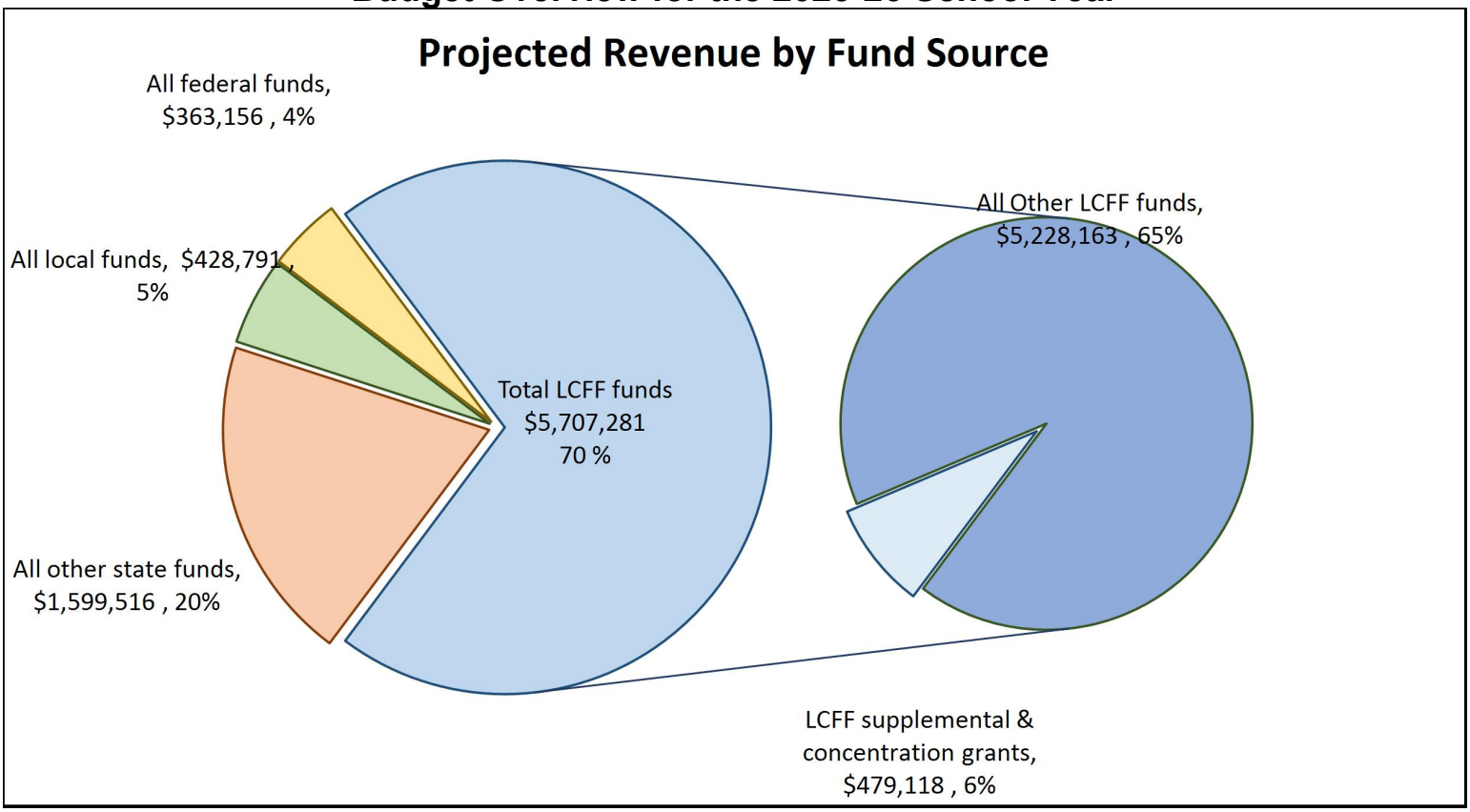
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bay View Academy Charter School
CDS Code: 27 10272 0124297
School Year: 2025-26
LEA contact information:
Ronda Griffirth-Harman
Director

831-717-4630

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 2025-26 School Year

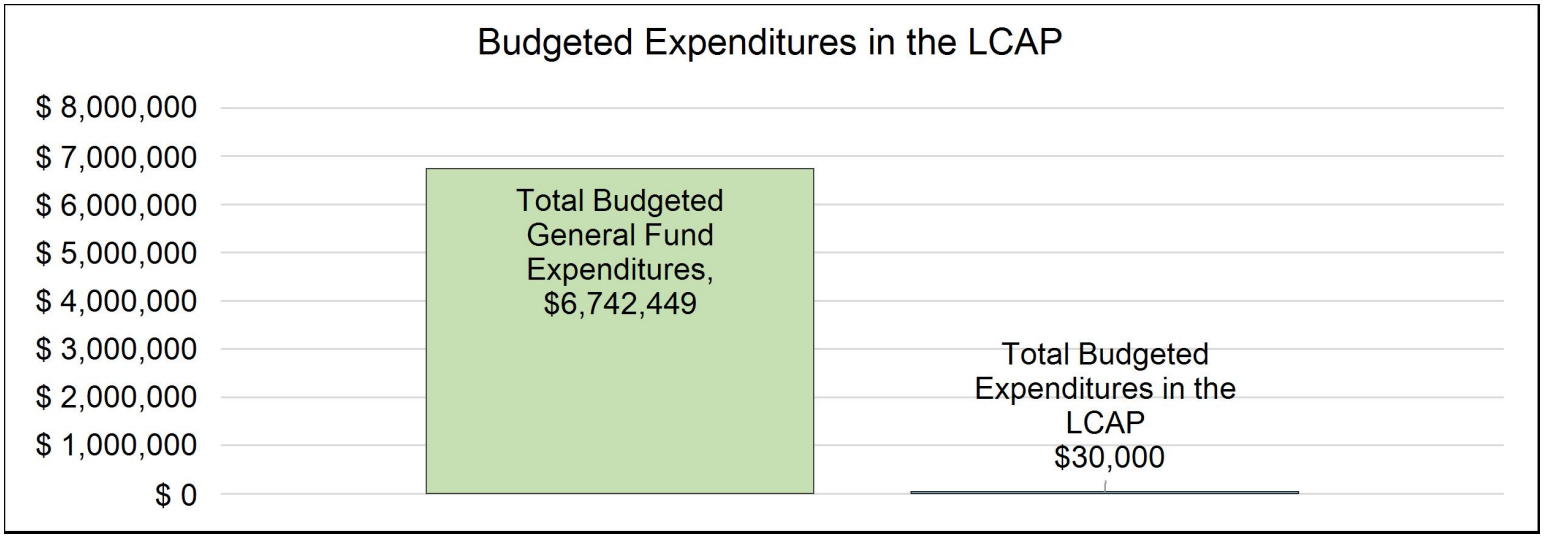


This chart shows the total general purpose revenue Bay View Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bay View Academy Charter School is $8,098,744, of which $5,707,281 is Local Control Funding Formula (LCFF), $1,599,516 is other state funds, $428,791 is local funds, and $363,156 is federal funds. Of the $5,707,281 in LCFF Funds, $479,118 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 Bay View Academy Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bay View Academy Charter School plans to spend $6,742,449 for the 2025-26 school year. Of that amount, $30,000 is tied to actions/services in the LCAP and $6,712,449 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

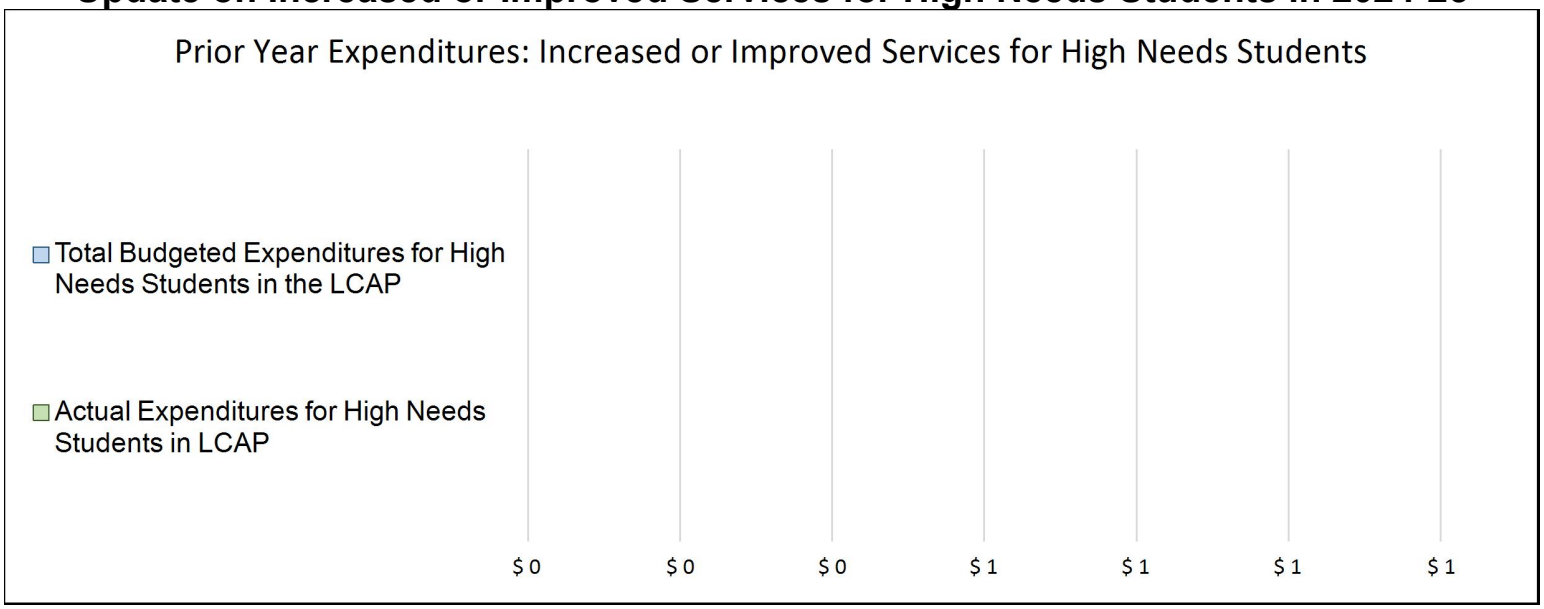
General Fund budget expenditures not included in the Local Control and Accountability Plan (LCAP) for the school year may include operational costs such as facilities maintenance, utilities, administrative salaries, technology infrastructure, and other district-wide services that do not directly align with specific LCAP goals or actions. These expenditures are essential for the overall functioning of the school but fall outside the scope of the targeted student outcomes outlined in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Bay View Academy Charter School is projecting it will receive $479,118 based on the enrollment of foster youth, English learner, and low-income students. Bay View Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bay View Academy Charter School plans to spend $479,118 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Bay View Academy Charter School's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Bay View Academy Charter School actually spent $ for actions to increase or improve services for high needs students in 2024-25.

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
Bay View Academy Charter School	Ronda Griffirth-Harman Director	ronda.griffith-harman@bayview-academy.org 831-717-4630

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

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

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

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

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

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

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

We believe it is essential to foster a safe community that provides mental health services to students and staff. We have 2 full time Counselors. These positions support social-emotional growth and development by teaching social emotional skills during classroom lessons, providing mental health counseling for students and resources for families. Our counselors work with small groups of students and individuals providing them with skills to navigate the complexities of collaborative learning, individual accomplishments, and peer relationships.

Located in the heart of the Monterey Peninsula, Bay View Academy operates on two sites: a lower campus for grades TK-4th grade and an upper campus for 5th through 8th grades. BVA is a Title I Public Charter School under the Monterey County Office of Education serving 476 students in Transitional Kindergarten through 8th grades. Serving a multicultural and economically diverse population of students from the cities of Monterey, Seaside, Marina, Hollister, Castroville, and Salinas, BVA prides itself on its diversity. Approximately 40.4% of our students are economically disadvantaged and 15.7% are English learners. Through a partnership with Revolution Foods, BVA provides free breakfast and lunch for all children and families in the community.

Reflections: Annual Performance

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

The following California School Dashboard indicator rates below exemplify the preparedness of Bay View students toward graduation. Local indicators, Fountas and Pinnell Reading Assessments, as well as results on the statewide California Assessment show student progress and

performance. As of publication time, the 2025 CAASPP results were not readily available and should be posted in mid-summer upon the state's release. The Fountas and Pinnell reading assessments and IABs were available and noted. We also administer yearly school climate surveys to students, families, and staff members.

Overall, Bay View Academy has demonstrated many successes over the 2024-2025 school year, as demonstrated by local and statewide assessment data and other metrics in each goal area of this LCAP. During the 2025-26 school year, Bay View Academy plans to build upon these successes by continuing with the goals and actions included in the 2024-2025 LCAP and creating new goals based off of new data for the new LCAP cycle in 2026-27.

The 2024 California School Dashboard, reflecting data from the 2023–2024 school year, identified student attendance as an area of concern for Bay View Academy. A review of both the Dashboard data and local attendance records highlighted concerns with Chronic Absenteeism for a majority of the subgroups:
Chronic Absenteeism: All Students
Chronic Absenteeism: Hispanic
Chronic Absenteeism: Multiple Races/Two or More
Chronic Absenteeism: Socioeconomically Disadvantaged
Chronic Absenteeism: Students with Disabilities

In response to these findings, Bay View Academy implemented targeted actions to address the identified needs. These actions are aligned with both the CA School Dashboard and local attendance data. Goal 2 of the LCAP outlines measures to support improved attendance among the most impacted student groups. Action 2.2 provides positive incentives to encourage students to arrive on time and attend school every day. Action 2.3 includes Community Support Counselors to provide outreach and support to students and families facing attendance challenges. Action 2.6 integrates an SEL curriculum to promote student well-being, engagement, and a stronger connection to school. These strategies are intended to reduce barriers to attendance and promote a positive and supportive school environment.

