportunities for input, the Superintendent held four in-person Staff Input sessions in the spring:</p> <ul style="list-style-type: none"><li>• Input Session #1: YouthTruth results and LCAP goals &amp; actions (April 23, 2024)</li></ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• Input Session #2: Class Size, Composition, &amp; Placement (April 24, 2024)</li> <li>• Input Session #3: Professional Development &amp; Student Behavior (April 25, 2024)</li> <li>• Input Session #4: Homework, Counseling, Digital Subscriptions (May 2, 2024)</li> </ul> <p>Each session was hosted in the District Office and was scheduled for 2 hours (or more). In the end, district and school site leaders met with staff for an additional 12-15 hours to discuss the list of topics above. Teachers who were unable to participate in the live, interactive sessions, were invited to submit written feedback. The details of this feedback are included in the staff priorities listed above, and are more clearly identified within each of the goals, actions, and expenditures sections of this LCAP.</p>
Principals & Other Administrators	<p>Principals and other district administrators have an open door policy and solicit feedback regularly.</p> <p>Both principals meet with the Superintendent every Tuesday and Thursday from 10:45 - 12:15. Agendas for these meetings are mutually generated, and most conversations lead to input synthesized for LCAP planning.</p> <p>Principals and other district administrators also had the same opportunities to provide feedback as listed above for families and staff which includes:</p> <ul style="list-style-type: none"> <li>• Five board meetings with agendaized LCAP items</li> <li>• Four Staff Input Sessions</li> <li>• Written Surveys</li> <li>• Annual YouthTruth Survey</li> <li>• February Budget Survey</li> </ul>

Educational Partner(s)	Process for Engagement
	<p>The details of this feedback are included in the staff priorities listed above, and are more clearly identified within each of the goals, actions, and expenditures sections of this LCAP. Additional feedback is welcome and encouraged anytime.</p>
Other School Personnel	<p>All school personnel had many of the same opportunities to provide feedback as those listed above for families and staff which includes:</p> <ul style="list-style-type: none"> <li>• Five board meetings with agendaized LCAP items</li> <li>• Four Staff Input Sessions</li> <li>• Written Surveys</li> <li>• Annual YouthTruth Survey</li> <li>• February Budget Survey</li> </ul> <p>The details of this feedback are included in the staff priorities listed above, and are more clearly identified within each of the goals, actions, and expenditures sections of this LCAP. Additional feedback is welcome and encouraged anytime.</p>
Local Collective Bargaining Units	<p>In addition to the opportunities listed above, BVUSD engaged with the California Labor-Management Initiative (CA LMI) this year as a result of generous Sonoma County Office of Education (SCOE) funding. This was identified as a need after a challenging negotiations process during the 2022-23 school year.</p> <p>Original members were the superintendent and presidents of our certificated union (BVTA) and classified union (CSEA). This team was identified as our Leadership Management Team (LMT). Mid-year, we opened the opportunity to include additional participants which now includes: three certificated teachers, three classified staff members, a school psychologist, one trustee, the superintendent, and both school principals.</p> <p>New members attended a full day workshop on April 8. The full team met for 4-5 hours on April 19 and May 14, led by our fantastic CA LMI</p>

Educational Partner(s)	Process for Engagement
	<p>facilitators. These longer meetings included opportunities for the full BVUSD LMT to begin strengthening relationships, gain greater clarity CA LMI goals and processes, participate in a facilitated critical conversation designed to provide clarity around our individual and collective experiences and establish a shared direction that will shape the foundation of our work and time together moving forward.</p> <ul style="list-style-type: none"> <li>During the May 14 meeting, the team defined their goals and established a new name for the group: B.R.I.D.G.E. (Building Relationships Improving Dialogue Guiding Education).</li> </ul> <p>Thus far, team participation has been thoughtful, vulnerable, and deeply engaging, as we shared our experiences. While sharing our stories and perspectives was difficult, it was also a moving, clarifying, and bonding experience. Many team members expressed a sense of relief and even comfort in learning that we share more similarities than we may have thought with regard to our feelings, our experiences, our interests, and our desires for the future.</p> <p>BVUSD’s new B.R.I.D.G.E. team has spent significant time analyzing the similar themes we had shared and established three priorities to guide our work. While we are still in the process of reframing the areas of focus and defining what success will look like, we selected: trust, communication, and healing of trauma as our primary areas of need.</p> <p>While we established a clear urgency around “fixing” these critical pieces, we also acknowledge that this is a necessarily slow process and one that will include input from educational partners. We are optimistic that the work we are starting will benefit our entire community. We are currently focused on the adult experience in our district, and we are highly motivated to repair and rebuild.</p> <p>The details of this feedback are included in the staff priorities listed above, and are more clearly identified within each of the goals, actions, and expenditures sections of this LCAP. Additional feedback</p>

Educational Partner(s)	Process for Engagement
	is welcome and encouraged anytime.
<p>Parent Advisory Committee &amp; English Language Parent Advisory Committee - called DAC in BVUSD = District Advisory Council (a combined advisory group)</p>	<p>Our District Advisory Council was established in 2022-23 with the intention of combining general parent advisory roles and those specific to a English Language Parent Advisory Committee (ELAC).</p> <p>BVUSD's DAC is comprised of: staff, community members, and parents including parents/guardians of ELs, low-income &amp; Foster Youth.</p> <p>The District Advisory Council is a major component of the LCAP development. Another major feedback group is the District English Learner Parent Advisory Committee (DELAC).</p> <p>The following are topics &amp; tasks for the full council:</p> <ul style="list-style-type: none"> <li>• Inform District Priorities, especially as it relates to providing input for the LCAP</li> <li>• Stakeholder Input</li> <li>• Needs Assessment (develop &amp; conduct)</li> <li>• Community Survey Data</li> <li>• Comprehensive School Safety Plan (CSSP)</li> <li>• School Accountability Report Card (SARC)</li> <li>• District Budget Summary Report</li> </ul> <p>ELAC/DELAC Subcommittee work includes:</p>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>English Learner Programs &amp; Services (reclassification, written notifications, program goals &amp; objectives, staff compliance)</li> <li>EL Roadmap</li> <li>EL Parent Survey</li> <li>Annual Language Census R-30</li> <li>School Attendance</li> </ul> <p>The details of this feedback are included in the family priorities listed above, and are more clearly identified within each of the goals, actions, and expenditures sections of this LCAP. Additional feedback is welcome and encouraged anytime.</p> <p>Additional details about BVUSD's DAC are included online at <a href="http://bvusd.org/dac">bvusd.org/dac</a>.</p>
Special Education Local Plan Area (SELPA) Administrator	<p>Our first draft of the LCAP was shared with the SELPA in May. Feedback was helpful in refining some details and largely positive.</p> <p>We received additional feedback in June. Specifically, our SELPA Program Manager was pleased to see so many areas of improvement for students with disabilities (e.g., chronic absenteeism, ELA, Math), our documented commitment to increase students with disabilities (SWD) time in the general education classrooms, and funding allocations dedicated to SWDs in Actions 1.1, 1.2, and 1.3.</p> <p>A recommendation for improvement was to further align LCAP actions with the work already underway with our Compliance Improvement Monitoring (CIM) team and the corresponding plan. This feedback was incorporated into the LCAP draft prior to final approval, and is included below in Action 1.3.</p>



Educational Partner(s)	Process for Engagement
	<p data-bbox="1056 191 2039 370">Outside of feedback solicited specifically with respect to the 2024-25 LCAP, District leaders and special education teachers have been in regular contact with our SELPA experts. This has included several meetings between district staff and SELPA staff to analyze BVUSD special education data and collaborate around areas for improvement.</p> <p data-bbox="1056 410 2018 516">During these collaborative sessions, SELPA experts identified the following areas of need, and each of the recommendations (with one exception) are reflected in Action 1.3.</p> <ul data-bbox="1115 557 2018 1531" style="list-style-type: none"> <li data-bbox="1115 557 2018 1027">• BVUSD needs a school psychologist with experience in special education compliance; we hired an experienced school psychologist for the upcoming school year, and effectively increased our district school psych full-time equivalency (FTE) from 0.8 to 1.2. While we intend to allocate about half of this FTE (which translates to the equivalent of 1.0 FTE) to all students (which includes SWDs in addition to general education (GE) students, English learners (EL), foster youth (FY) and socio-economically disadvantaged students (SEDs), onboarding a school psychologist with significant experience remains an important improvement strategy for SWDs and the special education program.</li> <li data-bbox="1115 1068 2018 1247">• BVUSD needs to improve IEP service delivery by prescribing more individualized services (as opposed to what appears to be more of a one-size-fits all approach). This was a primary area of focus for our CIM team and is reflected below in Action 1.3.</li> <li data-bbox="1115 1287 2018 1531">• Consider building a program for students with more extensive needs. This keeps students in our district schools (as opposed to external placements), and also reduces the sizable special education encroachment, because placing students in specialized settings is costly. In fact, every two students we placed outside the district is approximately equivalent to the cost of a full-time credentialed teacher. In</li> </ul>

Educational Partner(s)	Process for Engagement
	<p>this sense, hiring an additional teacher for even a small class (with 3-4 students) designated for extensive needs costs the district about half as much as placing the same number of students outside the district. We have prepared to implement this change in the 2024-25 school year and plan to sustain and expand upon it thereafter.</p> <ul style="list-style-type: none"> <li>• Consider more opportunities for co-teaching between general and special education teachers. This helps bridge gaps that exist between special education and general education programs as well as increases support for SWDs within their general education classrooms.</li> <li>• Revisit UDL and as appropriate, increase universal accommodations (as opposed to special education modifications, which impede access to grade-level, standards-aligned core curriculum, instruction, and learning within the general education classrooms.</li> <li>• Revisit the district’s class placement procedures for SWDs. It is not appropriate to place (or see) any students first, as students with disabilities. Importantly, SELPA experts cautioned that class placement processes that identify SWDs could violate the Individuals with Disabilities in Education Act (IDEA). This recommendation does not appear in the LCAP, but is an area that requires further attention, and one that we intend to revisit with our certificated bargaining unit.</li> <li>• In considering discrepant performance data for SWDs, do not address it as a “special education” issue. Instead, leverage general education as a primary component of the solution.</li> </ul>

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

BVUSD spent a significant amount of time examining data and gathering input (as described above). We engaged in a comprehensive process in an effort to maximize our response to the high-quality input we received, compare that input with additional data, and prioritize the details presented in this LCAP within the context of budgetary resources available.

After this analysis, we presented a draft of LCAP goals and actions for additional consideration. Input gathered at that point, confirmed that 100% of our goals, actions, metrics, and budgeted expenditures in this LCAP reflect the interests of our educational partners and supports identified needs.

Specifically, we received significant district wide interest, from all of the educational partners described above, in maintaining, increasing, or improving the following items. All of which have been integrated into new or modified goals, actions, and expenditures.

Additional details about the influence of specific feedback is included below in the Actions section of this LCAP, but a broad summary of some of the key pieces informing our LCAP Goals and Actions are as follows:

### SUMMARY OF BROAD FEEDBACK FOR GOAL #1

- Instructional Materials & Training to support high-quality instruction with opportunities for differentiation & intervention - including Supplemental Instructional Materials (to address individualized learning needs)
- Professional Development (to address changing instructional needs and increasing student academic & behavioral needs) - including more opportunities collaborate with and support colleagues
- More understanding around special education requirements and tools and strategies to meet student needs in their Least Restrictive Environment
- Increased services and training in the area of targeted student support - including revisiting existing practices around class placement (to create more balanced, equitable, teachable groups)
- Revisit expanded student opportunities including our existing practices around homework (to ensure a thoughtful approach to improve learning)

### FEEDBACK THEMES & INFLUENCE ON GOAL #1 (and corresponding Actions):

#### GOAL #1

## ACADEMIC SUCCESS | EQUITABLE ACCESS & OUTCOMES:

We support the academic success of all students by providing effective support to our qualified staff to deliver a rigorous, standards-aligned curriculum, with high-quality resources, to meet and respond to the needs of all learners within an inclusive learning environment.

### GOAL #1 ACTIONS:

#### ACTION 1.1 (not contributing)

#### STAFF SUPPORT | RESOURCES & MATERIALS

Provide all students and all classrooms with high-quality standards-based curriculum & instructional materials

#### ACTION 1.2 (not contributing)

#### STAFF SUPPORT | ATTRACT & RETAIN

Increase and improve efforts to recruit and retain high-quality staff through targeted support and opportunities in: leadership, formal induction, peer support, mentorship, and professional learning.

#### ACTION: 1.3 (not contributing)

#### STUDENT SUPPORT | INCLUSIVE CLASSROOMS & SPECIAL EDUCATION

Establish effective strategies to improve classroom inclusion for all students with a principal focus on students who face additional barriers to access and outcomes (SWDs, ELs, Foster, SEDs). Ensure compliance in prescribed services for SWDs and our obligation to serve all students in the Least Restrictive Environment (LRE).

#### ACTION: 1.4 (contributing)

#### STUDENT SUPPORT | TARGETED ACADEMIC SUPPORT

Support differentiated student opportunities to access and demonstrate learning and equitable outcomes for all students with a principal focus on students who face additional barriers (ELs, Foster, SEDs). Increase teacher capacity in the principles and implementation of Universal Design for Learning (UDL) and expand upon universal progress-monitoring systems to inform just-right instruction as a means of early intervention.

ACTION: 1.5 (contributing)

## STUDENT SUPPORT | EXPANDED OPPORTUNITIES

Continue to build high-quality before and after school opportunities (including summer programming) for all students with a principal focus on students with additional barriers.

## SUMMARY OF BROAD FEEDBACK FOR GOAL #2

- Increase SEL support including Counseling Services (to provide continued and increase support to growing student needs) and student leadership
- Student Behavior Management (to address growing challenges with unexpected behaviors)
- More training around emergency preparedness
- Increased efforts around attendance and enrollment
- Increased efforts around family and community engagement

## FEEDBACK THEMES & INFLUENCE ON GOAL #1 (and corresponding Actions):

### GOAL #2

#### HEALTHY CULTURE | CLIMATE & COMMUNITY:

We nurture the growth of every learner by supporting student social, emotional, and behavioral development within a positive school climate that engages our entire community, within a safe, healthy, positive school wide climate.

#### GOAL #2 ACTIONS:

ACTION: 2.1 (contributing)

## CLIMATE, CULTURE & SAFETY | SAFE & INCLUSIVE CLIMATE

Establish and sustain a healthy climate (the way we feel) for all students with a principal focus on those with additional barriers (ELs, Foster, SEDs). Broad strategies include establishing an environment in which students feel supported, engaged, and accepted with clear and effective systems of support for prevention and early intervention of student social, emotional, mental and behavioral health needs. This includes efforts to strengthen relationships across campus, sustaining a climate rooted in connection and belonging, and providing students with effective strategies and ample resources for healthy and successful engagement.

ACTION: 2.2 (contributing)

#### CLIMATE, CULTURE & SAFETY | SAFE & PREPARED CULTURE

Establish and sustain a healthy school culture (the way we do things) with a principal focus on those with additional barriers (ELs, Foster, SEDs). Broad strategies include expanded efforts to establish a safe and orderly environment with clear structures, consistent expectations, and effective systems of support, preparedness, and response or intervention as appropriate. This includes clarifying school norms, explicit instruction in (and opportunities to practice) meeting behavior expectations, and adult intervention that maintains high expectations, ensures accountability, and addresses the root cause of unexpected behaviors.

ACTION: 2.3 (contributing)

#### ENGAGEMENT & SUPPORT | ATTENDANCE & ENROLLMENT

Improve community engagement, attendance and enrollment for all students with a principal focus on those with additional barriers (ELs, Foster, SEDs). Attendance strategies include attendance awareness campaigns, data analysis, progressive intervention, and ongoing family engagement and support. Enrollment strategies include expanding community engagement, increased attention to family satisfaction data, and improved marketing.

ACTION: 2.4 (contributing)

#### ENGAGEMENT & SUPPORT | INTERNAL / EXTERNAL COMMUNICATION

Improve transparent, information, two-way communication for all members of our community with a principal focus on those with additional barriers (ELs, Foster, SEDs). Broad strategies include effective communication tools, clarified messaging, translation services, and structures for meaningful two-way communication and feedback.

ACTION: 2.5 (contributing)

## ENGAGEMENT & SUPPORT | COMMUNITY & FAMILY SUPPORT

Expand opportunities for community engagement, and establish effective support for all families with a principal focus on those with additional barriers (ELs, Foster, SEDs). Broad strategies include increasing parent education opportunities and sustaining effective implementation of early learning partnerships, Universal TK, and universal access to no-cost meals and transportation.

Additional details about the influence of specific feedback is included below in the Actions section of this LCAP.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	ACADEMIC SUCCESS   EQUITABLE ACCESS & OUTCOMES: We support the academic success of all students by providing effective support to our qualified staff to deliver a rigorous, standards-aligned curriculum, with high-quality resources, to meet and respond to the needs of all learners within an inclusive learning environment.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

100% of the actions, metrics, and budgeted expenditures associated with this goal reflect the interests of our educational partners and supports identified needs (see above).

Included in this goal is a focus on: curriculum & instruction, targeted professional development, academic performance, differentiated instruction, classroom-embedded intervention, English Learner progress, high-quality special education, universal access, expanded student opportunities, staff support and retention, teacher qualifications, course access, and standards-aligned materials.

Planned expenditures include: targeted professional development, teacher support and mentorship, quality instructional materials, targeted and adaptive skill building programs, Tier 1 and 2 support services, EL support, special education services, and expanded learning opportunity programs (summer sessions and before and after school programs).

Actions for Goal #1 are organized in two categories (Staff Support - and - Student Support) and include the following:

GOAL #1 ACTIONS:

ACTION 1.1 (not contributing)



## STAFF SUPPORT | RESOURCES & MATERIALS

Provide all students and all classrooms with high-quality standards-based curriculum & instructional materials

ACTION 1.2 (not contributing)

## STAFF SUPPORT | ATTRACT & RETAIN

Increase and improve efforts to recruit and retain high-quality staff through targeted support and opportunities in: leadership, formal induction, peer support, mentorship, and professional learning.

ACTION: 1.3 (not contributing)

## STUDENT SUPPORT | INCLUSIVE CLASSROOMS & SPECIAL EDUCATION

Establish effective strategies to improve classroom inclusion for all students with a principal focus on students who face additional barriers to access and outcomes (SWDs, ELs, Foster, SEDs). Ensure compliance in prescribed services for SWDs and our obligation to serve all students in the Least Restrictive Environment (LRE).

ACTION: 1.4 (contributing)

## STUDENT SUPPORT | TARGETED ACADEMIC SUPPORT

Support differentiated student opportunities to access and demonstrate learning and equitable outcomes for all students with a principal focus on students who face additional barriers (ELs, Foster, SEDs). Increase teacher capacity in the principles and implementation of Universal Design for Learning (UDL) and expand upon universal progress-monitoring systems to inform just-right instruction as a means of early intervention.

ACTION: 1.5 (contributing)

## STUDENT SUPPORT | EXPANDED OPPORTUNITIES

Continue to build high-quality before and after school opportunities (including summer programming) for all students with a principal focus on students with additional barriers.

A summary of the primary planned expenditures include: targeted professional learning opportunities, teacher stipends, teacher support and mentorship, quality instructional materials, targeted and adaptive skill building programs, Tier 1 and 2 support services, EL support, additional adult support in classrooms, and expanded learning opportunity programs (summer sessions and before and after school programs).

