

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bassett Unified School District

CDS Code: 19642950000000

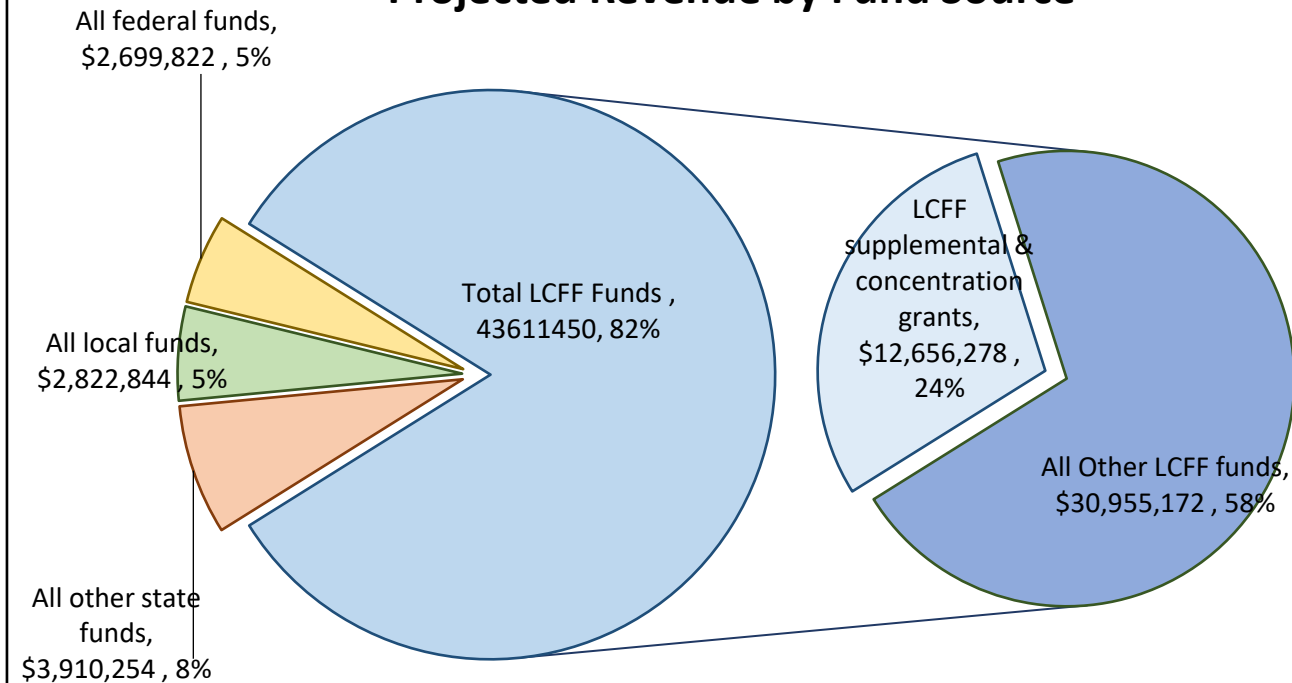
School Year: 2024-25

LEA contact information: Martha Vital(626) 931-3008 martha.vital@bassettusd.org

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

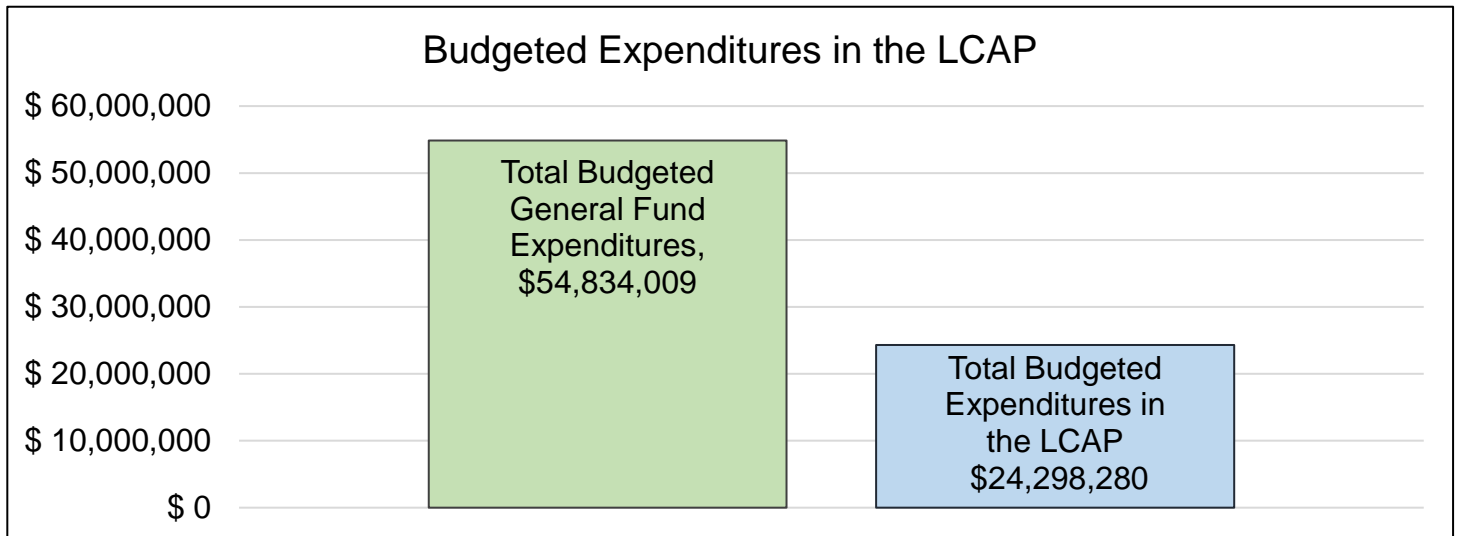


This chart shows the total general purpose revenue Bassett Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bassett Unified School District is \$53,044,370.00, of which \$43,611,450.00 is Local Control Funding Formula (LCFF), \$3,910,254.00 is other state funds, \$2,822,844.00 is local funds, and \$2,699,822.00 is federal funds. Of the \$43,611,450.00 in LCFF Funds, \$12,656,278.00 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 Bassett 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: Bassett Unified School District plans to spend \$54,834,009.00 for the 2024-25 school year. Of that amount, \$24,298,280.00 is tied to actions/services in the LCAP and \$30,535,729.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

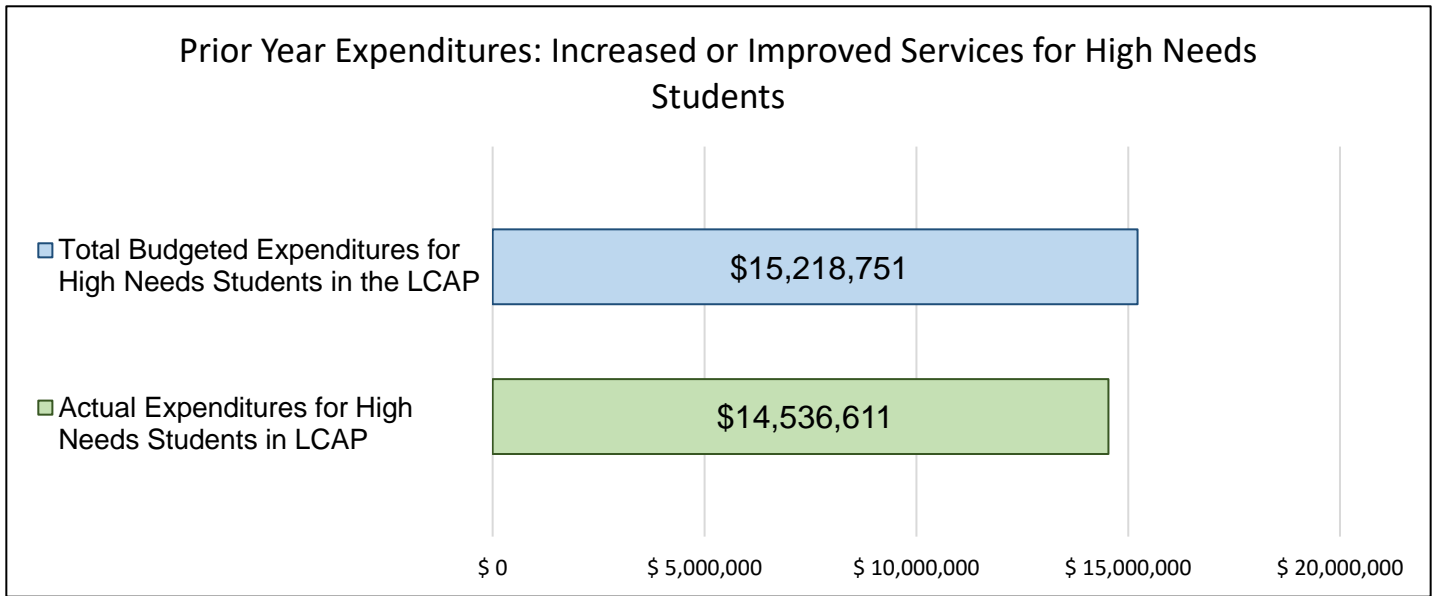
Bassett USD budget represents expenses of General Fund including Personnel cost, Utilities, Instructional materials, classroom supplies, travel and conference expenses, legal services, field trips/athletics transportation, technology infrastructure and replacement, software, custodial supplies and facility repairs. Budget for special education costs such as Non-Public School expenses, transportation and service contracts that exceed the amount we receive from State and Federal programs are not included.