Bay View Academy currently does not have any unspent Learning Recovery Emergency Block Grant (LREBG) funds. In preparation for the anticipated allocation of additional LREBG funds proposed in the 2025–26 Budget Act, we have conducted a comprehensive needs assessment using 2024 California School Dashboard data and local student performance metrics to inform targeted actions in the 2026–27 LCAP. This process included an in-depth review of CA School Dashboard indicators, analysis of chronic absenteeism and suspension rates, examination of local assessment data, and engagement with educational partners to ensure that identified actions align with student needs and school improvement priorities.

Reading Measures:
Spring 2025 K-4 Fountas and Pinnell Reading Assessments
2024-2025
% of students reading at grade level

2023-2024
K-61.5%
1-74%

2- 73.5%
3- 85%
4- 88%

2024-2025 End of Year
K- 45.8%
1- 66.7%
2- 60.4%
3- 81.1%
4- 66.7%

Desired Outcomes
K-75%
1-80%
2-85%
3-90%
4-95%

2024 CAASPP Performance Data:
English Language Arts:
- All Students: 17.5 points below standard
- African American: 38.4 points below standard
- Asian: 14.1 points above standard
- Hispanic: 39.3 points below standard
- White: 15 points above standard
- Two or more races: 1.6 points below standard
- Students with disabilities: 85.8 points below standard
- English Learners: 61.4 points below standard
- Socioeconomically Disadvantaged: 47.1 points below standard

Math:
- All Students: 42 points below standard
- African American: 88.5 points below standard
- Asian: 15.1 points above standard
- Hispanic: 59.4 points below standard
- White: 11.4 points below standard
- Two or more races: 32.6 points below standard
- Students with disabilities: 94.7 points below standard
- English Learners: 65.2 points below standard
- Socioeconomically Disadvantaged: 67.4 points below standard

English Learner Progress
- 64.5% making progress towards English language proficiency
6.2% decline from 2023

School Climate Survey:

Metrics:
8. Percentage of students in grades 3-8 who feel safe on campus will increase or maintain.
23-24 School Year (Baseline)
3rd Grade: 99%
4th Grade: 100%
5th Grade: 92%
6th Grade: 98%
7th Grade: 86%
8th Grade: 88%

24-25 School Year (Year 1 Outcome)
3rd Grade: 92%
4th Grade: 90%
5th Grade: 98%
6th Grade: 89%
7th Grade: 91%
8th Grade: 91%

Desired Outcomes
3rd Grade: 100%
4th Grade: 100%
5th Grade: 100%
6th Grade: 100%
7th Grade: 100%
8th Grade: 100%

9. Percentage of students in grades 3-8 that have a trusted adult will increase or maintain.
23-24 School Year (Baseline)
3rd Grade: 80%
4th Grade: 77%
5th Grade: 80%
6th Grade: 98%
7th Grade: 75%

8th Grade: 68%

24-25 School Year (Year 1 Outcome)
3rd Grade: 87%
4th Grade: 65%
5th Grade: 84%
6th Grade: 74%
7th Grade: 63%
8th Grade: 72%

Desired Outcomes
3rd Grade: 100%
4th Grade: 100%
5th Grade: 100%
6th Grade: 100%
7th Grade: 100%
8th Grade: 100%

10. Percentage of students in grades 3-8 that enjoy coming to Bay View will increase or maintain.
23-24 School Year (Baseline)
3rd Grade: 100%
4th Grade: 100%
5th Grade: 94%
6th Grade: 98%
7th Grade: 92%
8th Grade: 75%

24-25 School Year (Year 1 Outcome)
3rd Grade: 80%
4th Grade: 92%
5th Grade: 98%
6th Grade: 96%
7th Grade: 95%
8th Grade:96%

Desired Outcomes
3rd Grade: 100%
4th Grade: 100%
5th Grade: 100%
6th Grade: 100%

7th Grade: 100%
8th Grade: 100%

Reflections: Technical Assistance

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

Not Applicable

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.

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Throughout the academic year, we implemented a multifaceted approach to engage teachers and gather their feedback systematically. Staff surveys conducted in August, January, and May provided a comprehensive overview of their experiences, allowing us to track perceptions and identify areas for improvement over time. Additionally, individualized 1:1 conversations with administration from August to November offered personalized opportunities for teachers to share their thoughts, concerns, and suggestions directly. Monthly Instructional Leadership Team meetings provided a collaborative platform for teachers to contribute to decision-making processes and share insights from their classrooms. Professional Learning Community Meetings and needs assessments in January and March further ensured that teacher input was continuously integrated into our strategies for professional development and resource allocation, fostering a culture of responsiveness and collaboration within the school community. We have two designated staff Board Representatives, one at each campus, who collect monthly feedback, concerns, and celebrations from the staff via surveys, and in person 1:1 conversations. This information is brought to the monthly public Board meetings to deliberate and reflect on.
Families	To ensure robust teacher engagement and gather diverse perspectives, we implemented a comprehensive feedback strategy

Educational Partner(s)	Process for Engagement
	involving multiple channels. Family surveys conducted in August and May provided valuable insights into teacher-family dynamics and allowed for adjustments based on changing needs throughout the school year. Furthermore, the family feedback form, administered from February to May, offered a platform for teachers to receive specific, actionable feedback from parents and caregivers. Regular chats with leadership in August and January provided families with opportunities to voice concerns and share successes in a supportive environment. Additionally, participation in monthly School Site Council and ELAC meetings ensured that families had a direct role in decision-making processes and were able to advocate for resources aligned with student and family needs. Families are often invited to participate and volunteer in school-wide events and community activities such as festivals, bookclubs, school dances, etc… This has been a great opportunity to informally check-in and gather feedback from our families. Finally, discussions regarding field trips and the Special Education Family Survey allowed teachers to gather feedback on specific initiatives and tailor their approaches to better meet the needs of all students and families.
Students	Teachers have held community meetings with students regarding their experience and needs. Teachers share feedback with school leadership to inform plans. Student Surveys completed in November informed staff of areas of strength and need. Staff has received input on preferred incentives through the Student Council.
Other Staff Members: Aides, Admin, District Office staff	Instructional aide meetings were scheduled regularly and offered aides the opportunity to provide input on their specific requirements and challenges, ensuring their voices were heard in the decision-making process. Monthly district office meetings focused on gathering feedback on facilities and classroom needs provided teachers with a direct avenue to communicate their infrastructure requirements, fostering a collaborative approach to resource allocation and facility improvements. By integrating these feedback channels, we created a culture of transparency, collaboration, and responsiveness.
SELPA	BVA staff consult with the Sonoma County Charter SELPA for guidance and support on an ongoing basis, attend regularly scheduled charter SELPA learning sessions to keep apprised of

Educational Partner(s)	Process for Engagement
	updates regarding fiscal and program topics, and attend regularly scheduled charter SELPA data tech user meetings to ensure accurate data collection for CALPADS.
Union	Not Applicable

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

To address teacher feedback for continued support with the social emotional needs of students and the connection of our community, we will be piloting and adopting SEL curriculum, and continue in person restorative practices training (see Goal 2, action 7). The staff are collaborating on renewed committees to improve staff involvement and input into the school environment. In addition, onboarding of new hires will include regularly scheduled check-ins to ensure they have the support they need to understand the nuances of the Bay View community and support in clearing their credential through an induction program (see Goal 3, actions 3 and 4)

Family feedback was overall very positive. Families still see that continuing social emotional support is needed on both campuses, we will continue our partnership with CSUMB to hire MSW interns to support students at both Upper and Lower School campuses. Families have expressed interest in developing more restorative parenting strategies, so we have implemented parent-led Loving Solutions Parenting Classes (see Goal 4, action 2). Additional community partners and parent engagement opportunities will be implemented to address parents' interest in better understanding their children' s academic levels and how best to support them (see Goal 4, actions 1, 4 and 7). In response to the request for additional academic intervention support for students struggling to meet grade level expectations, our paraprofessionals will continue to support students during the school day and the return of a part-time Reading Intervention Teacher will support students to improve academic success (see Goal 1, actions 1 and 3). If funding is available, after school tutoring will be made available at both Upper and Lower School for students who require additional support.

In both formal and informal surveys and discussions with families and staff, there was a request for additional academic support. To meet this need, we plan to increase our after school tutoring. We have partnered with the YMCA to help run our afterschool/ELOP program. This partnership will reflect our program needs by increasing extended learning opportunities such as 1:1 and group tutoring, as well as enrichment opportunities.This program will continuously be assessed and adapted to the needs of our students, families, and staff members.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	2022-2023 All Students- 17.6 points below standard ELL: 53 points below standard SED: 48.5 points below standard White: 25.5 points above standard Two or More Races: 24.7 points below standard African American: 31.7 points below standard Students with Disabilities: 97.9 points below standard Hispanic/Latino: 40.4 points below standard	2023-2024 All Students- 17.5 points below standard ELL: 61.4 points below standard SED: 47.1 points below standard White: 15 points above standard Two or More Races: 1.6 points below standard African American: Not available because less than 11 students were tested Students with Disabilities: 85.8		All Students- 32.4 points above standard ELL: 3 points below standard SED: 1.5 points above standard White: 75.5 points above standard Two or More Races: 25.3 points above standard African American: 18.3 points above standard Students with Disabilities: 47.9 points below standard	All Students: +0.1 ELL: +8.4 SED: -1.4 White: -10.5 Two or More Races: +23.1 African American: Not available because less than 11 students were tested in 2023-24 Students with Disabilities: +12.1 Hispanic/Latino: +1.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points below standard Hispanic/Latino: 39.3 points below standard		Hispanic/Latino: 9.6 points above standard	
1.2	CAASPP MATH	2022-2023 All Students- 38.2 points below standard ELL: 80.1 points below standard SED: 66.1 points below standard White: 1 points above standard Two or More Races: 45.5 points below standard African American: 72.7 points below standard Students with Disabilities: 119.7 points below standard Hispanic/Latino:59.9 points below standard	2023-2024 All Students: 42 points below standard ELL: 65.2 points below standard SED: 67.4points below standard White: 11.4 points above standard Two or More Races: 32.6 points below standard African American: Not available because less than 11 students were tested Students with Disabilities: 94.7 points below standard Hispanic/Latino:59.4 points below standard		All Students- 11.8 above standard ELL: 30.1 points below standard SED: 16.1 points below standard White: 51 points above standard Two or More Races: 4.5 points above standard African American: 22.7 points below standard Students with Disabilities: 69.7 points below standard Hispanic/Latino: 9.9 below points standard	All Students: -3.8 ELL: +14.9 SED: +0.9 White: -10.4 Two or More Races: +9.9 African American: Not available because less than 11 students were tested in 2023-24 Students with Disabilities: +25 Hispanic/Latino: +0.5
1.3	CAST	2022-2023 All Students- 33.93% met or exceeded standard	2023-2024 All Students- 48.21% met or exceeded standard		All Students- 63.93% met or exceeded standard	All Students: +14.28% ELL: +9.09% SED: +30.96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELL: 0% met or exceeded standard SED: 0% met or exceeded standard White: 46.15% met or exceeded standard Two or More Races: 14.28% met or exceeded standard African American: Not available because less than 11 students were tested Students with Disabilities: 0% met or exceeded standard Hispanic/Latino: 32.26% met or exceeded standard	ELL: 9.09% met or exceeded standard SED: 30.96% met or exceeded standard White: 67.85% met or exceeded standard Two or More Races: 46.15% met or exceeded standard African American: Not available because less than 11 students were tested Students with Disabilities: 7.14% met or exceeded standard Hispanic/Latino: 35.09% met or exceeded standard		ELL: 30% met or exceeded standard SED: 30% met or exceeded standard White: 76.15% met or exceeded standard Two or More Races: 34.28% met or exceeded standard African American: 50% met or exceeded standard Students with Disabilities: 30% met or exceeded standard	White: +21.7% Two or More Races: +31.87% African American: Not available because less than 11 students were tested in 2023-24 Students with Disabilities: Hispanic/Latino: +2.83%
1.4	% of Students in grades K - 4 reading at or above grade level at the end of the school year	2023-2024 K- 61.5% 1- 74% 2- 73.5% 3- 85% 4- 88%	2024-2025 End of Year K- 45.8% 1- 66.7% 2- 60.4% 3- 81.1% 4- 66.7%		K-75% 1-80% 2-85% 3-90% 4-95%	K- -15.7% 1- -7.3 % 2- -13.1% 3- -3.9% 4- -21.3%
1.5	CA Dashboard-EL Making Progress	2022-2023 70.7%	2023-2024 64.5%		90%	-6.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	English Language Reclassification	2023-24 33%	2024-25 3.79% (3 out of 79 students)		50%	-29.21%

Goal Analysis [2024-25]

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

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

Bay View Academy made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

1.1 Academic Intervention

Due to budget constraints, Bay View Academy was unable to fill the full-time Reading Intervention Teacher position as initially planned. Additionally, a 0.75 FTE Reading Intervention Teacher position was eliminated midyear as part of a reduction in force. The 0.5 FTE ELA Intervention Aide position also remained unfilled. Despite these staffing limitations, instructional aides played a vital role by supporting students in both reading and math, allowing for responsive and needs-based intervention. This flexible support model proved successful in meeting students' academic needs.

1.2 Math Curriculum Coach

Due to budget constraints, the Math Curriculum Coach position was reduced mid-year and ultimately remained unfilled after January. While the coaching support was partially successful through December, the absence of a dedicated coach for the remainder of the year limited the continuity of instructional leadership and curriculum support. Prior to the reduction, the Math Curriculum Coach collaborated with TK–8 math teachers to co-develop unit maps as new units were introduced. These maps not only aligned with standards but also included detailed lesson plans, student engagement strategies, key vocabulary, and structured opportunities for modification, remediation, and acceleration.

