

# LCFF Budget Overview for Parents

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

CDS Code: 47-73684-0000000

School Year: 2024-25

LEA contact information:

Jared Pierce

Superintendent-Principal

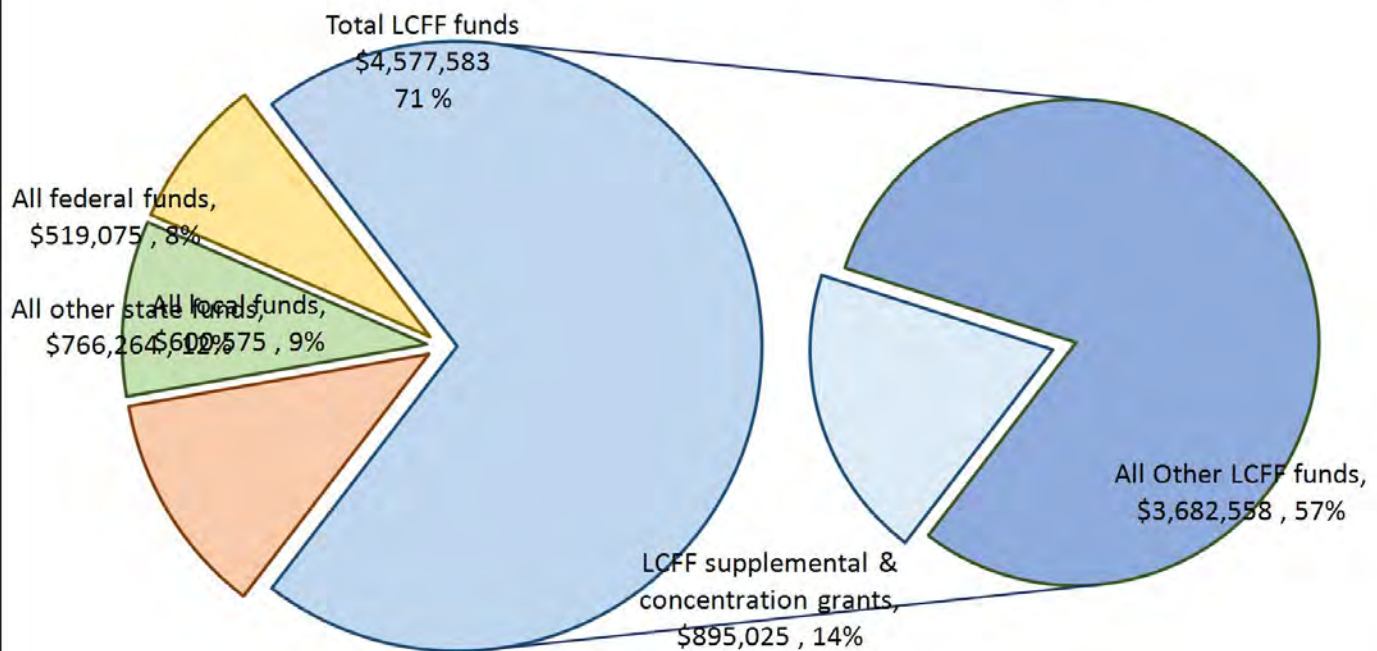
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

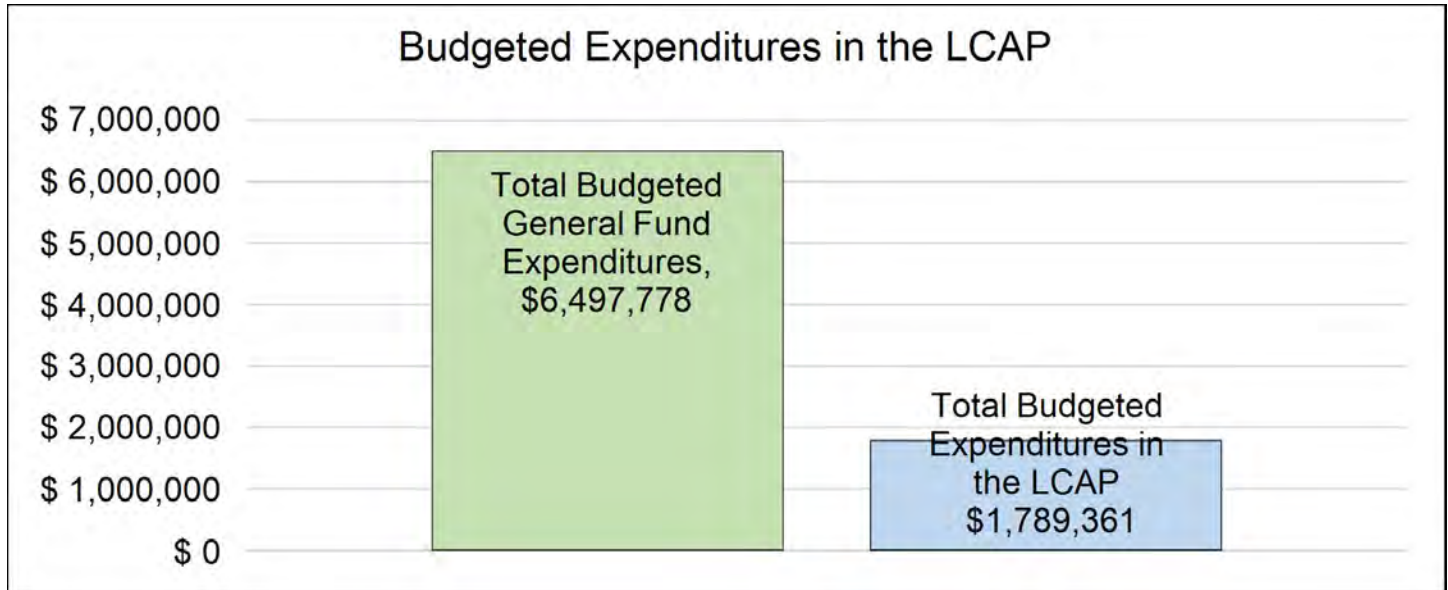


This chart shows the total general purpose revenue Butte Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Butte Valley Unified School District is \$6,463,497, of which \$4,577,583 is Local Control Funding Formula (LCFF), \$766,264 is other state funds, \$600,575 is local funds, and \$519,075 is federal funds. Of the \$4,577,583 in LCFF Funds, \$895,025 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 Butte Valley Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Butte Valley Unified School District plans to spend \$6,497,778 for the 2024-25 school year. Of that amount, \$1,789,361 is tied to actions/services in the LCAP and \$4,708,417 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

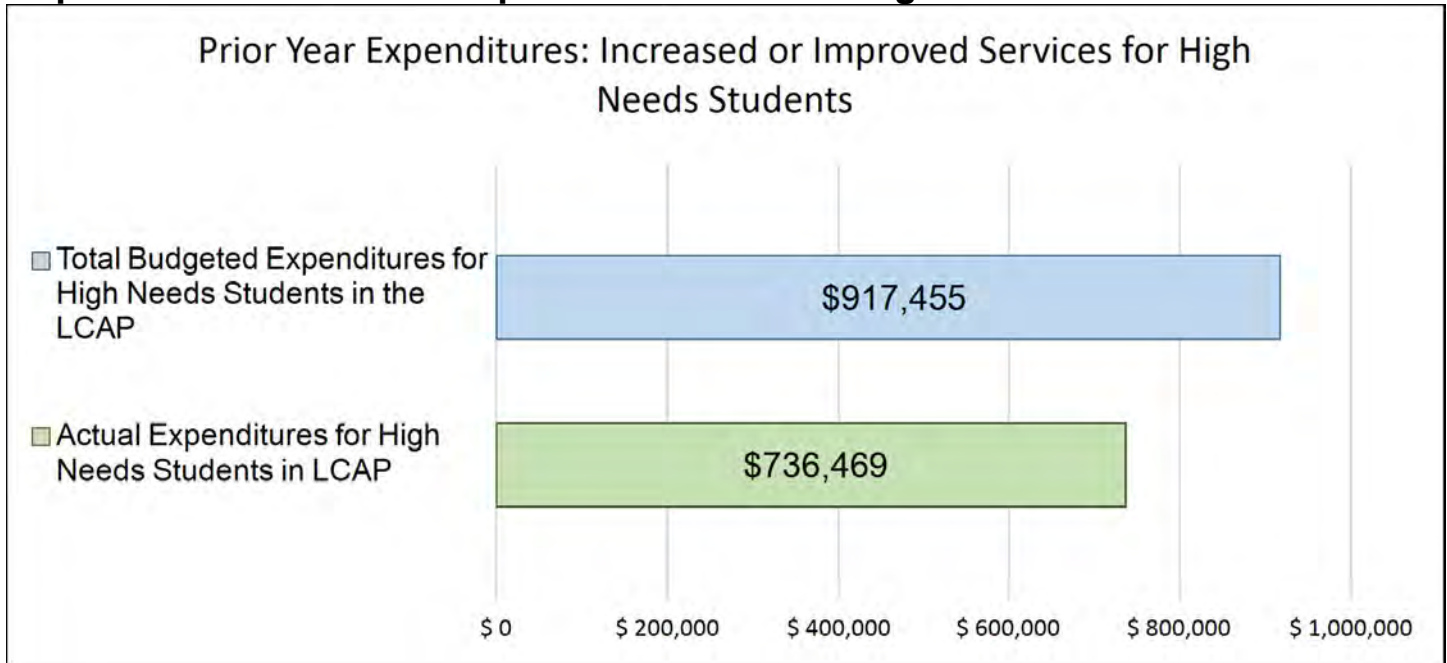
General fund expenditures not included in the LCAP are used for general operating costs including salaries and benefits, cafeteria, utilities, maintenance, and supplies.

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

In 2024-25, Butte Valley Unified School District is projecting it will receive \$895,025 based on the enrollment of foster youth, English learner, and low-income students. Butte Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Butte Valley Unified School District plans to spend \$1,138,713 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Butte Valley Unified School District's LCAP budgeted \$917,455 for planned actions to increase or improve services for high needs students. Butte Valley Unified School District actually spent \$736,469 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$180,986 had the following impact on Butte Valley Unified School District's ability to increase or improve services for high needs students:

The difference in planned actions and services largely relates to shortages in staffing and changes in plans to LCFF expenditures. ESSER and other one-time funds were utilized to pay for services and materials such as SFA and iReady. In some cases, funds were utilized to sign multiyear agreements at lower annual average cost. One significant difference between planned and actual expenditures was intervention staffing, which was addressed through scheduling changes. This met the needs of our programs, but intervention groups were impacted in terms of staff-to-student ratios. High-needs students' groups were maintained at low ratios, however, and were not impacted.

# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Butte Valley Unified School District	Jared Pierce Superintendent-Principal	jpierce@bvalusd.org (530) 397-4000