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

In 2024-25, Bassett Unified School District is projecting it will receive \$12,656,278.00 based on the enrollment of foster youth, English learner, and low-income students. Bassett Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bassett Unified School District plans to spend \$13,583,121.00 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 Bassett 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 Bassett 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, Bassett Unified School District's LCAP budgeted \$15,218,751.00 for planned actions to increase or improve services for high needs students. Bassett Unified School District actually spent \$14,536,611.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$682,140.00 had the following impact on Bassett Unified School District's ability to increase or improve services for high needs students:

The Bassett Unified School District's difference between the LCAP budgeted planned actions to increase or improve services for high need students and the actual expenditures had no impact on the districts ability to increase or improve services for high need students. The difference in budgeted expenditures and actual expenditures were offset by utilizing other resources to provide the services.

# 2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bassett Unified	Alejandro Alvarez Superintendent	aalvarez@bassettusd.org 626 931 3000

## Goals and Actions

### Goal

Goal #	Description
1	Goal A: All students will learn at high levels.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Gr 3-8 Student Achievement scores of Met or Exceeded Proficiency on SBAC ELA	2019 Student Achievement Scores of Met or Exceeded Proficiency on SBAC ELA 47% as reported on CA Dashboard.  2020 Spring Assessment - iReady Diagnostic IReady Diagnostic Window May 10 – June 4 May 10 – 19 ELA (1.5 weeks) May 19 – 28 Math (1.5 weeks) May 31 – June 4	2022 Student Achievement Scores of Met or Exceeded Proficiency on SBAC ELA are not available as of May 2022.  2022 Spring Assessment - iReady Diagnostic IReady Diagnostic Window April 2022 Results: 38% On or above grade-level 32% One grade-level below	2022 Student Achievement Scores of Met or Exceeded Proficiency on SBAC ELA are 41% as reported on CAASPP reporting website.  2023 Spring Assessment - iReady Diagnostic IReady Diagnostic Window April 2023 Results: 40% On or above grade-level 29% One grade-level	2023 Student Achievement of Met or Exceeded Proficiency on SBAC ELA are 43% as reported on CAASPP reporting website. 2024 Spring Assessment - iReady Diagnostic iReady Diagnostic Window April 2024 Results: 43% On or above grade-level 27% One grade-level below 31% Two or more grade-levels below	Continuous improvement as measured by increased number of Student Achievement scores at Met or Exceeded Proficiency on the SBAC ELA assessment. SBAC ELA desired outcome for Spring 2024 is between 62% and 70% Met or Exceeds Proficiency - an increase of 5 to 8 percentage points per year.  iReady desired outcome for Spring 2024 70% On or above grade-

	<p>Makeups Results: 39.2% On or above grade-level 29.6% One grade-level below 31.0% Two or more grade-levels below</p>	<p>30% Two or more grade-levels below</p> <p>Correction: Grade 11 data was omitted previous year - Year 1 outcome. 2021 Student Achievement Scores of Met or Exceeded Proficiency on SBAC ELA 48% as reported on CAASPP reporting website (limited participation: 11th grade)</p>	<p>below 31% Two or more grade-levels below</p>		<p>level 30% One grade-level below 0% Two or more grade-levels below</p>
Gr 3-8 Student Achievement Scores of Met or Exceeded Proficiency on SBAC Math	<p>2019 Student Achievement Scores of Met or Exceeded Proficiency on SBAC Math 33% as reported on CA Dashboard.</p> <p>2020 Spring Assessment - iReady Diagnostic IReady Diagnostic Window May 10 – June 4 May 10 – 19 ELA (1.5 weeks) May 19 – 28 Math (1.5 weeks) May 31 – June 4 Makeups</p> <p>Results: 30.4% On or above grade-level 37.6% One grade-level below 32.2% Two or more grade-levels below</p>	<p>2022 Student Achievement Scores of Met/Exceeded Proficiency SBAC Math are not available as of May 2022.</p> <p>2022 Spring Assessment - iReady Diagnostic iReady Diagnostic Window April 2022 Results: 30% On or above grade-level 41% One grade-level below 29% Two or more grade-levels below</p> <p>Correction: Grade 11 data was omitted previous year - Year 1 outcome. 2021 Student Achievement Scores of Met or Exceeded Proficiency on SBAC Math 25% as reported on CAASPP reporting website (limited participation: 11th grade)</p>	<p>2022 Student Achievement Scores of Met or Exceeded Proficiency on SBAC Math are 25% as reported on CAASPP reporting website.</p> <p>2023 Student Achievement Scores of Met/Exceeded Proficiency SBAC Math are not available as of May 2023.</p> <p>2023 Spring Assessment - iReady Diagnostic iReady Diagnostic Window April 10-21, 2023</p> <p>Results: 34% On or above grade-level 37% One grade-level below 29% Two or more grade-levels below</p>	<p>2023 Student Achievement Scores of Met or Exceeded Proficiency on SBAC Math are 27% as reported on CAASPP reporting website.</p> <p>2023 Spring Assessment - iReady Diagnostic iReady Diagnostic Window April 2024 Results: 35% On or above grade-level 39% One grade-level below 26% Two or more grade-levels below</p>	<p>Continuous improvement as measured by increased number of Student Achievement scores at Met or Exceeded Proficiency on the SBAC Math assessment. SBAC Math desired outcome for Spring 2024 is between 60% and 72% Met or Exceeds Proficiency - an increase of 9 to 13 percentage points per year.</p> <p>iReady desired outcome for Spring 2024 70% On or above grade-level 30% One grade-level below 0% Two or more grade-levels below</p>

Student Achievement scores on CAST and CAA Science	2021-22 Student Achievement scores on CAST and CAA - Due to the COVID-19 impacts on learning platforms for the 2020-21 school year (distance learning and hybrid) and the adoption of new science textbooks, science assessment data is not available.	2022 Student Achievement Scores of Met or Exceeded Proficiency on SBAC CAST and CAA are not available as of May 2022.	2022 Student Achievement Scores of Met or Exceeded Proficiency on SBAC CAST are 23% as reported on CAASPP reporting website.  2023 Student Achievement Scores of Met or Exceeded Proficiency on SBAC CAST and CAA are not available as of May 2023.	2023 Student Achievement Scores of Met or Exceeded Proficiency on SBAC CAST are 20% as reported on CAASPP reporting website.	Continuous improvement of student achievement rates in Science as measured by the SBAC CAST and CAA assessments. In 2023-24, student achievement in Science will be 60% proficient as measured by the SBAC CAST.
% ELs who made progress toward English proficiency measured by ELPAC CA Dashboard (2019) EL Progress Indicator	55.3% ELs progress toward English proficiency 2019  2019 ELPAC Summative Level 4 & Level 3: 54.2%  iReady Diagnostic Spring 2021 ELA: iReady disaggregated data is not available at this time; however, it will be reported on in upcoming years.	2020/21 ELPAC Summative Level 4 & Level 3: 56%  iReady Diagnostic EL growth in 2021/22 (% On or Above Grade Level): Window 1: 10% Window 2: 22% Window 3: 31%	2022 ELPAC Summative Level 4 & Level 3: 53%  iReady Diagnostic EL growth in 2022/23 (% On or Above Grade Level): Window 1: 8% Window 2: 22% Window 3: 42	2023 ELPAC Summative Level 4 & Level 3: 55% iReady Diagnostic EL growth in 2023/24 (% On or Above Grade Level): Window 1: 3% Window 2: 11% Window 3: 19%	Continuous improvement as measured by increasing number of English Learners scoring at Level 4 or above on the summative ELPAC and making progress toward English proficiency. 60% ELs progress toward English proficiency in 2024  iReady Diagnostic ELA: iReady disaggregated data is not available at this time; however, the desired outcome is an indication of continuous improvement.
EL Reclassification Rate	Percent of English Learners reclassified 2019-20 15.3% (148 students) DATAQUEST	Percent of English Learners reclassified 2021/22 17.79% (150 students) - based upon 843 ELs - CALPADs Fall 1 Certification	Percent of English Learners reclassified 2022/23 16% (153 students) - based upon 794 ELs - CALPADs Fall 1 Certification CALPADS Reports: 2.16 ad 8.1  DATAQUEST:	Percent of English Learners Reclassified 2023/24 15.70% (133 students) – based upon 847 ELs - CALPADS Reports: 2.16 and 8.1	Continuous improvement as evidenced by an annual increase EL Reclassification Rate. 2023-24 18% RFEP rate