1.3 Instructional Aides

Instructional Aides (IAs) were strategically assigned to support specific grade levels through both push-in and pull-out models, providing targeted assistance to students identified as needing additional support based on internal assessment data. For this action, 4.0 FTE Instructional Aides were allocated. These aides played a critical role in reinforcing instruction, offering individualized and small-group support that addressed academic and behavioral needs.

1.4 ELOP

This action has been successful in supporting approximately 160 students through a comprehensive range of after-school services. Program components included after-school tutoring, clubs, Social Emotional Learning and athletics, all designed to extend learning beyond the

traditional school day. These offerings provided students with valuable opportunities to explore personal interests, reinforce academic skills, and participate in enriching, hands-on activities.

1.5 Vice-Principal of Academic Support and Instruction
The Vice Principal of Academic Support and Instruction position was not filled and its responsibilities were reorganized among existing leadership and support staff. Although the position was not staffed as originally planned, efforts were made to maintain key functions through distributed leadership. Elements of the support structure were sustained through strategic role redistribution to continue advancing instructional quality and student success.

1.6 ELPAC Testing Support
This action was successful. The plan was to hire a part-time substitute or Teacher on Special Assignment (TOSA) to assist with the administration of Initial and/or Summative ELPAC testing. While a dedicated hire was not made, support was successfully provided for the Summative ELPAC at the lower campus, ensuring that essential assessment requirements were met. This support helped maintain compliance with state mandates and provided valuable data to inform instructional planning for English learners.

1.7 Homeless Student Identification & Services
This action was successful. The Family Resource Center is actively identifying and supporting students based on demonstrated needs, particularly those experiencing homelessness.

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.

1.1 Academic Intervention- Budgeted $376,400 for Academic Intervention but spent $172,583, largely due to unfilled positions. The Reading Intervention Teacher position was not filled for the 2024-25 school year. In addition, midyear, a reduction in force eliminated a 0.75 FTE Reading Intervention Teacher position, and the 0.5 FTE ELA Intervention Aide position also remained vacant, further lowering actual expenditures.

1.2 Math Curriculum Coach- Bay View Academy budgeted $125,000 for the Math Curriculum Coach but spent $72,339. The position was reduced to 0.5 FTE midyear due to a reduction in force and remained unfilled from January through June 2025, leading to lower overall expenditures.

1.3 Instructional aides- Budgeted $194,000 and spent $230,000. Instructional Aides – Budgeted $194,000 and spent $230,000. The increase is due to additional student needs identified in the fall, which required hiring one part-time instructional aide at each campus to provide supplemental support.

1.5 Vice Principal of Academic Instruction- Budgeted $130,000 for the Vice Principal of Academic Support & Instruction, but the position was not filled, resulting in $0 spent. The responsibilities were redistributed among existing leadership and support staff, eliminating the need for the separate role.

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

Bay View Academy used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards the LEA's goal:

Action(s): 1.1 Academic Intervention
Effectiveness of Action(s): 2
Metric(s): 1.1, 1.2
Analysis Statement: The intervention program showed varied success. Significant gains were seen for Students with Disabilities (+12.1 in ELA, +25 in Math), English Learners (+8.4 in ELA, +14.9 in Math), and Two or More Races (+23.1 in ELA, +9.9 in Math). However, SED students declined in ELA (-1.4), and White students saw a decline in both ELA (-10.5) and Math (-10.4).

Action(s): 1.2 Math Curriculum Coach
Effectiveness of Action(s): 2
Metric(s): 1.2
Analysis Statement: While Math performance improved for key subgroups like ELLs (+14.9), Students with Disabilities (+25), and SED (+0.9), overall performance declined for All Students (-3.8) and White students (-10.4). The lack of a consistent coaching presence may have contributed to these mixed outcomes.

Action(s): 1.3 Instructional Aides
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2
Analysis Statement: Instructional Aides contributed to notable improvements for Students with Disabilities (+12.1 ELA, +25 Math), ELLs (+8.4 ELA, +14.9 Math), and Hispanic/Latino students (+1.1 ELA, +0.5 Math). These results suggest that well-targeted aide support can positively impact learning outcomes across subgroups.

Action(s): 1.4 ELOP
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2
Analysis Statement:

Action(s): 1.5 Vice-Principal of Academic Support and Instruction

Effectiveness of Action(s): Limited. The position remained unfilled, and duties were distributed across staff.
Metric(s): 1.1, 1.2
Analysis Statement:

Action(s): 1.6 ELPAC Testing Support
Effectiveness of Action(s): 2
Metric(s): 1.5
Analysis Statement: While no formal hire was made, ELPAC testing support was successfully implemented at the lower campus.

Action(s): 1.7 Homeless Student Identification & Services
Effectiveness of Action(s): 3
Metric(s): 2.1
Analysis Statement: Identification protocols were implemented with fidelity. Continued support through the Family Resource Center ensured access to essential services, promoting equity and stability for the most vulnerable students

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.

Action 1.1 Academic Intervention: For the coming year, the full-time Reading Intervention Teacher position will be reinstated at 1.0 FTE.

Action 1.2 Math Curriculum Coach: The midyear reduction and subsequent unfilled position revealed challenges in sustaining instructional leadership. Next year, goals will include identifying alternative structures for math curriculum coaching, such as distributed leadership or part-time coaching support, to maintain continuity in unit mapping, lesson planning, and teacher collaboration.

Action 1.4 ELOP: The after-school program successfully supported approximately 160 students, offering tutoring, clubs, Social Emotional Learning, and athletics. Based on reflections from the year, Bay View Academy will contract with YMCA and STEAM @831 to provide aftercare services instead of using school staff directly, as it proved challenging to plan and implement enriching activities that consistently kept students engaged.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Intervention	1.0 FTE ELA Reading Intervention Teacher (Did not fill, and won't be filling) 0.5 FTE ELA Reading Intervention Aide (not filled and won't be filled) 1.0 FTE Math Intervention Aide 1.0 FTE ELD Teacher .75 Intervention Teacher (discontinued mid year) .6 for 25-26 Academic intervention programs target specific areas of need, providing tailored support and resources to students who are at risk of falling behind, thereby addressing disparities in learning outcomes. By identifying and addressing learning gaps early on, academic intervention fosters equitable access to education, empowering students to reach their full potential and narrowing the achievement gap.	$376,400.00	Yes
1.2	Math Curriculum Coach Action Discontinued	The Math Curriculum Coach creates math unit maps with the K-8 math teachers throughout the year as new units are started. In addition to having standards, lessons, engagements, and vocabulary mapped out, the unit structure includes space for modifications, remediation and acceleration. The coach also provides mentoring in lesson and material creation and oversees ordering math manipulatives and the upper and lower campus math specialists in their small-group support roles. Math coaching includes supporting the development and implementation of formative and summative assessments and data analysis with teachers to target where support is needed and to help guide curriculum planning targeted to the identified student needs.	$0.00	Yes
1.3	Instructional Aides	4.0 FTE Instructional Aides Instructional aides offer valuable support to classroom teachers by providing individualized attention and assisting in managing diverse student needs, enhancing the overall learning experience. Their presence enables teachers to implement differentiated instruction effectively, address behavioral challenges, and collaborate on instructional strategies, ultimately fostering a more inclusive and dynamic classroom environment.	$194,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	ELOP Contracting out services for 25-26	1.0 FTE Special Programs Manager (eliminated this year) 1.0 FTE Assistant Special Programs Manager (2 Special programs coordinators 2.0 FTE) 4 x .425 FTE After Care Aides (had 2) After School Tutoring After School Clubs After School Athletics Extended learning opportunity programs provide students with additional time and resources to explore interests, reinforce academic skills, and engage in enriching activities beyond the traditional school day, fostering a more holistic approach to education. These programs offer opportunities for hands-on learning, mentorship, and social interaction, contributing to students' academic success, personal development, and overall well-being.	$356,000.00	Yes
1.5	Vice Principal of Academic Support and Instruction Action Discontinued	The Vice Principal of Academic Support and Instruction actively assists teachers in implementing differentiated instruction, providing ongoing mentoring, and facilitating family-facing student support meetings. They serve as a resource and guide, offering expertise and support to educators as they tailor their instruction to meet the diverse needs of students. Through regular mentoring sessions, the Vice Principal fosters professional growth and collaboration among teachers, ensuring they have the tools and strategies necessary to effectively engage and support every student. Additionally, they play a key role in organizing and leading family-facing meetings, where they work alongside teachers and families to address student needs, provide resources, and foster a strong home-school partnership that promotes student success.	$0.00	
1.6	ELPAC Testing Support	Hire a part time substitute or TOSA to help with completion of Initial and/or Summative ELPAC testing.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Homeless Student Identification & Services	In order to stay in compliance with AB 2137, we will continue to identify students who are experiencing homelessness and the needs that they may have. The identification process is as follows: At the beginning of the school year (August) and at the start of our winter semester (January), an updated 2024-2025 Student Housing Questionnaire will be widely shared across all communication modes to families at BVA, both new and current families. All responses are confidential and will be collected, shared, and organized by our Community Engagement Coordinator, who also serves as our Homeless Liaison. Results will be shared and reviewed with counselors and we will follow-up with any families who report not having an adequate and permanent home during the time of the questionnaire. Once verified, students and families will be eligible to receive additional services under the Mckinney Vento Homeless Education Assistance Act. Our liaison and counselors will work with the families to determine the types of services that are necessary. Examples of services include: rental/housing deposit assistance, prepaid cards, transportation passes, and access to our Family Resource Center which has basic needs items such as clothing, school supplies, home supplies, hygiene products, and community partner services. $1000 in Title I funds and previously acquired American Rescue Plan funds will be utilized to provide these services.	$1,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase student attendance and foster a school environment that is safe and welcoming for all.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic absenteeism	22-23 School Year Overall: 22.3% ELL: 15.9% SED: 30.4% White: 15.7% Two or More Races: 23.5% African American: 22% Students with Disabilities: 25.6% Hispanic/Latino: 26.4%	24-25 Overall: 19.4% ELL: 23% SED: 26.1% White: 22.4% Two or More Races: 22% African American: 21.4% Students with Disabilities: 20.8% Hispanic/Latino: 20.4%		Overall: 10.3% ELL: 3.9% SED: 18.4% White: 11.5% Two or More Races: 11.5% African American: 10% Students with Disabilities: 13.6% Hispanic/Latino: 14.4%	Overall: -2.9 ELL: 7.1 SED: -4.3 White: -6.7 Two or More Races: -1.5 African American: -0.6 Students with Disabilities: -4.5 Hispanic/Latino: -6
2.2	ADA	23-24 (P2) 93.42%	24-25 (P2) 95%		96.42%	+1.58%
2.3	Suspension Rate	22-23 School Year	23-24 School Year			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2.6%	2.8%		0%	+0.2%
2.4	Expulsion Rate	23-24 School Year 0	23-24 School Year 0		0	0
2.5	Percentage of students in grades 3-8 with access to a broad course of study will maintain.	22-23 School Year Overall: 100% SWD: 100% EL: 100% SED:100%	24-25 School Year Overall: 100% SWD: 100% EL: 100% SED:100%		Overall: 100% SWD: 100% EL: 100% SED:100%	Overall: 0 SWD: 0 EL: 0 SED: 0
2.6	Middle School Dropout Rate	22-23 School Year 0	0		0	0
2.7	Standard Aligned Material and providing state standards	23-24 School Year Overall: 100% SWD: 100% EL: 100% SED:100%	Overall: 100% SWD: 100% EL: 100% SED:100%		Overall: 100% SWD: 100% EL: 100% SED:100%	Overall: 0 SWD: 0 EL: 0 SED: 0
2.8	Percentage of students in grades 3-8 who feel safe on campus will increase or maintain.	23-24 School Year 3rd Grade: 99% 4th Grade: 100% 5th Grade: 92% 6th Grade: 98% 7th Grade: 86% 8th Grade: 88%	24-25 School Year 3rd Grade: 92% 4th Grade: 90% 5th Grade: 98% 6th Grade: 89% 7th Grade: 91% 8th Grade: 91%		3rd Grade: 100% 4th Grade: 100% 5th Grade: 100% 6th Grade: 100% 7th Grade: 100% 8th Grade: 100%	3rd Grade: -7% 4th Grade: -10% 5th Grade: +6% 6th Grade: -9% 7th Grade: +5% 8th Grade: +3%
2.9	Percentage of students in grades 3-8 that have a trusted adult will increase or maintain.	23-24 School Year 3rd Grade: 80% 4th Grade: 77% 5th Grade: 80% 6th Grade: 98% 7th Grade: 75% 8th Grade: 68%	24-25 School Year 3rd Grade: 87% 4th Grade: 65% 5th Grade: 84% 6th Grade: 74% 7th Grade: 63% 8th Grade: 72%		3rd Grade: 100% 4th Grade: 100% 5th Grade: 100% 6th Grade: 100% 7th Grade: 100% 8th Grade: 100%	3rd Grade: 7% 4th Grade: -12% 5th Grade: +4% 6th Grade: -24% 7th Grade: -12% 8th Grade: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of students in grades 3-8 that enjoy coming to Bay View will increase or maintain.	23-24 School Year 3rd Grade: 100% 4th Grade: 100% 5th Grade: 94% 6th Grade: 98% 7th Grade: 92% 8th Grade: 75%	24-25 School Year 3rd Grade: 80% 4th Grade: 92% 5th Grade: 98% 6th Grade: 96% 7th Grade: 95% 8th Grade:96%		3rd Grade: 100% 4th Grade: 100% 5th Grade: 100% 6th Grade: 100% 7th Grade: 100% 8th Grade: 100%	3rd Grade: -20% 4th Grade: -8% 5th Grade: +4% 6th Grade: -2% 7th Grade: +3% 8th Grade: +21%
2.11	Fit Inspection- School in good repair	23-24 School Year Lower Campus: Exemplary rating Upper Campus: Exemplary rating	2024-25 Lower Campus: Exemplary rating Upper Campus: Exemplary rating		Exemplary rating	Lower Campus: 0 Upper Campus: 0

Goal Analysis [2024-25]

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

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

Bay View Academy made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

2.1 MSW Interns
This action was successful. We brought on board one MSW intern from CSUMB to support students at the upper campus. This intern is actively assisting with students' social and emotional well-being, providing valuable support services. The success of this placement demonstrates the potential of continued partnerships with CSUMB to expand social-emotional supports for our students.