## Goals and Actions

### Goal

Goal #	Description
1	In order to offer a broad course of study, the District will retain appropriately credentialed and assigned professionals in a clean, safe, and functional environment, with the support of ongoing professional development that improves the design and delivery of curriculum and assessment of the California State Standards. Professional development for ELs will focus on universal access features of adopted curriculum, collaboration practices with ELD staff, targeted interventions and data practices, a focus on writing, and student collaboration that provides structure for collaboration, such as Kagan, which encourages equity and provides rich language opportunities for ELLs.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sign-in sheets and calendars	100% of certificated staff participated in at least one professional development. 50% of classified staff participated in at least one professional development.	During 2021-2022: 100% of all staff participated in at least one professional development. 75% of classified staff participated in professional development.	During 2022-2023: 100% of all staff participated in at least one professional development. 100% of classified staff participated in professional development.	2023-2024: 100% of staff have participated in at least on PD. 100% of staff participated in preservice trainings. All paras and teachers at BVES continue to participate in SFA and i-Ready training. Other trainings include MTSS and ALICE.  HS staff have participated in PD for safety (ALICE) and MTSS.	100% of all staff will participate in at least one professional development training.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Non-instructional staff have participated in MTSS and safety trainings.	
Student Information System (ALMA):  A-G Courses Completion	26% of high school students completed A-G course work	28.57% of high school students completed A-G course work in 2020-2021. (33.33% in 2018-2019 and 5% in 2019-2020) In 2021-2022 17.5% of the graduating class completed A-G coursework.	2022-2023: 10% of the graduating class completed A-G requirements.	2023-2024: 8.3% of students completed A-G courses.	80% or higher completion rate
Student Information System (ALMA):  CTE Pathway Completion	13% of all high school students completed CTE pathway. 27% of enrolled CTE students completed a CTE pathway.	32.8% of all high school students completed a CTE pathway in 2021-2022. This represents 12.5% of enrolled CTE students.	2022-2023: 30% of all high school students completed a CTE pathway.	2023-2024: 9.6% of students completed a CTE pathway	80% or higher completion rate of enrolled CTE students
CAASPP Scores (Met or Exceeded Standard)	2018-19 CAASPP Scores- Math: 23.49% 2018-19 CAASPP Scores- ELA: 38.93%	No Test given in 2019-2020 In 2020-2021 ELA CAASPP scores district wide 25.89% of our students met or exceeded standards. For Math 6.84% of our students met or exceeded standards.	2022-2023 ELA CAASPP: Grade 3: 74% Not Met, 16% Nearly Met, 3% Met, 6% Exceeded Grade 4: 78% Not Met, 17% Nearly Met, 4% Met, 0% Exceeded Grade 5: 72% Not Met, 16% Nearly Met, 8% Met, 4% Exceeded Grade 6: 72% Not Met, 24% Nearly Met, 4% Met, 0%	2023-2024: This data is updated at the end of the year, or when state testing results are available.	CAASPP Scores- Math: 40% CAASPP Scores- ELA: 54%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Exceeded Grade 7: 56% Not Met, 17% Nearly Met, 21% Met, 4% Exceeded Grade 8: 53% Not Met, 26% Nearly Met, 20% Met, 0% Exceeded Grade 11: 41% Not Met, 12% Nearly Met, 29% Met, 16% Exceeded</p> <p>2022-2023 Math CAASPP: Grade 3: 64% Not Met, 16% Nearly Met, 12% Met, 6% Exceeded Grade 4: 69% Not Met, 30% Nearly Met, 0% Met, 0% Exceeded Grade 5: 84% Not Met, 16% Nearly Met, 0% Met, 0% Exceeded Grade 6: 83% Not Met, 16% Nearly Met, 0% Met, 0% Exceeded Grade 7: 62% Not Met, 29% Nearly Met, 8% Met, 0% Exceeded Grade 8: 80% Not Met, 20% Nearly Met, 0% Met, 0% Exceeded Grade 11: 62% Not Met, 29% Nearly Met, 8% Met, 0% Exceeded</p>		
A-G Course Access	100% of students have access to A-G courses	100% of students have access to A-G courses	100% of students have access to A-G courses	100% of students have access to A-G courses.	100% of students will have access to A-G courses.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Facility Inspection Tool (FIT)	FIT report has a "good" or "excellent" rating for all schools in the district.	FIT Report has an "excellent" rating for all school facilities.	FIT Report has a "excellent" rating for all school facilities.	FIT Report has a "excellent" rating for all school facilities. However, rain gutters need service.	FIT report has a "good" or "excellent" rating for all schools in the district.
EL Reclassification	EL Reclassification Rate for 2019: 11.62%	In 2021-2022 5% of our students were reclassified.	2022-2023: 3% of our EL students were reclassified.	Reclassification data will be updated when data is available.	EL Reclassification Rate will increase by 5%
EL Progress Rate	EL Progress for 2019: 69.8%	EL Progress for 2021-2022 was 21%	EL Progress for 2022-2023 was 30.5% (22 out of 72 assessed)	Progress will be determined when data is available.	EL Progress Rate will increase by 5%
Students that have completed both A-G courses and a CTE pathway.	0% of students have completed both.	The information is not certified in CalPADS for 2021-2022 and will be added when it becomes available. (8-12-22)	2022-2023: 0% of students that have completed both A-G courses and a CTE pathway.	2023-2024: 6.38% of students completed A-G courses and a CTE pathway.	50% or higher completion of both
Teacher credential list	95% of teachers are fully credentialed and appropriately assigned .	2021-2022 89% of teachers are fully credentialed and appropriately assigned. Two classrooms have long-term subs and do not have a teacher assigned.	2022-2023 The elementary school is fully staffed this year. However, not all staff are fully credentialed. We have one intern, three paraprofessionals working under others' teaching credentials, and three long-term subs. All high school staff are fully credentialed. of teachers are fully credentialed and appropriately assigned. 65% of our teaching staff are fully credentialed, with many working toward their credentials.	2023-2024: All high school teachers are credentialed. In grades K-8, four teachers are fully credentialed. One grade level is staffed by subs. The remainder are staffed by PIPs, STIPs, or interns.	100% of teachers will be fully credentialed and appropriately assigned.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards-aligned materials. Williams Report	100% of students have access to standards-aligned materials.	2021-2022: 100% of students have access to standards-aligned materials	2022-2023: 100% of students have access to standards-aligned materials.	2023-2024 (March): 100% of students have access to standards-aligned materials.	100% of students will have access to standards-aligned materials.
AP Performance	0% of students have passed an AP exam with a score of 3 or higher (AP classes not offered)	2021-2022: 0% of students have passed an AP exam with a score of 3 or higher (AP classes not offered)	2022-2023: 0% of students have passed an AP exam with a score of 3 or higher (AP classes not offered).	We do not have an AP program at this time.	5% of students will take an AP college course and pass an exam with a score of 3 or higher.

## Goal Analysis

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

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

All actions were implemented in this goal. There were no substantive differences in planned actions and implementation.

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 \$75,500/\$47,956 Professional development was provided, but paid out of one-time funds instead of LCFF funds.
- 1.2 13,352/15,737 Software subscriptions were slightly higher than the original budgeted amount.
- 1.3 \$10,500/\$5,579 Elective supplies were purchased out of one-time funds, lottery funds, CTE funds, etc. The amount of revenue spent on electives exceeded the budgeted amount.
- 1.4 \$3,000/\$0 Art, Science, and STEM supplies were sufficient for the 2023-2024 school year, or were purchased using lottery funds (art).
- 1.5 ELO funds were used for the summer program as planned; there were no material differences between planned and actual expenditures.
- 1.6 \$119,840/\$ An Intervention/SFA Coach posting was created, but not filled due to lack of applicants.
- 1.7 ELD funds were used as planned; there were no material differences between planned and actual expenditures.
- 1.8 \$1,000/\$0 Leveled books were purchased out of lottery funds, rather than LCFF funds.
- 1.9 \$386,083/\$256,139.51 A Bus, Grounds, and Maintenance position was unfilled, accounting for the difference between planned and actual expenditures.
- 1.10 (Ratio) There were no substantial differences between planned and actual expenditures.
- 1.11 ELD PD There were no substantial differences between planned and actual expenditures.

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

- 1.1 Professional development was provided, but through embedded services in our contract with SFA. The PD was very effective and assisted staff with mastery of ELA instruction and interventions. The embedded SFA PD and SCOE-led PDs were not paid for through LCFF funds.
- 1.2 Software subscriptions were slightly higher than the original budgeted amount, but provided valuable instructional support and assessment data. Benchmark results showed growth as staff learned how to use these tools.
- 1.3 Elective supplies were available and purchased with funds other than LCFF. These supplies were valuable to their respective programs.
- 1.4 Elective supplies were available and purchased with funds other than LCFF. These supplies were valuable to their respective programs. However, in spite of the availability of STEM and science funds through LCFF, our programs were underutilized.
- 1.5 Expanded Learning Opportunities went well and were executed largely as planned. Students were engaged and had 30 days of structured engagement over the 2023-2024 school year.
- 1.6 We were not able to fill the planned SFA/intervention position. Progress was made, but not as a result of this position.
- 1.7 Our ELD program was successful, as an increased number of students were redesignated and showed growth.
- 1.8 We made significant purchases of books using various funds. Literacy has been a renewed focus, and the availability of new books helped to provide students with more high-interest books to support reading.
- 1.9 Our BGM services, in spite of a reduction in staff, improved over the 2023-2024. Grounds have been improved and transportation services have been excellent.
- 1.10 Maintaining the staff-to-student ratio at low levels has been key to providing a stronger program for our students. More one-on-one and small group opportunities have been made available to students, including a music program.
- 1.11 PD focused on SFA and MTSS. SFA includes ELD components, but specific ELD PD should be a focus. Students showed growth, however, based on our redesignation rate and the number of ELD students showing growth.

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

- 1.1 PD focused on MTSS and SFA. Next year, PD in these areas should continue, and ELD will be added as an area of focus for all staff. Math intervention is another area where staff will benefit, particularly at BVES.
- 1.2 Implementation of iReady has been very powerful for our staff and students. Other programs were not as effective and were redundant. Continued staff development in iReady and benchmark training render the other programs, such as Renaissance Place and Aimsweb unnecessary. It is notable that students do not respond well to repeated assessment, and have expressed that they would prefer to use one program.

1.3 Our elective offerings increased over the last three years. Students, parents, and staff express that they are happy with these offerings, which have been supplied with ample resources through grants and one-time funding. Additional art opportunities will be considered for the 2024-2025 school year.

1.4 Science and STEM activities were not provided by staff to the degree expected. Many K-8 staff are new to the profession, and will benefit from support in STEM activities, which will be addressed by Leadership Team and administration. We plan to improve our supply of science material and finish construction on greenhouses so that students are able to apply concepts in science through engaging activities.

1.5 Expanded Learning Opportunities have been successful. The addition of 9-12 activities and an ASSETs grant will improve opportunities for middle school and high school students. Adding off-campus opportunities such as field trips and camps for K-6 and 9-12 will be a focus for 2024-2025.

1.6 An Intervention/SFA Coach posting was created, but not filled due to lack of applicants. Having a dedicated position filled for interventions will be helpful for improving student achievement and MTSS supports for 2024-2025.

1.7 ELD funds were used as planned and our program has improved, as evidenced by redesignation rates and the number of ELLs level growth. Next year, we will add a newcomer program for immigrant students who need additional intensive language support.

1.8 Our literacy program improved over the last two years with the adoption of SFA. Reading chapter books and writing will increase as focus areas next year, and we will provide more opportunities for family engagement to promote literacy.

1.9 BGM has been an area of strength for our district. Next year, we will continue improving facilities. We will also add two grant-funded electric buses to our fleet with charging infrastructure.

1.10 We will continue to maintain low class sizes and offer music, as funded in Action 2.10. There will be no changes to this action.

1.11 ELD PD will be a focus for the coming year for all staff, and we will add new ELD staff to create a newcomer program.

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

## Goals and Actions

### Goal

Goal #	Description
2	Increase student achievement and decrease any gaps that exist among demographic groups through college and career readiness/pathways, CTE, the University of California A-G entrance requirements, student engagement strategies, up-to-date technology, and improved parent/guardian involvement and communications.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to college and/or career classes as defined in the Master Schedule	100% of our students have access to college and/or career classes	100% of our students have access to college and/or career classes. 2021-2022	100% of our students have access to college and/or career classes. 2022-2023	100% of our students have access to college and/or career classes. (2023-2024)	100% of our students have access to college and/or career classes
Chronic Absenteeism	Baseline in 2019: 14.3%	Chronic Absenteeism Rate 2021-2022 = 46.5%	Chronic Absenteeism Rate (10+ Absences) 2022-2023 = 55.2%	26 BVHS students have ten or more absences (27.3%) 2023-2024  108 BVES students have ten or more absences (50.2%) 2023-2024	Our chronic absenteeism will be 10% or lower
Dropout Rate in Middle School / Dropout Rate in High School	0% dropout rate in middle school  13.0% dropout rate in high school	0% dropout rate in middle school 2021/=-2022.	0% dropout rate in middle school 2022-2023.  High School dropout rate for 2022-2023 was 0%.	All middle school students will graduate in 2023-2024. The middle school dropout rate will be 0%.	0% or students will drop out in middle school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		High School dropout rate for 2021-2022 was 2.56%		One student will not graduate from BVHS in 2023-2024, but will not drop out. Our dropout rate will be 0%.	
High School Graduation Rate	High School Graduation Rate: 73.1%	2021-2022 High School Graduation Rate 88.8%	2022-2023 High School Graduation Rate 100%.	One student out of a class of 24 will not graduate in 2023-2024 (4.1%).	90% of our students will graduate from high school
California Highway Patrol Inspection	100% bus and vehicle compliance	2021-2022 100% bus and vehicle compliance	2022-2023 100% bus and vehicle compliance.	All buses and vehicles are compliant. Two buses will be scrapped. Another has been surplused, but all buses that are driven are compliant.	100%of our vehicles will be inspection compliant
After School Attendance	2018-19 Participation Rate: 30.2%	2021-2022 Participation Rate 41.3%	2022-2023 Participation Rate 38.78%	SAFE Program participation varies, but can exceed 65 students. Total enrollment varies as well. 2023-2024 BVES enrollment ended the year at 215. 65 students constitute 30.2%.	Participation rate will increase by 6%
School Attendance Rate	P-2 Attendance: High School: 93.4%	2021-2022 P-2 High School: 88.98%	2022-2023 P-2 High School: 91.32% Elementary School: 92.26%	The attendance rates for the elementary school and high	P-2 Attendance will maintain at 96% for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Elementary School: 93.3%	Elementary School: 85.75%		school for 2023-2024 are:  HS: 94% ES: 92%	High School and Elementary School.
Student Suspension Rates	Student Suspension Rates in 2018-2019: High School-4.6% Elementary School-0%	2021-2022 Suspension Rate High School = 1.2% Elementary = 4.48% Overall = 3.6%	2022-2023 Suspension Rate High School = 5.33%  Elementary School = 4.62%  Overall = 4.8%	BVES: 0.46% BVHS: 1.05%	Suspension rates will be at 2% or lower
Expulsion Rate	0% expulsion rate district-wide	2021-2022 0% expulsion rate district wide	2022-2023 0% expulsion rate district wide.	No students have been expelled from Butte Valley ES or Butte Valley HS.  The rate is 0% for both sites.	0% of students will be expelled
Capturing Kids' Hearts and PBIS Strategies	50% of staff using Capturing Kids' Hearts Strategies (CKHS)	2021-2022 69% of staff using CKHS and PBIS	2022-2023 100% of staff at the elementary school are using CKHS/PBIS	100% of staff will be using CKHS and PBIS strategies	90% of staff will be using CKHS and PBIS strategies