			24.1% (206 students) - DATAQUEST 2020/21 22.7% (149 students) - DATAQUEST 2021/22		
Access to Standards-Aligned Instructional Materials	100% Fall 2020 per Williams Instructional Materials Audit	100% Fall 2021 per Williams Instructional Materials Audit	100% Fall 2022 per Williams Instructional Materials Audit	100% Fall 2023 per Williams Instructional Materials Audit	2023-24: Maintain 100% compliance on Williams Instructional Materials annual audit.
Facilities in 'Good' Repair - Measured by site Williams Complaint forms filed and Facility Inspection Tool (FIT) [Williams Facility Inspection]	Sites did not receive any Williams Complaint forms regarding facilities. 100% Fall 2020 Williams Facility Inspection BHS -Good Sunkist - Exemplary Van Wig - Exemplary	Sites did not receive any Williams Complaint forms regarding facilities. 100% Fall 2021 Williams Facility Inspection BHS -Good Sunkist - Exemplary Van Wig - Exemplary	Sites did not receive any Williams Complaint forms regarding facilities. 100% Fall 2022 Williams Facility Inspection BHS -Exemplary Sunkist - Exemplary Van Wig - Exemplary	Sites did not receive any Williams Complaint forms regarding facilities. 100% Fall 2023 Williams Facility Inspection BHS – Exemplary Sunkist – Exemplary Van Wig - Exemplary	Sites will continue to receive zero Williams Complaint forms regarding facilities and will maintain Good to Exemplary results on the annual Williams Facility inspection 100% Fall 2023 Williams Facility Inspection BHS -Good Sunkist - Exemplary Van Wig - Exemplary
Fully credentialed and appropriately assigned teachers	Fall 2020 CALPADS 4.1 Staffing and 4.3 Assignments 100% fully credentialed teachers 0 misassignments	Fall 2021 CALPADS reports 100% fully credentialed teachers (150 fully credentialed teachers) 0 misassignments	Updated data for previous years based upon CALSAAS (CA statewide assignment accountability system)  2020/21 - 4 misassignments 2021/22 - 3 misassignments  2022/23 - TBD 141 Fully credentialed teachers 4 Intern Credentialed teachers 2 Short-Term Permits	CALSAAS (CA statewide assignment accountability system)  2022/23 – 5 misassignments 141 Fully credentialed teachers 4 Intern Credentialed teachers 2 Short-Term Permits	Continue to maintain 100% fully credentialed teachers (0 misassignments) as reported by CALPADS. Fall 2023 CALPADS 4.1 Staffing and 4.3 Assignments 100% fully credentialed teachers 0 misassignments
Access to a broad course of study	Local Audit of Master Schedules course offerings in 2020-21 yielded 100% of students	Local Audit of Master Schedules course offerings in 2021-22 yielded 100% of students	Local Audit of Master Schedules course offering in 2022-23 yielded 100% of students have access to	Local Audit of Master Schedules course offering in 2023-24 yielded 100% of students have access to a	Maintain 100% of students have access to broad course of studies as reflected in local audit of master

## 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.

Overall, the District was successful in implementing most of the Actions for Goal 1.

Action 1: Professional development focus was revised to focus on 'engagement via mathematics' with sub-focus areas: achievement/engagement of English Learners (following comprehensive data analysis). The district team partnered with the LACOE math support team and the District's Math Task Force; the collaborative efforts led to much improved professional development outcomes in the 2023/24 school year.

Action 2: Math interventions were provided through additional staffing (instructional assistants and additional math teachers at the secondary level) in addition to a professional learning theme of 'Engagement via Mathematics' implemented throughout the year.

Action 3: Enrichment opportunities were provided to students as VAPA materials/supplies were provided and students participated in a variety of field trips throughout the year (including field trips to live theater and museums). Additionally, music instruments were purchased to allow students to participate in various performing arts activities.

Action 4: An EL Task Force was implemented at each site to support staff with information and guidance to improve the performance of ELs. Members of the EL Task Force supported and monitored the progress of English Learner students. Two Language Assessment Aide positions were staffed, and a substitute Language Assessment Aide was secured to support the EL program. The district purchased new progress monitoring software (ELlevation) to monitor EL progress and supported parent engagement as several EL parents attended the CAFE conference.

Action 5: Additional resources, including library and technology access, was implemented as planned through staffing, devices, and connectivity.

Action 6: Increased academic support was implemented as the District was able to limit combination classes and provide small group instruction in elementary grades.

Action 7: (Base Program) Instructional program materials/resources were provided to each student.

Action 8: (Base Program) Facilities were maintained in good to exemplary condition.

Action 9: (Base Program) The District did experience staffing shortages, which resulted in the mis-assignment of 3 teachers, 1 teacher mis-assigned for 2 sections, and 1 administrator mis-assignment.

Action 10: (Base Program) The Dual Immersion continues to expand to the next grade levels and experienced a growth of approximately 20 students in Kindergarten in 2023/24.

The substantive difference between actions planned and actual implementation for Goal 1:

Action 1 – Increased Student Achievement

Staffing shortages continue to challenge the full staffing of Early Literacy TOSAs and Instructional Assistants.

Action 2 – Math Intervention

Although this action was implemented, staffing shortages continue to challenge the full staffing of Instructional Assistants.

Action 4 – English Learner Progress

The English Learner Program Specialist position was not filled (staffing shortage) and upon further data analysis, the decision was made to not move forward with the position.

Action 9 – Properly Assigned Credentialed Teachers

BUSD, to the extent possible, properly assigned fully credential teacher; however, there were 5 mis-assignments in 2023/24: 3 teachers, 1 teacher for 2



sections, and 1 administrator.

Action 10 – Enrichment – Dual Immersion and GATE program

TK Dual Immersion class was not offered this school year due to low enrollment in 2022/23; however, there was an increase in enrollment for the Kindergarten Dual Immersion class.

The most successful aspects of BUSD's implementation of these actions have been:

--Action 1 students demonstrated improvement in academic gains in both ELA and Math as measured by growth in iReady diagnostics

#1 and Diagnostic #3.

-- Action 2 – students demonstrated improvement in academic gains in Math as measured by growth in iReady diagnostics #1 and #3.

-- Action 3 - Students participated in field trips and VAPA materials (instruments) were purchased.

-- Action 4 - EL Task Force was implemented at each site. Members of the EL Task Force supported and monitored the progress of EL students. Three LAA positions were staffed to support the EL program.

-- Action 7 - World Language and History/Social Science textbooks were purchased for every student during the 2022/23 school year.

-- Action 8 - Sites did not receive Williams Complaint forms regarding facilities. 100% Fall 2023 Williams Facility Inspection results: BHS, Sunkist, and Van Wig – Exemplary

### 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.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 1:

Action 1 - District-wide professional development was implemented as planned; however, the K-3 Literacy Support Teachers and some of the Early Literacy Instructional Aide positions were not filled due to staffing shortage.

Action 3 - Field trips, college visits, and VAPA opportunities were implemented in the second half of the school year, in part due to inclement weather in the Fall.

Action 4: - The material difference is related to the English Learner Specialist position not being filled and the allocated funds not being spent.

Action 5 – Estimated actual expenditures are higher due to investment in needed 'switches and access points' to continue to provide adequate internet access to low-income students (beyond the school day); carryover funds were utilized for this expense. Additionally, expenses were higher due to supplies for library, purchase of Chrome books, and salary increases.