2.2 Attendance initiatives Budget
The Attendance Initiatives Budget has been successfully implemented and is helping to provide positive incentives for students to come on time every day. This funding is essential for our school to carry out targeted programs and strategies aimed at improving attendance rates. By allocating resources to this initiative, we are addressing underlying barriers to regular attendance, supporting students and families, and fostering a more engaged and successful learning environment.

2.3 Community Support Counselors

Our counselors are successfully supporting this action by providing targeted 1:1 and small group interventions. They play a vital role in boosting student attendance and cultivating a safe, inclusive environment. Through weekly Attendance Team meetings, counselors identify and address underlying factors contributing to absenteeism. They work closely with students, families, teachers, and administrators to develop strategies that improve attendance and strengthen school connectedness. Their ongoing efforts help students feel valued, heard, and supported, promoting a positive school climate where every learner is empowered to thrive both academically and emotionally.

2.4 Student Surveys
This action has been successful in providing valuable data to guide school-wide and grade-level supports. We continue to administer the student wellness survey at least three times per year. The results are disaggregated by grade level and shared with teachers, students, the community, the School Site Council, and the Board of Directors. Dedicated collaboration time allows grade-level teams to work alongside coaches and counselors to analyze the data and develop actionable steps in response. These efforts ensure that wellness needs are addressed in a timely, informed, and student-centered manner.

2.5 Carpool - Ride Amigos
Although we partnered with Ride Amigos, family participation in this carpooling service has been minimal. While the original goal of this initiative was to enhance attendance and support families, most families have opted to participate in other local carpool arrangements outside of the Ride Amigos platform.

2.6 Social Emotional Learning (SEL) Curriculum
We have completed the initial review process and selected three SEL programs to pilot during the 2025–26 school year. Meetings and evaluations with several vendors have taken place to ensure alignment with our students' needs and school values.

2.7 Restorative Practices Professional Development with Restorative Practices Integration Associates
This action has been successful and will continue into the next school year. Phoebe Smith, formerly affiliated with SEEDS and now the founder of Restorative Practices Integration Associates, will continue to provide professional development for both certificated and classified staff. Her training sessions have been well-received and focus on building foundational knowledge as well as implementing Tier I and Tier II restorative strategies to strengthen school climate and relationships.

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.

2.2 Attendance Initiatives Budget- Budgeted $5,000 but spent $1,745. The difference is primarily due to staffing inconsistencies that limited the ability to purchase and distribute attendance incentives. In addition, the school provided several no-cost rewards, such as extra recess, which reduced the need for budgeted expenditures.

2.3 Community Support Counselors- Budgeted $238,000 but spent $168,000. The difference is due to staffing changes during the year, which resulted in lower overall expenditures

2.6 SEL Curriculum- Budgeted $2,000 but spent $0. This difference is due to the adoption of a no-cost social-emotional learning curriculum, which eliminated the need for the planned expenditure.

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

Bay View Academy used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two helped make progress towards the LEA's goal:

Action(s): 2.1 MSW Interns
Effectiveness of Action(s): 3
Metric(s): 2.1
Analysis Statement: The MSW intern provides social-emotional support through individual and small group counseling, helping students build coping skills, strengthen relationships, and stay engaged in school. This position contributed to a reduction in chronic absenteeism, an overall 5.9% improvement.

Action(s):2.2 Attendance initiatives Budget
Effectiveness of Action(s): 3
Metric(s): 2.1
Analysis Statement: Students received positive incentives, such as recognition and rewards, for attending school consistently. These incentives, funded through the attendance budget, directly contributed to a 1.58% increase in ADA (from 93.42% to 95%) and a 5.9% drop in chronic absenteeism (from 22.3% to 16.4%). These results validate the strategy's effectiveness in encouraging regular student attendance.

Action(s): 2.3 Community Support Counselors
Effectiveness of Action(s): 2
Metric(s): 2.1
Analysis Statement: Community Support Counselors played a highly effective role by leading regular attendance interventions, facilitating weekly Attendance Team meetings, and providing targeted 1:1 and small group support. Their collaboration with students, families, and staff helped reduce chronic absenteeism in key subgroups, for example, the rate for Students with Disabilities dropped from 25.6% to 13.6%. In addition to attendance improvements, student survey data show a positive impact on school climate: the percentage of students who feel safe on campus increased in grades 5 (+6%), 7 (+5%), and 8 (+3%). While grades 3 (–7%), 4 (–10%), and 6 (–9%) experienced declines, counselors will focus efforts next year on these grade levels by increasing proactive check-ins, expanding small group work, and strengthening classroom-level partnerships to rebuild students' sense of safety and connection.

Action(s): 2.4 Student Surveys
Effectiveness of Action(s): 3

Metric(s): 8, 9
Analysis Statement: Student survey has been successful in collecting actionable data and informing planning. It continues to serve as a reliable tool for gauging school climate and tailoring SEL and behavioral supports to meet the evolving needs of students.

Action(s): 2.5 Carpool- Ride Amigos
Effectiveness of Action(s): 2 (Families opted for other carpool options)
Metric(s): 2
Analysis Statement: Despite a general increase in ADA, the Ride Amigos program had minimal direct impact due to lack of engagement. Families favored alternative carpool options, suggesting the need to reevaluate or replace this approach.

Action(s): 2.6 Social Emotional Learning (SEL) Curriculum
Effectiveness of Action(s): In progress
Metric(s): 2.1
Analysis Statement: Three programs have been selected for a 2025–26 pilot. While not yet implemented, the pilot is based on a thorough review process and will build on the SEL gains already supported by counselors and the MSW intern. Our chronic absenteeism decreased, All Students: -5.9%%, ELL: -2.6%, SED: -8.6%, White: -1.8%, Two or More Races: -5.9%, African American: Not available because less than 11 students were tested in 2023-24, Students with Disabilities: -4.5%, Hispanic/Latino: -7.8%

Action(s): 2.7 Restorative Practices Integration Associates Professional Development
Effectiveness of Action(s): 2
Metric(s): 2.3
Analysis Statement: Professional development in restorative practices has supported a positive school climate and contributed to positive student safety outcomes. While the suspension rate increased slightly by 0.2%, the expulsion rate remained at 0%. Student safety increased in grades 5, 7, and 8, and the percentage of students with a trusted adult also increased in grades 3, 5, and 8, demonstrating benefits in upper grades and areas with stronger implementation. However, several grades (particularly 4th, 6th, and 7th) showed notable decreases in both safety and trusted adult measures. These findings suggest that while restorative practices have a positive school wide impact, more focused support and coaching are needed in specific grade levels. In 2025–26, PD will prioritize consistency in Tier I strategies across classrooms and provide additional support for staff working with grades that showed declines, to ensure all students feel safe, supported, and connected. Our chronic absenteeism decreased, All Students: -5.9%%, ELL: -2.6%, SED: -8.6%, White: -1.8%, Two or More Races: -5.9%, African American: Not available because less than 11 students were tested in 2023-24, Students with Disabilities: -4.5%, Hispanic/Latino: -7.8%

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.

2.5 Ride Amigos Carpool- Despite a general increase in ADA, the Ride Amigos program had minimal direct impact due to low family engagement. As families preferred alternative carpool options, this action will be discontinued.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MSW Interns	We plan to bring on board MSW interns from CSUMB to assist our students with their social and emotional well-being.	$2,000.00	Yes
2.2	Attendance initiatives Budget	The Attendance Initiatives Budget is essential for our school to implement targeted programs and incentives aimed at improving student attendance rates. By allocating resources to this initiative, we can address underlying issues affecting attendance, provide necessary support to students and families, and ultimately cultivate a more engaged and successful learning environment	$5,000.00	Yes
2.3	Community Support Counselors	Our counselors play a vital role in boosting student attendance and cultivating a safe, inclusive environment for all. They achieve this by implementing targeted interventions to address attendance challenges. They spearhead weekly Attendance Team meetings to understand and mitigate underlying factors contributing to absenteeism. Additionally, counselors collaborate with students, families, teachers, and administrators to create strategies for improving attendance and promoting a positive school culture. Through their support and guidance, counselors help students feel valued, heard, and connected, fostering a welcoming atmosphere where every individual feels empowered to thrive academically and emotionally.	$238,000.00	Yes
2.4	Student Surveys	We will continue to administer our student wellness survey at least 3 times per year. Results will be shared, by grade-level, with teachers, students, the community, the School Site Council and the Board of Directors. Collaboration time will be dedicated for grade level teams to work with coaches and counselors to develop actionable steps in response to the results.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Carpool- Ride Amigos This action is being discontinued	Partnering with Ride Amigos, a local organization, will enable us to offer carpooling services. This initiative will enhance our attendance rates, offer assistance to families, and contribute to reducing carbon emissions in our community.	$0.00	No
2.6	Social Emotional Learning (SEL) Curriculum	A few vendors have been met with and reviewed. Once a curricula is adopted, we hope to use fee schedule grant funds from the Children and Youth Behavioral Initiative (CYBHI) to help pay for the services rendered by our counselors who will teach the lessons.	$0.00	Yes
2.7	Restorative Practices Integration Associates (Formerly SEEDS) Restorative Practices Professional Development	Restorative Practices Integration Associates facilitated a summer Leadership retreat for the Leadership team, two RP trainings with teachers- covering the fundamentals and Tier 1/Tier II techniques of RP and facilitated a spring session. Instructional Aides have been offered a similar training, but there have been scheduling challenges.	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Bay View Academy will provide and retain highly qualified staff and foster an inclusive professional learning community for all staff	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of teachers remaining at BVA for 3 or more years will increase	23-24 School Year 10 teachers	24-25 11		15 teachers	1 increase
3.2	% of bilingual staff will maintain or increase	23-24 School Year 27%	24-25 School Year 35%		30%	8% Increase
3.3	% of teachers with a clear credential will maintain or increase	23-24: 8 teachers	22-23: 61.1% 24-25: 9 teachers		15	1 increase
3.4	% of certified and classified staff who receive a satisfactory/exemplary mark based on evaluations will maintain or increase	No baseline data available	Certificated: 85.7% Classified: 100%		Certified: 85% of certificated staff who received satisfactory/exemplary Classified: 85% of classified staff who received	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					satisfactory/exemplary	
3.5	Annual staff survey will indicate that staff feels supported in meeting the requirements of their jobs	23-24 School Year 78%	24-25 School Year 55%		100%	22%
3.6	Annual staff survey will indicate staff feel included in BVA community	No baseline data available. Added to survey 24-25	24-25 School Year 64%		90%	
3.7	Annual staff survey will indicate staff feel equipped to utilize	No baseline data available. Added to survey 24-25	24-25 School Year 77%		85%	

Goal Analysis [2024-25]

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

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

Bay View Academy made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

3.1 Thematic Curriculum Coaches
This action was designed to reduce teacher workload and support staff in creating, revising, and aligning thematic units while promoting instructional best practices. Although the work was successful in supporting teachers during the first part of the year, mid-year reductions due to budgetary constraints led to unfilled positions, limiting sustained support. Despite these challenges, progress was made in helping staff design and refine units of study. To continue this work and provide consistent instructional support, we plan to fill an Instructional Support TOSA position next year to guide curriculum planning and pedagogical development across grade levels.

3.2 Instructional Leadership Team
This action involved four staff members providing support in professional development, curriculum planning, instructional best practices, data analysis, and school improvement. While the support was effective in reaching various grade spans, implementation was uneven across

campuses. Next year, we plan to strengthen this action through more consistent collaboration and structured check-ins at both campuses to ensure all teachers receive ongoing, coordinated support that drives instructional improvement and student outcomes.

3.3 Teacher Induction Program
The MCOE Teacher Credentialing Program/Induction has been successfully implemented, with staff currently participating. The program provides individualized support to teachers each year as they work to clear their credentials. The school site has fulfilled its requirement by assigning an induction coordinator and coaches to deliver direct, ongoing support, ensuring teachers are guided effectively through the induction process.

3.4 Professional Development
Staff participated in multiple professional development opportunities aligned with both individual growth goals and schoolwide priorities. This included ELD-focused PD from Cal State Monterey Bay, leadership development through the Charter School Leadership PD, and Restorative Practices training in place of SEEDS. These sessions supported instructional improvement, leadership capacity, and a more inclusive and supportive school climate.

3.5 Staff Survey
Staff surveys were successfully implemented and provided valuable insights into employee satisfaction, engagement, and areas for growth. The feedback gathered has supported informed decision-making and contributed to promoting a more positive and responsive work environment. This ongoing input plays a key role in enhancing organizational effectiveness and staff well-being.

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.

Action 3.1 Thematic Curriculum Coaches- $228,000 but spent $140,564. Midyear budgetary constraints led to reductions and unfilled positions, resulting in lower overall expenditures.

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

Bay View Academy used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three helped make progress towards the LEA's goal:
Action(s): 3.1 Thematic Curriculum Coaches
Effectiveness of Action(s): 2
Metric(s): 3.1, 3.3, 3.5, 1.1
Analysis Statement: This action was partially implemented and impacted by mid-year staffing cuts. While the number of returning teachers increased (+1) and credentialed staff grew by 7%, the staff survey showed a notable 22% decline in perceived support to meet job demands. This indicates that although progress was made in some areas, staff likely felt the absence of consistent curriculum coaching. To address this, a TOSA will be hired next year to stabilize and expand support. Our chronic absenteeism decreased, All Students: -5.9%%, ELL: -2.6%,

SED: -8.6%, White: -1.8%, Two or More Races: -5.9%, African American: Not available because less than 11 students were tested in 2023-24, Students with Disabilities: -4.5%, Hispanic/Latino: -7.8%

Action(s): 3.2 Instructional Leadership Team
Effectiveness of Action(s): 2
Metric(s): 3.1, 3.5, 3.6
Analysis Statement:

Action(s): 3.3 Teacher Induction Program
Effectiveness of Action(s): 3
Metric(s): .3.3, 3.4
Analysis Statement: The induction program effectively supported teachers in working toward credential completion, with a 7% increase in credentialed staff. While evaluation data is not yet available, induction systems were implemented as planned, with a site-based coordinator and assigned coaches.