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	50% of teachers using Positive Behavior Intervention Support (PBIS)		strategies. 100% of high school staff are using CKHS/PBIS strategies. However, effectiveness varies greatly between staff.	100% of staff are signed up for MTSS training, which includes PBIS. Approximately 20% of staff have completed the training.  Capturing Kids' Hearts training has not been active as a PD effort.	
Technology	One-to-one Chromebooks in grades K-12. Projectors, speakers, laptops, and an extra screen in each classroom. All primary classrooms have a drawing tablet that plugs into their computer.	100% of students had access to devices in 2021-2022.	2022-2023: 100% of students had access to devices.	2023-2024: 100% of students have access to a device.	100% of our students will have Chromebooks in all grades, all teacher hardware will be kept up-to-date.
Parent Participation	No baseline data	2021-2022 50% parent participation in the following activities; Back to School Night, committees such as School Site Council,	2022-2023 50% parent participation in the following activities: Back to School Night, School Site Council, DELAC/ELAC, and	Meeting minutes; calendars; announcements	80% of parents will attend at least two school activities. Included in these activities will be parenting classes.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		DELAC/ELAC, and LCAP/DAC; Student performances, sporting events, classroom activities. No Parenting classes were scheduled during the 21/22 school year.	LCAP/DAC; Student performances, sporting events, classroom, and afterschool activities. No Parenting classes were scheduled for the second semester of the 22/23 school year.		
Parent Communication	No baseline data	2021-2022 District has continued to utilize Power School announcements and our Facebook page. The Superintendent has added a weekly newsletter that is emailed to staff and parents. The District has updated our web page and items on this page are kept current. A YouTube channel has been established to share videos and announcements of District information.	2022-2023 District converted to a new SIS, Alma, which includes direct messaging via email, text, or voice. We continue to upgrade our website. Our weekly emails and videos are planned to resume next year, but were put on hold due to staffing and tech issues with our support provider. Social media has been expanded to include informational and inspirational messages multiple times per week.	Weekly elementary and high school updates are sent to parents directly through Alma. Additionally, our social media accounts are being utilized to promote positivity and general information related to both school sites. Our website remodel is nearly complete. We are in the process of implementing Parent Square to work with Alma for more robust communication.	At least monthly, school events will be posted on our website and Facebook page. Power School announcements will be used to communicate these postings, also.
Surveys	Percent of parents and students that have a sense of safety	2021-2022 Based on Parent Survey 80% of parents reported they	2022-2023 Based on LCAP Parent Survey 33.3% of parents	2023-2024 Based on LCAP Parent Survey 66.6% of parents	At least 98% will have a sense of safety and school connectedness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and school connectedness: 98.6 %	felt their children were safe at school. In the 4th-6th grade range, 41% of students strongly agreed that they felt safe at school, with the remainder of students responding "neutral". In 7th-12th, 31% of students strongly agreed that they are safe, 0% agreed, 50% are neutral, 11% disagree, and 8% strongly disagree.	reported they felt their children were safe at school, while 50% felt connected to the school. In 7th-12th, 21.9% of students strongly agree/agree that they are safe, 53.1% are neutral, 9.4% disagree, and 15.6% strongly disagree.	reported they felt their children were safe at school, while 55.5% felt connected to the school. In 7th-12th, 20% of students strongly agree/agree that they are safe, 63.5% are neutral, 9.4% disagree, and 7.1% strongly disagree. In grades 4-6, the responses were 36.2%, 43.5%, 11.6%, and 8.7%	

## Goal Analysis

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

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

Goal 2 was largely carried out as planned. However, due to the availability of one-time funds, LCFF funds were not used as planned in the case of some actions, such as 3.1 and 3.2. 3.3 and 3.6 were eliminated because superior product and service replacements were acquired and purchased with one-time funds. Paraprofessional services were in place, and despite a reduction in staff, were restructured to offer planned services.

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.

- 2.1 Gear Up There were no substantial differences between planned and actual expenditures.
- 2.2 \$288,965/\$219,360.50 Repair costs and personnel costs were lower than expected.
- 2.3 There were no substantial differences between planned and actual expenditures.
- 2.4 \$23,172/\$3,732 Absences/SARB/Probation

- 2.5 \$1,100/\$567 Attendance and PBIS awards cost less than the budgeted amount. Some awards were donated.
- 2.6 \$29,400/\$0 Capturing Kids' Hearts was not renewed. SEL training was embedded in SFA training and provided through ESSER-funded activity.
- 2.7 \$4,724 PBIS training was included in SCOE-funded MTSS training.
- 2.8 \$1,000/\$483 Academic awards were provided, but cost less than expected.
- 2.9 \$216,839/\$171,345.68 Tech services and supplies cost less than projected. Devices were purchased out of one-time or other funds, rather than LCFF funds.
- 2.10 \$5,672/\$13,743.30 Parent communication services, such as Edlio and ParentSquare were added, which were not included in our plan.
- 2.11 \$125,971/\$95,544.85 This expenditure was less than budgeted, but staff were in place as planned to provide services. (Title I class size reduction)
- 2.12 ES admin; There were no substantial differences between planned and actual expenditures.

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

- 2.1 Gear Up was implemented as planned and effective. HS students were accepted to colleges at higher-than-usual rates, and all juniors and seniors had support with applications, FAFSA, scholarships, etc.
- 2.2 Maintenance of facilities was addressed as planned. Facilities and transportation were in better condition than at the beginning of the year.
- 2.3 Home-to-school transportation was provided as planned and supported our students.
- 2.4 Attendance support was in place, but not utilized to its fullest potential. Attendance hovers at 93%, but we hope to improve to 96% or better in 2024-2025. Probation services were underutilized and no students were sent to SARB this year, which would have improved our chronic absenteeism rate.
- 2.5 Attendance awards were implemented as planned. Actions in 2.4 would have improved rates through additional supports, but incentives were in place and students' positive attendance was celebrated.
- 2.6 Capturing Kids' Hearts was eliminated. In its place, we offered professional counseling services, SEL and cooperative learning services, and MTSS coordinator, and conflict mediation staff to build an MTSS/PBIS program.
- 2.7 MTSS training was grant-funded and available to all staff. The grant funds training for all staff to complete training over 2023-2024 and 2024-2025. The majority of BVES staff have completed the training, while a few BVHS staff have completed the training. The PBIS goal, as it evolved to include MTSS, has improved staff's understanding of how to address students' SEL and mental health needs.
- 2.8 Academic awards ceremonies and celebrations were implemented as planned and were effective at incentivizing positive student achievement.
- 2.9 Technology and services were implemented as planned, with the exception that we did not need as many devices as we planned in our LCAP. Tech services were effective in maintaining access and providing online education and assessments.

2.10 Parent communication services were implemented as planned, with additional services added, including Edlio and ParentSquare. Alma functioned properly as our SIS. Edlio, as a result of our webhost going out of business, became our new webhost. The transition had a negative impact on the timeliness of our online information, but worked well after the transition was complete. ParentSquare, a communication program, integrates with Alma to boost the quality and efficiency of our messaging, including translation services. Both additions improved our service to partners and staff.

2.11 County co-op fees purchased services to support accountability and guidance from SCOE, as intended. The most significant element of 2.11 was class size reduction, which paid for 1.33 FTEs of elementary staffing. This allowed us to minimize class size and maintain single-grade level classes, which benefits the students.

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

2.1 Gear Up was grant funded and the grant expired. This was a valuable program for preparing students for college. We plan to add academic counseling services to maintain this effort, using LCFF funds.

2.2 Bus, Grounds, and Maintenance services functioned as planned. Our facilities and transportation have improved. No changes are necessary.

2.3 Transportation services functioned well. However, we had a number of mechanical issues with two buses. We have applied for an electric bus grant, which will replace two buses.

2.4 We underutilized SARB and Probation services this year. Probation services have been good, and we will have additional staffing to work with Probation and families to improve attendance.

2.5 Attendance awards reinforced positive attendance, but did not reduce negative attendance. We will continue to use positive incentives; however, services to reinforce positive attendance will be needed, as addressed in 2.4.

2.6 Capturing Kids' Hearts is heavily reliant upon staff buy-in and one-time PD. Sustained efforts that focus on ongoing MTSS and SEL are necessary for our staff and students. We have received a Community Schools Grant, which will provide funding to add parent engagement, a wellness coach, social services, and counseling services to support students.

2.7 PBIS training as a goal evolved to an SCOE-facilitated MTSS initiative during 2023-2024. This training, combined with Community Schools efforts, will continue over the next five years to support our students' wellbeing and mental health with research-based practices.

2.8 Academic awards reinforced academic achievement. We will continue with this action so that students' efforts are recognized and so that others may desire to emulate them.

2.9 Tech services evolved over the year in terms of support. Garland Tech had a restructuring of their business model, which resulted in improved services over the second half of the year. Online learning systems provided valuable assessment and online learning resources for students as teachers developed mastery over the programs. Replenishment of devices on a rolling basis has proven to be a valuable strategy. Action 2.9 served our schools well.

2.10 Parent communications improved over the year with the change to Edlio webhosting services and ParentSquare communication services. Alma has proven to be an effective SIS. We made adjustments to 2.10 over the year, beyond our original plan, and the changes will improve communication in the years to come.

2.11 County Co-Op fees provided excellent support services to our district. We will continue to build stronger relationships with SCOE, as their guidance and expertise have been very helpful. The aspect of 2.11 that addressed class size reduction should continue so that students may remain in single-grade classes with smaller class sizes than if this action were not available.

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

## Goals and Actions

### Goal

Goal #	Description
3	All students will be provided an equitable, authentic, and purposeful literacy instruction in reading and writing by implementing the District Literacy Action Plan with 100% fidelity over the next three years. Each year, students will demonstrate growth in reading by increasing their score on the STAR reading, Rigby, Aimsweb, and/or BPST assessments by at least one grade level.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>Assessment Testing:</b>  BPST Rigby STAR Aimsweb Fluency NWEA	Winter 2021  <b>BPST:</b> No baseline data for K-2  <b>Rigby Level Average:</b> K- 3.8 1st- 8 2nd- 12.8  <b>Average STAR Instructional Reading Level (IRL):</b> 2nd- PP 3rd- 1.9 4th- 2.6 5th- 3.8 6th- 2.7 7th- 3.1 8th- 4.9 9th- 5.3	Spring 2022  BPST and Rigby - No Tests  <b>Average STAR Instructional Reading Level (IRL)</b>  1st - PP 2nd - PP 3rd - 2.0 4th - 3.0 5th - 6th - 4.0 7th - 8th - 9th - 10th - 11th - 12th -	Spring 2023  BPST, STAR, NWEA, and Rigby Tests not given.  <b>Aimsweb Total Early Numeracy/Literacy Composites:</b> K- Numeracy: 44.4% low risk, 14.8% moderate risk, 40.7% high risk of achieving performance goals. Literacy: 37% low risk, 0% moderate risk, 63% high risk. 1st - Numeracy: 90% low risk, 10% moderate risk, 0% high risk of achieving performance goals. Literacy: 75% low risk, 15% moderate risk, 10% high risk. 2nd - Numeracy: 94.4% low risk, 5.6% moderate risk, 0% high risk of achieving performance goals. Literacy: 77.8% low	These measures are being assessed through iReady, Aimsweb, and SFA imbedded assessments.  Aims web Total Early Numeracy/Literacy Composites:  K- Numeracy: 31.6% low risk, 47.4% moderate risk, 21.1% high risk of achieving performance goals. Literacy: 10.5% low risk, 15.8% moderate risk, 73.7% high risk.	Increase scores by 30% over the three years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>10th- 3.5 11th- 6.1 12th- 5.3</p> <p><b>NWEA:</b> No baseline data for grades 9-12</p> <p><b>Aimswweb Fluency (Words per minute):</b> 2nd- 130 3rd- 170 4th- 184.9 5th- 208.8 6th- 194.2 7th- 199.2 8th- 217</p>	<b>NWEA and Aimsweb - Test not given</b>	<p>risk, 16.7% moderate risk, 5.6% high risk. 3rd - Numeracy: 46.2% low risk, 3.8% moderate risk, 50% high risk of achieving performance goals. Literacy: 42.3% low risk, 0% moderate risk, 57.7% high risk. 4th - Numeracy: 36.4% low risk, 13.6% moderate risk, 50% high risk of achieving performance goals. Literacy: 33.3% low risk, 14.3% moderate risk, 52.4% high risk. 5th - Numeracy: 40.9% low risk, 13.6% moderate risk, 45.5% high risk of achieving performance goals. Literacy: 72.2% low risk, 5.6% moderate risk, 22.2% high risk. 6th - Numeracy: 27.8% low risk, 16.7% moderate risk, 55.6% high risk of achieving performance goals. Literacy: 50% low risk, 11.1 % moderate risk, 38.9% high risk. 7th - Numeracy: 52.4% low risk, 19% moderate risk, 28.6% high risk of achieving performance goals. Literacy: 59.1% low risk, 22.7% moderate risk, 18.2% high risk. 8th - Numeracy: 75% low risk, 0% moderate risk, 25% high risk of achieving performance goals. Literacy:</p>	<p>1- Numeracy: 54.2% low risk, 33.3% moderate risk, 12.5% high risk of achieving performance goals. Literacy: 56.5% low risk, 13% moderate risk, 30.4% high risk.</p> <p>2- Numeracy: 47.6% low risk, 23.8% moderate risk, 28.6% high risk of achieving performance goals. Literacy: 33.3% low risk, 16.7% moderate risk, 50% high risk.</p> <p>3- Numeracy: 63.2% low risk, 21.1% moderate risk, 15.8% high risk of achieving performance goals. Literacy: 52.6% low risk, 31.6% moderate risk, 15.8% high risk.</p>	