Action 6 - Reduced expenditures is attributed to declining enrollment and change in funding resource for general education teachers from S&C to General Fund.

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

Goal A Actions contributed to an increase in students learning at high levels at Bassett Unified School District during the school years of: 2021/22, 2022/23, and 2023/24.

Action 1 and Action 6 - Increase student achievement

Based on data analysis, district-wide professional development sessions were modified and designed to engage teachers with a focus on 'student engagement', specifically the engagement of English Learners.

Data for iReady Diagnostics administered throughout the school year is as follows:

iReady Diagnostic growth in READING (% On or Above Grade Level):

2021/22: 17% At Grade level  
2023/24: 43% At Grade level

#### Action 2 – Math Interventions

Two math support teachers were added to the staff at Bassett High School and one math support teacher was added to the staff at Torch Middle School to provide intervention (preview/review and additional time, 1:1 support, small group instruction) for low-income students struggling in math. Instructional Aides were hired (to the extent possible due to staffing shortage) to support students in the classroom with small group instruction and 1:1 support.

iReady Diagnostic growth in MATH (% On or Above Grade Level):

2021/22: 8% At Grade level  
2023/24: 35% At Grade level

Torch Middle School iReady data reflects the following:

2021/22: 22% Grade level  
2023/24: 30% Grade level

Bassett High School Integrated Math I Benchmark data reflects the following:

2021/22 Meets or Exceeds 39%  
2023/24 Meets or Exceeds 47%

Action 3 - Students participated in field trips and VAPA materials (instruments) were purchased. Teacher observation of students on field trips report the experiences contributed to increased engagement and learning opportunities.

#### Action 4 – English Learner Progress

The District's English Learner student performance on the ELPAC continues to exceed the State of CA EL student performance.

Overall Performance in Levels 3 and 4: BUSD 53% and State 51%.

Percent of students with a Level 4 on the ELPAC increased between 2021/22 and 2022/23:

2021/22: 17.25%  
2022/23: 17.90%  
2023/24: TBD

#### Action 5 – Additional Resources (Library and Technology access)

Ensuring the availability of additional resources for our students, both library materials and technology devices/access, contributes to the steady increase in student performance levels. Bassett USD continues to be at the forefront in ensuring all students and staff are provided adequate technology device and internet access.

#### SBAC READING

2021/22: 40.97%  
2022/23: 43.31%  
2023/24: TBD

#### SBAC MATH

2021/22: 25.30%  
2022/23: 27.46%  
2023/24: TBD

Action 7 – Base Program: Program Materials

World Language and History/Social Science textbooks were purchased during the 2022/23 school year.

Survey analysis indicates that all students were provided all Board adopted materials for each school year between 2021/22 – 2023/24.

Action 8 - Base Program: Program Facilities

Sites did not receive Williams Complaint regarding facilities during school years between 2021/22 – 2023/24. 100% Fall 2023 Williams Facility Inspection results: BHS, Sunkist, and Van Wig – Exemplary

Action 9 - Base Program: Properly Assigned Credentialed Teachers

The district effectively filled several new Instructional Aide positions in 2022/23 and 2023/24; however, the nationwide ongoing staffing shortage impacted the number of credentialed teachers the district was able to staff.

Action 10 – Base Program: Enrichment - Dual Immersion and GATE programs

While both programs continue to support enrichment opportunities for BUSD students, the Dual Immersion program showed tremendous growth in the 2023-24 school year. Students in the Kindergarten class totaled 22; nearly tripled in size. The program effectiveness is contributing to the program gaining popularity within the community.

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.

Action 1, 2, and 4: Implement Data Chats to include results of the number of students who successfully completed two iReady lessons per week; research shows that this practice leads to students achieving their 'stretch growth goals'. Additionally, each site would be expected to administer a minimum of one SBAC Interim Assessment per semester to support student opportunity to experience and practice the statewide assessment.

Action 1 and 2: Professional Learning opportunities will be provided for teachers to improve differentiated instruction and engaging activities. Additional resources (supplemental support) will be provided to support small group instruction.

Action 4: The district's English Language Development program will change practices to ensure that the EL Roadmap principles are implemented in all grades. Additionally, to obtain a more effective outcome, the district's elementary ELD program will change the manner in which ELD lessons are implemented daily. Daily ELD was implemented districtwide. School site administrators collected teachers daily schedules to ensure ELD instruction was scheduled daily. Site administrators monitored the daily implementation of the ELD instruction through random walkthroughs. Future training for administrators on the ELD curriculum and its use will be essential to not only monitor its implementation, but also the to monitor if its being implemented correctly.

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

# Goal

Goal #	Description
2	Goal B: Bassett Unified School District will be safe and student centered for all.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Attendance Rate	94.96% in 2020 as measured by P2 Attendance Rate	88.9% in 2021 as measured by P2 Attendance Rate	89.95% in 2022 as measured by P2 Attendance Rate.	92.88% in 2023 as measured by P2 Attendance Rate	Continuously improve attendance rate to 97% district-wide, as measured by P2 data in 2023-24.
Chronic Absenteeism Rate	3.12% Chronically absent rate 2019-20 CALPADS (K-8) Report 14.1 and Report 14.2	12.6% Chronic Absenteeism Rate 2020/21 DataQuest	31.4% Chronic Absenteeism Rate 2021/22 DataQuest	27.0% Chronic Absenteeism Rate 2022/23 DataQuest	Continuous improvement as evidenced by annually declining chronically absent rate as reported by CALPADS. 1% Chronically Absenteeism Rate in 2023-24 as reported by CALPADS Reports 14.1 and 14.2.
Suspension Rate	2.76% suspended at least once 2019-20 CALPADS Reports: 7.1, 7.3, and 7.4	0.0% suspended at least once 2021/22 CALPADS Reports: 7.1, 7.3, and 7.4	1.2% suspension rate as reported by 2021/22 DataQuest	0.0% suspension rate as reported by 2022/23 DataQuest	Continuous improvement as measured by annual decrease in suspension rate (students suspended at least once) to 1% in 2023-24 as reported in CALPADS Reports 7.1, 7.3, and 7.4.
Expulsion Rate	0.1% Expulsion Rate 2020 DATAQUEST	0.0% Expulsion Rate 2021 DATAQUEST	0.0% Expulsion Rate 2022 DATAQUEST	0.0% Expulsion Rate 2023 DATAQUEST	Continuous improvement as evidenced by an annual declining expulsion rate to 0% in 2023-24 as reported by DATAQUEST. Once 0% is reached, the desired outcome will be to maintain the 0%.
High School	98.7% High School	89.8% High School	93.5% High School	86.1% High School	Continuous improvement as

Graduation Rate	Graduation Rate 2020 - CA Dashboard	Graduation Rate 2021 - CA Dashboard	Graduation Rate 2022 - CA Dashboard	Graduation Rate 2023 - CA Dashboard	measured by annual increase in high school graduation rate to 99% in 2023-24 as reported in CA Dashboard.
High School Dropout Rate	HS Dropout Rate 2019-20 DataQuest Four-Year Adjusted Cohort Outcome 19 dropouts out of 249 cohort students = 7.6%	HS Dropout Rate 2020-21 DataQuest Four-Year Adjusted Cohort Outcome 14 dropouts out of 259 cohort students = 5.4% 8 dropouts for 2020/21 - CALPADS	HS Dropout Rate 2021-22 DataQuest Four-Year Adjusted Cohort Outcome 6 dropouts out of 226 cohort students = 2.7%	HS Dropout Rate 2022-23 DataQuest Four-Year Adjusted Cohort Outcome 14 dropouts out of 222 cohort students = 6.3%	Continuous improvement by a reduction in the High School Dropout Rate to less than 5% in 2023 DataQuest - Four-Year Adjusted Cohort Outcome.
Middle School Dropout Rate	Middle School Dropout Rate - 2019-20 CALPADS Fall 1: 0%	Middle School Dropout Rate - 2020-21 CALPADS Fall 1: 0%	Middle School Dropout Rate - 2021-22 CALPADS Fall 1: 0%	Middle School Dropout Rate - 2022-23 CALPADS Fall 1: 0%	Continuous improvement as indicated by maintenance of a 0% Middle School Dropout Rate in 2023 - CALPADS Fall 1 report.
Implementation of State Standards	Implementation of State Standards for all students, including ELD access to CCSS, is 100% as indicated by adoption and implementation of Program 2 option in ELA curriculum for 2020-21 school year.	Continued implementation of State Standards for all students, including ELD access to CCSS, is 100% as indicated by adoption and implementation of Program 2 option in ELA curriculum for 2021-22 school year.	Continued implementation of State Standards for all students, including ELD access to CCSS, is 100% as indicated by adoption and implementation of Program 2 option in ELA curriculum for 2022-23 school year.	Continued implementation of State Standards for all students, including ELD access to CCSS, is 100% as indicated by adoption and implementation of Program 2 option in ELA curriculum for 2023-24 school year.	Maintain 100% implementation of State Standards, including EL access to CCSS in the 2023-24 school year.
Parent participation - School promotes parent involvement	89% of parent participants in the 2021 Parent Survey agree with the statement: School promotes parent involvement .  To more effectively measure this metric, the following question will be added to the Parent Survey in 2021-22: I am aware of how to get involved with parent activities and how to participate in decision-making opportunities.	66% of parent participants in the 2022 Parent survey agree with the statement: "I am aware of how to get involved with parent activities and how to participate in decision making activities.	76% of parent participants (231 participants) in the 2023 Parent survey agree with the statement: "I am aware of how to get involved with parent activities and how to participate in decision making activities.	86% of parent participants (200 participants) in the 2024 Parent survey agree with the statement: "I am aware of parent involvement opportunities like ELAC, School Site Council, and Coffee with the Principal, that I can attend and participate in making decisions for the school".	Continuously improve parent participation to 100% of participants in agreement with the following statement: I am aware of how to get involved with parent activities and how to participate in decision-making opportunities as measured by District Parent Survey in 2024.