Action(s): 3.4 Professional Development
Effectiveness of Action(s): 2
Metric(s): 3.5, 3.6, 3.7
Analysis Statement: Professional development was delivered in targeted areas (ELD, leadership, restorative practices). While 77% of staff felt equipped to use restorative practices, showing strong impact, 64% felt included in the community and 55% felt supported in meeting job expectations. This suggests PD content was meaningful, but the delivery structure and follow-up support may need refinement to ensure alignment with daily challenges and schoolwide belonging

Action(s): 3.5 Staff Survey
Effectiveness of Action(s): 3
Metric(s): 3.5, 3.6, 3.7
Analysis Statement: The staff survey was effectively implemented and provided valuable insights to guide next steps. While key indicators revealed a decline in perceived job support and only moderate levels of inclusion (64%), this feedback is essential for identifying and addressing staff needs. The results highlight actionable areas for improvement, especially around workload, sense of belonging, and professional learning support, and offer a clear direction for future planning.

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.

3.1 Thematic Curriculum Coaches: A 1.0 FTE Instructional Support TOSA will replace the Thematic Curriculum Coach positions and provide support in curriculum planning and instructional alignment. This role ensures rigorous, standards-aligned instruction that prepares students for CAASPP testing and supports overall student performance.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Thematic Curriculum Coaches	To reduce teacher workload and provide support with creating, revising and aligning thematic units and supporting teachers with instructional best practices Will hire 1 instructional support TOSA	$228,000.00	Yes
3.2	Instructional Leadership Team	4 staff members to support with professional development, curriculum support, best practices data analysis, and school improvement.	$6,000.00	Yes
3.3	Teacher Induction Program	The MCOE Teacher Credentialing Program/Induction ensures that the teachers receive individualized support each year to clear their credentials. The school site is required to have an induction coordinator and coaches to provide direct support to teachers.	$5,000.00	Yes
3.4	Professional Development	We will provide Professional Development (PD) for staff in areas that they identify for professional growth as well as PD that aligns to the goals of the school. -Cal State Monterey Bay ELD PD -SEEDS PD -Charter School Leadership PD	$35,000.00	Yes
3.5	Staff Survey	Staff surveys provide valuable insights into employee satisfaction, engagement, and areas for improvement, fostering a positive work environment and enhancing organizational effectiveness through informed decision-making based on staff feedback	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Bay View Academy will increase community engagement to support diverse learning opportunities.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Family Volunteer Hours will Increase (Parentsquare)	23-24 School Year % who log 30 or more hours: 3% % who log any hours: 17.8%	24-25 % who log 30 or more hours: 2% % who log any hours: 32%		% who log 30 or more hours: 25% % who log any hours: 50%	% who log 30 or more hours: -1% % who log any hours: 14.2%
4.2	Annual family survey will report families are satisfied or highly satisfied with Bay View Academy	No baseline data available. Added to survey 24-25	24-25 78% (71 of 91 families)		95%	
4.3	Number of families attending school wide events will maintain or increase	No baseline data available. Added to survey 24-25	Beach Bonfire: 150 Family Camping: 60 Celebration of Learning: 300 Trunk or Treat: 180 Art Show: 250		200 Families	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Music Performance: 250 Glow Party: 160			
4.4	Number of community partners will maintain will increase	23-24 School Year 25	2024-25 36		40	+11

Goal Analysis [2024-25]

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

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

Bay View Academy made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

4.1 Community Support Organizer

This action was successful. The Community Engagement Coordinator (CEC) played a key role in strengthening family-school partnerships through inclusive school-wide activities and initiatives, coordinated in collaboration with the Community Volunteer Organization. This role also served as a vital liaison for marginalized families, ensuring equitable access to resources through the Family Resource Center and connecting them with specific partners that offer direct relief and assistance.

4.2 Loving Solutions

This action was not implemented this year but is planned for next year. Although the parenting class did not take place this year, the need for this support remains a priority. The ELOP program focused on other initiatives during the year, and as a result, the class was deferred. However, there is strong interest, particularly from the ELAC committee, in hosting a Loving Solutions class next year for Spanish-speaking families, with all materials provided in Spanish. This class is designed to equip parents with practical strategies for managing challenging behaviors, promoting emotional regulation, and strengthening parent-child relationships through positive discipline and effective communication. Implementation next year will support family engagement and equip caregivers with tools to foster supportive home environments.

4.3 Family Survey

The family survey was successfully completed and provided valuable feedback on key areas such as satisfaction with academic programs, effectiveness of communication, and opportunities for family involvement. This input helped the school better understand the needs and preferences of families, informing decisions and improvements.

4.4 Family Engagement Events

Multiple family engagement events were successfully held at both campuses this year, with all three planned events completed. Families were actively invited to volunteer, participate, and co-plan these events, many of which were coordinated by our family-led Community Volunteer Organization.These events contributed to strengthening school-home connections and promoting inclusive, community-driven engagement. For the 2025-2026 school year, additional engagements will include support with how families can better understand their child's academic levels and areas for support.

4.5 Volunteer Hours
Families are provided with a range of volunteer opportunities offered at different times of the day and evening to accommodate varying schedules. These opportunities are communicated through platforms such as ParentSquare, the bi-weekly Admin's Corner, social media, and teacher newsletters/conferences.Families are guided on how to log volunteer hours in ParentSquare. Many family members actively participate in the Community Volunteer Organization (CVO), School Site Council (SSC), and Board Meetings. While participation has been consistent, the school will continue to encourage and expand volunteer engagement across both campuses.

4.6 Staff Representatives on Committees
Staff representatives successfully served on key committees this year, including the School Site Council, Board of Directors, English Learner Advisory Committee, and the Development Committee for grant writing. Their participation ensured that school site perspectives were incorporated into decision-making processes, policy development, and funding strategies. This inclusive approach strengthened communication between staff and leadership and supported alignment between school needs and broader organizational goals.

4.7 Family Support Groups
This action was successful in providing families with support on critical topics, including drug prevention, LGBTQ+ awareness, and mental health. Families were offered access to 1:1 support, group sessions, and connections with trusted community partners. In cases requiring additional assistance, families were successfully referred to external resources to ensure they received appropriate and comprehensive support.

4.8 Service Learning
This action was partially successful. While 7th and 8th grade students participated in the CAPS Climate Project, with 8th grade completion being a requirement, other service learning components were limited this year due to staffing transitions. This action was successful in providing families with support on critical topics, including drug prevention, LGBTQ+ awareness, and mental health. Families were offered access to 1:1 support, group sessions, and connections with trusted community partners. In cases requiring additional assistance, families were successfully referred to external resources to ensure they received appropriate and comprehensive support. Although the Mikva Challenge curriculum was not utilized this year, plans are in place to restore it next year. Staffing has already been identified to ensure implementation. 8th grade students continued to volunteer at Lower School events, assisting with both planning and event-day support. In the coming year, students will be required to complete service learning hours in partnership with established BVA community organizations, ensuring a structured and meaningful civic engagement experience.

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.

No changes have been made to Goal 4, including its metrics, target outcomes, or actions

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

Bay View Academy used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Four helped make progress towards the LEA's goal:
Action(s): 4.1 Community Support Organizer
Effectiveness of Action(s): 3
Metric(s): 4.4
Analysis Statement: The Community Engagement Coordinator (CEC) played a vital role in expanding partnerships, growing the number of active community partners from 25 to 36. These partnerships provided direct services, wellness programs, and student enrichment, significantly strengthening the school's capacity to meet student and family needs. The increase demonstrates strong outreach and implementation of community-based supports

Action(s): 4.2 Loving Solutions
Effectiveness of Action(s): Not implemented in 2024-25
Metric(s): 4.1, 4.3
Analysis Statement: Although the class was not implemented this year, there is strong interest from parents for a Loving Solutions class for Spanish-speaking families. Plans are in place for full implementation next year, using culturally responsive materials and supporting parents with behavior management strategies and communication skills.

Action(s): 4.3 Family Survey
Effectiveness of Action(s): 3
Metric(s): 4.2
Analysis Statement: The family survey captured valuable feedback on school satisfaction, communication, and engagement. With 78% of respondents indicating satisfaction, the data provided a clear view of family perceptions and helped inform targeted improvements. The results serve as a strong foundation for growing family trust and school connection.

Action(s): 4.4 Family Engagement Events
Effectiveness of Action(s): 3
Metric(s): 4.3
Analysis Statement: Family engagement events were highly attended across both campuses, demonstrating strong community involvement. Major events such as the Celebration of Learning drew over 300 attendees, while other activities such as the Beach Bonfire (150), Trunk or Treat (180), Glow Party (160), and Family Camping (60) also attracted strong participation. Themed events like the Art Show and Music

Performance each engaged 250 families. These turnout numbers reflect effective communication and outreach by staff and the Community Volunteer Organization.

Action(s): 4.5 Volunteer Hours
Effectiveness of Action(s): 3
Metric(s): 4.1
Analysis Statement: Family volunteer participation improved greatly. The percentage of families logging any hours increased from 17.8% to 50%, and those logging 30 or more hours increased from 3% to 25%, a 22% increase. This growth reflects better communication through ParentSquare and more available volunteer opportunities. Continued encouragement and clearer systems will help increase participation even further next year.

Action(s): 4.6 Staff Representatives on Committees
Effectiveness of Action(s): 3
Metric(s): 1
Analysis Statement: Staff actively served on key school governance and planning committees, including the School Site Council, Board of Directors, English Learner Advisory Committee, and Development Committee. Their participation ensured that site-level needs were represented in key decisions and helped align daily instructional priorities with long-term goals such as grant development and schoolwide improvement. In addition, family engagement in school leadership and volunteering strengthened, with the percentage of families logging any hours increasing from 17.8% to 50%, and those logging 30 or more hours rising from 3% to 25%, a 22% increase. This growth reflects stronger communication and expanded opportunities for families to contribute meaningfully to the school community.

Action(s): 4.7 Family Support Groups
Effectiveness of Action(s): 3
Metric(s): 4.4
Analysis Statement: Families accessed support for topics including drug prevention, LGBTQ+ support, and mental health. Services were offered through 1:1 sessions, small groups, and collaborations with over 36 community partners. When additional support was needed, families were referred to external resources to ensure they received tailored and timely assistance. These efforts significantly enhanced the school’s overall wellness infrastructure and ensured equitable access to support services for all families.

Action(s): 4.8 Service Learning
Effectiveness of Action(s): 2
Metric(s): 2.10
Analysis Statement: This year’s service learning efforts were partially successful. 8th grade students completed the CAPS Climate Project and supported Lower School events, contributing to school-wide initiatives. However, broader implementation was limited due to staffing transitions, and the Mikva Challenge curriculum was not utilized. Despite these gaps, student survey data shows a 21% increase in the percentage of 8th graders who reported enjoying school, suggesting a positive connection between hands-on service opportunities and student engagement.
With staffing now secured, next year will include structured service hour requirements and restoration of the Mikva curriculum. These efforts aim to build on this momentum, further enriching the student experience and strengthening their sense of purpose, belonging, and contribution within the school community

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.

No changes have been made to Goal 4, including its metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Community Support Organizer	Position dedicated to fostering strong relationships with community partners in order to increase outreach, involvement, and support. These relationships are aimed to support our families and students with eliminating any barriers to their academic, social, and emotional well-being.	$136,000.00	Yes
4.2	Loving Solutions	Parenting class designed to provide parents with practical strategies and skills for managing challenging behaviors in children. It typically focuses on positive discipline techniques, communication skills, and building strong parent-child relationships to foster a supportive and nurturing family environment. The class may cover topics such as setting boundaries, problem-solving, and promoting emotional regulation in children, aiming to empower parents with tools to navigate various parenting challenges effectively. ELAC is interested in hosting a Loving Solutions class for Spanish-speaking families with all materials in Spanish	$0.00	No
4.3	Family Survey	Family survey allows the school to gather feedback on various aspects of the educational experience, including satisfaction with academic programs, communication effectiveness, and involvement opportunities. This feedback helps the school understand the needs and preferences of	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		families, facilitating improvements and fostering a collaborative relationship between the school and its community.		
4.4	Family Engagement Events	Multiple events have been held this year for both campuses. Families are invited to volunteer, participate, and plan these events. Some of these events are organized by our Community Volunteer Organization which is family-run. Students from upper campus are sometimes invited to help volunteer at the lower school events.	$0.00	No
4.5	Volunteer Hours	Families are provided with multiple volunteer opportunities at various hours of the day and evenings via communication portals such as Parentsquare, the bi-weekly Admin's Corner, social media posts, and teacher newsletters/conferences. Families are shown how to log volunteer hours on Parentsquare. Family volunteers also participate in CVO, SSC, and Board Meetings.	$0.00	No
4.6	Staff Representatives on Committees	Staff representatives will sit on the following committees to provide school site input: -School Site Council -Board of Directors -English Learner Advisory Committee • Development Committee for grant writing **afterschool meetings	$15,000.00	Yes
4.7	Family Support Groups	Families are currently offered 1:1, group, community partner support for the following topics: Drug Prevention LGBTQ+ Mental health Parenting/Caregiving Support Local events + Community Resource Fairs Immigration Support	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.8	Service Learning	8th grade students volunteer at various Lower School events. They help with the planning and day-of implementation. During spring semester, students will be required to fulfill service learning hours with established BVA community partners in the local community.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of IEP Goals Met	Occupational Therapy Goals Met: 80% Counseling Goals Met: 82% Academic Goals Met: 67% Speech Goals Met: 62% Behavior Goals Met: 56% Overall Goals Met: 67%	Occupational Therapy Goals Met: 72% Counseling Goals Met: 78% Academic Goals Met: 57% Speech Goals Met: 73% Behavior Goals Met: 67% Overall Goals Met: 64%		Overall Goals Met: 85% Speech Goals Met: 85% Occupational Goals Met: 85% Counseling Goals Met: 85% Behavior Goals Met: 85% Academic Goals Met: 5%	Occupational Therapy Goals Met: -8% Counseling Goals Met: -4% Academic Goals Met: -10% Speech Goals Met: +11% Behavior Goals Met: +11% Overall Goals Met: -3%
5.2	% of Service Minutes Met	Overall Service Minutes Met: 99% Speech Service Minutes Met: 100% Occupational Service Minutes Met: 100%	Speech Service Minutes Met: 100% Occupational Service Minutes Met: 100%		Overall Service Minutes Met: 100% Speech Service Minutes Met: 100%	Speech Service Minutes Met: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Counseling Service Minutes Met: 88% Academic Service Minutes Met: 100%	Counseling Service Minutes Met: 100% Academic Service Minutes Met: 100% Overall Service Minutes Met: 100%		Occupational Service Minutes Met: 100% Counseling Service Minutes Met: 100% Academic Service Minutes Met: 100%	Occupational Service Minutes Met: 0% Counseling Service Minutes Met: +12% Academic Service Minutes Met: 0% Overall Service Minutes Met: 0%
5.3	% of Students in Kindergarten Receiving Dyslexia Screening	No baseline data	0%		100%	
5.4	% of Students with Disabilities stating they are happy at Bay View Academy	No baseline data	100%		85%	
5.5	% of Students with Disabilities stating they feel academically supported at Bay View Academy	No baseline data	100%		90%	
5.6	% of Families with Students with Disabilities stating they feel happy with Special Education Program at Bay View Academy	No baseline data	100%		90%	