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p><b>METRIC:</b> Properly Credentialed Teachers</p> <p><b>DATA SOURCE:</b> School Accountability Report Card (SARC)</p> <p><b>STATE PRIORITY:</b> 1</p> <p><b>APPLICABLE LCAP ACTIONS:</b> (1.1)</p>	There are no mis-assignments of teachers. All are qualified to teach their grade levels and have English Learners in their classroom.			<p>Desired Outcome (2026-27):</p> <p>All teachers will continue to be fully qualified to teach their grade levels and English learners.</p>	
1.2	<p><b>METRIC:</b> Student Access to Instructional Materials</p> <p><b>DATA SOURCE:</b> School Accountability Report Card (SARC)</p> <p><b>STATE PRIORITY:</b> 1</p>	All students have access to Board-adopted materials. Strawberry and Yulupa students need access to new Science and ELA curricular materials.			<p>Desired Outcome (2026-27):</p> <p>All students will continue to have access to high-quality standards-aligned materials.</p> <p>All students will have access to new curricular</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	APPLICABLE LCAP ACTIONS: (1.1)				materials (via new adoptions) in ELA and Science.	
1.3	<p>METRIC: Facilities in Good Repair</p> <p>DATA SOURCE: SARC Facilities Inspection Tool (FIT)</p> <p>STATE PRIORITY: 1</p> <p>APPLICABLE LCAP ACTIONS: (1.1)</p>	<p>There are no instances in which facilities do not meet the “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)</p>			<p>Desired Outcome (2026-27):</p> <p>There will be no instances in which facilities do not meet the “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)</p>	
1.4	<p>METRIC: Implementation of Core CA Content Standards including EL Access to Content and ELD Standards - Resources</p> <p>DATA SOURCE: Survey (YouthTruth)</p> <p>STATE PRIORITY: 2</p> <p>APPLICABLE LCAP ACTIONS: (1.2)</p>	<p>All students have access to Board-adopted materials. Strawberry and Yulupa students need access to new Science and ELA curricular materials.</p> <p>This includes English Language access to both state standards and ELD standards.</p> <p>-----</p>			<p>Desired Outcome (2026-27):</p> <p>Staff will report that they have the resources to provide high-quality, standards-based instruction.</p> <p>Any instances of 75% or less in percent positive responses will increase by at least 2%.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Implementation of Academic Content Standards Data</p> <p>Per the 2023-24 YOUTH TRUTH SURVEY:</p> <p>% of staff reporting that they have the resources to provide high-quality, standards-based instruction:</p> <p>88% teachers feel that students are getting a high quality education at this school.</p> <p>67% teachers report having the necessary resources to do their job well.</p>				
1.5	<p>METRIC: Implementation of Core CA Content Standards - Professional Support &amp; Development</p> <p>DATA SOURCE: Survey (YouthTruth)</p> <p>STATE PRIORITY:</p>	<p>All students have access to Board-adopted materials. Strawberry and Yulupa students need access to new Science and ELA curricular materials.</p>			<p>Desired Outcome (2026-27):</p> <p>Staff will report feeling positive about the quality of professional development opportunities.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	APPLICABLE LCAP ACTIONS: (1.2)	<p>Implementation of Academic Content Standards Data</p> <p>Per the 2023-24 YOUTH TRUTH SURVEY:</p> <p>% of staff reporting they feel positive about the quality of professional development:</p> <p>49% staff report that they have access to meaningful professional development.</p> <p>31% staff report that professional development over the last year has provided them with teaching strategies to better meet their students' needs.</p> <p>18% staff report that professional development over the last year has provided</p>			Any instances of 75% or less in percent positive responses will increase by at least 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>them with content support.</p> <p>67% staff reported that they have opportunities to learn at work</p> <p>33% staff reported positively about the year's professional learning with regard to its connection with school priorities</p> <p>40% staff reported that they have access to meaningful professional development.</p>				
1.6	<p>METRIC: ELA Student Achievement &amp; Equitable Outcomes</p> <p>DATA SOURCE: CAASPP - 3rd - 6th grade</p> <p>STATE PRIORITY: 4</p> <p>APPLICABLE LCAP ACTIONS:</p>	<p>All Students (Grades 3-6) - 497 students tested - scored 28.7 points above standard</p> <p>Notation: 2023 BVUSD% (county%) [state%]</p> <p>62.7% of students met or exceeded standard in ELA</p> <p>county: (44.1%)</p>			<p>Desired Outcome (2026-27):</p> <p>All student demographic groups will make progress toward meeting/exceeding standards.</p> <p>Student demographic groups with less than 50% of</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(1.1) (1.3) (1.4) *(2.1)  *2.1 is a Goal 2 Action, but overlaps with this metric.	State: [46.7%]  3rd: 42.96%  4th: 43.7%  5th: 46.7%  6th: 44.2%  English Learners: 11.1%  Students with: 15.8% Disabilities  White: 60.7%  Hispanic: 36.1%  Socioeconomically Disadvantaged: 35.3%  Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: <ul style="list-style-type: none"> <li>• Filipino</li> <li>• Pacific Islander</li> <li>• Foster Youth</li> <li>• American Indian</li> <li>• African American</li> </ul>			students meeting/exceeding standards above standard will increase by 2% toward meeting/exceeding standards.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	<p><b>METRIC:</b> MATH Student Achievement &amp; Equitable Outcomes</p> <p><b>DATA SOURCE:</b> CAASPP - 3rd - 6th grade</p> <p><b>STATE PRIORITY:</b> 4</p> <p><b>APPLICABLE LCAP ACTIONS:</b> (1.1) (1.3) (1.4) *(2.1)</p> <p>*2.1 is a Goal 2 Action, but overlaps with this metric.</p>	<p>All Students - (496 tested) - scored 0.5 points above standard, and Increased 4 points</p> <p>Notation: 2023 BVUSD% (county%) [state%]</p> <p>50.4% of students met or exceeded standard in Math.</p> <p>county: (31.9%) State: [34.6%]</p> <p>3rd: 45.1%</p> <p>4th: 40.8%</p> <p>5th: 33.4%</p> <p>6th: 33.2%</p> <p>English Learners: 9.9%</p> <p>Students with: 12.3% Disabilities</p> <p>White: 49.1%</p> <p>Hispanic: 22.7%</p>			<p>Desired Outcome (2026-27):</p> <p>All student demographic groups will make progress toward meeting/exceeding standards.</p> <p>Student demographic groups with less than 50% of students meeting/exceeding standards above standard will increase by 2% toward meeting/exceeding standards.</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socioeconomically Disadvantaged: 22.9%</p> <p>Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy:</p> <ul style="list-style-type: none"> <li>• Filipino</li> <li>• Pacific Islander</li> <li>• Foster Youth</li> <li>• American Indian</li> <li>• African American</li> </ul>				
1.8	<p><b>METRIC:</b> SCIENCE Student Achievement &amp; Equitable Outcomes</p> <p><b>DATA SOURCE:</b> CAST - 5th Grade Only</p> <p><b>STATE PRIORITY:</b> 4</p> <p><b>APPLICABLE LCAP ACTIONS:</b> (1.1) (1.3) (1.4) *(2.1)</p>	<p>Notation Note: 2023 BVUSD% (county%) [state%]</p> <p>37.6% of 5th grade students met or exceeded standard in ELA</p> <p>county: (29.3%) State: [30.2%]</p> <p>English Learners: 23.1%</p> <p>Students with: 21.1% Disabilities</p>			<p>Desired Outcome (2026-27):</p> <p>All student demographic groups will make progress toward meeting/exceeding standards.</p> <p>Subgroups with less than 50% of students meeting/exceeding standards above standard will increase by 2% toward</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*2.1 is a Goal 2 Action, but overlaps with this metric.	<p>White: 44.6%</p> <p>Hispanic: 25.0%</p> <p>Socioeconomically Disadvantaged: 29.1%</p> <p>Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy:</p> <ul style="list-style-type: none"> <li>Filipino</li> <li>Pacific Islander</li> <li>Foster Youth</li> <li>American Indian</li> <li>African American</li> </ul>			meeting/exceeding standards.	
1.9	<p>METRIC: English Learner Progress -including EL Reclassification rates</p> <p>DATA SOURCE: Ca Dashboard</p> <p>STATE PRIORITY: 4</p> <p>APPLICABLE LCAP ACTIONS: (1.4)</p>	<p>20.3% of ELs were reclassified as Fluent English Proficient (RFEP)</p> <p>58.9% of English Learners made progress towards English language proficiency.</p>			<p>Desired Outcome (2026-27):</p> <p>At least 15% of English Learners will annually Reclassify as Proficient (RFEP).</p> <p>English Learners will make a 2% point gain (annually) toward English language proficiency.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Baseline 58.9% 2024-25 Goal: 60.9% 2025-26 Goal: 60.2% 2026-27 Goal: 62.2%	
1.10	<p>METRIC: Equitable Student Outcomes</p> <p>DATA SOURCE: local measures (PELI, DIBELS, STAR) TK-6</p> <p>STATE PRIORITY: 4</p> <p>APPLICABLE LCAP ACTIONS: (1.4)</p>	<p>ELA: At/Above % = 2024 EOY (figure in parenthesis is data from prior year)</p> <p>TK(PELI) - 92% (87)</p> <p>K (DIBELS) - 54% (61)</p> <p>1st (DIBELS) - 87% (80)</p> <p>2nd (DIBELS) - 72% (79)</p> <p>3rd (STAR) - 76% (77)</p> <p>4th (STAR) - 75% (80)</p> <p>5th (STAR) - 77% (70)</p> <p>6th (STAR) - 69% (68)</p> <p>MATH: At/Above % = 2024 EOY</p>			<p>Desired Outcome (2026-27):</p> <p>All student demographic groups will make progress toward meeting/exceeding standards.</p> <p>For any grade level without at least 80% of students scoring at/above grade level: a 2% point increase per year in the percentage of students scoring at/above grade level</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(figure in parenthesis is data from prior year)  3rd (STAR) - 75% (74)  4th (STAR) - 74% (78)  5th (STAR) - 85% (66)  6th (STAR) - 66% (71)				
1.11	METRIC: Physical Fitness  DATA SOURCE: PFT - 5th Grade Only  STATE PRIORITY: 4  APPLICABLE LCAP ACTIONS: (1.4)	2023 PFT Healthy Fitness Zones  Aerobic Capacity: 90%  Abdominal Strength: 97.7%  Trunk Extension Strength: 97.7%  Upper Body Strength: 91.6 %  Flexibility: 97.7%			At least 90% of 5th Graders will score in all healthy fitness zones as measured by the annual Physical Fitness Test (PFT).	
1.12	METRIC: Inclusion Data for Students with Disabilities (SWDs)  DATA SOURCE: SEIS  STATE PRIORITY:	52.8% of SWDs have access to their general education at least 80% of the time.			Desired Outcome (2026-27):  At least 62% (state target) of SWDs will have access to their general education at least 80% of the time.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	7  APPLICABLE LCAP ACTIONS: (1.3)				We will continue to increase the percentage by 2% a year.	
1.13	<p>METRIC: Service Implementation Monitoring Data for Students With Disabilities (SWDs)</p> <p>DATA SOURCE: State Implementation Monitoring Data</p> <p>STATE PRIORITY: 7</p> <p>APPLICABLE LCAP ACTIONS: (1.3)</p>	<p>Of students sampled:</p> <p>10% (2) received 95% - 100% of prescribed services.</p> <p>15% (3) received 90% - 94.9% of prescribed services.</p> <p>75% (15) received less than 90% of prescribed services.</p>			<p>Desired Outcome (2026-27):</p> <p>In a random sample (generated by the state) of 20 SWDs:</p> <p>the number of students receiving at least 90% of prescribed services will increase by 5% per year for SWDs.</p> <p>Baseline 25% 2024-25 Goal: 30% 2025-26 Goal: 35% 2026-27 Goal: 40%</p>	
1.14	<p>METRIC: Access to a Broad Course of Study</p> <p>DATA SOURCE: Ca Dashboard</p>	<p>All students, including English Learners, Low Income, Foster Youth and Students with Disabilities have full access to the full</p>			<p>Desired Outcome (2026-27):</p> <p>All students will continue to have access to our</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(local indicators)  STATE PRIORITY: 7  APPLICABLE LCAP ACTIONS: (1.4)	continuum of our curriculum including grade level classes in English, math, social science, science, music, art, library/media skills, and PE.			comprehensive curriculum.	
1.15	METRIC: Academic Challenge & Student Learning  DATA SOURCE: Survey (YouthTruth)  STATE PRIORITY: 4  APPLICABLE LCAP ACTIONS: (1.1) (1.4)	40% of students reported that the work they do in class really makes them think  52% of students reported that they learn interesting things in school  36% of students reported that what they learn in school helps them in their life  62% of students reported that their teacher helps them correct mistakes  57% of students reported that their teacher asks them if they understand what they are learning			Desired Outcome (2026-27):  Student 'percent positive' responses will increase by at least 2% annually in any instance that at least 75% of students do not report positively on applicable YouthTruth metrics.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		53% of students report that their teacher allows them to explain their ideas  39% of students report that they are prompted to think about other ways to solve a problem  9% of students report that they are given an opportunity to choose what kinds of projects to work on				

Goal Analysis [2023-24]

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	STAFF SUPPORT   RESOURCES & MATERIALS	<p>ABBREVIATIONS:</p> <ul style="list-style-type: none"><li>• EL = English Learner</li><li>• SED = Socio-Economically Disadvantaged</li><li>• SWD = Students with Disabilities</li><li>• ELD = English Language Development</li></ul> <hr/> <p>ACTION 1.1</p> <p>STAFF SUPPORT   RESOURCES &amp; MATERIALS</p> <p>Provide all students and all classrooms with high-quality standards-based curriculum &amp; instructional materials.</p> <p>CONTRIBUTING ACTION / NON-CONTRIBUTING ACTION</p> <p>This is not a ‘contributing action.’ English Learners (EL) and Socio-Economically (SED) Disadvantaged students are principally considered in planning, but the impact of these actions is necessarily directed to all students.</p> <p>WHY THE ACTION IS PROVIDED LEA-WIDE</p> <p>While principally directed toward supporting ELs &amp; SEDs, we can maximize the impact of this action for our higher need student groups by supporting the entire district because whole-class access to rigorous, content-rich, standards-based curriculum improves teacher expertise and</p>	\$435,860.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>student performance (Magee and Jensen, Learning First, November 2018).</p> <p>Consistent implementation supports equitable access and outcomes for all students (Bakshi and Steiner, Thomas B. Fordham Institute, June 2020).</p> <p>IDENTIFIED NEED(S)</p> <p>While provided across the district, this action is especially important for EL and SED students and families who face additional challenges due to language and/or income barriers.</p> <p>2024 YouthTruth Survey Data demonstrates a decline in students' percent positive responses about Academic Challenge.</p> <p>40% of students reported that the work they do in class really makes them think (compared to 46% in 2023, 47% in 2022, 52% across all Youth Truth respondents, and 44% across the county).</p> <p>52% of students reported that they learn interesting things in school (compared to 57% in 2023, 56% in 2022, 57% across all Youth Truth respondents, and 51% across the county).</p> <p>36% of students reported that what they learn in school helps them in their life (compared to 39% in 2023, 36% in 2022, 44% across all Youth Truth respondents, and 40% across the county).</p> <p>Unfortunately, the percentage of BVUSD staff who reported positively about high-quality professional learning opportunities was exceedingly low in the 2024 YouthTruth survey reports.</p> <p>67% of staff reported that they have opportunities to learn at work</p> <p>58% of staff reported that they have opportunities to grow professionally at work.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>40% of staff reported that they have access to meaningful professional development.</p> <p>Of greatest concern with regard to this action is that only 18 % of staff reported that professional learning in the last year has provided them with content support.</p> <p>And finally, with regard to high-quality materials, while all students have access, only 62% of staff reported that they have the necessary resources to do their job well.</p> <p>FURTHER EDUCATIONAL PARTNER INPUT INFORMING THE ACTION</p> <p>District staff, trustees and families are committed to continuing to provide classrooms with quality materials and teachers with support to deliver instruction</p> <p>In addition to YouthTruth survey data, addition specific feedback from educational partners is reflected in our actions and includes a need to prioritize the following:</p> <ul style="list-style-type: none"> <li>• continue to include staff participation and input to inform curriculum pilots and adoptions</li> <li>• Health Curriculum for Strawberry</li> <li>• additional training for classified staff and more opportunities for collaboration between classified and certificated.</li> <li>• a current need (due to shifts in special education and intervention models) for additional tools, resources and strategies in the classroom to support classroom-embedded intervention, differentiation, and individualized skill practice</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>Additional Facilities Feedback:</p> <p>In the area of facilities and our “Good Repair” status, some input included that while we have no deficiencies or extreme deficiencies - per the annual Facilities Inspection Tool (FIT) and annual site safety visit inspections - there are areas of our campuses that could use some upkeep. For example, we noticed a couple gutters that may need to be cleaned and/or repaired, a few leaks during heavy rain, a couple ceiling tiles with staining, and a need to begin repairing some of our roofs. Anything that isn’t repaired in full over the summer will be fully reflected in our next FIT.</p> <p>HOW THE ACTION ADDRESSES THE NEED(S)</p> <p>The implementation of a high-quality curriculum aligned to rigorous state standards has a significant influence on student outcomes (National Institute for Excellence in Teaching, 2022).</p> <p>This is especially critical for students with additional barriers (like disability, race, language, and income) (Kane and Blazer, Center for Education Policy Research, 20219).</p> <p>HOW THE ACTION WILL IMPROVE OUTCOMES FOR ELS &amp; SEDS</p> <p>At minimum, this action is designed to ensure all classrooms benefit from highly effective, up-to-date, rigorous, standards-aligned, instructional practices and materials.</p> <p>We know this is important for all students, but is particularly important for ELs and SEDs, who face additional barriers.</p> <p>We are confident that we can better meet our targets (to increase by at least 2% annually in the percentage of student demographic groups meeting/exceeding standards) by ensuring all classrooms have access to</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>high-quality curriculum and instruction.</p> <p>As it is likely that all students may benefit from these actions, they will be provided on an LEA-wide basis, however planning and resource allocation is principally directed to ELs and SEDs.</p> <p>Additional details about the primary planned actions and the metrics by which we will evaluate our success are explained in more detail below.</p> <p>SUMMARY OF PRIMARY PLANNED ACTIONS</p> <p>Improved/Expanded Instructional Materials:</p> <p>Science Pilots &amp; Adoption</p> <ul style="list-style-type: none"> <li>• Yulupa has recently adopted Mystery Science for the 2024-25 school year (TK-3)</li> <li>• Strawberry is considering Mosa Mack (4-6)</li> </ul> <p>District-wide ELA Adoption (TK-6)</p> <ul style="list-style-type: none"> <li>• We are continuing to pilot materials for an ELA program at both schools. Yulupa may be close to proposing an ELA program.</li> </ul> <p>Health &amp; Human Growth &amp; Development:</p> <ul style="list-style-type: none"> <li>• 4th-6th Grade Health needs updating</li> </ul> <p>Note:</p> <p>As we consider programs to pilot and adobe, we will evaluate options based upon the following:</p> <ul style="list-style-type: none"> <li>• embedded ELD</li> <li>• differentiated instruction</li> <li>• individualized learning opportunities</li> <li>• adherence to state standards</li> </ul> <p>Materials Preparation:</p> <ul style="list-style-type: none"> <li>• Eureka Math requires annual copying (Copy Clerk - personnel)</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Handwriting without Tears copying (Copy Clerk - personnel)</li> </ul> <p>METRICS TO ASSESS PROGRESS &amp; EFFICACY</p> <p>We will use the following metrics to measure the progress and effectiveness of this action:</p> <p>Metric 1.1   Properly Credentialed Teachers:</p> <ul style="list-style-type: none"> <li>All teachers will continue to be fully qualified to teach their grade levels and English learners.</li> </ul> <p>Metric 1.2   Student Access to Instructional Materials:</p> <ul style="list-style-type: none"> <li>All students will continue to have access to high-quality standards-aligned materials and all students will have access to new curricular materials (via new adoptions) in ELA and Science.</li> </ul> <p>Metric 1.3   Facilities in Good Repair:</p> <ul style="list-style-type: none"> <li>There will be no instances in which facilities do not meet the "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)</li> </ul> <p>Metrics 1.6, 1.7, &amp; 1.8   Student Achievement &amp; Equitable Outcomes (Math- CAASPP, ELA- CAASPP, Science - CAST): Student demographic groups with less than 50% of students meeting/exceeding standards above standard will increase by 2% toward meeting/exceeding standards.</p> <p>Metric 1.15   Academic Challenge &amp; Student Learning:</p> <ul style="list-style-type: none"> <li>Student 'percent positive' responses will increase by at least 2% annually in any instance that at least 75% of students do not report positively on applicable YouthTruth metrics in the area of academic challenge and learning</li> </ul> <p>*Metric 2.5   Community Engagement - Enrollment, Participation &amp; Communication:</p>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Any instances of 75% or less in percent positive responses will increase by at least 2% per year in the area of professional growth opportunities.</li> </ul> <p>*Note: Metric 2.5 is included with Goal #2, but overlaps with this action in Goal #1</p> <p>PRIMARY EXPENDITURES:</p> <p>\$435,860 is being allocated to target this action.</p> <p>While several actions are principally directed to English Learners, Foster Youth, and Socio-economically Disadvantaged students, this is not a contributing action, and the expenditures in this action are funded outside LCFF (but are included here for internal planning) – and include:</p> <ul style="list-style-type: none"> <li>Copy Clerk - materials duplication costs</li> <li>Substitute Costs for Grade Level Benchmark Days (UPP - equitable outcomes) [3 per teacher]</li> <li>Curriculum Pilot / Adoption - Science - [Strawberry]</li> <li>Curriculum Pilot / Adoption - ELA - [Yulupa &amp; Strawberry]</li> <li>Curriculum Pilot / Adoption - Health - [Strawberry]</li> <li>K-3 Curriculum - Mystery Science - [Yulupa]</li> <li>K-3 Curriculum Kits - Mystery Science - [Yulupa]</li> <li>4-6 Curriculum - Mosa Mack Science - [Strawberry]</li> <li>CAPs Professional Learning Network (UPP equitable outcomes)</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
1.2	STAFF SUPPORT   ATTRACT & RETAIN	<p>ABBREVIATIONS:</p> <ul style="list-style-type: none"> <li>• EL = English Learner</li> <li>• SED = Socio-Economically Disadvantaged</li> <li>• SWD = Students with Disabilities</li> <li>• ELD = English Language Development</li> </ul> <hr/> <p>ACTION 1.2</p> <p>STAFF SUPPORT   ATTRACT &amp; RETAIN</p> <p>Increase and improve efforts to recruit and retain high-quality staff through targeted support and opportunities in: leadership, formal induction, peer support, mentorship, and professional learning.</p> <p>CONTRIBUTING ACTION / NON-CONTRIBUTING ACTION</p> <p>This is not a ‘contributing action.’ English Learners (EL) and Socio-Economically (SED) Disadvantaged students are principally considered in planning, but the impact of these actions is necessarily directed to all students.</p> <p>WHY THE ACTION IS PROVIDED LEA-WIDE</p> <p>While principally directed toward supporting ELs &amp; SEDs, we can maximize the impact of this action for our higher need student groups because all students benefit from the expertise of highly-qualified teachers. Teachers benefit from high-quality professional development and support. This action intends to secure both.</p>	\$37,220.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Professional Learning opportunities support teachers in their efforts to effectively impact our students with the highest needs.</p> <p>We are confident that efforts to improve this decline will benefit all students.</p> <p>IDENTIFIED NEED(S)</p> <p>While provided across the district, this action is especially important for EL and SED students and families who face additional challenges due to language and/or income barriers.</p> <p>In addition, BVUSD staff have reported decreasing levels of job satisfaction and adequate levels of support since the pandemic.</p> <p>31% of staff reported positively about professional learning in the last year, and the impact it has had on providing teachers with strategies to better meet student needs (compared to 35% in 2023, 47% in 2022, 60% across all Youth Truth respondents, and 56% across the county).</p> <p>Similarly, only 33% of staff reported positively about the year's professional learning with regard to its connection with school priorities (compared to 32% in 2023, 45% in 2022, 61% across all Youth Truth respondents, and 57% across the county).</p> <p>73% of staff report feeling proud of their school (compared to 80% in 2023, 90% in 2022, 83% across all Youth Truth respondents, and 86% across the county).</p> <p>75% of staff report feeling that their work is valued (compared to 74% in 2023, 87% in 2022, 78% across all Youth Truth respondents, and 82% across the county).</p> <p>81% of staff report that their work gives them a feeling of personal accomplishment (compared to 82% in 2023, 90% in 2022, 85% across all</p>		