Parent Involvement - Decision Making	<p>85% of parent participants agreed with statement: "Awareness of how to get involved with parent councils".</p> <p>To more effectively measure this metric, the following question will be added to the parent survey in 2021-22: I am aware of how to get involved with parent activities and how to participate in decision-making opportunities.</p>	66% of parent participants in the 2022 Parent survey agree with the statement: "I am aware of how to get involved with parent activities and how to participate in decision making activities.	76% of parent participants (231 participants) in the 2023 Parent survey agree with the statement: "I am aware of how to get involved with activities and how to participate in decision making activities."	86% of parent participants (200 participants) in the 2024 Parent survey agree with the statement: "I am aware of parent involvement opportunities like ELAC, School Site Council, and Coffee with the Principal, that I can attend and participate in making decisions for the school".	Continuously improve parent involvement in decision-making opportunities to 100% of participants in agreement with the following statement: I am aware of how to get involved with parent activities and how to participate in decision-making opportunities as measured by District Parent Survey in 2024.
Parent Participation for UDP pupils	<p>The 2021 EL Parent Survey indicated the following: 85% agree with the statement: I am Informed of ELAC meetings 83% agree with the statement: School clearly explains ELPAC results</p> <p>To more effectively measure this metric, the following question will be added to the district EL Parent Survey in 2021-22: I am aware of how to get involved with parent activities and how to participate in decision-making opportunities.</p>	Unavailable due to low parent participation. BUSD has created a plan to increase parent participation in 2022/23.		<p>90% of 2024 EL Parent Survey (English) Strongly Agree/Agree with statement: I am aware of how to get involved with parent activities and how to participate in decision making opportunities.</p> <p>79% of EL Parent Survey (Spanish) Strongly Agree/Agree with statement: I am aware of how to get involved with parent activities and how to participate in decision making opportunities.</p>	Continuously improvement of parent participation of UDP students to 100% of participants agree with the following statements as measured by BUSD EL Parent Survey in 2023-24: -I am Informed of ELAC meetings -School clearly explains ELPAC results -I am aware of how to get involved with parent activities and how to participate in decision-making opportunities.
Safety & School Connectedness - Students	<p>54% Strongly Agree or Agree - My school is a place where I feel that I 'belong'/ 'included' in activities</p> <p>Student Survey does not include a question to</p>	54% of student participants in the 2022 Student survey agree with the statement: My school is a place where I feel that I 'belong'/ 'included' in activities	Of the students that participated in the 2022/23 CHKS survey, the number below indicates the percent that agree with the statement: I feel I am part of this school: Grade 7 - 45% Agree or	Of the students that participated in the 2023/24 CHKS survey, the number below indicates the percent that agree or strongly agree with the statement: I feel like I am part of this	Continuous improvement as measured by annual student survey in the 2023-24 school year to increase to 85% Strongly Agree or Agree with the statement: My school is a place where I feel that "I belong/included" in activities.

	<p>address safety for students. The following question will be added to the Student Survey in 2021-22: I feel safe at school.</p>	<p>56% of student participants in the 2022 Student survey agree with the statement: I feel safe at school.</p>	<p>Strongly Agree Grade 9 - 42% Agree or Strongly Agree Grade 11 - 45% Agree or Strongly Agree</p> <p>Of the students that participated in the 2022/23 CHKS survey, the number below indicates the percent that agree with statement: School is perceived as Very Safe or Safe Grade 7 - 50% Grade 9 - 52% Grade 11 - 44%</p>	<p>school: Grade 7 - 52% Grade 9 - 29% Grade 11 - 35%</p> <p>Of the students that participated in the 2023/24 CHKS survey, the number below indicates the percent that agree with statement:  School is perceived as Very Safe or Safe Grade 7 - 51% Grade 9 - 34% Grade 11 - 45%</p>	<p>Additionally, as measured by the annual student survey in the 2023-24 school year the following statement will reflect 85% Strongly Agree or Agree: I feel safe at school.</p>
Safety & School Connectedness - Parents	<p>67% Agree to the following 2021 Parent Survey statement: Our school is welcoming to parents and students.</p> <p>67% Agree to the following 2021 Parent Survey statement: Our school staff treats students, parents, and staff with respect.</p> <p>54% Strongly Agree or Agree - My school is a place where I feel that I 'belong'/ 'included' in activities</p> <p>Parent survey does not include a question to address safety. The following question will be added to the Parent Survey in 2021-22: I feel my child(ren) is/are safe at school.</p>	<p>85% of participants in the 2022 Parent survey agree with the statement: : The school staff treats students with respect.</p> <p>78% of participants in the 2022 Parent survey agree with the statement: : I feel my child(ren) is/are safe at school.</p> <p>Parent survey was changed to address safety; however, the following changes were also made to the survey: 1. "My school is a place where I feel that I 'belong'/ 'included' in activities" was changed to "I am encouraged to share my concerns with school staff" and 77% of participants strongly agreed or agreed with the statement. 2. "Our school is</p>	<p>95% of participants (168 of 177) in the 2023 parent survey strongly agree or agree with the statement: My child(ren) feels safe and connected at school. Opportunities exist to participate in a positive school learning environment.</p> <p>98% of participants (173 of 177) in the 2023 parent survey strongly agree or agree with the statement: I am encouraged to share my concerns with school staff.</p>	<p>78% of participants (155 of 200 participants) in the 2024 parent survey strongly agree or agree with the statement: "My child(ren) feels safe at school."</p> <p>77% of participants (154 of 200 participants) in the 2024 parent survey strongly agree or agree with the statement: "My child(ren) feels connected at school."</p> <p>77% of participants (153 of 200 participants) in the 2024 parent survey strongly agree or agree with the statement: "I am encouraged to share my concerns with school staff."</p>	<p>Continuous improvement to increase the following Parent Survey statements to 90% agree as measured by the 2023-24 Parent Survey: -Our school is welcoming to parents and students. -Our school staff treats students, parents, and staff with respect.</p> <p>Additionally, as measured by the annual parent survey in the 2023-24 school year the following statement will reflect 85% Strongly Agree or Agree:  I feel my child(ren) is/are safe at school.</p>