Goal Analysis [2024-25]

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

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

Bay View Academy made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

5.1 Special Education Staffing

This action was successfully implemented. While 3 special education teachers and 2 paraprofessionals were hired, the school could not fill a .5 FTE OT position. To address this, services were contracted through Therasens, who provided an in-person OT one day per week. This ensured continued support for students with OT needs.

Approximately $633,000 of the $683,000 projected funding has been used to secure high quality special education staffing, which includes a 1.0 FTE Special Education Director/School Psychologist, 3.0 FTE Special Education Teachers, 2 Paraprofessionals, and a .20 FTE Occupational Therapist. The Special Education Director/School Psychologist ensures that there is oversight of the Special Education department, coordinates services, provides consistency for families, completes assessments in house, and ensures compliance with all laws and regulations. The three Special Education Resource Teachers, along with two Paraprofessionals, provide tailored academic support to address diverse learning needs. While BVA was unable to hire a part time (.50 FTE) Occupational Therapist, BVA has contracted out for high quality, in person services to be provided by a licensed Occupational Therapist.

5.2 1:1 Individualized Support

This action was partially successful. Although the goal was to hire 3.0 FTE Behavior Support Specialists through Tucci Learning Solutions, the school instead hired one in-house Behavior Support Aide with BT certification and shifted resources to hire a third Special Education teacher to meet immediate student needs. While not implemented through Tucci, individualized behavior support was still provided and contributed to creating supportive learning environments for students with IEPs. Plans for expanding behavior support services remain a priority to strengthen social-emotional development and academic engagement.

Approximately $77,000 of the $686,000 projected funding has been used to hire a 1.0 FTE Behavior Support Aide, who has certification as a Behavior Technician (BT), and to contract out with Tucci Learning Solutions for consultation with a Board Certified Behavior Analyst (BCBA). An additional (third) Special Education Resource Teacher was hired to help manage overall caseloads so that behavior needs could be addressed with the existing special education staffing.

5.3 Counseling

Although the 1.0 FTE Special Services Counselor position was not filled, the school provided a stipend to two current staff members who took on these responsibilities. Through their support, students received targeted instruction in emotional regulation and executive functioning skills, helping them manage stress, improve social interactions, and stay engaged academically. This adaptive approach allowed the school to meet student needs despite staffing challenges.

Approximately $40,000 of the $100,000 projected funding has been used to pay BVA's lower and upper school counselors for the additional duties they've taken on to provide counseling services to students with IEPs. This is because, as aforementioned, the 1.0 FTE special services counselor employed at BVA resigned, and a replacement was unable to be secured.

5.4 Speech Language Pathology and Occupational Therapy Services

The school successfully partnered with CSUMB to provide high-quality Speech and Language services. This partnership included one supervising speech-language pathologist and four in-person student interns, who delivered direct support to eligible students. The collaboration ensured consistent service delivery, enhanced capacity, and contributed to meeting IEP goals through hands-on, supervised therapy. Occupational therapy services were also maintained through a separate partnership, ensuring that all students with identified needs received appropriate support.
Approximately $103,000 of the $110,000 projected funding has been used to contract out with CSUMB for in person speech-language services with supervised speech-language pathologist interns.

5.5 Dyslexia Screener
The universal dyslexia screener for kindergarten students was not implemented this year but is scheduled to be proposed to the Board before the end of the school year, with implementation planned for next year. Early screening will allow educators to identify reading difficulties and provide timely, targeted interventions, supporting foundational literacy development and long-term academic success.
The lower school Instructional Leadership Team (ILT) has been reviewing the state approved dyslexia screening tool options so that a recommendation can be made to the BVA Board of Directors prior to the 25-26 school year. Screening of all K-2nd grade students will begin in the 25-26 school year.

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.

5.2- 1:1 Individualized Support: Budgeted at $686,000 and spent $245,233. While the initial plan was to hire 3.0 FTE Behavior Support Specialists through Tucci Learning Solutions, the school instead hired one in-house Behavior Support Aide with BT certification and redirected resources to add a third Special Education Teacher. This adjustment reduced overall expenditures while still ensuring individualized behavior support and meeting the needs of students with IEPs.

5.3- Counseling: Budgeted at $100,000, and $32,000 was spent; the Special Services Counselor role was not filled, so two existing staff members received stipends to deliver counseling services.

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

Bay View Academy used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Five helped make progress towards the LEA's goal:
Action(s): 5.1 Special Education Staffing
Effectiveness of Action(s): 2
Metric(s): 1
Analysis Statement: This action was implemented successfully. The school hired 3 special education teachers and 2 paraprofessionals, and contracted OT services through Therasens to address an unfilled .5 FTE OT position.

Action(s): 5.2 1:1 Individualized Support
Effectiveness of Action(s): 3
Metric(s): 1, 2
Analysis Statement: Although the school did not hire the full 3.0 FTE through Tucci Learning Solutions, one in-house Behavior Support Aide with BT certification was hired, and resources were redirected to a third SPED teacher. Behavior goals improved by 11% showing meaningful improvements in behavior support outcomes.

Action(s): 5.3 Counseling
Effectiveness of Action(s): 2
Metric(s): 1, 2
Analysis Statement: Although the 1.0 FTE Special Services Counselor role was not filled, two existing staff members received stipends to deliver counseling services. While service minutes were fully met, there was a slight decline (–4%) in counseling goal completion. The school's adaptive staffing approach ensured continuity, but data indicates a need for more consistent intervention strategies to drive better outcomes

Action(s): 5.4 Speech Language Pathology and Occupational Therapy Services
Effectiveness of Action(s): 2
Metric(s): 1
Analysis Statement: The school partnered with CSUMB, bringing in one supervising SLP and four interns, improving speech goal outcomes by 11%. While OT service minutes were fully delivered, goal performance in OT dropped by 8%, indicating a need for enhanced strategy alignment or increased service intensity. Overall, the collaboration expanded capacity and supported strong delivery of services.

Action(s): 5.5 Dyslexia Screener
Effectiveness of Action(s): Planned for next year
Metric(s): 5
Analysis Statement: The universal dyslexia screener was not implemented this year but will be proposed to the Board before year-end, with full rollout planned for next year. Early identification will allow for timely interventions to support literacy development, positioning students for long-term academic success.

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.

Instead of hiring a Special Services Counselor, a School Psychology Intern was hired. We contracted out with Tucci for behavior services (BT and BCBA) rather than continuing with an in house behavior support aide. And an additional paraprofessional was hired.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Special Education Staffing	1.0 FTE Special Education Director 2.0 FTE Resource Teachers 3.0 FTE Paraprofessionals .5 Occupational Therapist Exemplary special education services such as Occupational Therapy, Speech and Language, and Specialized Academic Instruction provide tailored support that addresses diverse learning needs, empowering students with the tools and skills necessary for academic and personal success. By offering individualized interventions, these services promote inclusivity, foster self-confidence, and enable students to overcome challenges, ensuring that every learner has the opportunity to thrive.	$683,000.00	No
5.2	1:1 Individualized Support	3.0 FTE 1:1 Behavior Support Specialists Tucci Learning Solutions Inc. Consultation Individualized behavior support meets the unique needs of each of our special education students, fostering a conducive learning environment that promotes academic progress and social-emotional development. By identifying specific triggers, implementing personalized strategies, and offering consistent guidance, individualized behavior support empowers students to manage their behaviors effectively and participate more fully in educational experiences. Ultimately, this approach enhances student engagement, reduces disruptions, and cultivates a sense of belonging, leading to improved outcomes and overall success.	$686,000.00	No
5.3	Counseling	1.0 FTE Special Services Counselor Learning emotional regulation and executive functioning skills with a special services counselor is crucial for students as it equips them with the necessary tools to manage stress, navigate social interactions, and achieve academic success in a supportive and inclusive learning environment.	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Speech Language Pathology and Occupational Therapy Services	Provide high quality Speech and Language and Occupational Therapy Services to all students who are eligible Partnership with CSUMB for Speech and Language Services	$110,000.00	No
5.5	Dyslexia Screener	Screen all students in Kindergarten using the Universal Dyslexia Screening Tool Implementing a dyslexia screener for kindergarten readers can identify potential reading difficulties early, allowing for timely intervention and support that can significantly impact their literacy development. By detecting dyslexia-related challenges at an early stage, educators can implement targeted strategies and interventions tailored to each child's needs, ultimately fostering improved reading skills and enhancing their overall success in kindergarten and beyond.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$499033	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.662%	0.000%	$0.00	9.662%

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
1.1	**Action:** Academic Intervention **Need:** English Learners, Foster Youth, Low-Income students, and Students with Disabilities, require additional academic support to meet grade-level expectations in ELA and Math. 2023–2024 CAASPP ELA results highlight persistent achievement gaps:	Academic intervention is provided LEA-wide to ensure that all unduplicated students, regardless of grade level or campus, have equitable access to targeted instructional support. By offering a range of intervention models such as small group instruction, push-in and pull-out supports, and after-school tutoring, the school can address varying levels of academic need. This broad access enables the school to close achievement gaps and improve proficiency in ELA and Math across the entire student body, supporting both	CAASPP ELA/Math All Students, EL, SED, SWD

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
	All Students: 17.5 points below standard English Learners: 61.4 points below standard Socioeconomically Disadvantaged (SED): 47.1 points below standard Students with Disabilities: 85.8 points below standard CA Dashboard Math CAASPP All Students: 42 points below standard ELL: 65.2 points below standard SED: 67.4 points below standard **Scope:** LEA-wide	Tier I classroom success and Tier II intervention strategies.	
1.2	**Action:** Math Curriculum Coach Action Discontinued **Need:** CA Dashboard Math CAASPP All Students: 42 points below standard ELL: 65.2 points below standard SED: 67.4 points below standard **Scope:** LEA-wide	The Math Coach supports teachers across both campuses in planning, modeling, and refining math instruction to better meet the needs of all learners, especially those requiring intervention. By offering coaching on an LEA-wide basis, Bay View Academy ensures instructional coherence and equitable access to high-quality teaching practices. This approach helps reduce variability in instruction and supports differentiation in every classroom.	CAASPP Math
1.3	**Action:** Instructional Aides **Need:**	Instructional aides support classroom instruction by working with small groups and individual students, ensuring students, particularly unduplicated and struggling learners, receive	CAASPP ELA/Math

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
	CA Dashboard Math CAASPP All Students: 42 points below standard ELL: 65.2 points below standard SED: 67.4 points below standard CA Dashboard ELA CAASPP All Students: 17.5 points below standard English Learners: 61.4 points below standard Socioeconomically Disadvantaged (SED): 47.1 points below standard Students with Disabilities: 85.8 points below standard **Scope:** LEA-wide	targeted assistance aligned to their specific academic needs. Providing this support LEA-wide allows for consistent access to individualized instructional support across all classrooms and grade levels, regardless of school site.	
1.4	**Action:** ELOP Contracting out services for 25-26 **Need:** CA Dashboard Math CAASPP All Students: 42 points below standard ELL: 65.2 points below standard SED: 67.4 points below standard CA Dashboard ELA CAASPP All Students: 17.5 points below standard English Learners: 61.4 points below standard Socioeconomically Disadvantaged (SED): 47.1 points below standard Students with Disabilities: 85.8 points below standard	ELOP offers before- and after-school enrichment opportunities that reinforce academic learning, build social-emotional skills, and promote confidence among students who need additional support. Providing this program LEA-wide ensures that all unduplicated students, regardless of grade level or campus, have equitable access to extended learning time and enrichment activities. This structure helps address opportunity gaps and supports whole-child development across the entire district.	CAASPP ELA/Math