Action #	Title	Description	Total Funds	Contributing
		<p>Youth Truth respondents, and 88% across the county).</p> <p>These results indicate a significant mismatch with district intentions and the impact our approach has had for teachers.</p> <p>FURTHER EDUCATIONAL PARTNER INPUT INFORMING THE ACTION</p> <p>BVUSD staff have reported decreasing levels of job satisfaction and adequate levels of support since COVID; this action reflects district interest in providing additional support.</p> <p>In addition to YouthTruth survey data, addition specific feedback from educational partners is reflected in our actions and includes a need to prioritize the following:</p> <ul style="list-style-type: none"> <li>• expand professional learning opportunities to allow for more teacher choice in participation and content</li> <li>• encourage staff experts to deliver professional learning internally</li> <li>• build capacity in the area of UDL, differentiation, classroom-embedded intervention, and individualized teaching &amp; learning opportunities</li> <li>• more training in the area of neuro-diverse learners</li> <li>• more support for teachers new to a grade level, a school site, or the district (but not necessarily new to teaching)</li> <li>• revisit Collaborative Inquiry Team (CIT) structures and staff meetings</li> </ul> <p>HOW THE ACTION ADDRESSES THE NEED(S)</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>A 2022 poll conducted by the National Education Association (NEA) found that 55 percent of educators plan to leave the education field sooner than they had expected to, due in large part to the COVID-19 pandemic.</p> <p>Teacher turnover negatively affects student engagement, attendance, and achievement. This impact is exacerbated for students with additional barriers (like language or income). (Learning Policy Institute, 2020). High turnover also impedes a district's ability to implement change and inform new policies.</p> <p>Some of the key components in improving teacher support include: mentorship, compensation, working conditions, school climate, and growth opportunities.</p> <p>Toward that end, this action primarily targets support, mentorship, and growth opportunities as a means of improving teacher satisfaction and reducing turnover. We have, and will continue to maximize available funds for compensation. As indicated in other actions, we are working to improve climate and conditions.</p> <p>HOW THE ACTION WILL IMPROVE OUTCOMES FOR ALL STUDENTS, INCLUDING SWDs, ELS &amp; SEDs</p> <p>At minimum, this action is designed to improve teacher support. This is particularly important as a means of reducing turnover, which we now is particularly problematic for ELs and SEDs, who face additional barriers. Students with language and income barriers are most vulnerable to teacher turnover and teacher dissatisfaction with their jobs.</p> <p>We are confident that we can better support staff (and increase by at least 2% annually in the positive percentage reporting in applicable metrics) with an increased and improved focus on professional growth opportunities and high-quality, ongoing support.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>As it is likely that all students may benefit from these actions, they will be provided on an LEA-wide basis, however planning and resource allocation is principally directed to ELs and SEDs.</p> <p>Additional details about the primary planned actions and the metrics by which we will evaluate our success are explained in more detail below.</p> <p>SUMMARY OF PRIMARY PLANNED ACTIONS</p> <p>Targeted Professional Development:</p> <ul style="list-style-type: none"> <li>Teachers participate in 6 days of Professional Development (PD). PD supports teachers in their efforts to effectively impact our students with the highest needs.</li> </ul> <p>Planning Professional Learning:</p> <ul style="list-style-type: none"> <li>Planning for each PD opportunity considers the needs of unduplicated students first, and sessions are planned using data and feedback regarding the principal needs of our students with the highest needs in consultation with district staff who work primarily with the needs of unduplicated students including student support providers, English learner educators, and site administrators.</li> <li>We also plan to increase teacher input about PD content; this could include grade level team meeting conversations, a staff meeting conversation, and/or a survey</li> <li>Additional Opportunities for professional development will emerge with input from staff with the goal of supporting needs and improving outcomes.</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>Building Capacity through Professional Learning:</p> <ul style="list-style-type: none"> <li>• We plan to build capacity in the area of classroom differentiation and individualize teaching &amp; learning. We intend to revisit previously established Universal Design for Learning (UDL) strategies, classroom-integrated intervention, effective small-group instruction, use of paraprofessionals, and other tools and strategies to provide differentiated and individualized opportunities for teaching and learning. This is particularly important as we observe a growing disparity of needs and abilities within all of our student groups.</li> <li>• This will include improving our understanding of (and learn strategies for effective teaching &amp; learning with regard to) neurodiverse learners , trauma-informed practices, autism, ADHD and self-regulation; Increase opportunities to learn about the brain, movement, and self-regulation; we held a single session in January of 2024, and it was well-received and very popular.</li> <li>• We plan to expand support for new teachers to include school and district procedures, safety, behavior interventions, and instructional programs. We intend to create a shared digital document for the school year and provide peer mentorship (different from formalized induction) to teachers new to the district, new to teaching and/or new to a grade level.</li> <li>• We also plan to expand opportunities for peer observations. We intend to develop a protocol (for signing up, volunteering, covering classes, soliciting requests, establishing norms) for 'Inspiration Visits,' as an opportunity for colleagues to get a sense of different classrooms, observe students, and learn from each other. Principals will participate in the Inspiration Visits, and may suggest specific strategies and structures (e.g., small group instruction, math centers, whole group instruction). As possible, we'd like to establish a routine to conduct these on Mondays and/or Tuesdays to allow for a debrief during staff meetings (on Wednesdays)</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>Professional Learning Communities:</p> <ul style="list-style-type: none"> <li>• Staff will have the option to participate in the CAPS Network, a three-year professional learning opportunity for principals and teacher leaders to develop and deepen their understanding and implementation of professional learning community (PLC) practices. Teams learn how to use their limited time, energy and resources on the strategies and practices that most impact teaching and learning. Teams participate in six full-day sessions designed to improve understanding about PLCs as a catalyst for the creation of equitable school systems with intervention/extension systems of support. Teams examine practices that improve school culture, enhance teacher practice, and address the inevitable resistance that comes with deep, systemic change. Throughout the year, teams develop evidence-based action plans to address those needs, and bring artifacts/evidence of these actions for accountability. Sessions are led by Dr. Cruz, co-author of "Time for Change: Essential Skills for Transformational School and District Leaders" (2019) and a renowned speaker on institutional change, specializing in linking PLCs with equitable school systems.</li> <li>• We also plan to adjust the structure for Collaborative Inquiry Teams (CITs) which may include merging our current teams under the umbrella of MTSS, encourage grade level representation, return to a teacher-led practice (vs administrators or outside consultants), and create sub-groups of interested teacher teams to tackle key issues (e.g., curriculum, instruction, and social-emotional learning).</li> <li>• Similarly, we plan to adjust staff meetings to: include a rotating delegation system for shared meeting notes, solicit timely topics from staff (e.g., student behavior, lunch lines), encourage participation from everyone, and maximize opportunities to share messages with the entire community. As possible, we'd like to</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>encourage at least one classified representative to join. Remaining time will be used for professional development.</p> <p>Delivering Professional Learning:</p> <ul style="list-style-type: none"> <li>As outstanding practitioners, district teachers are encouraged to lead PD for a stipend. Throughout the year, we will encourage in-house experts (existing staff) to hold a series of short sessions for their colleagues in areas with the greatest interest and/or need.</li> <li>We'd like to include a greater variety of PD opportunities to allow some choice in staff participation; staff could be provided with a "menu" of sessions and can self-select their participation in sessions of</li> <li>Outside consultants and trainers are also considered to share current research-based information and high-leverage strategies to our staff.</li> </ul> <p>Staff Compensation for Professional Learning:</p> <ul style="list-style-type: none"> <li>Staff will be compensated via stipends or supplemental hourly pay for delivering and participating in professional development held outside of the school day. Substitutes will be provided when necessary.</li> </ul> <p>METRICS TO ASSESS PROGRESS &amp; EFFICACY</p> <p>We will use the following metrics to measure the progress and effectiveness of this action:</p> <p>Metric 1.4   Implementation of Core CA Content Standards - Resources</p>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Staff will report that they have the resources to provide high-quality, standards-based instruction. Any instances of 75% or less in percent positive responses will increase by at least 2%.</li> </ul> <p>Metric 1.5   Implementation of Core CA Content Standards - Professional Support &amp; Development</p> <ul style="list-style-type: none"> <li>Staff will report an increase (by at least 2% annually in any percent positive below 75%) with regard to YouthTruth survey metrics in the area of (a) professional growth opportunities (e.g., impact on strategies to meet student needs, connection with school priorities) and (b) job satisfaction (e.g., feeling proud, feeling valued, feeling a sense of personal accomplishment).</li> </ul> <p>PRIMARY EXPENDITURES:</p> <p>\$37,220 is being allocated to target this action.</p> <p>This is not a contributing action. While several actions are principally directed to English Learners, Foster Youth, and Socio-economically Disadvantaged students, the expenditures in this action are funded outside LCFF (but are included here for internal planning) – and include:</p> <ul style="list-style-type: none"> <li>North Coast Teacher Induction Program Fee - New Teacher Cost [\$2,500 x4]</li> <li>Induction Mentor Stipend [\$1,500 x4]</li> <li>New Teacher Mentor - Stipend [\$500 x4]</li> <li>BVEF Teacher Representative [\$200 x2]</li> <li>BVAPT Teacher Representative [\$200 x2]</li> <li>District Advisory Council Teacher Representative [\$200 x2]</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Technology Committee Teacher Representative [\$200 x8]</li> <li>• Principal Designee Stipend [\$750 x2]</li> <li>• Grade Level Team Leader [\$500 x8]</li> <li>• Substitute Costs for Peer Observations (all students) [1 per grade level]</li> <li>• CIT Leadership Stipends (UPP Equitable Access &amp; Equitable Outcomes) [\$1,500 x3]</li> <li>• Staff Training / Professional Learning - Staff Stipends - (UPP equitable access &amp; outcomes) [4 hr / teacher]</li> <li>• \$0 Labor - Management Relationship - CA LMI - (no cost at this time)</li> </ul>		
1.3	STUDENT SUPPORT   INCLUSIVE CLASSROOMS & SPECIAL EDUCATION	<p>ABBREVIATIONS:</p> <ul style="list-style-type: none"> <li>• EL = English Learner</li> <li>• SED = Socio-Economically Disadvantaged</li> <li>• SWD = Students with Disabilities</li> <li>• ELD = English Language Development</li> </ul> <hr/> <p>ACTION: 1.3</p> <p>STUDENT SUPPORT   INCLUSIVE CLASSROOMS &amp; SPECIAL EDUCATION</p> <p>Establish effective strategies to improve classroom inclusion for all students with a principal focus on students who face additional barriers to access and outcomes (SWDs, ELs, Foster, SEDs). Ensure compliance in</p>	\$164,172.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>prescribed services for SWDs and our obligation to serve all students in the Least Restrictive Environment (LRE).</p> <p>CONTRIBUTING ACTION / NON-CONTRIBUTING ACTION</p> <p>While this action will benefit English Learners (ELs), Foster Youth (FT), and Socio-Economically Disadvantaged (SED) students, it is not a contributing action because it is principally directed to students with disabilities (SWD) attached to federal funds (not LCFF).</p> <p>WHY THE ACTION IS PROVIDED LEA-WIDE</p> <p>The action is provided across the district because all students have a right to equitable access to grade level curriculum as sustained by the Individuals with Disabilities Education Act (IDEA) established in 1975. Inclusive classrooms support all students through additional adult collaboration, differentiated and individualized learning opportunities, and classroom-embedded targeted intervention strategies. We believe we can maximize impact in this action by providing these services across the entire district, while including our higher need groups as a primary focus during planning and implementation.</p> <p>Importantly, this provides SWDs opportunities to achieve the same goals as their non-disabled peers. This aligns with statutory requirements for Individuals with Disabilities Education Act (IDEA) by supporting SWDs in their least restrictive environment (LRE), but these benefits apply to students in other groups (like EL, FY, and SED) regardless of their participation in special education.</p> <p>As Carl A Cohn, EdD, executive director of the California Collaborative for Educational Excellences suggests: It's important... to realize that special education students are first and foremost general education students." BVUSD aptly applies this notion to all students. In other words, English Learners, Foster Youth, and socioeconomically disadvantaged students... are students first.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>IDENTIFIED NEED(S)</p> <p>This action is intended to address the needs established in BVUSD's recent Annual Determination Letter for Students with Disabilities (SWDs). At 52.8%, our SWDs are not meeting the target that at least 62% of SWDs have access to their general education classrooms 80% of the time.</p> <p>For the data year 2022-23 and 2023-24, the District has been identified for Compliance Improvement Monitoring (CIM) for failing to meet the state target for SWDs' access to their general education classrooms at least 80% of the time.</p> <p>As required, we created a CIM team toward the end of the 2023-24 school year that included Special &amp; General Education Teachers, Principals, our SELPA Program Manager, our Business Manager, and the Superintendent / Director of Special Education / Director of Curriculum &amp; Instruction. This action supports the work our CIM team has initiated to improve outcomes for SWDs by ensuring students are prescribed IEP services in their Least Restrictive Environment (LRE), and thereby increasing their access to grade-level, standards-aligned, core content instruction in their general education classrooms.</p> <p>BVUSD's CIM team was tasked with identifying the Root Cause(s) for missing the state target and determined the following:</p> <p>Our current Special Education service model is based upon a Learning Center Model which has by default, placed SWDs in special education classrooms for Specialized Academic Instruction (SAI) during core instruction for long periods (60-90 min per subject area of need). The consequence is that SWDs miss grade-level, standards-aligned, core content in their general education classrooms for too many minutes during the school day.</p> <p>The CIM team established a goal to find alternative ways to provide SAI for this student group in a way that provides greater core instructional content</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>in the general education classroom and minimizes minutes in the special education classroom, as appropriate. In 2023-24, we targeted our primary school (Yulupa Elementary) and saw great gains. This action is designed to sustain the progress we've initiated at Yulupa over the next two years, with an anticipated full implementation by the end of 2026-27.</p> <p>While we made significant progress in the area of LRE, we saw data dropped in the area of Math Academic Performance and increased in the area of suspensions for SWDs. These data discrepancies will be integrated into the CIM team's plan as additional priority areas in the upcoming school years (to improve math performance and decrease suspension rates for SWDs). Importantly, we anticipate that the primary goal (maximizing inclusion in the general education classroom) will likely impact improvement in the area of academic performance (by virtue of the fact that they have greater access to the grade-level curriculum) as well as suspension rates (because students will feel more included).</p> <p><b>FURTHER EDUCATIONAL PARTNER INPUT INFORMING THE ACTION</b></p> <p>As indicated in BVUSD's recent Annual Determination Letter, at 52.8%, our SWDs are not meeting the target that at least 62% of SWDs have access to their general education classrooms 80% of the time.</p> <p>In addition to YouthTruth survey data, addition specific feedback from educational partners is reflected in our actions and includes a need to prioritize the following:</p> <ul style="list-style-type: none"> <li>• build greater understanding and more consistency and clarity around special education and general education classrooms</li> <li>• provide more opportunities for general education and special education staff to collaborate, learn from each other, and share resources and strategies</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• provide general education classroom teachers with more tools to support SWDs on grade-level tasks</li> <li>• provide additional adult support to allow students with extensive needs more access to their general education classroom</li> <li>• provide additional instructional tools that offer students an adaptive and individualized learning experience</li> </ul> <p>Input from the Public Hearing held on June 10, 2024, included a suggestion to create opportunities for General Education and Special Education staff to collaborate in a shared effort to evaluate data, program cost effectiveness, and service delivery for SWDs. This great suggestion will be incorporated into the upcoming school year(s).</p> <p>Additional feedback from our SELPA Program Manager is referenced in the Engaging Educational Partners section of this LCAP.</p> <p>HOW THE ACTION ADDRESSES THE NEED(S)</p> <p>This action seeks to support our CIM team's plan, by establishing a more supportive and inclusive learning environment for all students, but especially those with additional barriers, like SWDs.</p> <p>Extensive research further confirms that students without disabilities who are educated alongside their disabled peers generally have a greater awareness of diversity, act more responsibly, and demonstrate improved academic performance. (The United States Department of Education's Annual Report to Congress on the Implementation of the IDEA, April, 2000).</p> <p>In a broader sense however, a significant amount of research has confirmed that effective strategies employed to include SWD are just as (if not more) impactful for students with the challenges associated with language learning (ELs) and socio-economical disadvantages (SEDs)</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>(Schools for all, 1995; Promoting Inclusive Education in Low Income Countries, 2010; International Research on Inclusive Education across the Life-Span, 2010).</p> <p>In the 2022-23 Data year: 38.05% of SWDs were in their LRE general education classroom for 80% of their day or more. The target for that year was that at least 60% of SWDs are in their classroom for 80% or more of their day. Most SWDs receiving SAI were spending almost 20% of their day in special education for math, almost 30% for ELA, and about 45% of their day for SAI in both content areas.</p> <p>2023-24 Data indicates great progress. The percentage of SWDs in their LRE general education classroom didn't quite meet the new target (at least 62%), but it did jump up 14.43% in the last year, from 38.05% (2022-23) to 52.48% (2023-24). We anticipate being able to meet this target in the upcoming year, and will sustain our efforts thereafter.</p> <p>The discrepancies in student achievement scores are an additional indication of the need for additional academic support for our Students with Disabilities (SWD).</p> <p>Overall, 62.7% of BVUSD students met or exceeded standard in ELA. We are proud of this score as compared to the county percentage (44.1%) and the State [46.7%].</p> <p>However the rate is significantly lower for BVUSD SWDs at only 15.8%</p> <p>Overall, 50.4% of BVUSD students met or exceeded standard in Mathematics. We are proud of this score as compared to the county percentage (31.9%) and the State [34.6%].</p> <p>However the rate is significantly lower for BVUSD SWDs at only 12.3%</p> <p>Overall, 37.6% of BVUSD students met or exceeded standard in Science. We are proud of this score as compared to the county percentage (29.3%) and the State [30.2%].</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>However the rate is significantly lower for BVUSD SWDs at only 21.1%. That said, the achievement disparity is far less in science than it is in ELA and math. We attribute the smaller achievement gap to the fact that all science instruction includes all students. This is not the case for SWDs, who have typically received ELA and math instruction in an alternative setting and alternative content (that is not always grade-level aligned). This action intends to change this practice, but including SWDs in their grade-level math and ELA instruction as much as is appropriate, as determined by the IEP team and as prescribed in their IEPs.</p> <p>Incidentally, we have similar data discrepancies in the area of Chronic Absenteeism. Overall, the Chronic Absenteeism rate for all BVUSD students was 19.1%. Unfortunately, the rate is higher for SWDs at 24.3%.</p> <p>In a similar trend, our Suspension Data also disfavors SWDs with a slightly higher suspension rate at 2.7%, as compared to all other student demographic groups, and the overall rate for all students at 1.7%.</p> <p>HOW THE ACTION WILL IMPROVE OUTCOMES FOR ELS &amp; SEDS</p> <p>As indicated in our current CIM plan, we anticipate the following improved outcomes, as a result of systematic and instructional support:</p> <ul style="list-style-type: none"> <li>• All SWDs would be educated in their Least Restrictive Environment – as appropriate to their needs - by receiving the most appropriate blend of general education core instruction and supplemental specialized academic instruction (SAI) - (as evidenced by SEIS data which will increase, as appropriate, the percentage of SWDs receiving instruction in their general education classroom will continue to increase from 52.48% to a figure much closer to the new 62% target)</li> <li>• IEPs will have generally fewer SAI minutes prescribed in their IEPs -(as evidenced by SEIS data which will increase, as appropriate, the percentage of SWDs receiving instruction in their</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>general education classroom from 52.48% to a figure much closer to the new 62% target)</p> <ul style="list-style-type: none"> <li>• Scaffolding and appropriate accommodations for SWDs would be embedded within general education core instruction - (as observed via classroom visits, “consultant” and teacher feedback, and lesson plans and survey data)</li> <li>• General Education Teachers will develop an increased capacity for embedding differentiated classroom support for SWDs - (as observed via classroom visits, “consultant” and teacher feedback, lesson plans and survey data)</li> <li>• Provide a supportive culture for the success of all teachers - (as observed via classroom visits, “consultant” and teacher feedback, lesson plans and survey data)</li> </ul> <p>As it is likely that all students may benefit from these actions, they will be provided on an LEA-wide basis.</p> <p>Additional details about the primary planned actions and the metrics by which we will evaluate our success are explained in more detail below.</p> <p>SUMMARY OF PRIMARY PLANNED ACTIONS</p> <p>Maximize Access To General Education Classrooms, Standards-Aligned, Core Content &amp; Peers:</p> <p>We intend to Increase clarity, capacity, and coherence through collaboration between all teachers (general education and special education) to, as appropriate for each student:</p> <p>(a) maximize access to standards-aligned, core content and grade-level peers, and</p> <p>(b) increase differentiation in both Specialized Academic Instruction (SAI)</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>and General Education.</p> <p>We are allocating funds to two primary actions designed to build capacity for teachers and support for students in the area of inclusion.</p> <p>(1) Additional Support: hire additional staff (paraprofessionals and education specialists) to provide additional classroom-embedded support.</p> <p>(2) Capacity Building: provide additional professional learning around effective classroom inclusion</p> <p>CIM Plan Integration:</p> <p>As further described in our current CIM plan, the following high-leverage strategies will be prioritized:</p> <p>CIM Plan Activity 1.1: Collaboration &amp; Integration (Special Education &amp; General Education)</p> <p>Increase collaboration between BVUSD special education teachers, general education teachers, leadership, and SELPA staff to:</p> <ul style="list-style-type: none"> <li>• solicit input from all educational partners involved</li> <li>• build greater understanding and clarity around special education &amp; general education classrooms and instructional practices; one idea generated from educational partner feedback was to schedule special education and general education classroom visits with colleagues</li> <li>• engage strategically and collaboratively to examine district data and identify priorities, strengths, and needs</li> </ul>		