		welcoming to parents and students" was removed.			
		The 2022/23 Parent Survey will include all items listed in the baseline plan.			
Safety & School Connectedness - Teachers	Teacher Survey does not include a question to address safety & school connectedness for teachers. The following question will be added to Teacher Survey in 2021-22: I feel safe and connected at school (opportunities exist to participate in a positive school learning environment).	32% of participants in the Staff Survey in 2021-22 agree with the following statement: The school campus(es) is/are safe.  To address safety & school connectedness for teachers in 2021-22, the question was modified to: The school campus(es) is/are safe. This question will be edited in the 2022-23 Teacher Survey to the baseline plan and will read: I feel safe and connected at school (opportunities exist to participate in a positive school learning environment).	86% of participants (73 of 85 participants) strongly agree or agree with the following statement: I feel safe and connected at school (opportunities exist to participate in a positive school learning environment).	85% of participants (52 of 61 participants) strongly agree or agree with the following statement: "I feel safe at my school site."  97% of participants (59 of 61 participants) strongly agree or agree with the following statement: "I feel connected at my school site. (Opportunities exist to participate in a positive school learning environment)."	Continuous improvement to indicate the following Teacher Survey statement at 90% agree as measured by the 2023-24 Teacher Survey: I feel safe and and connected at school (opportunities exist to participate in a positive school learning environment).
FAFSA Completion Rate - courses of study	72% submitted FAFSA in 2020-21 as measured by CSAC ( <a href="https://webutil.csac.ca.gov/Dashboard">https://webutil.csac.ca.gov/Dashboard</a> ).	83% submitted FAFSA in 2021-22 as measured by CSAC ( <a href="https://webutil.csac.ca.gov/Dashboard">https://webutil.csac.ca.gov/Dashboard</a> ).	81% submitted FAFSA in 2022-23 as measured by CSAC ( <a href="https://webutil.csac.ca.gov/Dashboard">https://webutil.csac.ca.gov/Dashboard</a> ).  Note: 91% submitted FAFSA in 2022-23 for Bassett Senior High as measured by CSAC.	82% submitted FAFSA in 2023-24 as measured by CSAC ( <a href="https://webutil.csac.ca.gov/Dashboard">https://webutil.csac.ca.gov/Dashboard</a> ).	Continuously improve FAFSA completion rate to 82% district-wide, as measured by CSAC ( <a href="https://webutil.csac.ca.gov/Dashboard">https://webutil.csac.ca.gov/Dashboard</a> ) data in 2023-24.
Parent Engagement: Sign in sheets	To be established in 2023/24			In comparison to 2022/23, parent / guardian engagement increased by an average of 5% at site and	Parent / guardian engagement will increase by 10% each year as evidenced by sign in sheets



## 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.

Overall, the District was successful in implementing the majority of Actions for Goal 2.

Action 1: Increased attendance rate and a reduction in Chronic Absenteeism was supported by Site Attendance Teams and the Student Services department. Systems to promote and monitor attendance were established and implemented at both the site and district level. For example, a Chronic Absenteeism report was shared with district and site administrators monthly, data analysis followed, and action steps were taken. Additionally, Attendance Recovery days were held on Saturdays.

Action 2: Counselors supported academic and behavioral support (small groups) of students throughout the year. All secondary schools and all elementary schools increased efforts in revitalizing the PBIS site program. Site teams met to plan and implement the program.

Action 3: Social Emotional well-being was further supported by school safety monitors and community liaisons at each school site. These individuals interacted with students and their parents on a daily basis with the goal of providing social-emotional support and referring to additional resources as needed.

Action 4: The Wellness Program (elementary/middle school athletic program) was minimally implemented at the elementary level due to the staffing shortage.

Action 5: To improve parent communication/engagement, digital marquees were installed at three of five school sites; the installation of digital marquees is underway at the remaining two sites.

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.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 2:

Action 1 - Estimated actual expenditures are higher due to salary increases and Saturday School expenses.

Action 3 - District experienced an increase in Classified salaries.

Action 4 - Estimated actual expenditures are higher due to a change in Wellness Program plans. The program was to be multi-funded and run by a coordinator/coach. Ultimately, staffing shortage and change in funding required hourly pay at each site for staff to implement a modified version of the Wellness Program in 2023/24. Hourly pay from only one source (S&C) led to an increase in actual expenditures.

Action 5 - Anticipated expenses for the installation of site marquees were less than expected which led to actual expenditures being lower than budgeted.

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

The most effective aspects of BUSD's implementation of these actions have been:

--Action 1 All four elementary schools were successful in reducing the Chronic Absenteeism rate by a minimum of 5%. Secondary schools successfully reduced the Chronic Absenteeism rate by 1.5% to 3%.

--Action 2 The District successfully expanded the use of a SEL program (Thrively) which now includes grade 5. The data indicates an increase in usage as measured by assessments completed and journal entry count from previous year.

-- Action 5 – In the 2023/24 school year, and based upon data analysis, this Action was added to add focus to Parent Engagement. Digital marquees were installed at three sites of five school sites; the remaining two are in the final stages of installation. Sites with digital marquees report an increase in Parent / guardian engagement by an average of 5% at site as evidenced by sign-in sheets.

The most ineffective aspects of BUSD's implementation of these actions have been:

--Action 3 School Safety/Campus Monitors and Community Liaisons were increased; however, the number of incidents at sites have increased from 92 to 119. A deeper analysis will be conducted to determine the root cause of the increase (new administrators, increase understanding of incident reporting, etc.).

-- Action 4 The Wellness Program (elementary school athletics) was not fully implemented. Due to staffing shortage, the program was not implemented as planned; however, program needs were met by providing additional hourly opportunities for existing employees as they provided elementary students opportunities to participate in after school athletic programs/activities.

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.

Action 3: Professional Learning opportunities have begun to ensure all staff (administrators, certificated, classified) are trained in de-escalation skills. Administrators and site counselors will receive professional development to further understand the District's incident reporting procedures.

Action 4: The Wellness Program (elementary/middle school athletic program) was not implemented as planned at the elementary level due to the staffing shortage and therefore will not be included in the 2024/25 LCAP Actions.

Action 5: Metrics to measure parent decision making and connectedness were changed to the following:  
 Decision Making - I am aware of how to get involved with parent activities and how to participate in decision making opportunities.  
 Connectedness - My child(ren) feels safe at school.  
 My child(ren) feels connected at school.  
 I am encouraged to share my concerns with school staff.

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

# Goal

Goal #	Description
3	Goal C: Students will graduate college and career ready.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
AP exam pass rate - score of 3 or higher	71% AP exam pass rate with score of 3 or higher (79 of 111 students) - CA Dashboard	<p>Due to a change in reporting this data point, please see below:</p> <p>CDE Dashboard: Met via AP: A score of 3 or higher on two AP exams. 2019: 15% scored a 3 or higher on two AP exams. 2020: 6.6% scored a 3 or higher on two AP exams.</p> <p>2021: 6.6% scored a 3 or higher on at least 2 AP exams - (students in the 4-yr graduation rate cohort) 2021: 14.9% of exams taken received a score of 3 or higher (21 scores of 3 or above / 141 exams taken).</p>	2022 34.9% of exams taken received a score of 3 or higher (51 scores of 3 or above / 146 exams taken) as reported on the College Board website for 2022.	<p>2023 33.06% of exams taken received a score of 3 or higher (40 scores of 3 or above / 172 exams taken) as reported on the College Board website for 2023.</p> <p>2023 17.9% of exams taken received a score of 3 or higher on two AP exams. CA Dashboard</p> <p>NOTE: 2022 5.2% of exams taken received a score of 3 or higher on two AP exams. CA Dashboard</p>	Continuous improvement by annually increasing percent of students who pass AP exams with a score of 3 or higher as reported by the 2023-24 CA Dashboard. 80% AP exam pass rate with score of 3 or higher in 2023-24.
Early Assessment Program (EAP) % Students prepared for college - ELA	EAP rate as measured by Grade 11 CAASPP scores of Met or Exceeded Standard in ELA - DATAQUEST 27.10% Ready (Exceeded) CAASPP 2019 - Grade 11 30.17% Conditionally Ready (Met) CAASPP 2019 - Grade 11	EAP rate as measured by Grade 11 CAASPP scores of Met or Exceeded Standard in ELA - DATAQUEST 19.61% Ready (Exceeded) ELA Standard - CAASPP 2021 - Grade 11 28.43% Conditionally Ready (Met) CAASPP 2021 - Grade 11	EAP rate as measured by Grade 11 CAASPP scores of Met or Exceeded Standard in ELA 26.96% Ready (Exceeded) ELA Standard - CAASPP 2022 - Grade 11 24.51% Conditionally Ready (Met) CAASPP 2022 - Grade 11	EAP rate as measured by Grade 11 CAASPP scores of Met or Exceeded Standard in ELA 26.58% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 27.85% Conditionally Ready (Met) CAASPP 2023- Grade 11	Continuous improvement of EAP rate by annually increasing percent of Grade 11 students who score MET or Exceeded on CAASPP-ELA as reported by 2023-24 DATAQUEST. 30% Ready (Exceeded) CAASPP 2019 - Grade 11 40% Conditionally Ready (Met) CAASPP 2019 - Grade 11
Early Assessment	EAP rate as measured by	EAP rate as measured by	EAP rate as measured by	EAP rate as measured by	Continuous improvement of