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>75% low risk, 0% moderate risk, 25% high risk.</p> <p><b>i-Ready Reading Overall Placement:</b>  Grade K: 8% Above, 8% At, 83% (-1) Below, 0% (-2) Below, 0% (-3) Below  Grade 1: 29% Above, 14% At, 52% (-1) Below, 5% (-2) Below, 0% (-3) Below  Grade 2: 32% Above, 42% At, 26% (-1) Below, 0% (-2) Below, 0% (-3) Below  Grade 3: 10% Above, 17% At, 21% (-1) Below, 24% (-2) Below, 28% (-3) Below  Grade 4: 0% Above, 14% At, 48% (-1) Below, 14% (-2) Below, 24% (-3) Below  Grade 5: 0% Above, 22% At, 44% (-1) Below, 11% (-2) Below, 22% (-3) Below  Grade 6: 4% Above, 9% At, 26% (-1) Below, 4% (-2) Below, 57% (-3) Below  Grade 7: 0% Above, 13% At, 19% (-1) Below, 6% (-2) Below, 63% (-3) Below  Grade 8: 0% Above, 6% At, 17% (-1) Below, 0% (-2) Below, 78% (-3) Below  Grade 9: 13% Above, 0% At, 38% (-1) Below, 0% (-2) Below, 50% (-3) Below  Grade 10: 0% Above, 18% At, 18% (-1) Below, 27% (-2) Below, 36% (-3) Below  Grade 11: 0% Above, 25% At,</p>	<p>4- Numeracy: 36% low risk, 20% moderate risk, 44% high risk of achieving performance goals.  Literacy: 60% low risk, 20% moderate risk, 20% high risk.</p> <p>5- Numeracy: 35.7% low risk, 35.7% moderate risk, 28.6% high risk of achieving performance goals.  Literacy: 70% low risk, 10% moderate risk, 20% high risk.</p> <p>6- Numeracy: 23.8% low risk, 33.3% moderate risk, 42.9% high risk of achieving performance goals.  Literacy: 52.6% low risk, 10.5% moderate risk, 36.8% high risk.</p> <p>7- Numeracy: 50% low risk, 35.7%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>25% (-1) Below, 0% (-2) Below, 50% (-3) Below</p> <p><b>i-Ready Math Overall Placement:</b>  Grade K: 0% Above, 0% At, 100% (-1) Below, 0% (-2) Below, 0% (-3) Below  Grade 1: 10% Above, 19% At, 71% (-1) Below, 0% (-2) Below, 0% (-3) Below  Grade 2: 26% Above, 21% At, 53% (-1) Below, 0% (-2) Below, 0% (-3) Below  Grade 3: 7% Above, 10% At, 37% (-1) Below, 33% (-2) Below, 13% (-3) Below  Grade 4: 9% Above, 4% At, 43% (-1) Below, 30% (-2) Below, 13% (-3) Below  Grade 5: 0% Above, 0% At, 43% (-1) Below, 29% (-2) Below, 29% (-3) Below  Grade 6: 4% Above, 0% At, 30% (-1) Below, 4% (-2) Below, 61% (-3) Below  Grade 7: 0% Above, 0% At, 19% (-1) Below, 6% (-2) Below, 75% (-3) Below  Grade 8: 0% Above, 0% At, 17% (-1), 0% (-2) Below, 83% (-3) Below  Grade 9: 0% Above, 13% At, 29% (-1) Below, 8% (-2) Below, 50% (-3) Below  Grade 10: 0% Above, 15% At, 23% (-1) Below, 31% (-2) Below, 31% (-3) Below  Grade 11: 0% Above, 0% At, 10% (-1) Below, 20% (-2) Below, 70% (-3) Below</p>	<p>moderate risk, 14.3% high risk of achieving performance goals.  Literacy: 62.5% low risk, 25% moderate risk, 12.5% high risk.</p> <p>8- Numeracy: 63.2% low risk, 26.3% moderate risk, 10.5% high risk of achieving performance goals.  Literacy: 76.5% low risk, 17.6% moderate risk, 5.9% high risk.</p> <p>i-Ready Reading Overall Placement:</p> <p>Grade K: 27% Above, 50% At, 23% (-1) Below, 0% (-2) Below, 0% (-3) Below.</p> <p>Grade 1: 39% Above, 13% At, 39% (-1)</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<b>Success For All (SFA)</b> K-5 Elementary Summary: 27% At or Above Grade Level School Summary 6th-8th: 18% At or Above Grade Level Reading Edge 6th-8th: 0% At or Above Grade Level	Below, 9% (-2) Below, 0% (-3) Below.  Grade 2: 8% Above, 25% At, 33% (-1) Below, 33% (-2) Below, 0% (-3) Below.  Grade 3: 26% Above, 47% At, 16% (-1) Below, 5% (-2) Below, 5% (-3) Below.  Grade 4: 0% Above, 0% At, 25% (-1) Below, 4% (-2) Below, 71% (-3) Below.  Grade 5: 11% Above, 11% At, 29% (-1) Below, 36% (-2) Below, 14% (-3) Below.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Grade 6: 22% Above, 9% At, 22% (-1) Below, 4% (-2) Below, 43% (-3) Below.</p> <p>Grade 7: 5% Above, 19% At, 19% (-1) Below, 5% (-2) Below, 52% (-3) Below.</p> <p>Grade 8: 8% Above, 20% At, 24% (-1) Below, 0% (-2) Below, 48% (-3) Below.</p> <p>Grade 9: 0% Above, 4% At, 8% (-1) Below, 0% (-2) Below, 88% (-3) Below.</p> <p>Grade 10: 0% Above, 4% At, 12% (-1) Below, 8% (-2) Below, 76%(-3) Below.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Grade 11: 0% Above, 0% At, 5% (-1) Below, 0%(-2) Below, 95% (-3) Below.</p> <p>Grade 12: 5% Above, 5% At, 0% (-1) Below, 5% (-2) Below, 85% (-3) Below.</p> <p>i-Ready Math Overall Placement:</p> <p>Grade K: 5% Above, 20% At, 75% (-1) Below, 0% (-2) Below, 0% (-3) Below</p> <p>Grade 1: 30% Above, 35% At, 30% (-1) Below, 4% (-2) Below, 0% (-3) Below.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Grade 2: 8% Above, 25% At, 58% (-1) Below, 8% (-2) Below, 0% (-3) Below.</p> <p>Grade 3: 26% Above, 47% At, 21% (-1) Below, 5% (-2) Below, 0% (-3) Below.</p> <p>Grade 4: 4% Above, 4% At, 12% (-1) Below, 28% (-2) Below, 52% (-3) Below</p> <p>Grade 5: 7% Above, 14% At, 41% (-1) Below, 14% (-2) Below, 24% (-3) Below.</p> <p>Grade 6: 13% Above, 9% At, 39% (-1) Below, 9% (-2) Below, 30% (-3) Below.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Grade 7: 12% Above, 12% At, 16% (-1) Below, 4% (-2) Below, 56% (-3) Below.</p> <p>Grade 8: 17% Above, 0% At, 29% (-1) Below, 4% (-2) Below, 50% (-3) Below.</p> <p>Grade 9: 0% Above, 4% At, 12% (-1) Below, 8% (-2) Below, 77% (-3) Below.</p> <p>Grade 10: 0% Above, 12% At, 12% (-1) Below, 8% (-2) Below, 68% (-3) Below.</p> <p>Grade 11: 0% Above, 6% At, 18% (-1) Below, 18% (-2) Below, 59% (-3) Below.</p>	



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Grade 12: 5% Above, 9% At, 5% (-1) Below, 5% (-2) Below, 77% (-3) Below.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.  
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 was largely carried out as planned. However, due to the availability of one-time funds, LCFF funds were not used as planned in the case of some actions, such as 3.1 and 3.2. 3.3 and 3.6 were eliminated because superior product and service replacements were acquired and purchased with one-time funds. Paraprofessional services were in place, and despite a reduction in staff, were restructured to offer planned services.

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.

- 3.1 \$3,000/\$0 Leveled books were purchased using other funds.
- 3.2 \$26,000/\$ Literacy training was purchased through ESSER funds (SFA), rather than LCFF funds.
- 3.3 This action was eliminated.
- 3.4 This action was moved to 1.6.
- 3.5 \$200,168/\$164,672 Paraprofessional costs were lower than projected due to vacancies.
- 3.6 This action was eliminated.
- 3.7 There were no substantial differences between planned and actual expenditures.

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

3.1 \$3,000/\$0 Leveled books were purchased using other funds.

3.2 \$26,000/\$ Literacy training was purchased through ESSER funds (SFA), rather than LCFF funds.

3.3 This action was eliminated.

3.4 This action was moved to 1.6.

3.5 \$200,168/\$164,672 Paraprofessional costs were lower than projected due to vacancies.

3.6 This action was eliminated.

3.7 There were no substantial differences between planned and actual expenditures.

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

3.1 \$3,000/\$0 Leveled books were purchased using other funds.

3.2 \$26,000/\$ Literacy training was purchased through ESSER funds (SFA), rather than LCFF funds.

3.3 This action was eliminated.

3.4 This action was moved to 1.6.

3.5 \$200,168/\$164,672 Paraprofessional costs were lower than projected due to vacancies.

3.6 This action was eliminated.

3.7 There were no substantial differences between planned and actual expenditures.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Butte Valley Unified School District	Jared Pierce Superintendent-Principal	jpierce@bvalusd.org (530) 397-4000

## Plan Summary [2024-25]

### General Information

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

Butte Valley Unified School District is located just south of the California-Oregon border. The towns of Dorris and Macdoel are the two major communities making up the district, which is approximately 50 miles long and 35 miles wide. We serve approximately 300 TK-12 students enrolled in the district. The students mostly come from families involved in agriculture, forestry, government services, and local businesses. The major products in Butte Valley are trim molding (for building construction), starter strawberry plants, alfalfa, and cattle.

Student demographic data: 54.3% Hispanic, 25.5% White, and 4.3% Asian, 1.7% American Indian or Alaskan Native, 1.0% "two or more races", 0.3% African American, and 12.9% not reported. Approximately 90% of our students qualify to receive free or reduced prices on the school lunch program. Approximately 50% of our students use district transportation to get from home to school. Over the last ten years, Butte Valley Unified School District enrollment has declined slightly, but we have seen increases over the last two years. Over the last five years, we have averaged approximately 310 students. Our average daily attendance (ADA) hovers around 93%.  
Source: Data Quest as of Census Day 2023

Butte Valley High School, the only 9-12 comprehensive high school in the district, has an enrollment of approximately 95 students. As a Necessary Small High School, we have a staff commitment of eight teachers, a custodian, a secretary, a certificated counselor, a resource teacher and a principal. The high school school is WASC accredited, and its academic program allows all students access to the A-G requirements for entrance into the California State University and University of California systems. Students have dual enrollment opportunities to take classes through College of the Siskiyous and Klamath Community College. Butte Valley High School provides an educational options program for students who are credit deficient or who prefer long-term independent study. We offer a wide variety of CTE classes, including agriculture, manufacturing trades, automotive, hospitality and culinary, digital media, and health pathways. Non-CTE elective classes include pottery, VAPA, and aviation.

The Butte Valley Elementary School consists of grades TK-8. There are nine regular education teachers, seven paraprofessionals, one custodian, one secretary, a principal, and a resource teacher. We have been able to build our staff to increase the number of credentialed and quality teachers. Butte Valley Elementary School's focus areas have been increased engagement, improved attendance, and higher

academic achievement. We have implemented Success For All, a research-based ELA program. Also in support of ELA, we have implemented iReady. This program also provides math support. As we develop mastery in these areas, we will develop higher engagement through hands-on science instruction, parent and community connections, and increased technology education.

The Butte Valley Adult School is a member of the Siskiyou County Adult Education consortium. A grant from the State of California provides the funding for staffing, technology, and accommodations for the adult school. Course offerings include GED preparation/testing, career entry preparation, citizenship, English as a Second Language, automotive, hospitality and culinary, construction, manufacturing, and high school diploma. A bus driver training program is available and has successfully trained multiple drivers. While these programs do not directly serve TK-12 students, our Adult Education serves many family members of our students, which is important for building a community-school culture.

The district has recognized a TK-12 challenge with student attendance. This appears to be correlated with lower student achievement, as well as, reduced revenue from ADA (Average Daily Attendance). Through County SARB (Student Attendance Review Board) and an attendance program, the district plans to see increased student attendance rates. Probation services will continue in the 2024-2025 school year, and beyond. Efforts are under way to improve the county's SARB program, with support from the County District Attorney's Office. Counseling services have been contracted through a service provider, but new grant funding may allow BVUSD to hire a counselor as a district employee.

## Reflections: Annual Performance

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

Butte Valley Unified School District has met standard in the following categories according to the California Dashboard for 2023:

Teachers, instructional materials, and facilities

Implementation of academic standards

Parent and family engagement

Local climate survey

Access to broad course of study

Butte Valley Unified School District rates "orange" in English Language Arts and Mathematics. ELLs are red in ELA and math. White students are red in ELA.

Butte Valley Unified School District rates "yellow" in chronic absenteeism.

Butte Valley Unified School District rates "red" in suspension rate for all students, SED, and Hispanic students.

Butte Valley Unified School District rates "green" in English Learner progress.

Graduation rate and college/career categories received no rating.

Butte Valley Elementary School student groups that performed at the lowest performance level (red):



ELA: ELLs and White students  
Math: ELLs and Hispanic

## 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.

Butte Valley Elementary School (2023-2024). Not applicable for 2024-25.

### ***Support for Identified Schools***

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

Butte Valley USD district administration will support staff from Butte Valley Elementary School in developing comprehensive support and improvement plans by meeting over the summer of 2023 to create the plans. Plans focused on attendance and engagement, with an emphasis on supporting students' social-emotional wellbeing. Students who are supported in this way benefit by being present and engaged, which leads to improved outcomes in academics. Butte Valley Elementary School works through MTSS, PBIS, Restorative Justice, and in partnership with a local non-profit (Tiny Mighty Strong) to implement a fully-developed approach to SEL to engage students and increase attendance. Counseling services provided by a professional counseling service have benefitted students who need therapeutic services. Lastly, we have contracted with SCOE to bring science instruction and outdoor education to BVES to improve academics, language acquisition, and engagement.

### ***Monitoring and Evaluating Effectiveness***

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

The LEA will monitor implementation of the plan. Time will be dedicated to PD and program monitoring during formal collaboration time at staff meetings at Butte Valley Elementary School. Data will be collected to track attendance, discipline incidents, participation in extracurricular and cocurricular activities, and various academic measures. Data will be shared with community partners, staff, and Board on a formalized schedule.