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• examine root causes for identified needs to inform short and long-term goals and planning</li> <li>• identify high-leverage strategies to address identified root causes and needs</li> <li>• support consistency and continuity around determining and implementing prescribed services, and differentiated instructional practices by establishing norms and agreements to improve coordinated implementation across the district</li> </ul> <p>CIM Plan Activity 1.2: Develop Capacity (Tools, Resources, Support, &amp; Professional Learning)</p> <ul style="list-style-type: none"> <li>• explore tools, resources and people with expertise (beginning with existing staff) to build capacity, improve understanding, and provide support for ongoing sustainability</li> <li>• explore best practices and being to implement co-teaching (between general education and special education teachers)</li> <li>• increase training &amp; ongoing support for all (e.g., teachers, paraeducators, and all related staff) to develop clarity, capacity, and coherence around coordinated instruction (e.g., co-teaching model, tools &amp; resources)</li> </ul> <p>CIM Plan Activity 1.3: Continuity &amp; Sustainability</p> <ul style="list-style-type: none"> <li>• create systems and structures for ongoing collaboration to further refine processes and agreements to ensure continuity of practices among all teams and grade levels</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>provide ongoing support to grade-level teams and individual as they implement new processes based upon feedback around progress and support needed</li> <li>develop systems for feedback (e.g., collaborative “ Input Sessions”) that allow all parties to report on processes, progress, and additional areas for support</li> </ul> <p>Assessment Data &amp; Progress Monitoring:</p> <ul style="list-style-type: none"> <li>We will ensure that student needs are addressed in a timely manner based on relevant and current data through regular checkpoints.</li> <li>We will support school administrators and teacher leaders in developing goals, equity vision, theory of action, scope and sequence and cycle reviews to systematically review student data for needs and opportunities for intervention.</li> <li>We are offering a stipend to a teacher leader to provide districtwide accountability and inclusion oversight. As part of this role, the teacher will coordinate, monitor, provide staff resources and share classroom-based support strategies to meet the needs of all students with a principal focus on unduplicated students. The role will also include coordination of district-wide progress monitoring, instructional support, intervention, and differentiated learning opportunities for our students with the highest needs.</li> <li>We will support site teacher teams to engage data-driven improvement cycles, including the development of professional learning plans focused on equitable outcomes for unduplicated student groups.</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>These clear plans, collaborative conversations and data-informed decisions will drive responsiveness to students' needs and teachers' professional development needs in serving students equitably.</li> </ul> <p>METRICS TO ASSESS PROGRESS &amp; EFFICACY</p> <p>We will use the following metrics to measure the progress and effectiveness of this action:</p> <p>Metrics 1.6, 1.7, &amp; 1.8   Student Achievement &amp; Equitable Outcomes (Math- CAASPP, ELA- CAASPP, Science - CAST)</p> <ul style="list-style-type: none"> <li>SWDs will improve (by at least 2% annually in the percentage of students who meet/exceed standards on state assessments) in any area in which there is a discrepancy between the performance of overall performance levels as compared to SWDs.</li> </ul> <p>Metric 1.12   Inclusion Data for Students with Disabilities (SWDs)</p> <ul style="list-style-type: none"> <li>At least 62% (state target) of SWDs will have access to their general education at least 80% of the time. We will continue to increase the percentage by 2% annually.</li> </ul> <p>Metric 1.13   Service Implementation Monitoring Data for Students With Disabilities (SWDs)</p> <ul style="list-style-type: none"> <li>In a random sample (generated by the state) of 20 SWDs, the number of students receiving at least 90% of prescribed services will increase by 5% per year for SWDs.</li> </ul> <p>PRIMARY EXPENDITURES:</p> <p>\$164,172 is being allocated to target this action. This is not a contributing action. Some of these expenditures are funded outside LCFF (but are</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>included her for internal planning) – and include:</p> <p>This is not a contributing action. Some of these expenditures are funded outside LCFF (but are included her for internal planning) – and include:</p> <ul style="list-style-type: none"> <li>• Full Inclusion Student Support (SWD) [4.2 FTE]</li> <li>• Wechsler Individual Achievement Test 4 - Tier 3 Assessment - (SWD)</li> <li>• Woodcock Johnson-4 - Tier 3 Assessment - (SWD)</li> <li>• Wide Range Assessment of Memory &amp; Learning - Tier 3 Assessment - (SWD)</li> <li>• Staff Training / Professional Learning - Neurodiverse Learners - (All students with principal focus on SWDs)</li> </ul>		
1.4	STUDENT SUPPORT   TARGETED ACADEMIC SUPPORT	<p>ABBREVIATIONS:</p> <ul style="list-style-type: none"> <li>• EL = English Learner</li> <li>• SED = Socio-Economically Disadvantaged</li> <li>• ELD = English Language Development</li> </ul> <hr/> <p>ACTION: 1.4</p> <p>STUDENT SUPPORT   TARGETED ACADEMIC SUPPORT</p> <p>Support differentiated student opportunities to access and demonstrate learning and equitable outcomes for all students with a principal focus on students who face additional barriers (ELs, Foster, SEDs). Increase teacher capacity in the principles and implementation of Universal Design for Learning (UDL) and expand upon universal progress-monitoring systems to inform just-right instruction as a means of early intervention.</p>	\$378,649.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>CONTRIBUTING ACTION / NON-CONTRIBUTING ACTION</p> <p>This is a ‘contributing action’ that is offered to all students, but principally directed to targeted English Learners (EL) and Socio-Economically (SED) Disadvantaged students.</p> <p>WHY THE ACTION IS PROVIDED LEA-WIDE</p> <p>While principally directed toward supporting ELs &amp; SEDs, we can maximize the impact of this action for our higher need student groups by supporting the entire district because an inclusive climate impacts everyone - especially our target groups.</p> <p>When educators work to meet each child’s unique needs and circumstances, they can effectively move beyond the confines of a one-size-fits-all classroom model. (NEA Today, May 12, 2022)</p> <p>We have found through experience that virtually every instructional practice and support strategy that is effective for our highest need students, is also appropriate more broadly for all students. This is the basis for Universal Design for Learning (UDL), a practice our district adopted many years ago, and is preparing to prioritize in the upcoming years.</p> <p>We believe we can maximize impact in this action by providing these services across the entire district, while including our higher need groups as a primary focus during planning and implementation.</p> <p>The action is also provided across the district because we have discrete goals and discrepant data for some of our higher need student demographic groups, like EL and SED student groups.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>IDENTIFIED NEED(S)</p> <p>While provided across the district, this action is especially important for EL and SED students and families who face additional challenges due to language and/or income barriers.</p> <ul style="list-style-type: none"> <li>• 2024 YouthTruth Survey Data demonstrates a decline in students' percent positive responses about Instructional Support and access to UDL strategies.</li> <li>• 62% of students reported that their teacher helps them correct mistakes (compared to 68% in 2023, 73% in 2022, 62% across all Youth Truth respondents, and 63% across the county).</li> <li>• 57% of students reported that their teacher asks them if they understand what they are learning (compared to 61% in 2023, 57% in 2022, 62% across all Youth Truth respondents, and 59% across the county).</li> <li>• 53% of students report that their teacher allows them to explain their ideas (compared to 56% in 2023, 57% in 2022, 57% across all Youth Truth respondents, and 55% across the county).</li> <li>• 39% of students report that they are prompted to think about other ways to solve a problem (compared to 43% in 2023, 49% in 2022, 46% across all Youth Truth respondents, and 44% across the county).</li> <li>• 9% of students report that they are given an opportunity to choose what kinds of projects to work on (compared to 9% in 2023, 10% in 2022, 16% across all Youth Truth respondents, and 13% across the county).</li> <li>• 18% of students report that they have opportunities to work on hands-on learning activities with other students (compared to 22% in 2023, 23% in 2022, 26% across all Youth Truth respondents, and 27% across the county).</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• These are relatively low percent positive responses and all fundamental to UDL principles and our ability to provide differentiated, responsive, and individualized opportunities for student learning.</li> <li>• Similar data to that of the preceding action underscore the importance of targeted efforts to decrease discrepancies in academic outcomes specifically for English Learners and socio-economically disadvantaged students.</li> </ul> <p>Specifically:</p> <p>62.7% of students met or exceeded standard in ELA, but the percentage is lower for:</p> <ul style="list-style-type: none"> <li>• English Learners: 11.1%</li> <li>• Socioeconomically Disadvantaged: 35.3%</li> </ul> <p>50.4% of students met or exceeded standard in Math, but the percentage is lower for:</p> <ul style="list-style-type: none"> <li>• English Learners: 9.9%</li> <li>• Socioeconomically Disadvantaged: 22.9%</li> </ul> <p>37.6% of 5th grade students met or exceeded standard in ELA, but the percentage is lower for</p> <ul style="list-style-type: none"> <li>• English Learners: 23.1%</li> <li>• Socioeconomically Disadvantaged: 29.1%</li> </ul> <p>The discrepancies in these scores indicate a significant need for additional academic support for our English Learners and Socioeconomically Disadvantaged students.</p> <p>As a result, this action is provided across the district, but primarily targets students identified as EL, FY, and SED.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>FURTHER EDUCATIONAL PARTNER INPUT INFORMING THE ACTION</p> <p>In addition to YouthTruth survey data, additional specific feedback from educational partners is reflected in our actions and includes a need to prioritize the following:</p> <ul style="list-style-type: none"> <li>• many of our veteran teachers have participated in extensive training in the area of UDL, but newer staff is in need of support.</li> <li>• additional support for newer staff members in the area of UDL</li> <li>• a current need (due to shifts in special education and intervention models) for additional tools, resources and strategies in the classroom to support classroom-embedded intervention, differentiation, and individualized skill practice</li> <li>• provide additional teacher support to better meet the growing breadth of individualized needs of students within their classrooms.</li> <li>• provide additional teacher support to better meet the growing breadth of individualized needs of students within their classrooms.</li> <li>• provide additional adult support to allow students with extensive needs more access to their general education classroom</li> <li>• provide additional instructional tools that offer students an adaptive and individualized learning experience</li> <li>• continue to provide full access to all courses, programs, and high-quality learning opportunities for all students</li> </ul> <p>HOW THE ACTION ADDRESSES THE NEED(S)</p>		



Action #	Title	Description	Total Funds	Contributing
		<p>This action seeks to establish a more supportive and inclusive learning environment for all students, but especially those with additional barriers.</p> <p>Extensive research further confirms that using a UDL approach allows us to meet the needs of all students - especially English Learners, Foster Youth, and socioeconomically disadvantaged students. There is a significant amount of research within the fields of neuroscience, learning theory, cognitive psychology with roots in the well-established work of Piaget; Vygotsky, and Bloom that supports UDL as a highly effective strategy for a variety of learning styles, behavioral needs, and social-emotional supports.</p> <p>In addition, English learners benefit from targeted support from paraprofessionals trained in ELD.</p> <p>The discrepancies in student achievement scores indicate a significant need for additional academic support for our English Learners and Socioeconomically Disadvantaged students.</p> <p>We are confident that we can better meet our targets (to increase by at least 2% in the percentage of student demographic groups meeting/exceeding standards) by increasing teacher capacity in the principles and implementation of Universal Design for Learning (UDL) to support differentiated student opportunities to access and demonstrate learning - including classroom-based intervention and challenges as appropriate.</p> <p>HOW THE ACTION WILL IMPROVE OUTCOMES FOR ELS &amp; SEDS</p> <p>At minimum, this action is designed to expand opportunities for targeted, differentiated learning opportunities.</p> <p>This action seeks to reinvest in UDL practices, so that all students may benefit from targeted instruction and differentiated opportunities for</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>learning and assessment.</p> <p>This action allocates resources for additional personnel, improved supplemental learning programs, and high-quality progress monitoring tools for all classrooms. The planned actions and expenditures included here are offered to all students and provided on an LEA basis to maximize impact, but we expect these actions will improve academic achievement for English Learners and Socioeconomically Disadvantaged students.</p> <p>As a component of this action, we will provide intervention principally directed to support English learners and their language development in smaller, tier 2 and tier 3 groups for instruction within the classroom. Reading and foundational skills needs of English Learners will also be supported through programs designed to give students instruction at their level with frequent opportunities for progress monitoring.</p> <p>We are confident that we can better meet our targets (to increase by at least 2% in the percentage of student subgroups meeting/exceeding standards) if we are more deliberate with the results of our planned progress monitoring. Regular progress monitoring allows staff to respond to learning gaps and provide instructional support intended to improve outcomes throughout the school year.</p> <p>As it is likely that all students may benefit from these actions, they will be provided on an LEA-wide basis, however planning and resource allocation is principally directed to ELs and SEDs.</p> <p>Additional details about the primary planned actions and the metrics by which we will evaluate our success are explained in more detail below.</p> <p>SUMMARY OF PRIMARY PLANNED ACTIONS</p> <p>Improved/Expanded Access &amp; Outcomes For English Learners:</p>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>English learners benefit from targeted support from paraprofessionals trained in ELD.</li> <li>Our ELD paraprofessionals consult with classroom teachers and support designated and integrated ELD across our district.</li> <li>As we update our curriculum, we are noticing that newer programs have a significantly more robust integration of ELD strategies and resources. In fact, a program's ability to integrate ELD is a primary factor as we consider new adoptions.</li> <li>As part of this action, we also intend to update and implement English Learner Master Plan</li> </ul> <p>Capacity Building &amp; Improvement Planning:</p> <ul style="list-style-type: none"> <li>To support our expansion of UDL in classrooms, we are allocating more resources to paraprofessionals to support teaching, learning, and our highest need students within their classrooms.</li> </ul> <p>Equitable Access &amp; Outcomes For All Students:</p> <ul style="list-style-type: none"> <li>We will continue to provide full course access to all students. The school day is scheduled so that all students have access to the comprehensive curriculum which includes English Language Arts, Math, Science, History/Social Studies, Physical Education, visual and performing arts (visual art, classroom music, multicultural dance), computer lab, and library.</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>Digital Materials:</p> <ul style="list-style-type: none"> <li>Each year, we also evaluate digital subscriptions and other supplemental materials. While most programs are offered to all students who might benefit, programs are selected by principally considering the needs of our English Learners, Foster Youth, and Socio-economically Disadvantaged students.</li> </ul> <p>METRICS TO ASSESS PROGRESS &amp; EFFICACY</p> <p>We will use the following metrics to measure the progress and effectiveness of this action:</p> <p>Metric 1.6   ELA - Student Achievement &amp; Equitable Outcomes (CAASPP)</p> <ul style="list-style-type: none"> <li>Student demographic groups with less than 50% of students meeting/exceeding standards above standard will increase by 2% toward meeting/exceeding standards.ELs and SEDs will improve (by at least 2% annually in the percentage of students who meet/exceed standards on state assessments) in any area in which there is a discrepancy between the performance of overall performance levels and those by EL and SED demographic groups.</li> </ul> <p>Metric 1.7   Math - Student Achievement &amp; Equitable Outcomes (CAASPP)</p> <ul style="list-style-type: none"> <li>Student demographic groups with less than 50% of students meeting/exceeding standards above standard will increase by 2% toward meeting/exceeding standards.ELs and SEDs will improve (by at least 2% annually in the percentage of students who meet/exceed standards on state assessments) in any area in which there is a discrepancy between the performance of overall performance levels and those by EL and SED demographic groups.</li> </ul> <p>Metric 1.8   Science - Student Achievement &amp; Equitable Outcomes (CAST)</p>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>2% point gain per year in meeting or exceeding standards for science for all students and each student demographic group. ELs and SEDs will improve (by at least 2% annually in the percentage of students who meet/exceed standards on state assessments) in any area in which there is a discrepancy between the performance of overall performance levels and those by EL and SED demographic groups.</li> </ul> <p>Metric 1.9   English Learner Progress</p> <ul style="list-style-type: none"> <li>2% point gain in students making progress toward English language proficiency.</li> </ul> <p>Metric 1.10   Equitable Student Outcomes (local measures - ELA &amp; Math)</p> <ul style="list-style-type: none"> <li>For any grade level without at least 80% of students scoring at/above grade level: a 2% point increase per year in the percentage of students scoring at/above grade level</li> </ul> <p>Metric 1.11   Physical Fitness (PFT)</p> <ul style="list-style-type: none"> <li>At least 90% of 5th Graders will score in all healthy fitness zones as measured by the annual Physical Fitness Test (PFT)</li> </ul> <p>Metric 1.14   Access to a Broad Course of Study</p> <ul style="list-style-type: none"> <li>All students will continue to have access to our comprehensive curriculum</li> </ul> <p>Metric 1.15   Academic Challenge &amp; Student Learning</p> <ul style="list-style-type: none"> <li>Student 'percent positive' responses will increase by at least 2% annually in any instance that at least 75% of students do not report positively on applicable YouthTruth metrics in the area of academic challenge and learning</li> </ul> <p>PRIMARY EXPENDITURES: \$378,649 is being allocated to target this action.</p> <p>This action is contributing to increased/improved services, because it</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>includes LCFF expenditures primarily target English Learners, Foster Youth, and Socio-economically Disadvantaged students.</p> <p>Some of these expenditures are funded outside LCFF (but are included her for internal planning) – and include:</p> <ul style="list-style-type: none"> <li>• Additional Reading Paraprofessional Classroom Support [UPP Equitable Access &amp; Outcomes) [1.6 FTE]</li> <li>• Highly Qualified EL Paraprofessionals (UPP - EL) [1.125 FTE]</li> <li>• Highly Qualified Instructional Paraprofessionals (all students) [3.2 FTE]</li> <li>• Highly Qualified Instructional Paraprofessionals (UPP) [2.4 FTE]</li> <li>• Staff Training / Professional Learning - UDL, Reducing Barriers, Differentiation, Intervention, etc.- (UPP - Universal Access)</li> <li>• Staff Training / Professional Learning - Amplify PD - (UPP - targeted intervention)</li> </ul> <p>We are still sorting through our options with regard to the most appropriate digital subscriptions, but based upon preliminary input and our needs assessment, we anticipate purchasing something similar to the list below. This could change (especially at Yulupa) with upcoming curriculum adoptions that may make some of the supplemental materials obsolete:</p> <ul style="list-style-type: none"> <li>• Phonics Intervention - SIPPS and/or UFLI - (UPP - targeted intervention)</li> <li>• K-5 Literacy Skill Building - Amplify Reading Boost - (UPP - targeted intervention)</li> <li>• Gr 6 Literacy Skill Building - Amplify Close Reading Boost - (UPP - targeted intervention)</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• K-6 Math Skill Building - Zearn - (UPP - targeted intervention)</li> <li>• K-6 Math Skill Building - Khan Academy - (UPP - targeted intervention)</li> <li>• 4 -6 Math Fact Fluency - Formative Loop - (UPP - targeted intervention)</li> <li>• 4 -6 Digital Skill Building - Typing Agent - (all students)</li> <li>• TK &amp; K Literacy &amp; Numeracy Skill Building - Starfall - (UPP - targeted intervention)</li> <li>• 4-6 Literacy Skill Building - Flocabulary - (UPP - targeted intervention)</li> <li>• TK &amp; K Literacy Skills - Handwriting without Teachers (no annual cost) - (all students)</li> <li>• TK: PELI - Tier 1 &amp; 2 Assessment - (UPP Equitable Outcomes &amp; Access)</li> <li>• K-6: Amplify DIBELS Tier 1 &amp; 2 Assessment - (UPP Equitable Outcomes &amp; Access)</li> <li>• K-3: Amplify mClass Math Tier 1 &amp; 2 Assessment - (UPP Equitable Outcomes &amp; Access)</li> <li>• K-3: Amplify mClass Math Kit (Tier 1 &amp; 2 Assessment - (UPP Equitable Outcomes &amp; Access)</li> </ul>		
1.5	STUDENT SUPPORT	ABBREVIATIONS: <ul style="list-style-type: none"> <li>• EL = English Learner</li> <li>• SED = Socio-Economically Disadvantaged</li> </ul>	\$425,413.00	Yes

Action #	Title	Description	Total Funds	Contributing
	EXPANDED OPPORTUNITIES	<ul style="list-style-type: none"> <li>• ELD = English Language Development</li> </ul> <hr/> <p>ACTION: 1.5</p> <p>STUDENT SUPPORT   EXPANDED OPPORTUNITIES</p> <p>Continue to build high-quality before and after school opportunities (including summer programming) for all students with a principal focus on students with additional barriers.</p> <p>CONTRIBUTING ACTION / NON-CONTRIBUTING ACTION</p> <p>English Learners, Foster Youth, and Socio-economically disadvantaged students have unique needs for additional (expanded) learning opportunities. Providing regular opportunities for students to participate in no-cost enrichment and academic support is essential for students in our higher need categories.</p> <p>In this sense, we expect these actions will result in improved access, opportunity, and outcomes for English Learners and Socio-economically disadvantaged students.</p> <p>Expanded Learning, as defined by Education Code 8482.1, "means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year."</p>		