Program (EAP) % Students prepared for college - Math	Grade 11 CAASPP scores of Met or Exceeded Standard in Math - DATAQUEST 13.85% Ready (Exceeded) CAASPP 2019 - Grade 11 18.39% Conditionally Ready (Met) CAASPP 2019 - Grade 11	Grade 11 CAASPP scores of Met or Exceeded Standard in Math - DATAQUEST 10.11% Ready (Exceeded) CAASPP 2021 - Grade 11 15.17% Conditionally Ready (Met) CAASPP 2021 - Grade 11	Grade 11 CAASPP scores of Met or Exceeded Standard in Math - 7.28% Ready (Exceeded) CAASPP 2022 - Grade 11 13.11% Conditionally Ready (Met) CAASPP 2022 - Grade 11	Grade 11 CAASPP scores of Met or Exceeded Standard in Math – 5.11% Ready (Exceeded) CAASPP 2023 - Grade 11 13.62% Conditionally Ready (Met) CAASPP 2023 - Grade 11	EAP rate by annually increasing percent of Grade 11 students who score MET or Exceeded on CAASPP- Math as reported by 2023-24 DATAQUEST. 20% Ready (Exceeded) CAASPP 2019 - Grade 11 30% Conditionally Ready (Met) CAASPP 2019 - Grade 11
a-g Completion [UC/CSU eligible students]	76% of Seniors (82 students) 2020 a-g Completion [UC/CSU eligible students] - DataQuest	33.6% of Seniors (86 students) 2021 a-g Completion [UC/CSU eligible students] - CA Dashboard	34.1% of Seniors (72 students) 2022 a-g Completion [UC/CSU eligible students] - CA Dashboard	79.1% of Seniors (53 students) 2023 a-g Completion [UC/CSU eligible students] – CA Dashboard  Met all a-g requirements for admission to a UC or CSU school and meet one of the additional criteria below: • CTE pathway completion with a C- or better in the capstone course • Smarter Balanced Summative Assessments: At least a level 3 “Standard Met” on ELA or Mathematics and at least a level 2 “Standard Nearly Met” on the other subject area. • One semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded. • A score of 3 or higher on one AP exam or a score of 4 or higher on one IB exam.	Continuous improvement by annually increasing percent of a-g Completion [UC/CSU eligible students] to 86% in 2023-24, as reported by DATAQUEST.
CTE Pathway - completion	24.2% CTE Pathway Completion - Prepared 36.2% CTE Pathway	7.9% of students (18 students) who completed at least one CTE pathway	16.1% of students (34 students of 211 graduates) who completed at least	7.5% of students (5 students of 223 graduates) who completed at least one CTE	Continuous improvement by annually increasing the number of students who

	Completion - Approaching 2020 Dashboard CCI Report	course with a C or above - 2021 Dashboard CCI Report	one CTE pathway course with a C- or above - 2022 CALPADS 15.1 filtered for COMPLETERS  Dashboard report not available.	pathway course with a C- or above-2023 CA Dashboard  CA Dashboard Career Technical Education (CTE) pathway completion with a C- or better in the capstone course plus one of the following criteria: • Smarter Balanced Summative Assessments: At least a level 3 “Standard Met” on English language arts (ELA) or mathematics and at least a level 2 “Standard Nearly Met” on the other subject area. • One semester, two quarters, or two trimesters of college coursework outside of the completed CTE Pathway with grade C- or better in academic/CTE subjects where college credit is awarded.	successfully complete CTE courses (Prepared and Approaching) as reported by 2023-24 Dashboard CCI Report. 30% CTE Pathway Completion - Prepared 40% CTE Pathway Completion - Approaching
a-g and CTE Completion	12 students met requirements for both a-g (UC/CSU eligible) and CTE pathway in 2019-20 school year - CALPADS.	1.7% of students (4 students) met requirements for both a-g (UC/CSU eligible) and CTE pathway in 2020/21 school year - CA Dashboard.	0.05% of students (11 students of 211 graduates) who completed at least one CTE pathway course with a C- or above - 2022 CALPADS 15.1 filtered for COMPLETERS & UC/CSU Requirement MET  Dashboard report not available.	79.1% of Seniors (53 students) 2023 CA Dashboard  Met all a-g requirements for admission to a UC or CSU school and meet one of the additional criteria below: • CTE pathway completion with a C- or better in the capstone course • Smarter Balanced Summative Assessments: At least a level 3 “Standard Met” on ELA or Mathematics and at least a level 2 “Standard Nearly Met” on the other subject area.	Continuous improvement by annually increasing the number of students who successfully complete both a-g requirements and CTE courses to 20 students in 2023-24 as reported in CALPADS.

- One semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.
- A score of 3 or higher on one AP exam or a score of 4 or higher on one IB exam.

## 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.

Overall, the District was successful in implementing the three Actions for Goal 3.

Action 1: The majority of the activities/services planned for Goal 3, Action 1 were implemented. Specifically, the elementary schools continued participation in the No Excuses University program, additional VAPA / College Prep courses were offered as the District hired a Music teacher and continued to offer Spanish I for middle school students. There was also an increase in college visits during the 2023/24 school year.

One substantive difference in this planned action and its implementation was that the district did not implement participation in the Academic Competitions (Science Fair, Math Olympics, Spelling Bee) due to a reduction in staff.

Action 2: During the 2023/24 school year, the CTE program at Bassett High School was re-established. Three new CTE teachers were hired and collaborative efforts continue to ensure pathways offered meet all requirements to ensure College and Career Readiness. Additionally, the MESA program continued to experience growth and success in its competitions. A STEM class continues to be offered at Torch Middle School.

Action 3: Although the District implemented college visits and VAPA opportunities primarily for the English Learner student group, the substantive difference was in the number of college visits and opportunities due to re-establishing newer opportunities upon the return to in-person learning.

### 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.

The following is an explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3.

Action 1 – Estimated Actuals indicate a small overage due to an increase in college visits and an increase in Certificated and Classified salaries.

Action 2 - CTE staff expense was less than budgeted in 2023/24 as the District did not hire a permanent teacher until mid-year, due to staffing shortage.

Action 3 – The decrease in Estimated Actuals was due to other CTE funds being utilized to provide the services based on those funds expiring.

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

The most effective aspects of BUSD's implementation of these actions have been:  
Action 1 - College visits increased and a music teacher was hired, both contributed to the effective implementation of this action.  
Action 3 - This action was not fully implemented in the first two years of the three-year LCAP due to the pandemic and ensuing impact on secondary schools. In year 3 of the plan, college tours and field trips increased, an additional section of Band class was added at a K-8 school, and music instruments were purchased.

The most ineffective aspects of BUSD's implementation of these actions have been:  
Action 2 - CTE staff resignations and the ongoing staffing shortage contributed to the ineffective implementation of this action. CTE teachers were hired mid-year.

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.

Action 1 – With the addition of two site TOSAs (TOSA Interventionist and an Early Literacy TOSA) each site will have the option to participate in Academic Competitions; however, the event will no longer be included as a District level activity.  
Action 2 – The District will implement additional CTE opportunities for elementary and middle school students to prepare them for pathways at BHS

**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
Bassett Unified	Alejandro Alvarez Superintendent	aalvarez@bassettusd.org 626 931 3000

## Plan Summary 2024-2025

### General Information

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

Bassett Unified School District's three goals in the Local Control Accountability Plan (LCAP) for 2024-2027 remain unchanged. These broad goals focus on student learning, student well-being, and students graduating college and career ready. It is critical that students learn at the highest level, in a safe and welcoming environment, and to the degree that they are "prepared", as described by the College/Career Indicator, upon graduation. This objective continues to be aligned to BUSD's mission, ". . . vigorous learning opportunities . . . to graduate College and Career Ready students".

Bassett USD is located in the City of La Puente, approximately 20 miles east of Los Angeles and serves a diverse group of students with the following vision and mission:

Vision: We are a community committed to educating and empowering our students to think creatively, act responsibly, and communicate effectively in order to be successful members of society and make a positive impact on the lives of others.

Mission: Working collaboratively with all stakeholders, the Bassett Unified School District will provide engaging and rigorous learning opportunities, using integrated technology in state-of-the-art learning environments, to graduate College and Career Ready students.