# 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
Students	Students are surveyed each year in early fall and early spring. ASB leadership is consulted in a meeting to inform the LCAP.
Parents	Parents are provided an LCAP survey each spring. In 2023-2024, parents had additional opportunities for input through the Community Schools process, through surveys and three community meetings.
Other School Personnel	Classified staff directly involved with instruction completed an annual LCAP survey based on instruction. Classified staff not directly involved in instruction provided input through CSEA leadership. Classified staff are represented on the School Site Council.
Teachers	Teachers provide input formally through a yearly LCAP survey, staff meetings, and in weekly meetings with the Leadership Teams on both campuses. Teachers are represented on the School Site Council.
Certificated Bargaining Unit	CTA leadership and administration meet regularly. CTA leadership provides input and guidance to administration based on the needs of CTA members with respect to the LCAP.
Classified Bargaining Unit	CSEA leadership and administration meet regularly. CSEA leadership provides input and guidance to administration based on the needs of CSEA members with respect to the LCAP.
Principal	There are two administrators in BVUSD. One is also the superintendent, and therefore is directly involved in LCAP development and all services. The other administrator is the elementary school principal. The elementary school principal and superintendent-principal meet daily to discuss services to students

Educational Partner(s)	Process for Engagement
	and staff, including items related to unduplicated students and the LCAP.
Administrator	There are two administrators in BVUSD. One is also the superintendent, and therefore is directly involved in LCAP development and all services. The other administrator is the elementary school principal. The elementary school principal and superintendent-principal meet daily to discuss services to students and staff, including items related to unduplicated students and the LCAP.
DELAC	DELAC meets four times per year. DELAC is also represented on the LCAP/Parent Advisory Committee, which meets three times per year.
Parent Advisory Committee	The Parent Advisory Committee doubles as the LCAP Committee. It consists of members of ELAC, DELAC, SSC, and administration. Teachers, classified staff, and parents are also part of the committee. This committee meets three times per year and provides guidance and input to school staff and administration regarding all services, including those for unduplicated students.

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

<p>Feedback from our stakeholder groups:</p> <p><b><u>Areas the District grew and improved:</u></b></p> <p>More programs, especially at the high school</p> <p>Improved staffing</p> <p>Interventions</p> <p>MTSS</p> <p>Celebrations, such as recognitions and showcases</p> <p>SFA and iReady growth</p> <p>More focus on students' wellbeing</p> <p><b><u>Areas for growth next year:</u></b></p> <p>Increased focus on academics</p> <p>Improved culture and student citizenship</p> <p>Increased engagement</p> <p>More mental health services</p> <p>Stabilized staffing at the elementary school</p> <p>Continue to improve data practices</p> <p>More field trips</p> <p>More PD for staff</p> <p>Continue to improve communication between stakeholders and district</p> <p>Parenting classes</p> <p>More paraprofessional training</p>
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Continue to improve affirmations  
Improved staff culture  
Making sure standards are being met

**Professional development for next year:**

Continue MTSS PD and implementation  
Technology and instructional techniques (Google Technology)  
Reading instruction  
Teaching English learners  
Building relationships, classroom culture, and social emotional well-being of our students  
Science instruction  
Standards-based PE instruction  
Emergency trainings-Active Shooter, etc.  
Math interventions  
Newcomer-focused strategies  
How to accommodate special education students  
CTE Pathway training  
Assessments and teaching the areas that are consistently low among students

**Positives:**

Increased staff cohesion (Action 3.1)  
Effective Leadership Team efforts  
SFA practices are being mastered (Action 1.8)  
Safe work place  
Staff meetings at BVES are more productive  
Improved procedures at BVES  
Student growth (Action 2.3)  
Develop new classes into challenging options for students to take that are A-G approved  
Appreciate the success some of the students are having online with distance learning  
More CTE options  
Many of our projects are progressing

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students will receive high quality instruction in order to progress toward meeting/exceeding academic standards.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Butte Valley Unified School District's academic achievement has been low as measured by assessment data, graduation rates, CTE completion, and college readiness. Instructional practices have been limited in terms of depth and breadth of methodology, and will be expanded to increase academic achievement for all learners, with an increased emphasis on English Learners, immigrant students, and students with special needs. Implementing the actions below and measuring progress using the identified metrics will support Butte Valley Unified School District in achieving the goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	EL Reclassification % of EL students reclassified  Priority 4	EL Reclassification Rate for 2022-2023: 3%			EL reclassification rate of 30%	
1.2	EL Progress Rate % of EL students making progress  Priority 4	EL Progress Rate 2022-2023: 54%			EL progress rate of 100% (maintain Level 4 or move up one or more levels)	
1.3	CAASPP District ELA Scores % of students that met or exceeded standard  Priority 4	2023 CAASPP Scores-ELA:  Standard met: 11.9% Standard exceeded:			50% of BVUSD students at "met or exceeded standard" in math and ELA (CAASPP)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4.76% Total: 16.66%  <b>ELLs</b> Standard met: 2.27% Standard exceeded: 0% Total: 2.27%  White students 79.8 points below standard			10% improvement in standard nearly met and standard met each school year for ELLs and SWDs.	
1.4	CAASPP District Math Scores % of students that met or exceeded standard  Priority 4	2023 CAASPP Scores-Math: Standard met: 5.36% Standard exceeded: 1.19%  <b>ELLs</b> Standard met: 0% Standard exceeded: 0%  BVES Hispanic Students 128.2 points below standard			50% of BVUSD students at "met or exceeded standard" in math and Math (CAASPP) 10% improvement in standard nearly met and standard met each school year for ELLs and SWDs.	
1.5	ELA Benchmark Scores % of students at or above grade level  Priority 8	2024 ELA benchmark scores  <b>HS</b> Above grade level: 1% On grade level: 3% One year below grade level: 9% Two years below grade level: 4% Three years below grade level: 83%  <b>ES</b> Above grade level: 15%			Increase scores to grade level or above to 50%. Scores will be measured by school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>On grade level: 20% One year below grade level: 24% Two years below grade level: 11% Three years below grade level: 31%</p> <p>ELLs Above grade level: 1% On grade level: 12% One year below grade level: 21% Two years below grade level: 13% Three years below grade level: 52%</p> <p>SWDs Above grade level: 4% On grade level: 8% One year below grade level: 12% Two years below grade level: 12% Three years below grade level: 64%</p>				
1.6	<p><b>Math Benchmark Scores</b></p> <p>% at or above grade level</p> <p><b>Priority 8</b></p>	<p>2024 Math benchmark scores</p> <p>HS Above grade level: 1% On grade level: 10%</p> <p>ES Above grade level: 14% On grade level: 17%</p> <p>ELLs Above grade level: 10% On grade level: 7%</p> <p>Butte Valley ES ELLs</p>			Increase scores to grade level or above to 50%. Scores will be measured by school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Above grade level: 12% On grade level: 9%</p> <p>Butte Valley ES Hispanic Students: Above grade level: 14% On grade level: 16%</p> <p>Butte Valley ES White Students: Above grade level: 15% On grade level: 18%</p>				
1.7	<p>AP Performance % of students that scored 3 or higher</p> <p>Priority 4</p>	2023-2024: 0% of students have passed an AP exam with a score of 3 or higher (AP classes not offered)			Have all students enrolled in AP classes score a 3 or higher when offered; have all students in dual or concurrent enrollment pass with a C or better.	
1.8	<p>High School Graduation Rate</p> <p>% of students graduating HS</p> <p>Priority 5</p>	2023-2024 HS graduation rate is 95.8%.			100% of all high school students who graduated HS	
1.9	<p>% of students who have completed both A-G courses and a CTE pathway.</p> <p>Priority 8</p>	2022-2023 Dashboard: 0% of students have completed both A-G requirements and a CTE pathway.			50% of students complete both A-G requirement and CTE completion in at least one pathway by HS graduation	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	% of students who have completed a CTE pathway  Priority 4  Data source local data due to small sample on Dashboard	9.6% of all HS students completed a CTE pathway.  4.25% of unduplicated students completed a CTE pathway.			70% of all HS students completed a CTE pathway.  70% of unduplicated students completed a CTE pathway.	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Assessment and tech-based learning programs	Purchase benchmark and tech-based learning programs, such as iReady. \$13,352; 01-0000-0-5800-1110-1000-10001 (iReady subscription)  \$8,000; 01-0000-0-5800-1110-1000-10001 (Edmentum subscription)	\$21,352.00	Yes
1.2	Elective Supplies	Provide supplies for high school electives and enrichment classes.  01-0000-0-4300-1500-1000-10002 \$4,000 Pottery \$5,000 Music \$4,000 Culinary \$1,000 VAPA	\$14,000.00	Yes
1.3	Art, Science, and STEM Supplies	Art, Science, and STEM supplies:  Tech-based science programs and consumable materials for science classes, including FOSS Kits  Art supplies for K-8 and art materials for the high school fine arts classes need to be replenished each year.  01-0000-0-4300-1150-1000-10003	\$5,000.00	Yes
1.4	Intervention Teachers	50% FTE TOSA (KM) Salary - \$38,042 01-1400-0-1100-1150-1000-10004 Benefits - \$15,307 01-1400-0-3XXX-1150-1000-10004  Credit Recovery Teacher / Period Academic Advisor / Counselor Salary	\$151,407.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Salary - \$69,105 01-1400-0-1200-1110-3110-10004 Benefits - \$28,953 01-1400-0-3XXX-1110-3110-10004		
1.5	ELD Personnel	<p>Lead teacher (ELPAC testing) and two instructional paraprofessionals</p> <p>Unknown Staff Leadership Stipend (6)</p> <p>Stipend - \$4,500; 01-0000-0-1100-1150-1000-10005</p> <p>Benefits \$1,071; 01-0000-0-3XXX-1150-1000-10005</p> <p>6 stipends = \$33,426</p> <p>Martha Delgado</p> <p>Salary - \$41,736; 01-0000-0-2100-1150-1000-10005</p> <p>Benefits - \$28,943; 01-0000-0-3XXX-1150-1000-10005</p> <p>Brenda Mendez</p> <p>Salary - \$36,825; 01-1400-0-2100-1150-1000-10005</p> <p>Benefits - \$27,079; 01-1400-0-3XXX-1150-1000-10005</p>	\$168,009.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Newcomer staff to serve immigrant students	<p>Recruit, hire, and retain Newcomer Program (ELD) paraprofessionals to work with immigrant students in K-8 and 9-12.</p> <p>Paraprofessional CP Salary - \$25,366; 01-1400-0-1100-1110-1000-10006 Benefits - \$19,169; 01-1400-0-3XXX-1110-1000-10006</p> <p>Paraprofessional VG Salary - \$25,366; 01-1400-0-1100-1110-1000-10006 Benefits - \$19,169; 01-1400-0-3XXX-1110-1000-10006</p>	\$89,012.00	Yes
1.7	Provide Professional Development specific to ELD	<p>Professional development will be provided prior to the start of the school year for K-8 and 9-12 staff in interventions for ELA, including ELD. Additionally, K-8 staff will have curriculum training in adopted curriculum in math, science, and social studies prior to the start of school and during the school year on designated PD days. PD will also be provided on collaboration days with focused training or mini-trainings. All curriculum and instruction training includes ELD components and will be provided by the ELD staff, administration, or curriculum specialists from publishers.</p> <p>Funding for PD is included in the cost of curriculum when provided by the publisher. PD during staff meetings is included in the cost of staff salaries. There is no additional cost for PD specific to this goal.</p> <p>\$12,000 01-0000-0-5800-1110-1000-000-10007</p> <p>Salary - \$3000; 01-0000-0-1170-1110-1000-10007 Benefits - \$714; 01-0000-0-3XXX-1110-1000-10007</p>	\$15,714.00	Yes
1.8	SFA supplemental materials	<p>\$2,000 Wings upgrade (reading intervention supplemental materials)</p> <p>01-0000-0-4300-1150-1000-000-10008</p>	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Maintain low staff-to-student ratio	<p>Provide staffing to maintain high staff to student ratio utilizing Concentration Grant Add-on funds and LCFF.</p> <p>P. Austin</p> <p>Salary - \$90,470; 01-0053-0-1100-1500-1000-10009</p> <p>Benefits - \$34,040; 01-0053-0-3XXX-1500-1000-10009</p>	\$124,510.00	Yes
1.10	Paraprofessionals	<p>Paraprofessionals to support intervention groups.</p> <p>Andreatta</p> <p>Salary - \$28,226; 01-0000-0-2100-1150-1000-000-30003</p> <p>Benefits - \$23,814; 01-0000-0-3XXX-1150-1000-000-30003</p> <p>Langford</p> <p>Salary - \$24,903; 01-0000-0-2100-1150-1000-000-30003</p> <p>Benefits - \$21,636; 01-0000-0-3XXX-1150-1000-000-30003</p> <p>Porterfield</p> <p>Salary - \$26,342; 01-1400-0-2100-1150-1000-000-30003</p>	\$197,209.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Benefits - \$23,099; 01-1400-0-3XXX-1150-1000-000-30003</p> <p>Bicknell</p> <p>Salary - \$26,824; 01-0000-0-2100-1150-1000-000-30003</p> <p>Benefits - \$22,365; 01-0000-0-3XXX-1150-1000-000-30003</p> <p>Reynolds</p> <p>Salary - \$11,711; 01-5850-0-2100-1500-1000-000-30003</p> <p>Benefits - \$10,078; 01-5850-0-3XXX-1500-1000-000-30003</p>		
1.11	Increase CTE Options for 7-12 Students	<p>4,356CTE Teachers to provide additional CTE options for grades 7-12; Construction and Manufacturing Trades; Automotive Pathways; Health Pathways; Education</p> <p>Luke Faivre (1.0 FTE) Construction and Manufacturing Salary - \$61,465 01-0000-0-1100-3800-1000-000-10011 Benefits - \$27,134 01-0000-0-3XXX-3800-1000-000-10011</p> <p>Chris Vercellotti (.5 FTE) Construction and Manufacturing Salary - \$28,697 01-0000-0-1100-3800-1000-000-10011 Benefits - \$6,833 01-0000-0-3XXX-3800-1000-000-10011</p> <p>Katie Heil (.33 FTE) Health Pathways Salary - \$23,355 01-0000-0-1100-3800-1000-000-10011 Benefits - \$5,560 01-0000-0-3XXX-3800-1000-000-10011</p> <p>Jared Pierce (.07 FTE) CTE Education Salary - \$11,200 01-0000-0-1100-3800-1000-000-10011 Benefits - \$4,356 01-0000-0-3XXX-3800-1000-000-10011</p>	\$168,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.12</b>	Increased math support classes	<p>Provide increased support math classes for students who are below standard in math.</p> <p>Laine Johnson (.33 FTE Math)  Salary:\$25,361 01-0000-0-1500-1110-1000-000-10012  Benefits: \$10,205 01-0000-0-1500-1110-1000-000-10012</p>	\$35,566.00	Yes
<b>1.13</b>	CTE Van	<p>Purchase CTE van for conferences, competitions, leadership, and other events.</p> <p>Estimated \$24,000 cost for 15-passenger van. 01-0000-0-6500-0-0000-8500</p>	\$24,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Butte Valley Unified School District will promote and increase student, family, and community engagement.	Broad Goal

State Priorities addressed by this goal.