Action #	Title	Description	Total Funds	Contributing
		<p>WHY THE ACTION IS PROVIDED LEA-WIDE</p> <p>While principally directed toward supporting ELs &amp; SEDs, we can maximize the impact of this action for our higher need student groups by supporting the entire district because an inclusive climate impacts everyone - especially our target groups by influencing. In many ways, the traditional school day has become outmoded, particularly for students who have fallen far behind their peers. (Family and Community Engagement Research Compendium, 2021)</p> <p>EL, Foster Youth, and SED students have first priority, but all students are allowed to participate, as space allows.</p> <p>We believe we can maximize impact in this action by providing these services across the entire district, while including our higher need groups as a primary focus during planning and implementation.</p> <p>IDENTIFIED NEED(S)</p> <p>While provided across the district, this action is especially important for EL and SED students and families who face additional challenges due to language and/or income barriers.</p> <p>About a third of our students are ELs and/or SEDs. 13.4% of our students are ELs. 22% of our students are SEDs. 10% of the students included in these groups qualify as both EL and SED.</p> <p>Responses and comments in our YouthTruth survey, identified a need for assistance for families of low-income and English learner students. EL families face language barriers making it difficult to engage with community resources. SED families report financial barriers and EL families cite language barriers in engaging with community resources and providing high quality enrichment and before/after school programming for their students.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Families were asked about the strength of our district's extracurricular programs in the 2024 YouthTruth survey.</p> <p>17% of English speaking families prioritized this as an area for improvement (compared to 24% in 2023, 25% in 2022, 25% across all YouthTruth families, and 20% across Sonoma County families).  * 27% of families who speak another language (other than English) reported this as an area of need.</p> <p>Only 3% of families felt the district's extracurricular programs were an area of strength for the district (compared to 4% in 2023, 2% in 2022, 2% across all YouthTruth families, and 2% across Sonoma County families)</p> <p>Even with the discrepancy in need between English and non-English speaking families, our community has been very appreciative of the expanded services we've been able to offer because of the Expanded Learning Opportunities Program (ELOP) and associated funds. We are grateful for the ELOP funding that allows us to continue to offer these opportunities for all families - but especially for ELs and SEDs.</p> <p><b>FURTHER EDUCATIONAL PARTNER INPUT INFORMING THE ACTION</b></p> <p>In addition to YouthTruth survey data, addition specific feedback from educational partners is reflected in our actions and includes a need to prioritize the following:</p> <ul style="list-style-type: none"> <li>• Families would prefer to have expanded opportunities housed on our campuses - as is currently an option with the YMCA (vs providing a long bus ride for some students to participate in the Zones)</li> <li>• provide additional targeted intervention support for students outside of the school day - to avoid the practice of struggling students missing out on classroom learning and social activities</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>continue to provide a variety of enrichment options for students after school and during summer</li> <li>consider ways to provide students with more choices during unstructured recess time (e.g., clubs, organized activities, and leadership opportunities)</li> </ul> <p>HOW THE ACTION ADDRESSES THE NEED(S)</p> <p>This action seeks to address the identified needs by refining our expanded learning programs. Specifically, the district will implement an extended summer school program and an afterschool program that focuses on advancing literacy skills and language proficiency, as applicable to student needs.</p> <p>Strong partnerships between schools and expanded learning programs lay the foundation for building stronger, more equitable support systems for children and their families (Policy Analysis for California Education, 2021).</p> <p>Extensive research further confirms the correlation between expanded learning programs and a school's success in establishing a safe and supportive learning environment, academic enrichment, caring adults, opportunities to build peer relationships, social and emotional support, and fun (American Institute of Research, April 12 202).</p> <p>Expanding access to afterschool and other extended learning programs, which engage and enrich students, will provide many more of our students with firm foundations for success.(NEA President Dennis Van Roekel, 2008)</p> <p>HOW THE ACTION WILL IMPROVE OUTCOMES FOR ELS &amp; SEDS</p> <p>At minimum, this action is designed to provide expanded opportunities for</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>ELs and SEDs.</p> <p>We are confident that we can increase (by at least 2% annually) in the positive percentage reporting in applicable metrics for expanded learning as evidenced by YouthTruth survey data.</p> <p>As it is likely that all students may benefit from these actions, they will be provided on an LEA-wide basis, however planning and resource allocation is principally directed to ELs and SEDs.</p> <p>Additional details about the primary planned actions and the metrics by which we will evaluate our success are explained in more detail below.</p> <p>SUMMARY OF PRIMARY PLANNED ACTIONS</p> <p>Improved/Expanded UPP Student Opportunities:</p> <ul style="list-style-type: none"> <li>• We will continue to extend the school day with before and after school intervention support and on-line program practice primarily targeted to homeless, foster, English learners and socio-economically disadvantaged students in addition to other struggling learners. Partnerships have been established with various community organizations including the YMCA.</li> <li>• All expanded opportunities (including before/after school programs and summer school sessions) prioritize the academic, behavior and social-emotional needs of English Learners, Foster Youth, and socioeconomically disadvantaged students.</li> <li>• Expanded Student Opportunity programs will benefit all students, but the content of the programs will be principally directed to meet the needs of our unduplicated pupils.</li> <li>• Other students will have access as space allows. As we intentionally shift our model to increase support within the</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>classroom, expanded opportunities provide for additional targeted support.</p> <ul style="list-style-type: none"> <li>All of BVUSD's Expanded Learning Opportunities follow the Quality Standards for Expanded Learning in California as designed by the California Afterschool Network (CAN) and include enrichment and academic learning opportunities (e.g., math, STEAM, robotics, language arts, reading fluency, performing and fine arts, and life skills). Meal service will be offered to students participating in summer programs.</li> </ul> <p>METRICS TO ASSESS PROGRESS &amp; EFFICACY</p> <p>We will use the following metrics to measure the progress and effectiveness of this action:</p> <p>Metric 1.14   Access to a Broad Course of Study</p> <ul style="list-style-type: none"> <li>All students will continue to have access to our comprehensive curriculum</li> </ul> <p>Metric 1.15   Academic Challenge &amp; Student Learning</p> <ul style="list-style-type: none"> <li>Student 'percent positive' responses will increase by at least 2% annually in any instance that at least 75% of students do not report positively on applicable YouthTruth metrics in the area of academic challenge and learning</li> </ul> <p>*Metric 2.5   Community Engagement - Enrollment, Participation &amp; Communication</p> <ul style="list-style-type: none"> <li>Any instances of 75% or less in percent positive responses will increase by at least 2% per year.</li> </ul> <p>*Note: Metric 2.5 is included with Goal #2, but overlaps with this action in Goal #1</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>PRIMARY EXPENDITURES: \$425,413 is being allocated to target this action.</p> <p>This is a contributing action. All expenditures are principally directed to English Learners, Foster Youth, and Socio-economically Disadvantaged students and include:</p> <ul style="list-style-type: none"> <li>• Personnel: AM/PM Academic Intervention (UPP) [0.25 FTE]</li> <li>• Personnel: Director of Expanded Student Opportunities (UPP) [1.0 FTE]</li> <li>• Personnel: Certificated Summer School teacher (UPP) [x11]</li> <li>• Personnel: Summer School Teacher in Charge Stipend (UPP) [x1]</li> <li>• Personnel: Summer School Paraprofessionals (UPP) [x11]</li> <li>• Personnel: Summer School Office Manager (UPP) [x1]</li> <li>• Personnel: Staff Stipends for Student Enrichment Clubs (UPP) [weekly sessions @ \$150 per trimester]</li> <li>• Materials: Summer School \$250 per classroom (UPP) [x11]</li> <li>• Materials: extended/expanded &amp; intersessions (UPP)</li> <li>• Expanded Programs: Partnership with YMCA (UPP)</li> <li>• Expanded Programs: Additional various community organizations - TBD - (UPP)</li> </ul>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	HEALTHY CULTURE   CLIMATE & COMMUNITY: We nurture the growth of every learner by supporting student social, emotional, and behavioral development within a positive school climate that engages our entire community, within a safe, healthy, positive school wide climate.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

<p>100% of the actions, metrics, and budgeted expenditures associated with this goal reflect the interests of our educational partners and supports identified needs (see above).</p> <p>Actions for Goal #2 are organized in two categories (Climate &amp; Safety - and - Engagement &amp; Support) and include the following:</p> <p>GOAL #2 ACTIONS:</p> <p>ACTION: 2.1 (contributing)</p> <p>CLIMATE, CULTURE &amp; SAFETY   SAFE &amp; INCLUSIVE CLIMATE</p> <p>Establish and sustain a healthy climate (the way we feel) for all students with a principal focus on those with additional barriers (ELs, Foster, SEDs). Broad strategies include establishing an environment in which students feel supported, engaged, and accepted with clear and effective systems of support for prevention and early intervention of student social, emotional, mental and behavioral health needs. This includes efforts to strengthen relationships across campus, sustaining a climate rooted in connection and belonging, and providing students with effective strategies and ample resources for healthy and successful engagement.</p>
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ACTION: 2.2 (contributing)

#### CLIMATE, CULTURE & SAFETY | SAFE & PREPARED CULTURE

Establish and sustain a healthy school culture (the way we do things) with a principal focus on those with additional barriers (ELs, Foster, SEDs). Broad strategies include expanded efforts to establish a safe and orderly environment with clear structures, consistent expectations, and effective systems of support, preparedness, and response or intervention as appropriate. This includes clarifying school norms, explicit instruction in (and opportunities to practice) meeting behavior expectations, and adult intervention that maintains high expectations, ensures accountability, and addresses the root cause of unexpected behaviors.

ACTION: 2.3 (contributing)

#### ENGAGEMENT & SUPPORT | ATTENDANCE & ENROLLMENT

Improve community engagement, attendance and enrollment for all students with a principal focus on those with additional barriers (ELs, Foster, SEDs). Attendance strategies include attendance awareness campaigns, data analysis, progressive intervention, and ongoing family engagement and support. Enrollment strategies include expanding community engagement, increased attention to family satisfaction data, and improved marketing.

ACTION: 2.4 (contributing)

#### ENGAGEMENT & SUPPORT | INTERNAL / EXTERNAL COMMUNICATION

Improve transparent, information, two-way communication for all members of our community with a principal focus on those with additional barriers (ELs, Foster, SEDs). Broad strategies include effective communication tools, clarified messaging, translation services, and structures for meaningful two-way communication and feedback.

ACTION: 2.5 (contributing)

#### ENGAGEMENT & SUPPORT | COMMUNITY & FAMILY SUPPORT

Expand opportunities for community engagement, and establish effective support for all families with a principal focus on those with additional barriers (ELs, Foster, SEDs). Broad strategies include increasing parent education opportunities and sustaining effective implementation of early learning partnerships, Universal TK, and universal access to no-cost meals and transportation.



A summary of the primary planned expenditures include: Social Emotional Learning (SEL) Programs (e.g., RULER, ToolBox, Second Step), teacher stipends for schoolwide SEL support, professional development in restorative practices and student behavior management, additional student support services (e.g., counseling, nursing, meals, transportation, childcare), attendance and enrollment initiatives, student leadership programs, school safety training, supplies, and resources, and parent education programs.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	<p>METRIC: Average Daily Attendance Rates</p> <p>DATA SOURCE: Local Data</p> <p>STATE PRIORITY: 5</p> <p>APPLICABLE LCAP ACTIONS: (2.1) (2.3) (2.4)</p>	<p>2023 Average Daily Attendant Rates: 91%</p> <p>BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.</p> <p>Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy:</p> <ul style="list-style-type: none"> <li>Filipino</li> <li>Pacific Islander</li> <li>Foster Youth</li> <li>American Indian</li> <li>African American</li> </ul>			<p>Desired Outcome (2026-27):</p> <p>Average Daily Attendance will increase annually and return to pre-pandemic rates of at least 96% by 2027-28.</p>	
2.2	<p>METRIC: Chronic Absenteeism</p> <p>DATA SOURCE: CA Dashboard Data</p>	<p>2023 Chronic Absenteeism Rate:</p> <p>OVERALL As reported on the</p>			<p>Desired Outcome (2026-27):</p> <p>Chronic Absenteeism</p>	

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	<p>STATE PRIORITY: 5</p> <p>APPLICABLE LCAP ACTIONS: (2.1) (2.3) (2.4)</p>	<p>Dashboard, BVUSD's Chronic Absenteeism Rate was an alarming 19.1% in 2023.</p> <p>Per the Dashboard, BVUSD had no student groups in the blue, green, or yellow performance levels. Asians and English Learners were categorized as orange, and the other 5 student groups (Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities and White) all performed in the red.</p> <p>Additional details are summarized below for each student demographic group, by Performance Level:</p> <p>White (541 students) RED   16.3% increase 7.6%</p> <p>Asian (44 students) ORANGE   9.1%</p>			Rates will decrease by 2% annually in each subgroup.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>increase 6.6%</p> <p>English Learners (130 students) ORANGE   19.2% increase 6.5%</p> <p>Hispanic (234 students) RED   20.1% increase 4.1%</p> <p>Two or more races (104 students) RED   31.3% increase 17.3%</p> <p>Socioeconomically Disadvantaged (251 students) RED   25.9%% increase 2.3%</p> <p>Students with Disabilities (148 students) RED   24.3% increase 8%</p> <p>BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.</p> <p>Fewer than 11 students</p>				

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		<p>existed in the following student groups, and therefore no data was displayed for privacy:</p> <ul style="list-style-type: none"> <li>• Filipino</li> <li>• Pacific Islander</li> <li>• Foster Youth</li> <li>• American Indian</li> <li>• African American</li> </ul>				
2.3	<p><b>METRIC:</b> School Climate: Pupil Suspension &amp; Expulsion Rates</p> <p><b>DATA SOURCE:</b> CA Dashboard Data</p> <p><b>STATE PRIORITY:</b> 5</p> <p><b>APPLICABLE LCAP ACTIONS:</b> (2.1) (2.4)</p>	<p><b>OVERALL</b> 2023 Suspension Rates: 1.4%</p> <p>2023 Expulsion Rates: 0%</p> <p><b>ALL STUDENTS</b> (987 students)</p> <p><b>SUSPENSION OVERALL:</b> YELLOW   1.4% (increase 1%)</p> <hr/> <p><b>STUDENT PERFORMANCE GROUPS</b></p> <p>Asian (44 Students)</p>			<p>Desired Outcome (2026-27):</p> <p>Suspension rates will be less than 3%.</p> <p>Expulsion rates will remain at 0%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>BLUE   0% (no change)</p> <p>English Learners (132 Students) BLUE   0% (no change)</p> <p>White (546 students) YELLOW   1.5% (increase 0.9%)</p> <p>Hispanic (241 Students) ORANGE   1.7% (increase 1.3%)</p> <p>Socioeconomically Disadvantaged (256 students) ORANGE   0.8% (increase 1.2%)</p> <p>Students with Disabilities (50 students) ORANGE 2% (increase 2.7%)</p> <p>Two or More Races (104 students) ORANGE   1.9% (increased 1.9%)</p> <p>BVUSD has fewer than</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.</p> <p>Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy:</p> <ul style="list-style-type: none"> <li>• Filipino</li> <li>• Pacific Islander</li> <li>• Foster Youth</li> <li>• American Indian</li> <li>• African American</li> </ul>				
2.4	<p>METRIC: Climate &amp; School Connectedness - Students, Families, &amp; Staff</p> <p>DATA SOURCE: Survey (YouthTruth)</p> <p>STATE PRIORITY: 6</p> <p>APPLICABLE LCAP ACTIONS: (2.1) (2.2) (2.3) (2.4)</p>	<p>% of students, families, and staff reporting they feel connected to their school:</p> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>FAMILIES 83% of families report that their school creates a friendly environment.</p> <p>79% of families report that they are proud of their school.</p> <p>89% of families report that families and teachers care about</p>			<p>Desired Outcome (2026-27):</p> <p>Families, students and staff will report a positive school climate and that they feel connected to their school.</p> <p>Any instances of 75% or less in percent positive responses will increase by at least 2%.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>each other.</p> <ul style="list-style-type: none"> <li>----- STUDENTS 54% of students report that other students are friendly</li> <li>82% of students report that their teachers cares about them</li> <li>51% of students report that there is an adult from school they can talk to if they're feeling upset</li> <li>----- STAFF 44% of staff report that feel empowered to play a meaningful role in decision-making at their school</li> <li>58% of staff report that their school creates a positive work environment.</li> </ul>				
2.5	METRIC: Community Engagement - Enrollment, Participation & Communication -	FAMILIES (73% of parents responded to the survey in 2024)			Desired Outcome (2026-27):  Families and staff will report they feel	

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	<p>including promotion parental participation in programs for unduplicated pupils and individuals with exceptional needs</p> <p>DATA SOURCE: Survey (YouthTruth)</p> <p>STATE PRIORITY: 6</p> <p>APPLICABLE LCAP ACTIONS:  *(1.1)  *(1.5)  (2.3)  (2.4)</p> <p>*1.1 and 1.5 are Goal 1 Actions, but they overlap with this metric.</p>	<p>OVERALL:  45% of parents feel empowered to play a meaningful role in decision-making.</p> <p>BY GRADE:  TK: 48%  K: 55%  1: 57%  2: 52%  3: 49%  4: 34%  5: 32%  6: 33%</p> <p>BY RACE/ETHNICITY:  White: 49%,  Hispanic: 46%</p> <p>BY LANGUAGE:  English Speaking: 45%</p>			<p>empowered to play a meaningful role in their schools and receive appropriate support and communication.</p> <p>Any instances of 75% or less in percent positive responses will increase by at least 2% per year.</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Spanish Speaking: 75%</p> <p>Gen Ed Parents: 47%</p> <p>Parents of SWDs: 44%</p> <p>OVERALL: 66% of parents feel valued by their school.</p> <p>BY GRADE:</p> <p>TK: 67%</p> <p>K: 79%</p> <p>1: 73%</p> <p>2: 62%</p> <p>3: 66%</p> <p>4: 41%</p> <p>5: 62%</p> <p>6: 65%</p> <p>BY RACE/ETHNICITY:</p> <p>White: 71%</p> <p>Hispanic: 74%</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>BY LANGUAGE:</p> <p>English Speaking: 66%</p> <p>Spanish Speaking: 88%</p> <p>Gen Ed Parents: 67%</p> <p>Parents of SWDs: 71%</p> <p>% of families who report receiving irregular feedback about their child's progress:</p> <ul style="list-style-type: none"> <li>• 75% of English speaking families</li> <li>• 70% of families who speak another language</li> </ul> <p>% of families who report receiving information about what their child should learn and be able to do</p> <ul style="list-style-type: none"> <li>• 79% of English speaking families</li> <li>• 82% of families who speak</li> </ul>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>another language</p> <p>% of families reporting that teachers clearly communicate expectations for their child's progress</p> <ul style="list-style-type: none"> <li>• 76% of English speaking families</li> <li>• 67% of families who speak another language</li> </ul> <p>STAFF:</p> <ul style="list-style-type: none"> <li>• 41% of staff report that t that information about school policies is clear</li> <li>• 60% of staff report understanding their school's goals</li> <li>• 35% of staff reported feeling</li> </ul>				

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		<p>informed about important decisions</p> <ul style="list-style-type: none"> <li>29% of staff reported that their school communicates a clear direction for the future</li> </ul>				
2.6	<p><b>METRIC:</b> School Safety</p> <p><b>DATA SOURCE:</b> Survey (YouthTruth)</p> <p><b>STATE PRIORITY:</b> 6</p> <p><b>APPLICABLE LCAP ACTIONS:</b> (2.2) (2.3)</p>	<p><b>STUDENT DATA:</b></p> <ul style="list-style-type: none"> <li>61% of students report they feel safe at school.</li> <li>30% of students report that they have been bullied at least once in the last school year.</li> <li>16% of students report that students behave in class.</li> </ul> <p><b>FAMILY DATA:</b></p> <ul style="list-style-type: none"> <li>78% of families report that</li> </ul>			<p>Desired Outcome (2026-27):</p> <p>Students, families, and staff will report that they feel safe at school, that students are safe from bullying, and that students follow school rules.</p> <p>Any instances of 75% or less in percent positive responses will increase by at least 2%.</p>	

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		<p>their child's learning environment is safe.</p> <ul style="list-style-type: none"> <li>• 54% of families report that their child is safe from bullying at school.</li> <li>• 77% of families report that their school runs smoothly.</li> </ul> <p>STAFF DATA:</p> <ul style="list-style-type: none"> <li>• 78% report feeling safe at school</li> <li>• 47% of staff report that students are safe from bullying at school</li> <li>• 57% of staff report that there are clear rules for students</li> </ul>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>41% of staff report that information about school policies is clear.</li> </ul>				

### Goal Analysis [2023-24]

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.

### Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CLIMATE, CULTURE & SAFETY   SAFE & INCLUSIVE CLIMATE	ABBREVIATIONS: <ul style="list-style-type: none"> <li>EL = English Learner</li> <li>SED = Socio-Economically Disadvantaged</li> <li>ELD = English Language Development</li> </ul>	\$258,360.00	Yes

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		<hr/> <p>ACTION: 2.1</p> <p>CLIMATE, CULTURE &amp; SAFETY   SAFE &amp; INCLUSIVE CLIMATE</p> <p>Establish and sustain a healthy climate (the way we feel) for all students with a principal focus on those with additional barriers (ELs, Foster, SEDs). Broad strategies include establishing an environment in which students feel supported, engaged, and accepted with clear and effective systems of support for prevention and early intervention of student social, emotional, mental and behavioral health needs. This includes efforts to strengthen relationships across campus, sustaining a climate rooted in connection and belonging, and providing students with effective strategies and ample resources for healthy and successful engagement.</p> <p>CONTRIBUTING ACTION / NON-CONTRIBUTING ACTION</p> <p>This is a ‘contributing action’ that is offered to all students, but principally directed to targeted English Learners (EL) and Socio-Economically (SED) Disadvantaged students.</p> <p>WHY THE ACTION IS PROVIDED LEA-WIDE</p> <p>Research has found that a positive school climate can improve students’ academic achievement, attendance, engagement, and behavior, as well as teacher satisfaction and retention. (Prothero, Education Week, October, 2020). Meaningful learning happens when all members of a community feel safe, valued, cared for, respected, and engaged (CDE, West Ed, Ca Safe Supportive Schools Initiative) within a healthy school climate.</p> <p>School climate is “the heart and soul of a school” (Freigery and Stein,</p>		

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		<p>1999). A healthy school climate can inspire engagement, fulfillment, connectedness, and a sense of belonging, whereas an unhealthy climate can cause members to disengage and reject norms and values.</p> <p>This sentiment has been underscored by Tony Thurmond, California State Superintendent of Public Instruction, Tony Thurmond who shared, “The health, safety, and wellbeing of our students is of critical importance, and I believe mental health and wellness must be a top priority in our schools.”</p> <p>While principally directed toward supporting ELs &amp; SEDs, we can maximize the impact of this action for our higher need student groups by supporting the entire district because an inclusive climate impacts everyone - especially our target groups by influencing:</p> <ul style="list-style-type: none"> <li>• a healthy climate (the way we feel)</li> <li>• shared understanding of school norms and values</li> <li>• effective systems of student support that includes prevention and early intervention to address student needs</li> <li>• improved relationships</li> <li>• community building based within a climate of belonging and connection</li> <li>• increased healthy engagement (and attendance rates)</li> </ul> <p>IDENTIFIED NEED(S)</p> <p>While provided across the district, this action is especially important for EL and SED students and families who face additional challenges due to language and/or income barriers.</p> <p>About a third of our students are ELs and/or SEDs. 13.4% of our students</p>		



Action #	Title	Description	Total Funds	Contributing
		<p>are ELs. 22% of our students are SEDs. 10% of the students included in these groups qualify as both EL and SED.</p> <p>Often students in either (or both) of these categories suffer from additional levels of stress and trauma as a result of barriers presented by language and/or income.</p> <p>With regard for the need to establish safe, inclusive schools, we were disappointed in the survey results, as reported by students, families and staff, specifically in the areas of school connectedness, bullying, mental health, and belonging.</p> <p>Culture Data:</p> <ul style="list-style-type: none"> <li>• Although 75% (a drop from 82% in 2022-23) of families reported positively about BVUSD culture, this is a relatively low metric as compared to other participating elementary schools</li> <li>• Of greater concern, only 34% (a drop from 53% in 2023) of BVUSD staff felt positively about their school's culture.</li> <li>• Of equal concern, 30%, 54%, and 47% of students, families, and staff reported feeling students are safe from bullying at school.</li> </ul> <p>Because survey data was much better in the areas of relationships, this suggests our primary area of focus ought to be around revising and clarifying existing structures and policies.</p> <p>Climate   School Connectedness: The following percent positive responses suggest we need to focus on developing a stronger sense of school connectedness:</p> <ul style="list-style-type: none"> <li>• Students: Only 54% of students report that other students are friendly; 51% of students report that there is an adult from school they can talk to if they're feeling upset.</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Staff: Only 58% of staff report that their school creates a positive work environment.</li> </ul> <p>Climate   Bullying: The following percent positive responses suggest we have work to do in the area of bullying.</p> <ul style="list-style-type: none"> <li>Students:70% of students report that they have not been bullied at school.</li> <li>Families:54% of families report that their child is safe from bullying at school.</li> <li>Staff: 47% of staff report that students are safe from bullying at school.</li> </ul> <p>Climate   Student Mental Health: The following percent positive responses by students suggest our students have unmet needs when they're feeling upset:</p> <ul style="list-style-type: none"> <li>Students:65% of students report that they have an adult outside of school to talk to when they're feeling upset; 55% of students report that they know some ways to make themselves feel better when they're feeling upset.</li> </ul> <p>Climate   Student Belonging: The following percent positive responses suggest we could do better in helping students feel a sense of belonging.</p> <ul style="list-style-type: none"> <li>Students:48% of students feel like they can be themselves with other students</li> </ul> <p>FURTHER EDUCATIONAL PARTNER INPUT INFORMING THE ACTION</p> <p>In addition to YouthTruth survey data, addition specific feedback from educational partners is reflected in our actions and includes a need to prioritize the following:</p>		

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		<p>Specific feedback from educational partners is reflected in our actions and includes a need to prioritize the following:</p> <ul style="list-style-type: none"> <li>• ongoing class lessons for prevention and early intervention</li> <li>• ongoing individual and small-group student counseling sessions</li> <li>• greater clarity around crisis intervention</li> <li>• a need for safe, alternative spaces on campus</li> <li>• more student leadership opportunities</li> <li>• increase adult presence during recess</li> <li>• more training for yard supervisors</li> <li>• greater clarity around discipline protocols</li> <li>• alternative consequences for unexpected student behavior</li> <li>• revisiting the allowable space and the number of students present during unstructured recess activities</li> <li>• more reminders about expected behaviors</li> <li>• more training in trauma-informed practices</li> </ul> <p>HOW THE ACTION ADDRESSES THE NEED(S)</p> <p>This action seeks to establish a more supportive and inclusive learning environment for all students, but especially those with additional barriers.</p> <p>Extensive research further confirms the correlation between safe, inclusive</p>		

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		<p>schools and student achievement. Specifically, safety, inclusivity and connectedness are strengthened with: (a) the promotion of emotional safety (by reducing bullying and addressing mental health needs) (McNeely, Nonnemaker &amp; Blum, 2002), and (b) positive behavior management practices at the classroom and school levels (Cohen, J., McCabe, E. M., Michelli, N. M., &amp; Pickeral, T., 2009).</p> <p>With regard for the need to establish safe, inclusive schools, we were disappointed in the survey results, as reported by students, families and staff, specifically in the areas of school connectedness, bullying, mental health, and belonging. Details are included above and in the Metrics section of this report.</p> <p>HOW THE ACTION WILL IMPROVE OUTCOMES FOR ELS &amp; SEDS</p> <p>At minimum, this action is designed to prevent ELs and SEDs from experiencing additional stress and trauma at school. In addition to ensuring physical and emotional safety, research suggests that a positive student-reported school climate is correlated with higher academic performance (Institute of Education Sciences, January 2017).</p> <p>We are confident that we can increase (by at least 2% annually) in the positive percentage reporting in applicable metrics for a safe and inclusive climate as evidenced by YouthTruth survey data.</p> <p>As it is likely that all students may benefit from these actions, they will be provided on an LEA-wide basis, however planning and resource allocation is principally directed to ELs and SEDs.</p> <p>Additional details about the primary planned actions and the metrics by which we will evaluate our success are explained in more detail below.</p> <p>SUMMARY OF PRIMARY PLANNED ACTIONS</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Student Connection &amp; Leadership:</p> <ul style="list-style-type: none"> <li>We plan to expand and sustain student leadership opportunities like: Student Government, Kindness Crew, Safe School Ambassador &amp; Safe School Buddies programs (via Community Matters) and peer mentoring opportunities (via YAY)</li> </ul> <p>Student Participation &amp; Options:</p> <ul style="list-style-type: none"> <li>We'd like to establish safe spaces on campus for students struggling to make it through the day (during class) and structured, alternative recess options (like Lunch Bunch, student clubs, and structured games).</li> </ul> <p>Counseling Services:</p> <ul style="list-style-type: none"> <li>We are allocating resources to hire the equivalent of an additional 1.2 FTE in School Psychologists for a total of 2.0 FTE. While School Psychs are traditionally tasked with special education compliance, we are intentionally expanding the FTE of these positions to allow full time, like credential service providers to be present on each campus all day, every day. While our School Psychs serve all students regardless of their backgrounds or program participation, they are naturally most involved with students in our unduplicated populations - based upon need. Therefore, while mental health, behavioral and social-emotional support services benefit all students, this action is principally directed to support the needs of our students with the highest needs as evidenced by data: English Learners, Foster Youth and Socioeconomically Disadvantaged Students. As such, the needs of these student groups and families are considered first in planning services based on data and feedback regarding their principal needs.</li> </ul>		

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		<ul style="list-style-type: none"> <li>As mental health support providers, our School Psychologists will support individual and group sessions for students. By shifting our model to expand upon School Psychologists (as opposed to School Counseling positions), we are staffing individuals who are able to support students with more severe trauma and who require more ongoing support than a School Counselor is able to provide.</li> </ul> <p>Classroom support will include:</p> <ul style="list-style-type: none"> <li>ongoing classroom sessions/lesson (3-4 per class) in prevention and early intervention by explicitly teaching and practicing tools like: growth mindset, conflict resolution, I statements, bullying, etc.)</li> <li>ongoing individual and small group student sessions and support for students struggling with anxiety, ADHD, divorce and friendship issues.</li> <li>the creation of a clear protocol for intervening when a student crisis emerges on either campus as well as a develop a self or teacher- referral system to see a School Psychologist</li> </ul> <p>Capacity Building &amp; Improvement Planning:</p> <ul style="list-style-type: none"> <li>Planning will be done in consultation with district mental health providers, site administrators, English learner teaching partners and educational services managers who work primarily with the needs of these identified students.</li> <li>With additional input from educational partners, we will revise our current student behavior plan which includes support opportunities, behavior expectations, consequences, and restorative practices.</li> </ul>		

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		<ul style="list-style-type: none"> <li>• We plan to clarify procedures for unexpected student behavior including details about office referrals, consultation with staff, and improved documentation in our Student Information System (Aeries)</li> <li>• We intend to increase the presence of trusted adults on campus during recess (including school psychologists and school site administrators) to be available for students, to observe recess dynamics, and to provide targeted support to yard supervisors.</li> <li>• We will provide training and ongoing support to yard supervisors to use a common language, calibrate practices, and employ more consistent responses to unexpected student behavior as well support a greater understanding of existing social-emotional programs like RULER, toolbox, and other strategies to promote conflict resolution and tools for student self-regulation ; consider weekly (or at least regular) classified meetings</li> <li>• We plan to provide more reminders about expected behavior via principal - (or student-) delivered morning announcements, and classroom conversations. This could include teacher-created videos called "Expectation Stations" as an engaging way to review expected behavior around campus and could be used in classrooms at the start of the year, and then again as needed throughout the year.</li> <li>• Staff has also expressed an interest in exploring additional options for consequences which might better improve student responses and their ability to engage in expected behaviors more consistently; This could include adjustments to our current Think Sheet protocols (to include a tracking system and follow-up with teachers)</li> <li>• We will consider ways to reduce the size of the yard and the number of students playing at a time; this could include swapping eating and play time at Strawberry in addition to defining clearer physical boundaries for play; this could also include providing</li> </ul>		

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		<p>alternative spaces and activities (including structured games) for students.</p> <p>Targeted Professional Development:</p> <p>This action requires building adult capacity in supporting the broad climate goals with consistent support, ongoing professional learning, and expanded access to resources. Substitutes will be funded, as needed.</p> <p>Over the next three years, we also intend to involve staff in a process by which we establish:</p> <ul style="list-style-type: none"> <li>• (vision) a shared vision of a healthy climate (the way we feel)</li> <li>• (shared understanding) a shared understanding of school norms and values</li> <li>• (systems) effective systems of student support that includes prevention and early intervention to address student needs</li> <li>• (healthy engagement) strategies to increased healthy engagement (and attendance rates)</li> <li>• (relationships) opportunities to improve relationships</li> <li>• (community) meaningful community building based</li> <li>• (belonging) strategies to increase a sense of belonging, acceptance, and connection across our school campuses</li> <li>• (student instruction) strategies to promote resilience, acceptance</li> <li>• (student strategies) strategies to provide students with effective strategies and ample resources for healthy and successful engagement</li> </ul>		



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• (programs) expand Safe School Ambassadors and possibly Safe Student Buddies (via Community Matters)</li> <li>• (trauma-informed practices) effective implementation of trauma-informed practices</li> <li>• (tools) universal prevention and intervention programs such as RULER, Toolbox</li> <li>• (expectations) strategies to maintain a balance of high expectations and just-right support</li> <li>• (feedback) ongoing opportunities to gather feedback about how our community is experiencing school life</li> </ul> <p>METRICS TO ASSESS PROGRESS &amp; EFFICACY</p> <p>We will use the following metrics to measure the progress and effectiveness of this action:</p> <p>*Metrics 1.6, 1.7, &amp; 1.8   Student Achievement &amp; Equitable Outcomes</p> <ul style="list-style-type: none"> <li>• Although this action (and the broader goal) is not explicitly around academic outcomes, we anticipate achievement data will improve when students experience a more positive climate.</li> <li>• Student demographic groups with less than 50% of students meeting/exceeding standards above standard will increase by 2% toward meeting/exceeding standards.</li> </ul> <p>*Note: Metric 2.5 is included with Goal #1, but overlaps with this action in Goal #2</p> <p>Metric 2.1   Average Daily Attendance Rates</p> <ul style="list-style-type: none"> <li>• Average Daily Attendance will be at least 96%</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>Metric 2.2   Chronic Absenteeism</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rates will be 10% or less.</li> </ul> <p>*Attendance is explicitly addressed in Action 2.3, but we anticipate a correlation (as suggested by research) that as students feel more connected, included, and safe, attendance rates will also improve. We believe this initiative will support engagement and belonging which we anticipate will improve attendance. (Action 2.3) The same is true for Chronic Absenteeism.</p> <p>Metric 2.3   School climate: Pupil Suspension Rate</p> <ul style="list-style-type: none"> <li>Suspension rates will be less than 3%; Expulsion rates will remain at 0%</li> </ul> <p>Metric 2.4   Climate &amp; School Connectedness</p> <ul style="list-style-type: none"> <li>Any instances of 75% or less in percent positive responses will increase by at least 2%</li> </ul> <p>PRIMARY EXPENDITURES: \$258,360 is being allocated to target this action.</p> <p>This action is contributing to increased/improved services, because it includes LCFF expenditures primarily target English Learners, Foster Youth, and Socio-economically Disadvantaged students.</p> <p>Some of these expenditures are funded outside LCFF (but are included her for internal planning) – and include:</p> <ul style="list-style-type: none"> <li>1.0 FTE School Psychologist</li> <li>School Psychologist / Counseling Services (UPP) [1.0 FTE]</li> <li>Primary Intervention Personnel (UPP) [0.25 FTE]</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Staff Training / Professional Learning - Trauma-Informed Practices - (UPP - targeted support)</li> <li>• Staff Training / Professional Learning - Student Regulation - (UPP - targeted support)</li> <li>• Lessons &amp; Assemblies - Anti-Bullying &amp; Anti-Harassment - (UPP) [33%]</li> <li>• Lessons &amp; Assemblies - Student Behavior: Expectation Stations - (all students)</li> <li>• Toolbox annual cost (UPP)</li> <li>• RULER annual cost (UPP)</li> </ul>		
2.2	CLIMATE, CULTURE & SAFETY   SAFE & PREPARED CULTURE	<p>ABBREVIATIONS:</p> <ul style="list-style-type: none"> <li>• EL = English Learner</li> <li>• SED = Socio-Economically Disadvantaged</li> <li>• ELD = English Language Development</li> </ul> <hr/> <p>ACTION: 2.2</p> <p>CLIMATE, CULTURE &amp; SAFETY   SAFE &amp; PREPARED CULTURE</p> <p>Establish and sustain a healthy school culture (the way we do things) with a principal focus on those with additional barriers (ELs, Foster, SEDs). Broad strategies include expanded efforts to establish a safe and orderly environment with clear structures, consistent expectations, and effective systems of support, preparedness, and response or intervention as appropriate. This includes clarifying school norms, explicit instruction in (and opportunities to practice) meeting behavior expectations, and adult</p>	\$116,665.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>intervention that maintains high expectations, ensures accountability, and addresses the root cause of unexpected behaviors.</p> <p>CONTRIBUTING ACTION / NON-CONTRIBUTING ACTION</p> <p>This is a 'contributing action' that is offered to all students, but principally directed to targeted English Learners (EL) and Socio-Economically (SED) Disadvantaged students.</p> <p>WHY THE ACTION IS PROVIDED LEA-WIDE</p> <p>Students cannot learn if they feel unsafe. We know from research and our own observations, that feeling safe is vital to a child's success in school, and that learning suffers when students fear for their safety (Thomas B. Fordham Institute, April 2021).</p> <p>School culture is defined as the "norms, traditions, and rituals that build up over time (Deal and Peterson, 1998) - or more simply: the way we do things.</p> <p>In this sense, school safety requires a blend of preparedness (for emergencies and crisis), support (to prevent and respond to challenges, and clearly defined structures and systems (to encourage safe engagement and expected behaviors).</p> <p>This action is designed to support comprehensive safety structures to compliment a healthy culture. The planned actions require district-wide support in order for any (and all) student groups to benefit. We cannot protect the safety of some - at the expense of (or without regard for) any other group.</p> <p>While principally directed toward supporting ELs &amp; SEDs, we can maximize the impact of this action for our higher need student groups by</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>supporting the entire district because school safety impacts everyone - especially our target groups by influencing:</p> <ul style="list-style-type: none"> <li>• a healthy school culture (the way we do things)</li> <li>• a safe and orderly environment</li> <li>• clarity of structures and systems of support that includes prevention and early intervention to address student needs</li> <li>• consistency in expectations for student behavior and responses to unexpected behaviors</li> <li>• emergency preparedness</li> <li>• improved healthy engagement (and student behavior)</li> </ul> <p>IDENTIFIED NEED(S)</p> <p>While provided across the district, this action is especially important for EL and SED students and families who face additional challenges due to language and/or income barriers.</p> <p>Understanding that a safe culture and emergency preparedness is inherently connected to the degree to which we are successful in supporting students to follow clearly-defined rules and procedures, our YouthTruth survey results established a need for improvement.</p> <p>We were disappointed in the percentage of our community reporting that they feel safe at school (as reported in the 2024 YouthTruth Survey). Percent positives for experiencing a safe learning environment were 61%, 78%, and 78% for students, families, and staff respectively.</p> <p>Culture &amp; Safety Survey Results:</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Students:</p> <ul style="list-style-type: none"> <li>• 61% of students report they feel safe at school.</li> <li>• 18% of students report that students behave in class.</li> <li>• 46% of students report that students at their school treat the teacher with respect.</li> </ul> <p>Families</p> <ul style="list-style-type: none"> <li>• 78% of families report that their child's learning environment is safe. 77% of families report that their school runs smoothly.</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>• 78% of staff report feeling safe at school. 57% of staff report that there are clear rules for students</li> <li>• We believe that there is an integral correlation between safety and clarity of rules and procedures. Our survey data indicated that we have work to do in the area of clarifying and implementing clear rules, structures, and procedures.</li> <li>• Of greater concern, only 16% of students report that students behave in class, while and 57% of staff report that there are clear rules for students.</li> <li>• 77% of families and 25% of staff report that their school runs smoothly.</li> <li>• 35% of staff reported feeling that school policies are administered fairly and consistently.</li> <li>• 33% of staff reported feeling their school is managed effectively</li> </ul> <p>FURTHER EDUCATIONAL PARTNER INPUT INFORMING THE ACTION</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Specific feedback from educational partners is reflected in our actions and includes a need to prioritize the following:</p> <ul style="list-style-type: none"> <li>All Educational Partner Input for this action was gathered from the YouthTruth survey (see data above).</li> </ul> <p>HOW THE ACTION ADDRESSES THE NEED(S)</p> <p>This action seeks to establish a safer school community for all students, but especially those with additional barriers.</p> <p>We spent a significant amount of time updating emergency procedures during the 2023-24 school year, so moving forward, our goal is to help everyone in the community understand the many details with greater clarity.</p> <p>To further support a shared understanding, we also intend to provide more in-person training (as opposed to some of the online courses we've assigned in the past).</p> <p>HOW THE ACTION WILL IMPROVE OUTCOMES FOR ELS &amp; SEDS</p> <p>At minimum, this action is designed to to prevent ELs and SEDs from experiencing additional stress and trauma at school.</p> <p>With about a third of our students designated as EL and SED, and with our understanding that these groups can experience additional stress due to language and income barriers, at minimum, we are committed to ensuring a safe experience while at school.</p> <p>We are confident that we can increase (by at least 2% annually) in the positive percentage reporting in applicable metrics for culture, safety, and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>emergency preparedness as evidenced by YouthTruth survey data.</p> <p>As it is likely that all students may benefit from these actions, they will be provided on an LEA-wide basis, however planning and resource allocation is principally directed to ELs and SEDs.</p> <p>Details about the planned actions and the metrics by which we will evaluate our success are explained in more detail below</p> <p>SUMMARY OF PRIMARY PLANNED ACTIONS</p> <p>Improved/Expanded Safety Planning:</p> <p>We intend to continue reviewing and fine-tuning our safety plans. This will include the following:</p> <ul style="list-style-type: none"> <li>• continue review and understanding of the “Essential 5” Emergency Response as adopted by the Sonoma County Office of Education (SCOE)</li> <li>• reviewing staff roles</li> <li>• campus walk throughs</li> <li>• conversations about possible safety scenarios (or “table talks”)</li> <li>• Stop the Bleed trainings with Cal Fire (every two years)</li> <li>• Live, in person (vs online) Mandated Reporter (Child Abuse Prevention and Intervention) trainings (annually)</li> <li>• CPR, AED, &amp; First Aid trainings (every two years)</li> <li>• Title IX training for all staff (as opposed to for administrators and coordinators)</li> </ul>		