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
	Scope: LEA-wide		
1.6	**Action:** ELPAC Testing Support **Need:** CA Dashboard: EL making progress, 64.5% **Scope:**	Dedicated staff support ensures timely and accurate administration of the ELPAC, which is essential for measuring the English proficiency of EL students. This allows educators to deliver targeted instruction based on individual language development needs and track student progress toward reclassification. Providing this support specifically for EL students helps ensure equitable access to language development services and appropriate academic scaffolding, promoting long-term success in both language acquisition and content mastery.	ELPAC
2.1	**Action:** MSW Interns **Need:** Chronic Absenteeism Data: All Students: 16.4% ELL: 13.3% SED: 21.8% White: 13.9% Two or More Races: 17.6% Students with Disabilities: 21.1% Hispanic/Latino: 26.4% **Scope:** LEA-wide	The MSW intern supports the school's goal of reducing chronic absenteeism by providing targeted social-emotional support through individual and small group counseling. By helping students build coping skills, strengthen peer and adult relationships, and remain engaged in school, this role directly addressed barriers to attendance. As a result, the school saw a 5.9% overall improvement in chronic absenteeism.	Chronic Absenteeism Data
2.2	**Action:** Attendance initiatives Budget	The Attendance Initiatives Budget is being used to provide positive incentives that encourage	Chronic Absenteeism Data

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
	Need: Chronic Absenteeism Data: All Students: 16.4% ELL: 13.3% SED: 21.8% White: 13.9% Two or More Races: 17.6% Students with Disabilities: 21.1% Hispanic/Latino: 26.4% **Scope:** LEA-wide	students to arrive on time and attend school consistently. These resources allow the school to implement targeted strategies that directly support the reduction of chronic absenteeism by motivating students, engaging families, and reinforcing the importance of daily attendance for academic success.	
2.3	**Action:** Community Support Counselors **Need:** Chronic Absenteeism Data: All Students: 16.4% ELL: 13.3% SED: 21.8% White: 13.9% Two or More Races: 17.6% Students with Disabilities: 21.1% Hispanic/Latino: 26.4% **Scope:** LEA-wide	Community Support Counselors address the need for reducing chronic absenteeism by implementing both individualized and schoolwide supports. Through targeted 1:1 and small group interventions, they help students overcome barriers to regular attendance while fostering a sense of safety and belonging. Counselors participate in weekly Attendance Team meetings to analyze data, identify root causes of absenteeism, and coordinate responsive strategies in collaboration with families, teachers, and administrators. Their efforts promote stronger student engagement, build school connectedness, and contribute to a positive climate that supports improved attendance across the entire school community.	Chronic Absenteeism Data
2.6	**Action:** Social Emotional Learning (SEL) Curriculum	The SEL curriculum will support the reduction of chronic absenteeism across the whole school by addressing students' social-emotional needs and	Chronic Absenteeism Data

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
	Need: Chronic Absenteeism Data: All Students: 16.4% ELL: 13.3% SED: 21.8% White: 13.9% Two or More Races: 17.6% Students with Disabilities: 21.1% Hispanic/Latino: 26.4% **Scope:** LEA-wide	fostering a sense of belonging and engagement. Following a thorough review process, Bay View Academy selected three SEL programs to pilot in the 2025–26 school year, ensuring alignment with student needs and school values. By helping all students build coping skills, strengthen relationships, and feel connected to the school community, these programs aim to improve consistent attendance and overall engagement throughout the school.	
2.7	**Action:** Restorative Practices Integration Associates (Formerly SEEDS) Restorative Practices Professional Development **Need:** Data from the CA School Dashboard indicates a suspension rate of 2.8%, reflecting an increase of 0.2 percentage points compared to the previous year. **Scope:** LEA-wide	Restorative practices professional development supports a reduction in student suspensions across the whole school by equipping both certificated and classified staff with strategies to address conflict and behavioral challenges constructively. Training sessions focus on building foundational knowledge and implementing Tier I and Tier II restorative approaches, which strengthen relationships, improve school climate, and provide alternatives to traditional disciplinary measures. By fostering a more supportive and inclusive environment, staff are better able to prevent and resolve incidents that might otherwise result in suspension.	Suspension Data
3.1	**Action:** Thematic Curriculum Coaches **Need:**	The Instructional Support TOSA will replace the Thematic Curriculum Coach positions and provide schoolwide support in curriculum planning and instructional alignment. This role ensures rigorous,	CAASPP ELA

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
	2023–2024 CAASPP ELA results highlight persistent achievement gaps: All Students: 17.5 points below standard English Learners: 61.4 points below standard Socioeconomically Disadvantaged (SED): 47.1 points below standard Students with Disabilities: 85.8 points below standard **Scope:** LEA-wide	standards-aligned instruction that prepares students for CAASPP testing and supports overall student performance.	
3.2	**Action:** Instructional Leadership Team **Need:** With a higher than average turn over of teaching staff at the end of the 24-25 school year, support and collaboration will be paramount in creating an environment where staff feel comfortable to learn and teach together. **Scope:** LEA-wide	Collective Efficacy is one of the highest yielding efforts in school systems. By collaborating with highly motivated and successful staff members to support with professional development, curriculum support, best practices data analysis, and school improvement the small group will carry those practices to the whole staff. This will support the students, decrease staff turn over and increase a sense of collegiality.	% of teachers staying at BVA for 3 years or more
3.3	**Action:** Teacher Induction Program **Need:** With a higher than average turn over of teaching staff at the end of the 24-25 school year, support and collaboration will be paramount in creating an environment where	The MCOE Teacher Credentialing Program/Induction ensures that the teachers receive individualized support each year to clear their credentials. The school site is required to have an induction coordinator and coaches to provide direct support to teachers. New hires look for this type of support and offering the Induction	% of teachers with a clear credential will maintain or increase

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
	staff feel comfortable to learn and teach together. **Scope:** LEA-wide	program is a benefit that will encourage new teachers to apply and stay at Bay View.	
3.4	**Action:** Professional Development **Need:** Restorative Practices are integral to the BVA charter and to what brings families and staff to BVA. Continued development and refinement of Restorative Practices will be important to continue the building of an inviting community for staff and students. In addition, PD will be offered based on need areas identified by staff in the new school year. **Scope:** LEA-wide	We will provide Professional Development (PD) for staff in areas that they identify for professional growth as well as PD that aligns to the goals of the school. -Cal State Monterey Bay ELD PD (completed in 24-25) -Restorative Practices PD -Charter School Leadership PD	Annual staff survey will indicate staff feel equipped to utilize restorative practices in their day to day job
4.1	**Action:** Community Support Organizer **Need:** As the number of students experiencing housing instability and requiring additional wraparound services continues to grow, the need for a dedicated point of contact to coordinate external resources and strengthen community partnerships has become increasingly urgent. Ensuring equitable access to supports is essential to student well-being and academic success.	The role of the Community Engagement Coordinator supports family-school partnerships through inclusive school-wide activities, initiatives and events (coordinated through the Community Volunteer Organization). The CEC fosters community connections by collaborating with local organizations/partnerships to bring wellness, safety, and enrichment opportunities to students and staff. This role acts as a main liaison for marginalized families to equitable access to resources through the Family Resource Center and specific partnerships who provide direct relief and assistance.	Number of community partners will maintain or increase

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
	Scope: LEA-wide		
4.6	**Action:** Staff Representatives on Committees **Need:** To promote shared ownership, enhance communication, and strengthen instructional decision-making, there is a need for structured opportunities for teachers and staff to engage meaningfully in schoolwide planning and improvement efforts. As we expand beyond traditional PLCs and reimagine the former ILT structure, creating inclusive, purpose-driven committees will ensure staff feel represented, heard, and supported. **Scope:** LEA-wide	These committees will create formal structures for collaboration between leadership and staff, allowing teachers to engage in data-driven decision-making, instructional planning, and continuous school improvement. By analyzing disaggregated student data and sharing insights across the staff, committee members will help identify strategies to improve academic outcomes and student support systems. Providing this action on an LEA-wide basis ensures consistency in communication, transparency in leadership processes, and equitable participation for all staff members across grade levels. It also helps build a unified culture of collaboration and professional growth, especially important during times of leadership or staff transition.	

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
1.6	**Action:** ELPAC Testing Support	Dedicated staff support ensures timely and accurate administration of the ELPAC, which is essential for measuring the English proficiency of	ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: CA Dashboard- EL making progress, 64.5% **Scope:** Limited to Unduplicated Student Group(s)	EL students. This allows educators to deliver targeted instruction based on individual language development needs and track student progress toward reclassification. Providing this support specifically for EL students helps ensure equitable access to language development services and appropriate academic scaffolding, promoting long-term success in both language acquisition and content mastery.	
1.7	**Action:** Homeless Student Identification & Services **Need:** Equitable access to academic, social-emotional, and basic needs supports in order to remove barriers to learning and promote educational stability and success. **Scope:** Limited to Unduplicated Student Group(s)	To ensure that students experiencing homelessness are accurately identified as McKinney Vento and provided with equitable access to academic, social-emotional, and basic needs supports in order to remove barriers to learning and promote educational stability and success. The Community Engagement Coordinator sends a housing questionnaire to all families during the first semester and monitors potential homelessness.Teachers and administrators are informed of McKinney Vento status so students are carefully monitored for supports needed.	Student Support Tracker

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.

Bay View does not have 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. We plan to meet the required percentage in the actions and funds allotted listed above.

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.

Not applicable

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

2025-26 Total Planned 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	5,164,711	499033	9.662%	0.000%	9.662%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,126,400.00	$0.00	$0.00	$0.00	$3,126,400.00	$0.00	$3,126,400.00

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	Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Upper/Lower	2025-26	$0.00	$376,400.00	$376,400.00				$376,400.00	
1	1.2	Math Curriculum Coach Action Discontinued	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.3	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Upper/Lower	2025-26	$0.00	$194,000.00	$194,000.00				$194,000.00	
1	1.4	ELOP Contracting out services for 25-26	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Upper/Lower	2025-26	$0.00	$356,000.00	$356,000.00				$356,000.00	
1	1.5	Vice Principal of Academic Support and Instruction Action Discontinued						2025-26	$0.00	$0.00	$0.00				$0.00	
1	1.6	ELPAC Testing Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2025-26	$0.00	$5,000.00	$5,000.00				$5,000.00	

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	1.7	Homeless Student Identification & Services	Low Income	No Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	2025-26	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.1	MSW Interns	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.2	Attendance initiatives Budget	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.3	Community Support Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$238,000.00	$238,000.00				$238,000.00	
2	2.4	Student Surveys	All	No			All Schools	2025-26	$0.00	$0.00	$0.00				$0.00	
2	2.5	Carpool- Ride Amigos This action is being discontinued	All	No			All Schools	2025-26	$0.00	$0.00	$0.00				$0.00	
2	2.6	Social Emotional Learning (SEL) Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$0.00	$0.00				$0.00	
2	2.7	Restorative Practices Integration Associates (Formerly SEEDS) Restorative Practices Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.1	Thematic Curriculum Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$228,000.00	$228,000.00				$228,000.00	
3	3.2	Instructional Leadership Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$6,000.00	$6,000.00				$6,000.00	
3	3.3	Teacher Induction Program	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-26	$0.00	$5,000.00	$5,000.00				$5,000.00	

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			Low Income										
3	3.4	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$35,000.00	$35,000.00				$35,000.00	
3	3.5	Staff Survey	All	No			All Schools	2025-26	$0.00	$0.00	$0.00				$0.00	
4	4.1	Community Support Organizer	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$136,000.00	$136,000.00				$136,000.00	
4	4.2	Loving Solutions	All	No			All Schools	2025-26	$0.00	$0.00	$0.00				$0.00	
4	4.3	Family Survey	All	No			All Schools	2025-26	$0.00	$0.00	$0.00				$0.00	
4	4.4	Family Engagement Events	All	No			All Schools	2025-26	$0.00	$0.00	$0.00				$0.00	
4	4.5	Volunteer Hours	All	No			All Schools	2025-26	$0.00	$0.00	$0.00				$0.00	
4	4.6	Staff Representatives on Committees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$15,000.00	$15,000.00				$15,000.00	
4	4.7	Family Support Groups	All	No			All Schools	2025-26	$0.00	$0.00	$0.00				$0.00	
4	4.8	Service Learning	All	No			All Schools	2025-26	$0.00	$0.00	$0.00				$0.00	
5	5.1	Special Education Staffing	Students with Disabilities	No			All Schools	2025-26	$0.00	$683,000.00	$683,000.00				$683,000.00	
5	5.2	1:1 Individualized Support	Students with Disabilities	No			All Schools	2025-26	$0.00	$686,000.00	$686,000.00				$686,000.00	
5	5.3	Counseling	All	No			All Schools	2025-26	$0.00	$35,000.00	$35,000.00				$35,000.00	
5	5.4	Speech Language Pathology and Occupational Therapy Services	Students with Disabilities	No			All Schools	2025-26	$0.00	$110,000.00	$110,000.00				$110,000.00	
5	5.5	Dyslexia Screener	All	No			All Schools	2025-26	$0.00	$0.00	$0.00				$0.00	

2025-26 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
5,164,711	499033	9.662%	0.000%	9.662%	$1,612,400.00	0.000%	31.220 %	**Total:**	$1,612,400.00
								LEA-wide Total:	$1,606,400.00
								Limited Total:	$6,000.00
								Schoolwide Total:	$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	**1.1**	Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Upper/Lower	$376,400.00	
1	**1.2**	Math Curriculum Coach Action Discontinued	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.3**	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Upper/Lower	$194,000.00	
1	**1.4**	ELOP Contracting out services for 25-26	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Upper/Lower	$356,000.00	
1	**1.6**	ELPAC Testing Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		$5,000.00	
1	**1.7**	Homeless Student Identification & Services	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$1,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	MSW Interns	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	2.2	Attendance initiatives Budget	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.3	Community Support Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$238,000.00	
2	2.6	Social Emotional Learning (SEL) Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.7	Restorative Practices Integration Associates (Formerly SEEDS) Restorative Practices Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.1	Thematic Curriculum Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$228,000.00	
3	3.2	Instructional Leadership Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
3	3.3	Teacher Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.4	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
4	4.1	Community Support Organizer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,000.00	
4	4.6	Staff Representatives on Committees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,398,400.00	$2,456,684.00