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

Parent and student engagement are key to maximizing our students' potential. Promoting and maintaining a positive school culture sets the foundation for students to be safe and ready to engage academically and socially. Parents have reported that they want to be more engaged and that they desire support from our schools to be successful partners in education. Students have expressed a desire for deeper engagement, more activities, and additional supports. Developing a positive school climate with the goal of increasing student and parent partnerships will create the conditions for improved outcomes. Implementing the actions below and measuring progress using the identified metrics will support Butte Valley Unified School District in achieving the goal.
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## 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  % of chronically absent students  Priority 5	Baseline in 2023: 55.2%			BVUSD chronic absenteeism rate below 10%	
2.2	Dropout Rate in Middle School / Dropout Rate in High School  % dropout rate in middle school % dropout rate in high	2024  0% dropout rate in middle school  4.1% dropout rate in high school			0% dropout rate in middle school and high school	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school  Priority 5					
2.3	After School Attendance (K-8)  % of SAFE attendance as a percent of total K-8 enrollment  Priority 5 or 8	2022-2023 Participation Rate: 38.78%			100% of students in K-8 with access to SAFE program; participation rate of 45%	
2.4	School Attendance Rate  % attendance rate  Priority 5 or 8	2024 Attendance:  High School: 94%  Elementary School: 92%			BVUSD attendance rate of 98%	
2.5	Student Suspension Rates  % of HS students suspended  % of ES students suspended	Student Suspension Rates in 2018-2019:  High School: 0.46%  Elementary School: 1.06%			Student suspension rate under 5% for HS and ES	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6					
2.6	Expulsion Rate % of students expelled Priority 6	0% expulsion rate district-wide			Expulsion rate of 0%	
2.7	SEL/MTSS Training  % of staff completing MTSS training (SEL)  Priority 6	2023-2024  Approximately 60% if staff have completed MTSS training.			90% of staff will complete and implement MTSS training.	
2.8	Parent engagement/participation  % of parents participating in at least one event, committee, meeting, activity, etc. per year  Priority 3	Each family will have at least one parent participate in at least one event during the school year. Sign-in sheets and other means of collecting data will be utilized. We are developing a mechanism to collect attendance data at events.			90% of families will participate in at least one event, meeting, committee, activity, etc. per year.	
2.9	Parent communication: % of school weeks with	2023-2024  Parent communication: 100%			Parent communication: %	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>full messaging; % of PBIS and public signage converted to English/Spanish</p> <p>Message count tracked for:</p> <p>Weekly updates</p> <p>Social media Posts</p> <p>Website updated weekly</p> <p>Clear signage around campus in Spanish and English</p> <p>Priority 3</p>	<p>of school weeks with full messaging; 0% of PBIS and public signage converted to English/Spanish</p> <p>Message count tracked for: Weekly updates: 100% Social media Posts: 50% Website updated weekly: 10% Clear signage around campus in Spanish and English: 0%</p>			<p>of school weeks with full messaging; % of PBIS and public signage converted to English/Spanish</p> <p>Message count tracked for:</p> <p>Weekly updates: 100%</p> <p>Social media Posts: 100%</p> <p>Website updated weekly: 100%</p> <p>Clear signage around campus in Spanish and English: 100%</p>	
2.10	<p>Parent LCAP survey participation, connectedness, and safety</p> <p>% of parents who respond to LCAP survey</p>	<p>2023-2024 Based on LCAP Parent Survey 66.6% of parents reported they felt their children were safe at school, while 55.5% felt connected to the school. In 7th-12th, 20% of students strongly</p>			<p>80% participation rate in LCAP survey</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3 Priority 5 for students Priority 6 for staff	agree/agree that they are safe, 63.5% are neutral, 9.4% disagree, and 7.1% strongly disagree. In grades 4-6, the responses were 36.2%, 43.5%, 11.6%, and 8.7%				
2.11	Student LCAP survey participation % of students who participate in LCAP survey Priority 6	Approximately 85% of students participated in the LCAP survey.			100% student participation rate in LCAP survey	
2.12	Staff LCAP survey participation % of staff who participate in LCAP survey Priority 6	100% of staff participated in the LCAP survey.			100% participation rate in LCAP survey	
2.13	Student LCAP Survey % of students reporting sense of safety and connectedness for grades 4-6 and 7-12 surveys Priority 6	36.2% of 4-6 students reported a sense of safety and connectedness. 20% of 7-12 students reported a sense of safety and connectedness.			80% of students reporting sense of safety and connectedness for grades 4-6 and 7-12 surveys	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Parent LCAP Survey  % of parents reporting sense of safety and connectedness for grades 4-6 and 7-12 surveys  Priority 3	2023-2024: Based on LCAP Parent Survey 66.6% of parents reported they felt their children were safe at school, while 55.5% felt connected to the school.			80% of parents reporting sense of safety and connectedness	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance tracking and support services with Siskiyou County Probation	<p>Office staff will track daily attendance and make phone calls to absent students' guardians. Students with excessive excused or unexcused absences will be referred to the County Student Attendance and Review Board (SARB). This will include postage, SARB Contract, and mileage costs to SARB hearings. BVUSD will contract with County Probation Department for assistance and support to collaborate with child welfare, caregivers, and Sort-Term Therapeutic Programs (STRTPs) to identify barriers to enrollment and develop procedures for quickly enrolling youth in foster care in school, including online enrollment processes due to disruptions to a student's access to his/her education.</p> <p>SARB Contract - \$841; 01-0000-0-5800-0000-3130-20001</p> <p>Postage - \$300; 01-0000-0-5900-0000-7200-20001</p> <p>Probation Contract - \$22,000; 01-0000-0-5800-0000-7200-20001</p>	\$23,141.00	Yes
2.2	Attendance and PBIS Awards	<p>Monthly and/or trimester attendance and good citizenship awards</p> <p>01-0000-0-4300-1150-1000-20002</p>	\$1,100.00	Yes
2.3	Academic PBIS Awards	<p>Awards for meeting academic goals to promote positive academic behavior</p> <p>01-0000-0-4300-1150-1000-20003</p>	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	MTSS/PBIS Professional Learning	Continued MTSS/PBIS training; Substitute coverage, mileage, lodging, meals, and training costs included.  Sub costs Salary - \$3000; 01-0000-0-1170-1150-1000-20004 Benefits - \$714; 01-0000-0-3XXX-1150-1000-20004	\$3,714.00	Yes
2.5	Bilingual signage at schools	Bilingual signage to communicate clearly with all stakeholders  \$5,000 01-0000-0-4300-1110-1000-000-20005	\$5,000.00	Yes
2.6	Provide resources and workshops to help parents understand and reinforce literacy and math concepts at home.	Family and community engagement services, support and PD to promote family engagement.  \$10,000 for contract services with Scholastic 01-0000-0-5800-1110-1000-000-20006 \$2,000 for incentives and home resources for families to promote engagement 01-0000-0-4300-1110-1000-000-20006	\$12,000.00	Yes
2.7	Parent Communication in English and Spanish	Website Service, Student Information Services, food for Back-to-School night, Open House, and the Christmas Performance, weekly emails, YouTube channel, and social media will be used to increase connectedness with the school and community.  Supplies - \$500; 01-0000-0-4300-1110-1000-20007 Edlio (Website)- \$2,000; 01-0000-0-5800-0000-7200-20007 ALMA (SIS) - \$7,621; 01-0000-0-5800-1110-1000-20007 Parent Square (Parent Communication) \$4,950 01-0000-0-5800-1110-1000-20007	\$15,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.8</b>	Provide services to close our student achievement gap and reduce staff-to-student ratio	<p>Certificated and classified intervention services/support, indirect costs, and co-op fees; Title I-funded class size reduction</p> <p>1/2 Co-op Fees - \$4,500; 01-3010-0-5864-0000-2150-000-20008</p> <p>Indirect - \$10,389; 01-3010-0-7310-0000-7210-000-20008</p> <p>Teacher 100% of salary &amp; benefits (LW)</p> <p>Salary - \$62,904; 01-3010-0-1100-1150-1000-000-20008</p> <p>Benefits - \$27,477; 01-3010-0-3XXX-1150-1000-000-20008</p> <p>Teacher 33% of salary &amp; benefits (JG)</p> <p>Salary - \$17,026; 01-3010-0-1100-1150-1000-000-20008</p> <p>Benefits - \$8,178; 01-3010-0-3XXX-1150-1000-000-20008</p>	\$130,474.00	Yes
<b>2.9</b>	ELD Support Specialist	<p>Provide an elementary administrator to support positive student behavior, attendance, and academics.</p> <p>The ELD Specialist will provide student support and professional development for ELD instruction, and ELL parent outreach and training (ELAC/DELAC)</p>	\$13,668.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>Valli Lonner</p> <p>Salary - \$10,000; 01-0000-0-1300-0000-2700-000-20009</p> <p>Benefits - \$3,668; 01-0000-0-3XXX-0000-2700-000-20009</p>		
<b>2.10</b>	<b>Attendance Secretary services to track and report attendance</b>	<p>Attendance Secretary services to track and report attendance and support families of unduplicated students who have excessive absences.</p> <p>16.6% FTE Attendance Secretary Marisa Penuelas Salary: \$5,432 01-0000-0-2400-0000-2700-000-20010 Benefits: \$4,199 01-0000-0-3XXX-0000-2700-000-20010</p> <p>16.6% FTE Attendance Secretary Brandy Chadwell Salary: \$6,184 01-0000-0-2400-0000-2700-000-20010 Benefits: \$4,490 01-0000-0-3XXX-0000-2700-000-20010</p>	<b>\$20,305.00</b>	<b>Yes</b>

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	All students will have access to: appropriately assigned and fully credentialed teachers; instruction based on standards-aligned curriculum and instruction; school facilities in good repair; and a broad course of study for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Basic conditions of learning include facilities and services required to provide all students what they need to be successful. State Standards provide the basis for what students learn. Course access is key to providing students opportunities for college and career readiness. This goal was developed based on analyzed data and stakeholder input to ensure that Butte Valley Unified School District students are supported in conditions of learning. Implementing the actions below and measuring progress using the identified metrics will support Butte Valley Unified School District in achieving the goal.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Professional development % of staff participation in PD and related records	2023-2024  100% of certificated staff participated in at least one professional development.			100% of staff will participate in PD. 100% new teachers will participate in an induction program.	
	Priority 2	100% of instructional classified staff participated in at least				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		one professional development.				
3.2	Student Information System (ALMA): % CTE Pathway Completion  Priority 4	2023-2024  Student Information System (ALMA): 12.5% CTE Pathway Completion			100% of high school students will complete high school with at least one CTE certification	
3.3	% of students with A-G Course Access  Priority 4	2023-2024  100% of students have access to A-G courses			100% of students will have access to A-G courses.	
3.4	% of teachers on the fully-credentialed list  Priority 1	2023-2024  95% of teachers are fully credentialed and properly assigned.			100% of BVUSD staff will be fully credentialed and properly assigned.	
3.5	% of students with access to standards-aligned materials. Williams Report  Priority 1	2023-2024  100% of students have access to standards-aligned material.			100% of students will have access to standards-aligned material.	
3.6	Student Information System (ALMA): % of students' A-G Course Completion  Priority 4	2023-2024  12.5% of students completed A-G courses in 2023-2024.			80% of students will complete A-G courses.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	% of annual Facility Inspection Tool (FIT) ratings of good or excellent  Priority 1	2023-2024  FIT Report has a "good" or "excellent" rating for all schools in the district.			Fit Report will have all "good" or "excellent" ratings	
3.8	% of students with access to college and/or career classes as defined in the Master Schedule  Priority 7	2023-2024  100% of our students have access to college and career classes.			100% of students will have access to college and career classes.	
3.9	California Highway Patrol Inspection % of buses that passed inspection Priority 1	2023-2024  100% of buses have passed CHP inspection.			100% of BVUSD buses will pass CHP certification.	
3.10	% of students who have technology access  Priority 1	2023-2024  One-to-one Chromebooks in grades K-12. Projectors, speakers, laptops, and an extra screen in each classroom. All primary classrooms have a drawing tablet that plugs into their computer.			100% of students will have access to technology, including 1:1 Chromebooks. All primary students will have access to a drawing tablet. All classrooms will have projectors/Smartboards.	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide professional development to staff to improve instruction in the California State Standards. Professional development, new and on-going training in California State Standards and English Language Development. PD costs include inservices, trainings, workshops, and substitute costs.	Professional development; A.T.E. for teachers clearing credentials \$13,200 A.T.E.; 01-0000-0-5800-1150-1000-30001 (Three teachers) \$5,000 Twig science PD 01-0000-0-5800-1150-1000-30001  \$5,000 Foss science PD 01-0000-0-5800-1150-1000-30001	\$23,200.00	Yes
3.2	Purchase leveled and consummable books	\$1,000 Purchase leveled books that support classroom instruction. 01-0000-0-4300-1110-1000-000-30002	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	for classrooms and home literacy	\$2,000 Purchase leveled and consumable books for Success for All (SFA) program for students to take home. 01-0000-0-4300-1110-1000-000-30002		
<b>3.3</b>	Paraprofessionals (moved to 1.10)	This action has been moved to Action 1.10		
<b>3.4</b>	Maintain technology services	Technology upgrades, Chromebook and/or tablet purchases, monitoring software, licensing for Chromebooks, technology personnel, technology repairs, and consultant services.  Supplies - \$10,000; 01-0000-0-4300-0000-2460-30004 Chromebooks - \$30,0000 01-0000-4300-0000-24600-30004 Laptops - \$10,000 01-0000-4400-0000-24600-30004 Licenses - \$5,000; 01-0000-0-5800-0000-2460-30004 Tech. Repairs - \$5,000; 01-0000-0-5600-0000-2460-30004  Consultant (Garland Tech Support) - \$84,000; 01-0000-0-5800-0000-2460-30004  Tech TOSA (LJ) Salary \$25,107; 01-0000-0-1100-1110-1000-30004 Benefits \$10,103; 01-0000-0-3XXX-1100-1000-30004	\$179,210.00	No
<b>3.5</b>	Smartboards for K-8	Purchase of 12 Smartboards for K-8 classrooms.  Smart Boards: \$64,359 01-0000-0-4400-1150-1000-30005	\$64,359.00	No
<b>3.6</b>	Provide and Maintain Buses and Vehicles	Transportation personnel, supplies, repairs, and services  G. Austin Salary - \$36,094; 01-0230-0-2200-0000-3600-30006 Benefits - \$13,701; 01-0230-0-3XXX-0000-3600-30006  A. Champagne Salary - \$12,838; 01-0230-0-2200-0000-3600-30006 Benefits - \$8,279;01-0230-0-3XXX-0000-3600-30006	\$276,605.00	No