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Active Shooter trainings with SRPD (every two years)</li> <li>• purchase of a shipping container for emergency supply storage at Strawberry</li> <li>• monthly emergency drills</li> <li>• complete ordering supplies for Emergency “Go Kits” (assigned to each emergency response team)</li> <li>• suicide threat assessment training for School Pyschs and other appropriate personnel (as needed)</li> <li>• Threat Assessment training for School Psychs, administrators and other appropriate personnel (as needed)</li> <li>• integrating the new required Violence Prevention Plan</li> <li>• expanding upon and sharing resources with families about emergency preparedness and school protocols (available at <a href="http://www.bvUSD.org/safety">www.bvUSD.org/safety</a>), emergency alert systems (including SoCo Alerts &amp; Pulse Point), trauma-informed resources for kids (available at <a href="http://www.bvUSD.org/tramasupport">www.bvUSD.org/tramasupport</a>) and community workshops and no-cost resources for supporting student behavioral and social-emotional health (including BrightLife Kids &amp; Soluna as included at <a href="http://www.bvUSD.org/behaviorhealth">www.bvUSD.org/behaviorhealth</a>)</li> <li>• continue partnership with “Community Matters”</li> <li>• begin partnership with “Tell My Story” (suicide prevention)</li> <li>• continue to practice reunification procedures as developed by the “I Love U Guys Foundation”</li> <li>• improve school signage to direct visitors to the front office to check in</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• continue to review the new Safety Framework with the entire community (available at <a href="http://www.bvUSD.org/safety">www.bvUSD.org/safety</a>)</li> <li>• develop a system for emergency food storage</li> </ul> <p>Targeted Professional Development:</p> <p>This action requires building adult capacity in supporting the broad climate goals with consistent support, ongoing professional learning, and expanded access to resources. Substitutes will be funded, as needed.</p> <p>Over the next three years, we intend to involve staff in a process by which we establish:</p> <ul style="list-style-type: none"> <li>• (vision) a shared vision of a healthy culture (the way do things)</li> <li>• (shared understanding) a shared understanding of expectations for student behavior and responses to unexpected behaviors</li> <li>• (systems) effective systems of student support that includes prevention and early intervention to address student needs</li> <li>• (healthy engagement) opportunities to improve healthy engagement (and student behavior)</li> <li>• (student instruction) effective, explicit instruction in (and opportunities to practice) meeting behavior expectations</li> <li>• (student strategies) how to provide students with effective strategies and ample resources for healthy and successful engagement</li> <li>• (adult intervention) effective adult intervention that maintains high expectations, ensures accountability, and provides support</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• (alternative consequences) possible alternative responses to unexpected behavior that address the root causes (vs a punitive goal)</li> <li>• (restorative) effective implementation of restorative practices</li> <li>• (feedback) ongoing opportunities to gather feedback about how our community is experiencing school life</li> <li>• (safety) effective emergency preparedness with clear systems and opportunities to practice and discuss appropriate response to potential incidents</li> </ul> <p>METRICS TO ASSESS PROGRESS &amp; EFFICACY</p> <p>We will use the following metrics to measure the progress and effectiveness of this action:</p> <p>Metric 2.4   Climate &amp; School Connectedness</p> <ul style="list-style-type: none"> <li>• Any instances of 75% or less in percent positive responses will increase by at least 2%</li> </ul> <p>Metric 2.6   School Safety</p> <ul style="list-style-type: none"> <li>• Any instances of 75% or less in percent positive responses will increase by at least 2%</li> </ul> <p>PRIMARY EXPENDITURES:</p> <p>\$116,665 is being allocated to target this action.</p> <p>This action is contributing to increased/improved services, because it includes LCFF expenditures primarily target English Learners, Foster Youth, and Socio-economically Disadvantaged students.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Some of these expenditures are funded outside LCFF (but are included here for internal planning) – and include:</p> <ul style="list-style-type: none"> <li>• Personnel: Nursing Services (UPP - targeted support) [0.75 FTE]</li> <li>• Personnel: Nursing Services (all students) [0.25 FTE]</li> <li>• Staff Training / Professional Learning - Trauma-Informed Practices - (UPP - targeted support)</li> <li>• Staff Training / Professional Learning - In-Person Mandated Reporter Training - (all students - targeted intervention) [annually]</li> <li>• Staff Training / Professional Learning - Threat Assessment Training - (all students - targeted intervention)</li> <li>• Staff Training / Professional Learning - Suicide Assessment Training - (all students - targeted intervention)</li> <li>• Staff Training / Professional Learning - Title IX - (all students - targeted intervention) [annually]</li> <li>• Staff Training / Professional Learning - Emergency: Stop the Bleed - (all students - targeted intervention) [every 2 years]</li> <li>• Staff Training / Professional Learning - Emergency: First Aid, CPR, AED - (all students - targeted intervention) [annually]</li> <li>• Staff Training / Professional Learning - Emergency: Active Shooter - (all students - targeted intervention) [every 2 years]</li> <li>• Staff Planning &amp; Preparedness - Violence Prevention Plan (VPP) - (all students - targeted intervention) [annually]</li> <li>• Emergency Preparedness - Emergency Supplies - (all students)</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Emergency Preparedness - Monthly Drills - (all students)</li> <li>Emergency Preparedness - Shipping Container: Supply Storage - (all students) [1 for Strawberry]</li> </ul>		
2.3	ENGAGEMENT & SUPPORT   ATTENDANCE & ENROLLMENT	<p>ABBREVIATIONS:</p> <ul style="list-style-type: none"> <li>- EL = English Learner</li> <li>- SED = Socio-Economically Disadvantaged</li> <li>- ELD = English Language Development</li> </ul> <hr/> <p>ACTION: 2.3</p> <p>ENGAGEMENT &amp; SUPPORT   ATTENDANCE &amp; ENROLLMENT</p> <p>Improve community engagement, attendance and enrollment for all students with a principal focus on those with additional barriers (ELs, Foster, SEDs). Attendance strategies include attendance awareness campaigns, data analysis, progressive intervention, and ongoing family engagement and support. Enrollment strategies include expanding community engagement, increased attention to family satisfaction data, and improved marketing.</p> <p>CONTRIBUTING ACTION / NON-CONTRIBUTING ACTION</p> <p>This is a 'contributing action' that is offered to all students, but principally directed to targeted English Learners (EL) and Socio-Economically (SED) Disadvantaged students.</p>	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>WHY THE ACTION IS PROVIDED LEA-WIDE</p> <p>While principally directed toward supporting ELs &amp; SEDs, we can maximize the impact of this action for our higher need student groups by supporting the entire district because attendance impacts everyone - especially our target groups by influencing:</p> <ul style="list-style-type: none"> <li>• all students in a classroom - including their ability to learn, to catch up, and to establish health connections with others</li> <li>• a teacher's ability to make adequate progress in covering material and supporting relationships</li> <li>• funding available to all students - including our target groups</li> </ul> <p>Absences impact the learning of their entire classroom, the achievement of their entire school, and the resources available across the entire district.</p> <p>Another reason that our interventions are best district-wide is because of the impact absenteeism has on our funding. BVUSD is one of the lowest funded districts in the county (ranked #39 out of 40) and improving attendance rates and enrollment are critical for financial health. Each 1% dip in our average daily attendance rates cost the district about \$104,000.</p> <p>We believe we can maximize impact in this action by providing these services across the entire district, while including our higher need groups as a primary focus during planning and implementation.</p> <p>IDENTIFIED NEED(S)</p> <p>While provided across the district, this action is especially important for EL and SED students and families who face additional challenges due to language and/or income barriers.</p> <p>Absenteeism has risen across the entire district, and we believe we can maximize impact by providing support to all students and families. Pre-</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>pandemic attendance rates hovered around 96%, but they have dipped to as low as 91% in the last few years.</p> <p>Unfortunately, daily attendance rates are low and chronic absenteeism is high for all target groups, but especially for SEDs.</p> <p>In fact, this is the only area of Dashboard data that qualified the District for Additional Targeted Support &amp; Improvement (ATSI). Yulupa qualified for ATSI in the area of Chronic Absenteeism for Socio-economically disadvantaged students.</p> <p>As reported on the Dashboard, BVUSD's Chronic Absenteeism Rate was an alarming 19.1% in 2023.</p> <p>Per the Dashboard, BVUSD had no student groups in the blue, green, or yellow performance levels. Asians and English Learners were categorized as orange, and the other 5 student groups (Hispanic, Two or More Races, Socioeconomically Disadvantaged, and White) all performed in the red.</p> <p>Additional details are summarized below for each student demographic group, by Performance Level:</p> <p><b>ORANGE</b></p> <ul style="list-style-type: none"> <li>• Asian (44 students); 9.1% chronically absent (increased 6.6%)</li> <li>• English Learners (130 students); 19.2% chronically absent (increased 6.5%)</li> </ul> <p><b>RED</b></p> <ul style="list-style-type: none"> <li>• Hispanic (234 students); 20.1% chronically absent (increased 4.1%)</li> <li>• Tow or More Races (103 students); 31.3% chronically absent (increased 17.3%)</li> <li>• Socioeconomically Disadvantaged (251 students); 25.9% chronically absent (increased 2.3%)</li> <li>• White (541 students); 16.3% chronically absent (increased 7.6%)</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>FURTHER EDUCATIONAL PARTNER INPUT INFORMING THE ACTION</p> <p>Specific feedback from educational partners is reflected in our actions and includes a need to prioritize attendance rates for must student demographic groups, but especially so for SED students.</p> <p>As established by ATSI, BVUSD is required to partner with school and educational partners to develop an ATSI plan. BUVSD consulted with educational partners to examine attendance support and have developed a comprehensive Attendance Framework to support improved attendance for all groups, but especially those identified as SED.</p> <p>With higher absenteeism, our teachers have reported difficulty staying on course with their plans and lessons, and additional challenges in trying to help absent students catch up when they return. This costs teachers time and opportunities for both instruction and connection with students.</p> <p>The full BVUSD Attendance Framework is available at <a href="http://bvusd.org/attendance">bvusd.org/attendance</a>. The Framework reflects input from staff and educational partners, and current feedback suggests that our efforts are yielding improvement, but we need to continue. Our new framework has included targeted efforts to share details about attendance and underscore the importance of regular, daily attendance for all families. Families were asked to review the framework prior to the start of the school. Links to the framework and key details have been shared regularly with families via our website and through district communication via ParentSquare.</p> <p>As part of the framework, the district has improved our ability to track and monitor attendance data. We have drafted three new letters to target tardies, truancy and chronic absenteeism. These details are available at <a href="http://bvusd.org/attendance">bvusd.org/attendance</a>, and a summary of key components is included below.</p> <p>HOW THE ACTION ADDRESSES THE NEED(S) This action seeks to leverage community engagement as a means of</p>		



Action #	Title	Description	Total Funds	Contributing
		<p>improving access and outcomes for students, especially those facing additional barriers.</p> <p>Extensive research further confirms the correlation between attendance, school connectedness, and student achievement. Regular attendance at school is a primary indicator for student academic, social and emotional success. Absences threaten student success in that students miss opportunities to learn and to establish healthy peer relationships when they are absent. In this sense, attendance rates for all students impact our target groups.</p> <p>DISTRICT &amp; SCHOOL SITE ATTENDANCE SUPPORT</p> <p>BVUSD School and district leadership has initiated a “Call to Action” in an effort to improve attendance, and an ongoing commitment to the following as outlined by Attendance Works:</p> <ul style="list-style-type: none"> <li>- Greater emphasis on attendance</li> <li>- More recognition of good and improved attendance</li> <li>- Increased engagement with students and families</li> <li>- Additional monitoring of attendance data and practice</li> <li>- More personalized and early outreach</li> <li>- Programmatic responses to barriers to attendance</li> <li>- Individualized Attendance Plans</li> </ul> <p>Per Attendance Works, “Teachers know first hand that too many absences can disrupt learning, not just for the absent student but for the entire classroom.” Teacher strategies will include:</p> <ul style="list-style-type: none"> <li>- Emphasizing attendance regularly</li> <li>- Using parent teacher conference to talk about attendance</li> <li>- Promoting a culture of attendance all year long</li> <li>- More family outreach when attendance concerns arise</li> </ul> <p>Per Attendance Works, “Parents and families are essential partners in promoting good attendance because they have the bottom-line responsibility for making sure their children get to school every day. This Attendance Works Parent Handout (<a href="http://www.attendanceworks.org/wordpress/wp-">http://www.attendanceworks.org/wordpress/wp-</a></p>		

Action #	Title	Description	Total Funds	Contributing
		<p><a href="#">content/uploads/2010/06/Attendance_1PG_0911_FINAL.pdf</a>), outlines family strategies including:</p> <ul style="list-style-type: none"> <li>- Make getting students to school on time every day a top priority.</li> <li>- Alert schools and community agencies to barriers that keep kids from attending class.</li> <li>- Ask for and monitor absence data</li> </ul> <p>The District will continue to remind families that absences impact the learning of their entire classroom, the achievement of their entire school, and the resources available across the entire district. Families will continue to receive reminders about the importance of regular, on-time attendance as well as summarized by:</p> <ul style="list-style-type: none"> <li>- Education Code, Section 48200 requires that all students between ages 6-18 attend school daily, unless otherwise exempt.</li> <li>- Absenteeism and its ill effects start early. One in 10 kindergarten and first-grade students are chronically absent.</li> <li>- Poor attendance can influence whether children read proficiently by the end of third grade or be held back.</li> <li>- By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.</li> <li>- Research shows that missing 10% of school, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month, and that's known as chronic absenteeism</li> <li>- Students who are excessively absent are at greater risk of dropping out and becoming involved in delinquent behavior, early pregnancy, or substance abuse.</li> <li>- When students improve their attendance rates, they improve their academic prospects and chances for graduating.</li> <li>- Focusing on good attendance from the time a student enters kindergarten will help them be more successful in their adult life.</li> </ul> <p>The District will continue to share key components of attendance for families, such as: definitions for excused absences, unexcused absences, chronic absenteeism, truancy, habitual truancy, chronic truancy, and our district's attendance rate goal of 95% - 100%. We will also continue to share the financial impact of absences as further motivation for improving</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>our Average Daily Attendance (ADA).</p> <p>As gleaned from the California Department of Education, BVUSD's improvement strategies are focused on the following:</p> <ul style="list-style-type: none"> <li>- Raise awareness of school personnel, parents, guardians, caregivers, community partners, and local businesses of the effects of chronic absence and truancy. This is especially important during Attendance Awareness Month each September.</li> <li>- Identify and respond to grade level and student demographic group patterns of chronic absence and truancy.</li> <li>- Identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion.</li> <li>- Ensure that pupils with attendance problems are identified as early as possible to provide appropriate support services and interventions.</li> <li>- After parents or guardians have been notified that their children are classified as truants and after a conscientious effort has been made to hold a conference with the parents and pupils, make sure the parents, guardians, or caregivers are notified that their children are now deemed habitual truants (EC Section 48262).</li> <li>- When the normal avenues of intervention for habitual truants, chronic absentees, or habitually disruptive pupils are exhausted at the school site, refer the case to a School Attendance Review Board (SARB) or a district attorney or probation officer mediation program (EC sections 48263 and 48263.5).</li> <li>- Inform parents, guardians, and caregivers of the school district's method of verification of absences due to illness.</li> <li>- Initiate make-up classes on one day of a weekend for pupils who miss classes during the regular school year.</li> <li>- Display attendance graphs in prominent locations to show current attendance goals and comparisons between past and present school year attendance.</li> <li>- Address the problem of chronic absenteeism, even when the absences have been excused.</li> </ul> <p>Our community will continue to receive additional reminders about our Truancy Process which includes:</p>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>- notification home</li> <li>- documentation in our Student Information System (SIS), Aeries</li> <li>- teacher involvement</li> <li>- phone calls home</li> <li>- in-person Student Attendance Support Team (SAST) meetings</li> <li>- Student Attendance Support Plans (SASP)</li> <li>- SARB referrals, including possible referral to the District Attorney (DA)</li> </ul> <p>During meetings families will receive a variety of resources (all available at <a href="http://bvusd.org/attendance">bvusd.org/attendance</a>), and families who meet certain thresholds are included in identifying improvement opportunities and support.</p> <p>We are confident that this action will improve attendance, as classroom teachers have already begun to report attendance improvement for the majority of families involved in our new process.</p> <p>Per local data, our attendance rates have improved from around 90% at the end of the 2022-23 school year to 95% in our current school year. This promising data, confirms our commitment to sustain the momentum we are beginning to build, and bolsters our confidence that our continued efforts will address the red student demographic group data in the area of Chronic Absenteeism.</p> <p><b>HOW THE ACTION WILL IMPROVE OUTCOMES FOR ELS &amp; SEDS</b></p> <p>With about a third of our students designated as EL and SED, and with our understanding that these groups can experience additional barriers to regular, on-time attendance, at minimum, this action is designed to support improved attendance and reduce chronic absenteeism for our target groups.</p> <p>We are confident that we can increase by at least 0.75% annually in attendance rates and decrease by 2% annually in chronic absenteeism as evidenced by Dashboard data.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>As it is likely that all students may benefit from these actions, they will be provided on an LEA-wide basis, however planning and resource allocation is principally directed to ELs and SEDs.</p> <p>Importantly, financial gains associated with higher attendance rates support all students, but allow us to support our targeted groups even more.</p> <p>Additional details about the primary planned actions and the metrics by which we will evaluate our success are explained in more detail below.</p> <p>SUMMARY OF PRIMARY PLANNED ACTIONS</p> <p>Improved/Expanded Attendance Strategies:</p> <p>In order to address the red chronic absenteeism data we have begun revising our approach to student attendance. Details are included in our new Attendance Framework at <a href="http://www.bvusd.org/attendance">www.bvusd.org/attendance</a>. Key details include:</p> <ul style="list-style-type: none"> <li>• clarified definitions (truancy, chronic absenteeism, excused vs unexcused absences, habitual truancy &amp; absenteeism, SARB etc.)</li> <li>• progressive intervention details (including notifications, documentation in Aeries, teacher involvement, phone &amp; in-person conferences, SARB referrals)</li> <li>• new forms and processes (including Student Attendance Success Team (SAST) meetings and Student Attendance Success Plans (SASP))</li> <li>• family resources to support improved attendance</li> </ul> <p>Students who are truant (3 or more days of unexcused absence), and chronically absent students, will be supported by SART (School Attendance Review Team), SARB (School Attendance Review Board), if</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>needed, and the creation of an intervention plan. The plan will be monitored, and community resources will be identified that will help the student and their family improve attendance.</p> <p>Additional Targeted Support &amp; Improvement (ATSI):</p> <p>While we are interested in supporting improved attendance at both of our schools, Yulupa was recently identified as needing targeted support in this area.</p> <p>This action addresses the red chronic absenteeism data by focusing on the following:</p> <ul style="list-style-type: none"> <li>• continuing to explore the data (causes, patterns, trends, etc.)</li> <li>• building community capacity</li> <li>• improving attendance awareness campaigns</li> <li>• refining student attendance success plans</li> <li>• increasing family engagement &amp; support</li> </ul> <p>School Climate Surveys:</p> <p>- Parents/guardians, students, and staff will be surveyed about engagement, relationships, culture, communication, empowerment, school safety, feedback, resources, professional development, and support. This data will allow us to monitor and track how our unduplicated students are engaged vs their peers and provide targeted and appropriate support as determined by this survey and other measures.</p> <p>METRICS TO ASSESS PROGRESS &amp; EFFICACY</p> <p>We will use the following metrics to measure the progress and effectiveness of this action:</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Metric 2.1   Average Daily Attendance Rates - Average Daily Attendance will be at least 96%</p> <p>Metric 2.2   Chronic Absenteeism - Chronic Absenteeism Rates will be 10% or less, or at least decrease by 2% annually for all students and subgroups.</p> <p>Metric 2.4   Climate &amp; School Connectedness - Any instances of 75% or less in percent positive responses will increase by at least 2%</p> <p>Metric 2.5   Community Engagement - Enrollment, Participation &amp; Communication - Any instances of 75% or less in percent positive responses will increase by at least 2% per year.</p> <p>Metric 2.6   School Safety - Any instances of 75% or less in percent positive responses will increase by at least 2%</p> <p>PRIMARY EXPENDITURES: \$1,500 is being allocated to target this action.</p> <p>This action is contributing to increased/improved services, because it includes LCFF expenditures primarily target English Learners, Foster Youth, and Socio-economically Disadvantaged students.</p> <p>Some of these expenditures are funded outside LCFF (but are included her for internal planning) – and include:</p> <ul style="list-style-type: none"> <li>- Attendance Works (UPP - Targeted Intervention)</li> <li>- ATSI Plan- Chronic Absenteeism (UPP - SED -Targeted Intervention)</li> <li>- Truancy, Tardy, Absenteeism, &amp; SARB Communication - Phone Calls,</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		Meetings, Letters, Mailings		
2.4	ENGAGEMENT & SUPPORT   INTERNAL / EXTERNAL COMMUNICATION	<p>ABBREVIATIONS:</p> <ul style="list-style-type: none"> <li>• EL = English Learner</li> <li>• SED = Socio-Economically Disadvantaged</li> <li>• ELD = English Language Development</li> </ul> <hr/> <p>ACTION: 2.4</p> <p>ENGAGEMENT &amp; SUPPORT   INTERNAL / EXTERNAL COMMUNICATION</p> <p>Improve transparent, information, two-way communication for all members of our community with a principal focus on those with additional barriers (ELs, Foster, SEDs). Broad strategies include effective communication tools, clarified messaging, translation services, and structures for meaningful two-way communication and feedback.</p> <p>CONTRIBUTING ACTION / NON-CONTRIBUTING ACTION</p> <p>This is a 'contributing action' that is offered to all students, but principally directed to targeted English Learners (EL) and Socio-Economically (SED) Disadvantaged students.</p> <p>WHY THE ACTION IS PROVIDED LEA-WIDE</p> <p>While principally directed toward supporting ELs &amp; SEDs, we can maximize the impact of this action for our higher need student groups by supporting the entire district, because communication impacts everyone -</p>	\$60,755.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>especially our target groups by influencing our ability to:</p> <ul style="list-style-type: none"> <li>• build community</li> <li>• establish trust</li> <li>• ensure shared understandings</li> <li>• keep all members of the community informed</li> <li>• uphold practices and policies with consistency</li> </ul> <p>Our experience confirms that effective, clear communication contributes to schoolwide positive interpersonal relationships, fosters a sense of community, builds shared understanding to support common goals and consistent behaviors, encourages active participation and engagement and enhances the overall experience for all members of our community.</p> <p>We believe we can maximize impact in this action by providing these services across the entire district, while including our higher need groups as a primary focus during planning and implementation.</p> <p>IDENTIFIED NEED(S)</p> <p>While provided across the district, this action is especially important for EL and SED students and families who face additional challenges due to language and/or income barriers.</p> <p>Students were not asked questions about communication, but we have survey results from families and staff that indicate a need for improvement.</p> <p>Family Feedback:</p> <ul style="list-style-type: none"> <li>• 75% of English speaking families report they receive regular feedback about their child's progress (compared to 80% in 2023, 84% in 2022, 72% across all Youth Truth respondents, and 72% across the county).</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• *Only 70% of families who speak another language (other than English) report they receive regular feedback about their child's progress</li> <li>• 79% of English speaking families report that they receive information about what their child should learn and be able to do (compared to 83% in 2023, 82% in 2022, 78% across all Youth Truth respondents, and 81% across the county).</li> <li>• * 82% of families who speak another language (other than English) report they receive regular feedback about their child's progress.</li> <li>• 76% of English speaking families report that teachers clearly communicate expectations for their child's progress (compared to 79% in 2023, 84% in 2022, 76% across all Youth Truth respondents, and 78% across the county).</li> <li>• * Only 67% of families who speak another language (other than English) report they receive regular feedback about their child's progress.</li> </ul> <p>Staff Feedback:</p> <ul style="list-style-type: none"> <li>• 41% of staff report that t that information about school policies is clear (compared to 56% in 2023, 57% in 2022, 57% across all Youth Truth respondents, and 55% across the county).</li> <li>• 60% of staff report understanding their school's goals (compared to 75% in 2023, 90% in 2022, 82% across all Youth Truth respondents, and 82% across the county).</li> <li>• 35% of staff reported feeling informed about important decisions (compared to 42% in 2023, 60% in 2022, 59% across all Youth Truth respondents, and 58% across the county).</li> <li>• 29% of staff reported that their school communicates a clear direction for the future (compared to 37% in 2023, 56% in 2022,</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>63% across all Youth Truth respondents, and 60% across the county).</p> <p>FURTHER EDUCATIONAL PARTNER INPUT INFORMING THE ACTION</p> <p>In addition to YouthTruth survey data, addition specific feedback from educational partners is reflected in our actions and includes a need to prioritize the following:</p> <ul style="list-style-type: none"> <li>• improve the quality of communication about district policies, vision, goals, and expectations</li> <li>• expand the district’s online presence as a means of engaging the community and promoting enrollment</li> <li>• increase communication around the importance of on-time, regularly daily student attendance</li> </ul> <p>HOW THE ACTION ADDRESSES THE NEED(S)</p> <p>This action seeks to leverage community engagement as a means of improving access and outcomes for students, especially those facing additional barriers.</p> <p>Extensive research further confirms that communication is essential to maintain healthy relationships between the students, families, and staff. Schools are complex, dynamic systems that require effective communication to meet the diverse needs of all educational partners (Bender, 2005; Fartmeir, Gebhardt, &amp; Dotger, 2016; Hollingworth, Askikin-Garmager, &amp; Winn, 2017; Glaze, 2014, Safir, 2017; Tyler, 2016)</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>HOW THE ACTION WILL IMPROVE OUTCOMES FOR ELS &amp; SEDS</p> <p>At minimum, this action is designed to improve internal and external communication for a universally improved experience, but especially for students facing additional barriers.</p> <p>We are confident that we can increase (by at least 2% annually) in the positive percentage reporting in applicable metrics for the area of district communication. Ideally this supports our efforts in action 1.A. 2 (staff support) and enrollment (which increases financial resources).</p> <p>As it is likely that all students may benefit from these actions, they will be provided on an LEA-wide basis, however planning and resource allocation is principally directed to ELs and SEDs.</p> <p>Additional details about the primary planned actions and the metrics by which we will evaluate our success are explained in more detail below.</p> <p>SUMMARY OF PRIMARY PLANNED ACTIONS</p> <p>Improved/Expanded Communication Strategies:</p> <ul style="list-style-type: none"> <li>• We plan to increase and improve internal and external communications, and continue the implementation of the updated communications platform (ParentSquare), a new district website (SmartSites), creating a positive online presence via social media, marketing campaigns, enrollment communication, school tours, and community events.</li> </ul> <p>Communication Tools:</p> <ul style="list-style-type: none"> <li>• We continue to expand our use of ParentSquare</li> <li>• We built a new website in summer 2023</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>We created social media accounts for the purpose of promoting a positive online presence, connecting with the community, and supporting enrollment efforts</li> </ul> <p>Parent Translation Services:</p> <ul style="list-style-type: none"> <li>We provide written and in person translation services to assist parents in being full participants in their child's education.</li> <li>We will continue to support parent and family translation and communication requests to receive information in the language of preference for parents. This ensures that parents, regardless of their English language proficiency, have critical information to support their child's academic success.</li> </ul> <p>Capacity Building &amp; Improvement Planning:</p> <ul style="list-style-type: none"> <li>California Labor Management Initiative: District Leaders have partnered with representatives from each of our Collective Bargaining Units to participate in facilitated workshops around building trust, improving communication, and healing from cumulative traumas (including fires, the pandemic, and a particularly turbulent negotiations season in 2024. The new group has been named BVUSD B.R.I.D.G.E (Building Relationships Improving Dialogue Guiding Education). We feel very hopeful about this opportunity and the impact it will have across our community.</li> </ul> <p>METRICS TO ASSESS PROGRESS &amp; EFFICACY</p> <p>We will use the following metrics to measure the progress and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>effectiveness of this action:</p> <p>Metric 2.1   Average Daily Attendance Rates</p> <ul style="list-style-type: none"> <li>Average Daily Attendance will be at least 96%</li> </ul> <p>Metric 2.2   Chronic Absenteeism</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rates will be 10% or less, or at least decrease by 2% annually for all student demographic groups.</li> </ul> <p>Metric 2.4   Climate &amp; School Connectedness</p> <ul style="list-style-type: none"> <li>Any instances of 75% or less in percent positive responses will increase by at least 2%</li> </ul> <p>Metric 2.5   Community Engagement - Enrollment, Participation &amp; Communication</p> <ul style="list-style-type: none"> <li>Any instances of 75% or less in percent positive responses will increase by at least 2% per year.</li> </ul> <p>Metric 2.6   School Safety</p> <ul style="list-style-type: none"> <li>Any instances of 75% or less in percent positive responses will increase by at least 2%</li> </ul> <p>PRIMARY EXPENDITURES: \$60,755 is being allocated to target this action.</p> <p>This action is contributing to increased/improved services, because it includes LCFF expenditures primarily target English Learners, Foster Youth, and Socio-economically Disadvantaged students.</p> <p>Some of these expenditures are funded outside LCFF (but are included her for internal planning) – and include:</p> <ul style="list-style-type: none"> <li>Translation Services - Bilingual Paraprofessional - (UPP - EL Equitable Access) [@Strawberry]</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Improved Communication w Translation Services - Parent Square - (UPP - EL Equitable Access)</li> <li>Improved Communication w Translation- Smart Sites Web Platform - (UPP - EL Equitable Access)</li> </ul>		
2.5	ENGAGEMENT & SUPPORT   COMMUNITY & FAMILY SUPPORT	<p>ABBREVIATIONS:</p> <ul style="list-style-type: none"> <li>EL = English Learner</li> <li>SED = Socio-Economically Disadvantaged</li> <li>ELD = English Language Development</li> </ul> <hr/> <p>ACTION: 2.5</p> <p>ENGAGEMENT &amp; SUPPORT   COMMUNITY &amp; FAMILY SUPPORT</p> <p>Expand opportunities for community engagement, and establish effective support for all families with a principal focus on those with additional barriers (ELs, Foster, SEDs). Broad strategies include increasing parent education opportunities and sustaining effective implementation of early learning partnerships, Universal TK, and universal access to no-cost meals and transportation.</p> <p>CONTRIBUTING ACTION / NON-CONTRIBUTING ACTION</p> <p>This is a 'contributing action' that is offered to all students, but principally directed to targeted English Learners (EL) and Socio-Economically (SED) Disadvantaged students.</p>	\$320,608.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>WHY THE ACTION IS PROVIDED LEA-WIDE</p> <p>While principally directed toward supporting ELs &amp; SEDs, we can maximize the impact of this action for our higher need student groups by supporting the entire district, because community engagement impacts everyone - especially our target groups by influencing:</p> <ul style="list-style-type: none"> <li>• build community</li> <li>• expand and utilize broader resources</li> <li>• help families support their students</li> <li>• ensure shared understandings</li> <li>• keep all members of the community informed</li> </ul> <p>We believe we can maximize impact in this action by providing these services across the entire district, while including our higher need groups as a primary focus during planning and implementation.</p> <p>IDENTIFIED NEED(S)</p> <p>While provided across the district, this action is especially important for EL and SED students and families who face additional challenges due to language and/or income barriers.</p> <p>Families were asked about the strength of our district's family engagement programs in the 2024 YouthTruth survey.</p> <ul style="list-style-type: none"> <li>• 13% of English speaking families prioritized this as an area for improvement (compared to 10% in 2023, 12% in 2022, 12% across all YouthTruth families, and 11% across Sonoma County families).</li> </ul>		