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**	Academic Intervention	Yes	$376,400	$172,583
1	**1.2**	Math Curriculum Coach	Yes	$125,000	$72,339
1	**1.3**	Instructional Aides	Yes	$194,000	$230,210
1	**1.4**	ELOP Contracting out services for 25-26	Yes	$356,000	$379,000
1	**1.5**	Vice Principal of Academic Support and Instruction	Yes	$130,000	$8,332
1	**1.6**	ELPAC Testing Support	Yes	$5,000	$5,000
1	**1.7**	Homeless Student Identification & Services	Yes	$1,000	$1,000
2	**2.1**	MSW Interns	Yes	$2,000	$1,800
2	**2.2**	Attendance initiatives Budget	Yes	$5,000	$1,745
2	**2.3**	Community Support Counselors	Yes	$238,000	$168,513
2	**2.4**	Student Surveys	No	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.5**	Carpool- Ride Amigos	No	0	0
2	**2.6**	Social Emotional Learning (SEL) Curriculum	Yes	$2,000	0
2	**2.7**	Restorative Practices Professional Development	Yes	$10,000	$10,000
3	**3.1**	Thematic Curriculum Coaches	Yes	$228,000	$140,564
3	**3.2**	Instructional Leadership Team	Yes	$6,000	$6,000
3	**3.3**	Teacher Induction Program	Yes	$5,000	$5,000
3	**3.4**	Professional Development	Yes	$35,000	$35,000
3	**3.5**	Staff Survey	No	0	0
4	**4.1**	Community Support Organizer	Yes	$136,000	$139,727
4	**4.2**	Loving Solutions	No	0	0
4	**4.3**	Family Survey	No	0	0
4	**4.4**	Family Engagement Events	No	0	0
4	**4.5**	Volunteer Hours	No	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.6**	Staff Representatives on Committees	Yes	$15,000	$11,930
4	**4.7**	Family Support Groups	No	0	0
4	**4.8**	Service Learning	No	0	0
5	**5.1**	Special Education Staffing	No	$633,000	$647,715
5	**5.2**	1:1 Individualized Support	No	$686,000	$245,233
5	**5.3**	Counseling	No	$100,000	$32,000
5	**5.4**	Speech Language Pathology and Occupational Therapy Services	No	$110,000	$142,993
5	**5.5**	Dyslexia Screener		0	0

2024-25 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)
	$1,336,394.00	$0.00	$0.00	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	1.1	Academic Intervention	Yes	$178,000			
1	1.2	Math Curriculum Coach	Yes				
1	1.3	Instructional Aides	Yes	$250,000			
1	1.4	ELOP Contracting out services for 25-26	Yes	$299,000			
1	1.5	Vice Principal of Academic Support and Instruction	Yes				
1	1.6	ELPAC Testing Support	Yes	$5,000			
1	1.7	Homeless Student Identification & Services	Yes				
2	2.1	MSW Interns	Yes	$500			
2	2.2	Attendance initiatives Budget	Yes	$5,000			
2	2.3	Community Support Counselors	Yes	$187,000			
2	2.6	Social Emotional Learning (SEL) Curriculum	Yes	$2,000			
2	2.7	Restorative Practices Professional Development	Yes	$10,000			
3	3.1	Thematic Curriculum Coaches	Yes	$115,000			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Instructional Leadership Team	Yes	$6,000			
3	3.3	Teacher Induction Program	Yes	$5,000			
3	3.4	Professional Development	Yes	$21,894			
4	4.1	Community Support Organizer	Yes	$152,000			
4	4.6	Staff Representatives on Committees	Yes	$100,000			

2024-25 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)
			0.000%	$0.00	0.000%	0.000%	$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.

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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 2024

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-23	27	16.5	5	0				.5

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

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

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

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

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

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

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

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

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

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

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

Instructions

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

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

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

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

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

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

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

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

Many family engagement events are held in order to provide opportunities to connect and build relationships. We held a Family Beach Bonfire, a Family Weekend Camping Trip, family nights such as Spooky Spaghetti, Pancake Breakfast, the Sock Hop Dance, Spring Literacy Night, TK Family Night, and multiple mornings hosting Coffee & Bagels with Staff. We hope to expand our themes for celebrating the families in our community and ensure that they are even more inclusive of various social groups. Staffing and after hours support to sustain these events is a challenge and will require more whole-staff support as opposed to events solely run by CVO and Leadership/Admin members.

Our goal is to increase more daily, weekly, and monthly traditions that engage families such as the Walking School Bus events. This was an opportunity for families, staff and students to walk to school together and build community. We were unable to participate in this program this year, but we hope to find support to staff such reoccurring events that promote health and wellness.

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

With our annual staff survey, we invite families to share any concerns, suggestions, or compliments they have. This is done in hopes of creating a space to form relationships and collaboration and improve our practices. The results of this survey were presented to staff during our collaboration time and analyzed in order to stay true to our school values, mission, and vision.

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

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

Bay View Academy recognizes that community engagement is a cornerstone to a successful school. The role of Community Engagement Coordinator (CEC) was created to represent and serve the needs of the community in regards to addressing school culture, building relationships with community partners, and strengthening family relationships on both campuses. While working closely with CVO, ELAC, Leadership team, and other staff/teacher/student groups, our CEC is actively and successfully collecting and assessing the needs of our community and continues to communicate these needs to the larger community. The CEC gathers this information and organizes school events such as: family camping trips, guest speakers, field trips, events, community meetings, and opportunities for families to meet and spend time together. Family representatives have been organized as well to serve as liaisons between the classrooms and the BVA community. Family Representatives increase family communication and volunteer hours. We would like to expand the capacities of this liaison group to further engage family and staff relationships.We will continue to encourage teachers to connect with their family representatives more regularly to build this role and tend to the unique needs of their classroom communities.

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

Staff will continue to find new ways to invoke their curiosity and learn about their families' backgrounds, cultural norms, and communication preferences. This curiosity will lead to best practices in both their teaching, relationship-building, and communication with families about their child's academic and social emotional well-being. Appropriate professional development will focus on providing these skills for our staff.

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

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

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

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

We have successfully implemented our new Family Resource Center (FRC) which is available to any families who express need, including our McKinney-Vento & Foster student population The FRC offers a food pantry, washer/dryer services, computer/printing access, counseling services, and essential goods such as hygiene and

household products. Multiple families reached out for housing support and were able to find permanent housing with rental and utilities support. Families will help us develop future plans and gather data on what types of goods and services are desired and needed by the community.

We further plan to improve engagement with underrepresented families by continuing to create inclusive spaces where our families feel welcomed and included.This looks like culturally sustaining family engagements where members of various cultural groups can share their stories and traditions, most especially during highlighted months such as Hispanic Heritage Month, Black History Month, Asian-American Pacific Islander Month, and more. We will host ADHD Family support groups, Family Education Evenings, Heritage celebrations, etc.

Section 2: Building Partnerships for Student Outcomes

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

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

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

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

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

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

We have continued our partnership with Breathe for Change and send groups of our educators each year to become certified as yoga and social emotional educators. This impacts the emotional and physical wellbeing of the teachers

and the students. We know that mental health significantly impacts outcomes for students and it continues to be a priority.

We have also partnered with The Food Bank which comes to most of our community events to offer free nutritious vegetables to our families. We know that diet significantly impacts the health and wellbeing of our students. The CHOMP Kids Eat Right program has partnered and supports our 4th and 5th graders in identifying healthy eating habits and teaches them to cook healthy meals collaboratively in school.

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

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

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

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

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

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

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

As previously stated, one of our main areas of focus is our 8th Grade Service Learning Program to be deeply rooted in service to our community partners. Our new program at BVA will challenge the traditional model of service learning by providing students with opportunities to critically examine themselves and their communities in order to create real social change. Students are centered as "agents of change" and will create an Action Plan Project through research and alignment with their local community partner of choice. These partnerships and engagements significantly impact student outcomes, especially to the underrepresented population. With great effort and careful attention, our Community Support Organizer has worked to partner with organizations that empower and uplift many of our underrepresented families. These community partners include Palenke Arts, The Food Bank, Monterey County Black Caucus, The Village Project, etc. The role of family members is shared with families and is key in the Service Learning Program. We need family support in asking children what they are experiencing and noticing during their research and projects. Help them understand their identities and what communities they are a part of.

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

Section 3: Seeking Input for Decision-Making

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

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

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

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

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

We hold Chat with Leadership opportunities to gain family insight and feedback. Our leadership team invites families to have a conversation with our administration about any concerns, suggestions, or compliments they have. This open agenda is held in hopes of creating a space to form relationships and collaboration.

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

Our Instructional Leadership Team is a regular source of feedback and input that informs decisions made within the school. They are able to share their own professional insights as well as those of their grade level band of staff they support.
We have staff representatives on each of our board committees joined by families, board members and community representatives. This gives a broad perspective of feedback in each committee and informs decisions in both directions. The Governance Committee focuses on decisions regarding school policy. The Development Committee focuses on fundraising and grants. The Finance Committee focuses on financial decisions and fiscal health.

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

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

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

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

We have placed a focus on getting more authentic input from staff to inform school decisions. Part of these efforts was modifying our Staff Board Representative selection process. Previously they would apply and be chosen by leadership. Moving forward, staff will be voting on staff representatives that will be given the platform to share with our board of directors any issues present at lower and upper campus to inform decisions. We hope that by providing more avenues for staff participation and outlets for voices to be heard, they will be able to provide more input with decisions.

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

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

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

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

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

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

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

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

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

The California dashboard indicated that chronic absenteeism for our students with disabilities is an area of needed focus. In order to address the concerns regarding chronic absenteeism of our students with disabilities our Special Education team held four affinity group meetings for parents of students who are eligible for special education services. Additionally, we formed an attendance team comprised of our Student Information Manager and Counselors to conduct frequent family contacts to identify areas that we can provide more support in, ensuring consistent attendance for our students. This will continue to be an area of focus for the next year as we expand our practices and supports around family education and attendance and formalize our attendance plan detailing how families and students will be supported in maintaining regular attendance.

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

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

Student Survey Results:

Metric
24-25 School Year
8. Percentage of students in grades 3-8 who feel safe on campus will increase or maintain.
24-25 School Year
3rd Grade: 92%
4th Grade: 90%
5th Grade: 98%
6th Grade: 89%
7th Grade: 91%
8th Grade: 91%

9. Percentage of students in grades 3-8 that have a trusted adult will increase or maintain.
24-25 School Year
3rd Grade: 87%
4th Grade: 65%
5th Grade: 84%
6th Grade: 74%
7th Grade: 63%
8th Grade: 72%

10. Percentage of students in grades 3-8 that enjoy coming to Bay View will increase or maintain.
24-25 School Year
3rd Grade: 80%
4th Grade: 92%
5th Grade: 98%
6th Grade: 96%
7th Grade: 95%
8th Grade:96%

Students:
Teachers have held community meetings with students regarding their experience and needs. Teachers share feedback with school leadership to inform plans. Student Surveys completed in November informed staff of areas of strength and need. Staff has received input on preferred incentives through the Student Council.

Teachers:
Throughout the academic year, there were multiple opportunities for staff to give feedback and input regarding school programs. A Staff survey was conducted in March to provide a comprehensive overview of their experiences, allowing us to track perceptions and identify areas for improvement over time. Additionally, individualized 1:1 conversations with administration were offered for staff to share their thoughts, concerns, and suggestions directly. Instructional Leadership Team meetings provided a collaborative platform for teachers to contribute to decision-making processes and share insights from their classrooms.

We have two designated staff Board Representatives, one at each campus, who collect monthly feedback, concerns, and celebrations from the staff via surveys, and in person 1:1 conversations. This information is brought to the site administration for review and reflection.

Families (SSC, ELAC):

To ensure robust family engagement and gather diverse perspectives, we implemented a comprehensive feedback strategy involving multiple channels. Family surveys conducted in March provided valuable insights into family priorities and interests. Chats with leadership in December and February provided families with opportunities to voice concerns and share successes in a supportive environment. Additionally, participation in regular School Site Council and ELAC meetings ensured that families had a direct role in decision-making processes and were able to advocate for resources aligned with student and family needs. Families are often invited to participate and volunteer in school-wide events and community activities such as festivals, book clubs, school dances, and thematic learning etc.. This has been a great opportunity to informally check-in and gather feedback from our families. Finally, discussions regarding field trips and the Special Education Family Survey allowed staff to gather feedback on specific initiatives and tailor their approaches to better meet the needs of all students and families.

Other Staff Members: Aides, Admin, District Office staff:
Instructional aide meetings were scheduled regularly and offered aides the opportunity to provide input on their specific requirements and challenges, ensuring their voices were heard in the decision-making process. Monthly district office meetings focused on gathering feedback on facilities and classroom needs provided teachers with a direct avenue to communicate their infrastructure requirements, fostering a collaborative approach to resource allocation and facility improvements. By integrating these feedback channels, we created a culture of transparency, collaboration, and responsiveness.

SELPA:
BVA staff consult with the Sonoma County Charter SELPA for guidance and support on an ongoing basis, attend regularly scheduled charter SELPA learning sessions to keep apprised of updates regarding fiscal and program topics, and attend regularly scheduled charter SELPA data tech user meetings to ensure accurate data collection for CALPADS.

Union:
NA

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

To address teacher feedback for more support with the social emotional needs of students, we will be piloting and adopting SEL curriculum, and in person SEEDS, a restorative practice facilitator, training. Teachers stated the class times felt rushed and they did not have time to differentiate instruction. In response to this, we will move to a block schedule and offer in person ELD Training focusing on differentiation.

To address family feedback requesting additional social emotional support is needed on both campuses, we have reinstated our partnership with CSUMB to hire a MSW intern to support students at Upper School campus. In response to the request for additional academic intervention support for students struggling to meet grade level expectations in math, our training paraprofessionals ran after school tutoring at both Upper and Lower School.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					