Action #	Title	Description	Total Funds	Contributing
		D. Clontz Salary - \$14,342; 01-0230-0-2200-0000-3600-30006 Benefits - \$8,850; 01-0230-0-3XXX-0000-3600-30006  Supplies \$6,000; 01-0230-0-4300-0000-3600-30006  Gas, oil, lube \$25,000; 01-0230-0-4341-0000-3600-30006  Diesel \$45,000; 01-0230-0-4342-0000-3600-30006  Tires \$4,500; 01-0230-0-4343-0000-3600-30006  Repairs \$85,000; 01-0230-0-5600-0000-3600-30006  Services \$17,000; 01-0230-0-5800-0000-3600-30006		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$895,025	\$94,783

## 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
25.222%	6.222%	\$218,583.00	31.444%

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	<p><b>Action:</b> Assessment and tech-based learning programs</p> <p><b>Need:</b> In ELA and Math, CAASPP scores for EL and SED student groups scored lower than "All Students".</p> <p><b>Scope:</b></p>	Local benchmark assessments will help us track the progress of ELA and Math for unduplicated students and provide analysis for targeted interventions. Edmentum online learning will provide students an online learning option that is standards-based and includes assessments. While this action is principally directed towards unduplicated students, it will also provide support for all students who need support in math and ELA.	<p>Metric 1.5</p> <p>Metric 1.6</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
<b>1.2</b>	<p><b>Action:</b> Elective Supplies</p> <p><b>Need:</b> ELLs and SED score at a lower rate than "all students" on the CAASPP ELA assessment.</p> <p><b>Scope:</b> LEA-wide</p>	The action addresses needs of unduplicated students by providing authentic and engaging evidence-based learning experiences for language development. While this action is principally directed towards unduplicated students, it will also provide support for all students who need support in ELA.	Metric 1.3
<b>1.3</b>	<p><b>Action:</b> Art, Science, and STEM Supplies</p> <p><b>Need:</b> Unduplicated students score at a lower rate than "all students" on the CAST Science Assessment.</p> <p><b>Scope:</b> LEA-wide</p>	The action addresses needs of unduplicated students by providing authentic and engaging evidence-based learning experiences for ELA, math, and science. While this action is principally directed towards unduplicated students, it will also provide support for all students who need support in ELA, math, and science.	Metric 1.12
<b>1.4</b>	<p><b>Action:</b> Intervention Teachers</p> <p><b>Need:</b> In ELA, SED and ELLs' performance on CAASPP math and CAASPP ELA are lower than that of "all students". Additionally, white students perform at the lowest level on the CAASPP ELA assessment.</p> <p><b>Scope:</b> LEA-wide</p>	Support staff will conduct intervention and small groups to close the achievement gap between unduplicated students and "all students". While this action is principally directed towards unduplicated students, it will also provide support for all students who need support in math and ELA.	<p>Metric 1.3</p> <p>Metric 1.4</p>

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
1.7	<p><b>Action:</b> Provide Professional Development specific to ELD</p> <p><b>Need:</b> Standards-based instructional support for ELLs; While the ELPI indicator on the Dashboard is green, EL students are scoring lower than "All students" in ELA and math.</p> <p><b>Scope:</b> LEA-wide</p>	PD will be directed to evidence-based ELD instructional strategies. This will support staff to close the achievement gap between unduplicated students and "all students". While this action is principally directed towards unduplicated students, it will also provide support for all students who need support in math and ELA.	<p>Metric 1.1</p> <p>Metric 1.2</p> <p>Metric 1.3</p> <p>Metric 1.4</p>
1.8	<p><b>Action:</b> SFA supplemental materials</p> <p><b>Need:</b> Unduplicated students perform on CAASPP ELA below grade level and below the levels of "all students". Specifically ELLs and SED perform at lower levels than their peers on this assessment.</p> <p><b>Scope:</b> Schoolwide</p>	Research-based supplemental ELA materials will provide support to scaffold learning for unduplicated students and will also benefit students in general.	<p>Metric 1.3</p> <p>Metric 1.4</p>
1.9	<p><b>Action:</b> Maintain low staff-to-student ratio</p> <p><b>Need:</b> Achievement levels in math on state assessments are lower for whites, ELLs, and SED than for "all students". Achievement levels in ELA on state assessments are lower for ELLs and SED than "all students".</p>	Reducing class size by providing two math options will provide unduplicated students the opportunity to learn math in a smaller class setting. There will be two math teachers to provide differentiation for students at their levels, which will directly benefit ELLs, SED, and white students whose scores are low compared to "all students". Smaller class sizes will benefits students in other groups, as well.	<p>Metric 1.4</p> <p>Metric 1.6</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> Schoolwide		
<b>1.10</b>	<b>Action:</b> Paraprofessionals  <b>Need:</b> ELLs and Hispanic students for BVES are in the lowest performing red indicator for the Dashboard in math and perform at lower levels than "all students". ELLs and white students are in the lowest performing red indicator for the Dashboard in ELA and perform at lower levels than "all students". Parents and staff indicated on LCAP surveys that they want targeted intervention for students, including small-group instruction.  <b>Scope:</b> LEA-wide	Providing small group and targeted interventions will assist unduplicated students academically by allowing staff to differentiate instruction specifically for students who require more scaffolding, encouragement, and attention. When small groups are in session for unduplicated students, other students also benefit from improved staff-to-student ratios.	Metric 1.3  Metric 1.4  Metric 1.5  Metric 1.6
<b>1.11</b>	<b>Action:</b> Increase CTE Options for 7-12 Students  <b>Need:</b> Unduplicated students completed a CTE pathway at 4.25% compared to 9.6% for all students.  <b>Scope:</b> LEA-wide	This action addresses the need for unduplicated students by creating more pathways to engage the diverse interests of unduplicated students.  While this action is principally directed toward unduplicated students, it will also provide support for all students in the area of CTE pathway completion.	Metric 1.10
<b>1.12</b>	<b>Action:</b> Increased math support classes	ELLs and SED students scored lower than "all students" based on math CAASPP. Based on	Metric 1.4

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
	<p><b>Need:</b> English Learners have been identified as the lowest-performing student group district wide. SED students performed lower than "all students" on the math CAASPP assessment.</p> <p><b>Scope:</b> Schoolwide</p>	feedback, we have created two math courses for unduplicated students who are assessing below standard. While this action is principally directed toward unduplicated students, it will also provide support for "all students" assessing below standard in the area of math.	
1.13	<p><b>Action:</b> CTE Van</p> <p><b>Need:</b> Unduplicated students completed a CTE pathway at 4.25% compared to 9.6% for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action addresses the need for unduplicated students by creating more pathways to engage the diverse interests of unduplicated students.</p> <p>While this action is principally directed toward unduplicated students, it will also provide support for all students in the area of CTE pathway completion.</p>	Metric 1.10
2.1	<p><b>Action:</b> Attendance tracking and support services with Siskiyou County Probation</p> <p><b>Need:</b> ELLs, SED, and white students have higher chronic absenteeism and lower attendance rates than "all students". Suspension rates are higher for SED students than for "all students".</p> <p><b>Scope:</b> LEA-wide</p>	Unduplicated students, especially ELLs and SED, in rural/frontier areas such as Butte Valley do not have access to resources and services due to language and poverty. Probation and SARB are designed to connect students experiencing attendance and other difficulties to resources and services. These services can be of benefit to others students, as well.	Metric 2.1
2.2	<p><b>Action:</b> Attendance and PBIS Awards</p>	PBIS awards reflect MTSS for positive student conduct. Implementing this program will help support our efforts	Metric 2.4

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
	<p><b>Need:</b> " All students", SED, and Hispanic students are lowest performing red on the suspension indicator the Dashboard.</p> <p><b>Scope:</b> LEA-wide</p>	to reduce suspensions. While principally directed towards SED students, it will also support "all students" and Hispanic students.	
2.3	<p><b>Action:</b> Academic PBIS Awards</p> <p><b>Need:</b> Achievement levels in math on state assessments are lower for whites, ELLs, and SED than for "all students". Achievement levels in ELA on state assessments are lower for ELLs and SED than "all students".</p> <p><b>Scope:</b> LEA-wide</p>	Incentivizing performance through recognition and awards will have a positive effect on student achievement and performance for unduplicated students specifically, and other students in general. While this action is principally directed towards unduplicated students, it will also provide support for all students that need support in chronic absenteeism.	Metric 2.10
2.4	<p><b>Action:</b> MTSS/PBIS Professional Learning</p> <p><b>Need:</b> SED and Hispanic students are at the lowest performance level for suspension rate.</p> <p><b>Scope:</b> LEA-wide</p>	Training staff in MTSS and PBIS evidence-based strategies will increase positive behavior and lower suspension rates. While this action is principally directed towards unduplicated students, it will also provide support for all students that need support in chronic absenteeism.	Metric 2.5
2.5	<p><b>Action:</b> Bilingual signage at schools</p> <p><b>Need:</b></p>	Unduplicated students access all areas of our district. PBIS and other signage is designed to support positive behavior to support academic achievement. SED students are suspended at	Metric 2.9

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
	<p>ELLs need to be able to understand signage in their own language for communication and safety. All students need to have access to PBIS and safety information. Signs need to address English and Spanish</p> <p><b>Scope:</b> LEA-wide</p>	higher rates than "all students". While this action is principally directed towards unduplicated students, it will also provide support for all students that need support in chronic absenteeism.	
2.6	<p><b>Action:</b> Provide resources and workshops to help parents understand and reinforce literacy and math concepts at home.</p> <p><b>Need:</b> ELLs, SED, and white students experience and achievement gap on assessments in either math or ELA, or both. This action is designed to reduce the achievement gap for these subgroups by increasing parent engagement and supporting students with literacy and math concepts.</p> <p><b>Scope:</b> LEA-wide</p>	Purchase and distribute reading materials for low SES and EL student's homes. Provide resources and workshops to help parents understand and reinforce math concepts at home. Ensure parents are given resources to support their child and any younger age children in the home, by modeling story time and encouraging reading and math activities for parents. While this action is principally directed towards unduplicated students, it will also provide support for all students that need support in chronic absenteeism.	Metric 2.8
2.8	<p><b>Action:</b> Parent Communication in English and Spanish</p> <p><b>Need:</b> Through surveys and meetings, stakeholders consistently expressed a desire for increased</p>	Improved parent communication will increase parents' access to programs, events, and services to close achievement gaps and improve students' wellbeing. Communication will include messages related to join/participate in groups and committees such as School Site Council, English Learner Advisory Committee, parent information	<p>Metric 2.8</p> <p>Metric 2.9</p> <p>Metric 2.10</p>

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
	<p>and improved communication, both in Spanish and English.</p> <p><b>Scope:</b> LEA-wide</p>	meetings/trainings/workshops/academies, attend school board meetings, governance council meetings, County board meetings, back to school night, school open house. parent teacher conferences, school parent organizations, parent surveys, volunteer programs, coffee with the principal/superintendent/sped director; provide daycare to participate and engage in above named activities. While this action is principally directed towards unduplicated students, it will also provide support for all students that need support in chronic absenteeism.	
<b>2.9</b>	<p><b>Action:</b> Provide services to close our student achievement gap and reduce staff-to-student ratio</p> <p><b>Need:</b> ELLs, SED, and white students experience higher chronic absenteeism than "all students". ELLs and SED students perform at lower levels on the CAASPP math than "all students". ELLs, white students, and SED students perform at lower levels on the CAASPP ELA than "all students".</p> <p><b>Scope:</b> LEA-wide</p>	A lower staff-to-student ratio allows teachers to spend more time with each student. This allows students to feel supported and the experience increased academic achievement, leading higher attendance rates and improved assessment performance.	<p>Metric 2.1</p> <p>Metric 2.4</p>
<b>2.10</b>	<p><b>Action:</b> ELD Support Specialist</p> <p><b>Need:</b> Parents of ELLs need to be included more in input and engagement. Based on parent feedback on LCAP surveys, there is a need for</p>	The ELL Support Specialist will address the needs of unduplicated students by providing staff and parents with instructional strategies and increasing ELL parent engagement with school activities and committees. While this action is principally directed to unduplicated students and families, it will also	Metric 2.8