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>* 18% of families who speak another language (other than English) reported this as an area of need.</li> <li>Only 4% of families felt the district's family engagement programs were an area of strength for the district (compared to 5% in 2023, 5% in 2022, 5% across all YouthTruth families, and 5% across Sonoma County families).</li> </ul> <p>FURTHER EDUCATIONAL PARTNER INPUT INFORMING THE ACTION</p> <p>In addition to YouthTruth survey data, addition specific feedback from educational partners is reflected in our actions and includes a need to prioritize the following:</p> <ul style="list-style-type: none"> <li>expand parent education and engagement sessions. Suggested topics include: homework, growth mindset, boundaries, etc.</li> <li>encourage and recruit parents to support structured lunch and recess activities; this could expand engagement and provide additional support for students</li> <li>engage families in more meaningful decision-making</li> <li>continue to provide no-cost meals for students and families</li> <li>continue to provide no-cost transportation for students and families</li> </ul> <p>HOW THE ACTION ADDRESSES THE NEED(S)</p> <p>This action seeks to leverage community engagement as a means of improving access and outcomes for students, especially those facing additional barriers.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Family and community engagement has a positive influence on student achievement and behavior (Harold, Education Policy Analysis, vol. 10, 2002).</p> <p>Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and their community (Rivkin, Hanushek, and Kain, 2005 and Kane and Douglas, National Bureau of Economic Research, 2008).</p> <p>The positive influence of school practices to engage families is greatest for students with additional barriers such as language and income; in fact, research has demonstrated that effective engagement contributes to closing achievement gaps (Pressley, Gaskins, Solic, and Collins, Journal of Educational Psychology, vol. 98, 2006).</p> <p>HOW THE ACTION WILL IMPROVE OUTCOMES FOR ELS &amp; SEDS</p> <p>With about a third of our students designated as EL and SED, and with our understanding that these families can experience additional barriers to meaningful engagement opportunities, at minimum, this action is designed to support improved family engagement, thereby improve student engagement and outcomes.</p> <p>We are confident that we can increase (by at least 2% annually) in the positive percentage reporting in applicable metrics for the area of meaningful community engagement as evidenced by YouthTruth survey data.</p> <p>As it is likely that all students may benefit from these actions, they will be provided on an LEA-wide basis, however planning and resource allocation is principally directed to ELs and SEDs</p> <p>Additional details about the primary planned actions and the metrics by</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>which we will evaluate our success are explained in more detail below.</p> <p>SUMMARY OF PRIMARY PLANNED ACTIONS</p> <p>Parent Engagement: Meaningful Decision-Making:</p> <ul style="list-style-type: none"> <li>• We will continue to involve parents in district decisions and support input through the District Advisory Council (DAC) which includes our District English Learner Advisory Committee (DELAC).</li> <li>• BVUSD's DAC includes parents of unduplicated students and supports two-way communication between families and our school sites.</li> </ul> <p>Parent Education:</p> <ul style="list-style-type: none"> <li>• Parent and Family Engagement supports all students, however we consider the needs of our unduplicated pupils in planning district meetings, information outreach and training opportunities so that our parents who have the widest communication divide receive equitable access to information.</li> <li>• Specifically, we plan to provide training on subjects of interest to parents. Topics are generated from various meetings and survey results.</li> <li>• School Psychs will also coordinate and/or provide parent education around areas of parent interest and student needs.</li> </ul> <p>Early Learning:</p>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>We plan to continue our state subsidized preschool program that is integrated with special education preschool classes and services to offer a high quality program to help give all children a great start and address their needs as early as possible. While not a contributing cost, we are also expanding Transitional Kindergarten enrollment outside of the state-defined age group to provide additional early learning opportunities for students.</li> </ul> <p>Child Care:</p> <ul style="list-style-type: none"> <li>Based on parent survey input, we have been partnering with YMCA to be able to offer on-site child care at Yulupa. In 2022-2023 we began providing services at no cost to qualifying families, and we will continue to do so in 2024-25</li> </ul> <p>Nutrition:</p> <ul style="list-style-type: none"> <li>Providing no-cost meals to all students, allows socioeconomically disadvantaged students to meet basic nutritional needs. Significant research establishes student nutrition as a foundational requirement to be successful in school (as one of many examples: Berezowitz CK, Bontrager Yoder AB, Schoeller DA connect nutrition with enhanced academic performance in the Journal of School Healthy).</li> </ul> <p>Home-To-School Transportation:</p> <ul style="list-style-type: none"> <li>Providing no-cost transportation to all students allows socioeconomically disadvantaged students to arrive and depart from school on-time everyday. This supports lower income families as well as our efforts to improve daily, on-time attendance.</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>METRICS TO ASSESS PROGRESS &amp; EFFICACY</p> <p>We will use the following metrics to measure the progress and effectiveness of this action:</p> <p>Metric 2.1   Average Daily Attendance Rates</p> <ul style="list-style-type: none"> <li>Average Daily Attendance will be at least 96%</li> </ul> <p>Metric 2.2   Chronic Absenteeism</p> <ul style="list-style-type: none"> <li>Chronic Absenteeism Rates will be 10% or less, or at least decrease by 2% annually for all student demographic groups.</li> </ul> <p>Metric 2.4   Climate &amp; School Connectedness</p> <ul style="list-style-type: none"> <li>Any instances of 75% or less in percent positive responses will increase by at least 2%</li> </ul> <p>Metric 2.5   Community Engagement - Enrollment, Participation &amp; Communication</p> <ul style="list-style-type: none"> <li>Any instances of 75% or less in percent positive responses will increase by at least 2% per year</li> </ul> <p>PRIMARY EXPENDITURES:</p> <p>\$197,994 is being allocated to target this action.</p> <p>This action is contributing to increased/improved services, because it includes LCFF expenditures primarily target English Learners, Foster Youth, and Socio-economically Disadvantaged students.</p> <p>Some of these expenditures are funded outside LCFF (but are included her for internal planning) – and include:</p> <ul style="list-style-type: none"> <li>Personnel - Certificated - Universal TK (33% UPP) [x3] (not contributing)</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Personnel - Classified - Universal TK (33% UPP) [x3] (not contributing)</li> <li>• 4Cs preschool - primarily targeted low-income and English Learners (EL) [no cost to district]</li> <li>• Materials &amp; Equipment - Universal TK (33% UPP) (not contributing)</li> <li>• Parent Engagement / Parent Education Seminars - Materials - (UPP)</li> <li>• Parent Engagement / Parent Education Seminars - Childcare - (UPP)</li> <li>• Parent Engagement / Parent Education Seminars - Food - (UPP)</li> <li>• Tell My Story Program [no cost to district]</li> <li>• UPP Childcare: Partnership with YMCA (UPP) [cost included in Action 1.5]</li> <li>• UPP Home-to-School Transportation</li> <li>• UPP Universal Meals [no cost]</li> </ul>		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$691,418.00	\$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
7.166%	0.000%	\$0.00	7.166%

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 #	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
1.4	<p><b>Action:</b> STUDENT SUPPORT   TARGETED ACADEMIC SUPPORT</p> <p><b>Need:</b> (included in main text for action description)</p> <p><b>Scope:</b></p>	(included in main text for action description)	(included in main text for action description)

Goal and Action #	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
	LEA-wide		
<b>1.5</b>	<b>Action:</b> STUDENT SUPPORT   EXPANDED OPPORTUNITIES  <b>Need:</b> (included in main text for action description)  <b>Scope:</b> LEA-wide	(included in main text for action description)	(included in main text for action description)
<b>2.1</b>	<b>Action:</b> CLIMATE, CULTURE & SAFETY   SAFE & INCLUSIVE CLIMATE  <b>Need:</b> (included in main text for action description)  <b>Scope:</b> LEA-wide	(included in main text for action description)	(included in main text for action description)
<b>2.2</b>	<b>Action:</b> CLIMATE, CULTURE & SAFETY   SAFE & PREPARED CULTURE  <b>Need:</b> (included in main text for action description)  <b>Scope:</b> LEA-wide	(included in main text for action description)	(included in main text for action description)



Goal and Action #	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
<b>2.3</b>	<b>Action:</b> ENGAGEMENT & SUPPORT   ATTENDANCE & ENROLLMENT  <b>Need:</b> (included in main text for action description)  <b>Scope:</b> LEA-wide	(included in main text for action description)	(included in main text for action description)
<b>2.4</b>	<b>Action:</b> ENGAGEMENT & SUPPORT   INTERNAL / EXTERNAL COMMUNICATION  <b>Need:</b> (included in main text for action description)  <b>Scope:</b> LEA-wide	(included in main text for action description)	(included in main text for action description)
<b>2.5</b>	<b>Action:</b> ENGAGEMENT & SUPPORT   COMMUNITY & FAMILY SUPPORT  <b>Need:</b> (included in main text for action description)  <b>Scope:</b> LEA-wide	(included in main text for action description)	(included in main text for action description)

**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
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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.

N/A - BVUSD does not have any Limited Actions.

**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.

N/A - BVUSD does not receive additional concentration grant add-on funding

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	N/A - BVUSD does not receive additional concentration grant add-on funding	N/A - BVUSD does not receive additional concentration grant add-on funding
Staff-to-student ratio of certificated staff providing direct services to students	N/A - BVUSD does not receive additional concentration grant add-on funding	N/A - BVUSD does not receive additional concentration grant add-on funding

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$9,648,188.00	691,418.00	7.166%	0.000%	7.166%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$814,992.00	\$1,220,698.00	\$0.00	\$163,512.00	\$2,199,202.00	\$989,533.00	\$1,209,669.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	STAFF SUPPORT   RESOURCES & MATERIALS	All	No			All Schools	Ongoing improvements - through 2027.	\$36,200.00	\$399,660.00	\$0.00	\$435,860.00	\$0.00	\$0.00	\$435,860.00	
1	1.2	STAFF SUPPORT   ATTRACT & RETAIN	All	No			All Schools	Ongoing improvements - through 2027.	\$27,220.00	\$10,000.00	\$0.00	\$37,220.00	\$0.00	\$0.00	\$37,220.00	
1	1.3	STUDENT SUPPORT   INCLUSIVE CLASSROOMS & SPECIAL EDUCATION	All	No			All Schools	Ongoing improvements - through 2027.	\$159,600.00	\$4,572.00	\$0.00	\$660.00	\$0.00	\$163,512.00	\$164,172.00	
1	1.4	STUDENT SUPPORT   TARGETED ACADEMIC SUPPORT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvements - through 2027.	\$320,850.00	\$57,799.00	\$214,974.00	\$163,675.00	\$0.00	\$0.00	\$378,649.00	
1	1.5	STUDENT SUPPORT   EXPANDED OPPORTUNITIES	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvements - through 2027.	\$53,163.00	\$372,250.00	\$92,750.00	\$332,663.00	\$0.00	\$0.00	\$425,413.00	
2	2.1	CLIMATE, CULTURE & SAFETY   SAFE & INCLUSIVE CLIMATE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvements - through 2027.	\$249,500.00	\$8,860.00	\$132,160.00	\$126,200.00	\$0.00	\$0.00	\$258,360.00	
2	2.2	CLIMATE, CULTURE & SAFETY   SAFE & PREPARED CULTURE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvements - through 2027.	\$105,000.00	\$11,665.00	\$15,000.00	\$101,665.00	\$0.00	\$0.00	\$116,665.00	
2	2.3	ENGAGEMENT & SUPPORT   ATTENDANCE & ENROLLMENT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing improvements -	\$0.00	\$1,500.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income		through 2027.								
2	2.4	ENGAGEMENT & SUPPORT   INTERNAL / EXTERNAL COMMUNICATION	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvements - through 2027.	\$38,000.00	\$22,755.00	\$38,000.00	\$22,755.00	\$0.00	\$0.00	\$60,755.00	
2	2.5	ENGAGEMENT & SUPPORT   COMMUNITY & FAMILY SUPPORT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvements - through 2027.	\$0.00	\$320,608.00	\$320,608.00	\$0.00	\$0.00	\$0.00	\$320,608.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$9,648,188.00	691,418.00	7.166%	0.000%	7.166%	\$814,992.00	0.000%	8.447 %	<b>Total:</b>	\$814,992.00
								<b>LEA-wide Total:</b>	\$814,992.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	STUDENT SUPPORT   TARGETED ACADEMIC SUPPORT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$214,974.00	
1	1.5	STUDENT SUPPORT   EXPANDED OPPORTUNITIES	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$92,750.00	
2	2.1	CLIMATE, CULTURE & SAFETY   SAFE & INCLUSIVE CLIMATE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$132,160.00	
2	2.2	CLIMATE, CULTURE & SAFETY   SAFE & PREPARED CULTURE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
2	2.3	ENGAGEMENT & SUPPORT   ATTENDANCE & ENROLLMENT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
2	2.4	ENGAGEMENT & SUPPORT   INTERNAL /	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		EXTERNAL COMMUNICATION						
2	2.5	ENGAGEMENT & SUPPORT   COMMUNITY & FAMILY SUPPORT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$320,608.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,533,189.00	\$1,480,164.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Staff Support: Professional Development, Leadership & Induction	No	\$115,525.00	\$21,125.00
1	1.2	Targeted Support: Intervention & Expanded Personalized Learning	Yes	\$481,964.00	\$301,531.00
1	1.3	Targeted Support: Expanded Opportunities + Child Care	Yes	\$186,057.00	\$377,064.00
1	1.4	Teaching & Learning: High-Quality Standards-Based Curriculum & Instruction	No	\$282,829.00	\$12,200.00
1	1.5	Universal Access: Special Education & Integrated Preschool Access	No	\$50,000.00	\$0.00
2	2.1	Student Support: Social-Emotional Learning & Programs	Yes	\$12,200.00	\$12,200.00
2	2.2	Student Support: Targeted Support: Additional Student Services	Yes	\$271,400.00	\$259,000.00
2	2.3	Culture: School Safety, Climate and Behavior Supports	No	\$29,000.00	\$0.00
2	2.4	Community Partnerships: Communication & Family Engagement	Yes	\$95,167.00	\$111,000.00
2	2.5	Access & Engagement: Free Home-to-School Transportation	Yes	\$9,047.00	\$386,044.00

## 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$627,870.00	\$603,281.00	\$813,493.00	(\$210,212.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Targeted Support: Intervention & Expanded Personalized Learning	Yes	215,467	280,736		
1	1.3	Targeted Support: Expanded Opportunities + Child Care	Yes	0	0		
2	2.1	Student Support: Social-Emotional Learning & Programs	Yes	12,200	12,200		
2	2.2	Student Support: Targeted Support: Additional Student Services	Yes	271,400	259,000		
2	2.4	Community Partnerships: Communication & Family Engagement	Yes	95,167	111,000		
2	2.5	Access & Engagement: Free Home-to-School Transportation	Yes	9,047	150,557		



# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$9,877,433	\$627,870.00	0.00	6.357%	\$813,493.00	0.000%	8.236%	\$0.00	0.000%

# 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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

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

#### **LCFF Carryover Table**

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education  
November 2023