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
	<p>parent ELL training to support academics at home. There is also a need for enhanced ELD instruction at school.</p> <p><b>Scope:</b> LEA-wide</p>	provide support for all students and families in the area of ELD.	
<b>2.11</b>	<p><b>Action:</b> Attendance Secretary services to track and report attendance</p> <p><b>Need:</b> Chronic absenteeism of unduplicated students is higher than "all students".</p> <p><b>Scope:</b> LEA-wide</p>	This action addresses the needs of unduplicated students by providing direct services to support families to increase student attendance. While this action is principally directed toward unduplicated students, it will also provide support to all students in the area of chronic absenteeism.	Metric 2.1
<b>3.1</b>	<p><b>Action:</b> Provide professional development to staff to improve instruction in the California State Standards. Professional development, new and on-going training in California State Standards and English Language Development. PD costs include inservices, trainings, workshops, and substitute costs.</p> <p><b>Need:</b> 2022-2023 CAASPP and ELPI ELA: 16.6% meet or exceeds standard Math: 6.55% meet or exceeds standard ELPI: 54.4% are making progress</p> <p>2022-2023 CAST Science Scores: 10.45% meet or exceed standard</p> <p>SED and ELLs performed at a lower rate than</p>	This action ensures that all teachers clear credentials and by providing professional learning in science. We will ensure that unduplicated students will be provided quality instruction in core subject areas. While this action is principally directed towards unduplicated students, it will provide support for "all students" who need support in core subject areas.	Metric 3.1



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
	<p>"all students" on ELA, math, and science.</p> <p><b>Scope:</b> LEA-wide</p>		
3.2	<p><b>Action:</b> Purchase leveled and consumable books for classrooms and home literacy</p> <p><b>Need:</b> Surveys by staff and parents indicated a desire to support literacy in the home, especially for SED and ELL students. Our CAASPP and benchmark data (ELA) indicate that our students are not on grade level, and that SED and ELLs perform below "all students" on the CAASPP for ELA. In addition to meeting home literacy needs, classrooms need leveled literature to meet the needs of all students in ELA, especially high-interest books at their ability level.</p> <p><b>Scope:</b> LEA-wide</p>	Books made available to unduplicated students in the classroom and at home will provide a valuable resource to support literacy. All students will have access to the books and be able to partner read with peers, both unduplicated and not unduplicated. Consumable books can be used for activities with families at home and at school, for all students, but with emphasis on providing these resources to unduplicated students.	Metric 3.5

### 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
1.5	<p><b>Action:</b> ELD Personnel</p> <p><b>Need:</b> While the ELPI indicator on the Dashboard is green, EL students are scoring lower than "All students" in ELA and math.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Staffing to provide grade level access to state standards instruction and English language acquisition for ELLs.	<p>Metric 1.1</p> <p>Metric 1.2</p>
1.6	<p><b>Action:</b> Newcomer staff to serve immigrant students</p> <p><b>Need:</b> While the ELPI indicator on the Dashboard is green, ELL students are scoring lower than "All students" in ELA and math. Newcomer students are ELLs.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Staffing to provide grade level access to state standards instruction and English language acquisition directed towards newcomer students.	<p>Metric 1.1</p> <p>Metric 1.2</p>

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

Not applicable; there are not any limited actions associated with a planned percentage of improved services.

**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.

Butte Valley Unified School District has only two schools, which are both above 55% Unduplicated count. The additional concentration grant add-on funding is included in action 1.10, and will be used to maintain our current low staff-to-student ratios.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:19
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:18

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$3,548,528	895,025	25.222%	6.222%	31.444%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,657,752.00	\$0.00	\$0.00	\$130,474.00	\$1,788,226.00	\$1,216,900.00	\$571,326.00

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	Assessment and tech-based learning programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$0.00	\$21,352.00	\$21,352.00				\$21,352.00	
1	1.2	Elective Supplies	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		July 2024 - June 2027	\$0.00	\$14,000.00	\$14,000.00				\$14,000.00	
1	1.3	Art, Science, and STEM Supplies	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
1	1.4	Intervention Teachers	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$151,407.00	\$0.00	\$151,407.00				\$151,407.00	
1	1.5	ELD Personnel	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024-June 2027	\$168,009.00	\$0.00	\$168,009.00				\$168,009.00	
1	1.6	Newcomer staff to serve immigrant students	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2024-June 30, 2027	\$89,012.00	\$0.00	\$89,012.00				\$89,012.00	
1	1.7	Provide Professional Development specific to ELD	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 2024-June 2027	\$3,714.00	\$12,000.00	\$15,714.00	\$0.00	\$0.00	\$0.00	\$15,714.00	

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										
1	1.8	SFA supplemental materials	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: BVES K-8	July 2024 - June 2027	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
1	1.9	Maintain low staff-to-student ratio	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: BVHS 9-12	July 2024 - June 2027	\$124,510.00	\$0.00	\$124,510.00				\$124,510.00	
1	1.10	Paraprofessionals	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$197,209.00	\$0.00	\$197,209.00				\$197,209.00	
1	1.11	Increase CTE Options for 7-12 Students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$168,600.00	\$0.00	\$168,600.00				\$168,600.00	
1	1.12	Increased math support classes	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: BVHS 9-12	July 2024 - June 2027	\$35,566.00	\$0.00	\$35,566.00				\$35,566.00	
1	1.13	CTE Van	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$24,000.00	\$24,000.00				\$24,000.00	
2	2.1	Attendance tracking and support services with Siskiyou County Probation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2021- 2024	\$0.00	\$23,141.00	\$23,141.00				\$23,141.00	
2	2.2	Attendance and PBIS Awards	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$0.00	\$1,100.00	\$1,100.00				\$1,100.00	
2	2.3	Academic PBIS Awards	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024- June 2027	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.4	MTSS/PBIS Professional Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$3,714.00	\$3,714.00				\$3,714.00	
2	2.5	Bilingual signage at schools	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 1, 2024 -	\$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		June 30, 2024								
2	2.6	Provide resources and workshops to help parents understand and reinforce literacy and math concepts at home.	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$0.00	\$12,000.00	\$12,000.00	\$0.00	\$0.00		\$12,000.00	
2	2.7																
2	2.8	Parent Communication in English and Spanish	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$0.00	\$15,071.00	\$15,071.00				\$15,071.00	
2	2.9	Provide services to close our student achievement gap and reduce staff-to-student ratio	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$115,585.00	\$14,889.00				\$130,474.00	\$130,474.00	
2	2.10	ELD Support Specialist	English	Learners	Yes	LEA-wide	English Learners		July 1, 2024 - June 30, 2027	\$13,668.00	\$0.00	\$13,668.00				\$13,668.00	
2	2.11	Attendance Secretary services to track and report attendance	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$20,305.00	\$0.00	\$20,305.00				\$20,305.00	
3	3.1	Provide professional development to staff to improve instruction in the California State Standards. Professional development, new and on-going training in California State Standards and English Language Development. PD costs include inservices, trainings, workshops, and substitute costs.	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$0.00	\$23,200.00	\$23,200.00				\$23,200.00	
3	3.2	Purchase leveled and consummable books for classrooms and home literacy	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024- June 2027	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.3	Paraprofessionals (moved to 1.10)															
3	3.4	Maintain technology services	All		No				July 1, 2024 -	\$35,210.00	\$144,000.00	\$179,210.00				\$179,210.00	

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
								June 30, 2027								
3	3.5	Smartboards for K-8	All	No				July 1, 2024 - June 30, 2025	\$0.00	\$64,359.00	\$64,359.00				\$64,359.00	
3	3.6	Provide and Maintain Buses and Vehicles	All	No				July 1, 2024 - June 30, 2027	\$94,105.00	\$182,500.00	\$276,605.00				\$276,605.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,548,528	895,025	25.222%	6.222%	31.444%	\$1,137,578.00	0.000%	32.058 %	<b>Total:</b>	\$1,137,578.00
								<b>LEA-wide Total:</b>	\$718,481.00
								<b>Limited Total:</b>	\$257,021.00
								<b>Schoolwide Total:</b>	\$162,076.00

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	Assessment and tech-based learning programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,352.00	
1	1.2	Elective Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income		\$14,000.00	
1	1.3	Art, Science, and STEM Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.4	Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$151,407.00	
1	1.5	ELD Personnel	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$168,009.00	
1	1.6	Newcomer staff to serve immigrant students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$89,012.00	



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	1.7	Provide Professional Development specific to ELD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,714.00	
1	1.8	SFA supplemental materials	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BVES K-8	\$2,000.00	
1	1.9	Maintain low staff-to-student ratio	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BVHS 9-12	\$124,510.00	
1	1.10	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$197,209.00	
1	1.11	Increase CTE Options for 7-12 Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$168,600.00	
1	1.12	Increased math support classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BVHS 9-12	\$35,566.00	
1	1.13	CTE Van	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,000.00	
2	2.1	Attendance tracking and support services with Siskiyou County Probation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,141.00	
2	2.2	Attendance and PBIS Awards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,100.00	
2	2.3	Academic PBIS Awards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
2	2.4	MTSS/PBIS Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,714.00	
2	2.5	Bilingual signage at schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.6	Provide resources and workshops to help parents understand and reinforce	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	

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 (%)
		literacy and math concepts at home.						
2	2.8	Parent Communication in English and Spanish	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,071.00	
2	2.9	Provide services to close our student achievement gap and reduce staff-to-student ratio	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.10	ELD Support Specialist	Yes	LEA-wide	English Learners		\$13,668.00	
2	2.11	Attendance Secretary services to track and report attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,305.00	
3	3.1	Provide professional development to staff to improve instruction in the California State Standards. Professional development, new and on-going training in California State Standards and English Language Development. PD costs include inservices, trainings, workshops, and substitute costs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,200.00	
3	3.2	Purchase leveled and consummable books for classrooms and home literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,119,554.00	\$1,620,636.61

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	Provide Professional Development, Curriculum Lesson Study and Content Days, Off-Site Summer Training, and Induction Program for New Teachers	Yes	\$75,500.00	47,956.94
1	1.2	Software/Subscription Services and Assessment Materials	Yes	\$13,352.00	15,737.48
1	1.3	Elective Supplies	Yes	\$10,500.00	5,579.34
1	1.4	Art, Science, and STEM Supplies	Yes	\$3,000.00	0.00
1	1.5	Extended Learning Opportunities	No	\$144,600.00	218,012.68
1	1.6	Intervention Teacher/SFA Coach	Yes	\$119,840.00	0.00
1	1.7	ELD Personnel	Yes	\$130,775.00	115,166.98
1	1.8	Leveled Books	Yes	\$1,000.00	0.00
1	1.9	Maintain Facilities	No	\$386,083.00	256,139.51
1	1.10	Maintain low staff to student ratio	Yes	\$186,878.00	174,752.82

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	1.11	Provide Professional Development specific to ELD.	Yes	\$0.00	0.00
2	2.1	GEAR UP and Job Intern Program	No	\$0.00	0.00
2	2.2	Provide and Maintain Buses and Vehicles	No	\$288,965.00	219,360.50
2	2.3	Transportation for Home-School	No	\$0.00	0.00
2	2.4	Absences	Yes	\$23,172.00	3,732.55
2	2.5	Attendance and PBIS Awards/Rewards	Yes	\$1,100.00	567.08
2	2.6	Capturing Kids' Hearts Program	No	\$29,400.00	0.00
2	2.7	PBIS Training	Yes	\$4,724.00	0.00
2	2.8	Academic Awards/Rewards	Yes	\$1,000.00	483.55
2	2.9	Maintain Technology Services	Yes	\$216,839.00	171,345.68
2	2.10	Parent Communication	Yes	\$5,672.00	13,743.30
2	2.11	Provide Services to close our student achievement gap	No	\$125,971.00	95,544.85
2	2.12	Elementary Admin	Yes	\$122,015.00	117,840.90

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)
3	3.1	Books	Yes	\$3,000.00	0.00
3	3.2	Literacy Training	No	\$26,000.00	0.00
3	3.3	Literacy Committee Stipends - ACTION ELIMINATED	No	0	0.00
3	3.4	RTI Position	Yes	\$0.00	0.00
3	3.5	Paraprofessionals	Yes	\$200,168.00	164,672.45
3	3.6	Peabody Language Development Kits ACTION ELIMINATED	No	0	0.00
3	3.7	Software for Literacy Assessments	No	\$0.00	0.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$955,052	\$917,455.00	\$736,469.00	\$180,986.00	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	Provide Professional Development, Curriculum Lesson Study and Content Days, Off-Site Summer Training, and Induction Program for New Teachers	Yes	\$13,200.00	\$13,200.00		
1	1.2	Software/Subscription Services and Assessment Materials	Yes	\$13,352.00	\$13,352.00		
1	1.3	Elective Supplies	Yes	\$10,500.00	\$5,579.00		
1	1.4	Art, Science, and STEM Supplies	Yes	\$3,000.00	\$0.00		
1	1.6	Intervention Teacher/SFA Coach	Yes	\$119,840.00	\$0.00		
1	1.7	ELD Personnel	Yes	\$122,876.00	\$115,166.00		
1	1.8	Leveled Books	Yes	\$1,000.00	\$0.00		
1	1.10	Maintain low staff to student ratio	Yes	\$186,878.00	\$174,752.00		
1	1.11	Provide Professional Development specific to ELD.	Yes	\$0.00	\$0.00		
2	2.4	Absences	Yes	\$23,172.00	\$3,732.00		
2	2.5	Attendance and PBIS Awards/Rewards	Yes	\$1,100.00	\$567.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	PBIS Training	Yes	\$4,724.00	\$0.00		
2	2.8	Academic Awards/Rewards	Yes	\$1,000.00	\$483.00		
2	2.9	Maintain Technology Services	Yes	\$151,839.00	\$151,839.00		
2	2.10	Parent Communication	Yes	\$5,672.00	\$5,672.00		
2	2.12	Elementary Admin	Yes	\$122,015.00	\$117,840.00		
3	3.1	Books	Yes	\$3,000.00	\$0.00		
3	3.4	RTI Position	Yes	0	\$0		
3	3.5	Paraprofessionals	Yes	\$134,287.00	\$134,287.00		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,513,176	\$955,052	0	27.185%	\$736,469.00	0.000%	20.963%	\$218,583.00	6.222%



# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

*Monitoring and Evaluating Effectiveness*

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

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

# Engaging Educational Partners

## Purpose

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

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

# Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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



is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.



Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.



- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

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

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

### Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and

- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

### LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

### For School Districts Only

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

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

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

### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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



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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

- This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## **LCFF Carryover Table**

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

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