The 2023 CA Dashboard indicates the District's enrollment is 2,946 and that the student population is approximately 90.4% Socioeconomically Disadvantaged, 25.8% English Learners (EL), and 0.6% Foster Youth. Student population is comprised of many ethnic backgrounds. For the 2022-23 school year, CDE DATAQUEST website reflects the following enrollment percentages: 92.0% Hispanic/Latino, 4.9% Asian, 1.3% Filipino, and less than 1%: African American, American Indian, Pacific Islander, White, and Two or More Races.

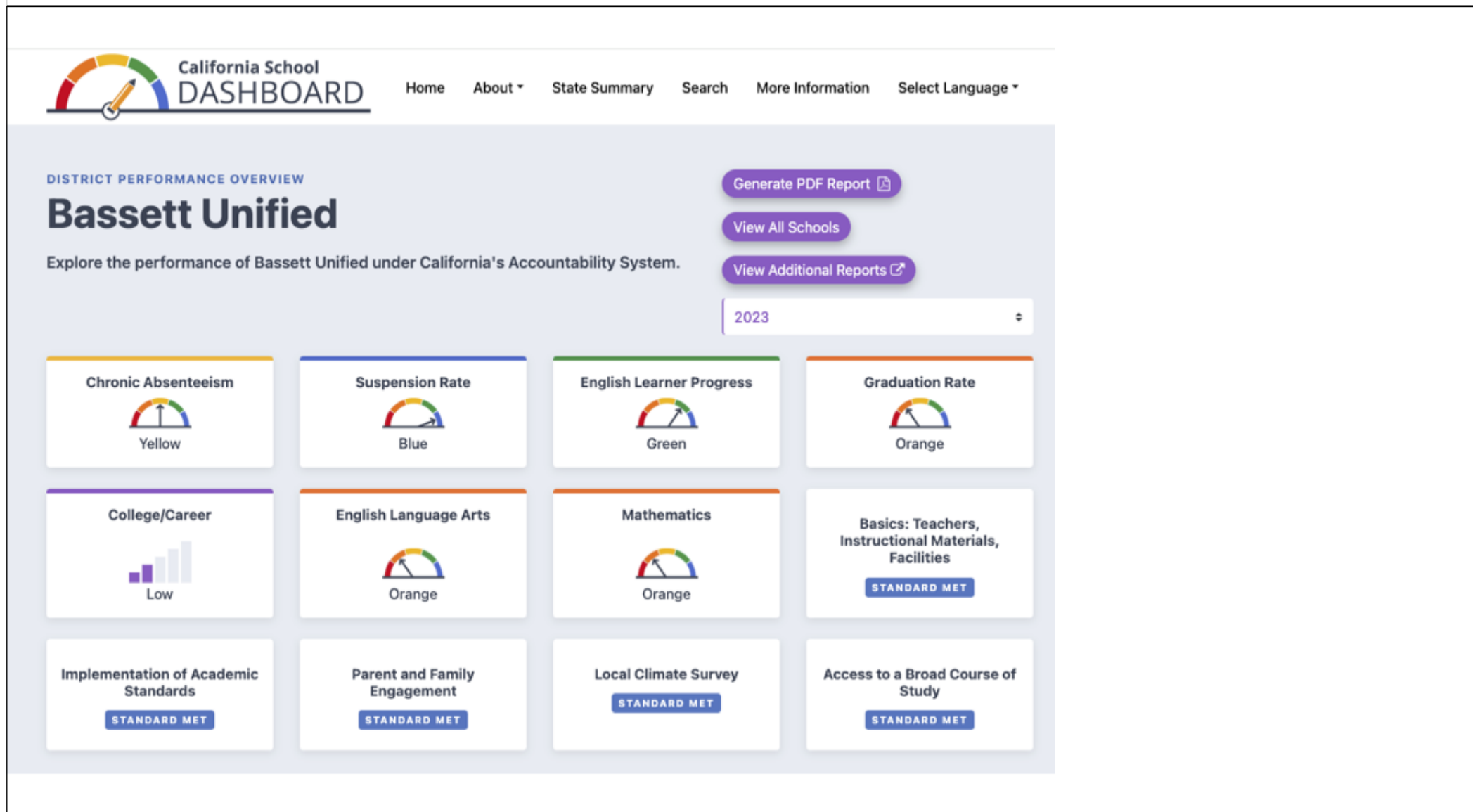
The 2023 CA Dashboard reports that BUSD serves approximately 2,946 students in Transitional Kindergarten through Grade 12 at 7 schools: 1 traditional high school, 1 continuation high school, 2 TK-5 schools, 2 TK-8 schools, and 1 middle school.

Bassett High School offers Early College Program/Dual Enrollment (college credit course in partnership with MSAC) and CTE pathways (Medical, Business Management, and Engineering) to all students.

Sunkist Elementary offers a Dual Immersion program and has successfully enjoyed an increase in enrollment.

Within the Bassett Unified School District, Nueva Vista Continuation High School meets the criteria to receive Equity Multiplier Funds based upon prior year non-stability rate

greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70 percent.



## Reflections: Annual Performance

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

A review of the 2023 CA School Dashboard reflects the District's success in the annual performance level for English Learner Progress (ELPI) which increased by 9.0%. Additionally, performance levels in ELA and Mathematics indicate a Maintained status.

The CA Dashboard reflects the BUSD schools with the lowest performance level on one or more state indicators as:

Sunkist - Chronic Absenteeism (Goal B: Action 1 and Action 2)  
Van Wig - EL Progress (Goal A: Action 4)  
NVHS - College/Career (Goal A: Action 1 and 2 and Goal C: Action 1)

The CA Dashboard reflects the Student Groups within the District that received the lowest performance level on one or more state indicators as follows:  
Students with Disabilities - ELA and Math (Goal A: Action 1 and 2) and College/Career (Goal C: Action 1 and 3)  
English Learners - Math and College/Career (Goal A: Action 4 and Goal B: Action 3)  
Homeless - Chronic Absenteeism (Goal B: Action 1 and Action 2)

The CA Dashboard reflects the Student Groups within a school site that received the lowest performance level on one or more state indicators as follows:  
Don Julian - Students with Disabilities - ELA and Math  
Edgewood - Students with Disabilities - ELA and Math  
Sunkist - Students with Disabilities - ELA, Math, and Chronic Absenteeism  
    English Learners - ELA and Chronic Absenteeism  
    Homeless, Socio-economically Disadvantaged, and Hispanic - Chronic Absenteeism  
Van Wig - English Learners - EL Progress  
Torch - Students with Disabilities - ELA and Math  
    Socio-economically Disadvantaged and Hispanic - Math  
Bassett High - English Learners - ELA, Math, and College/Career  
    Socio-economically Disadvantaged and Hispanic - Math and College/Career  
Nueva Vista Continuation - Socio-economically Disadvantaged and Hispanic - College/Career

Local data also reflects an increase in student performance level between the iReady Diagnostic Tests #1 (administered in August 2023) and #3 (administered end of March/early April 2024).

#### ALL STUDENTS

##### Reading

Diagnostic #1: 22% At or Above Grade Level

Diagnostic #3: 43% At or Above Grade Level

21% INCREASE

##### Math

Diagnostic #1: 12% At or Above Grade Level

Diagnostic #3: 35% At or Above Grade Level

23% INCREASE

#### ENGLISH LEARNERS/LTEs

##### Reading

Diagnostic #1: 3% At or Above Grade Level

Diagnostic #3: 22% At or Above Grade Level

19% INCREASE

##### Math

Diagnostic #1: 2% At or Above Grade Level

Diagnostic #3: 36% At or Above Grade Level

34% INCREASE

## SWD

### Reading

Diagnostic #1: 6% At or Above Grade Level

Diagnostic #3: 23% At or Above Grade Level

17% INCREASE

### Math

Diagnostic #1: 4% At or Above Grade Level

Diagnostic #3: 19% At or Above Grade Level

15% INCREASE

Teacher/TOSA survey results reflect the following percentage of respondents that "Strongly Agree or Agree" with:

95% - My students are aware of the Standards and expected performance levels for the content I teach.

93% - My school uses data from multiple measures to support student intervention.

97% - I feel connected at my school site (opportunities exist to participate in a positive school learning environment).

93% - I have adequate technology to effectively implement the CA Standards for the content areas I am responsible for teaching.

Classified Staff survey results reflect the following percentage of respondents that "Strongly Agree or Agree" with:

89% - I feel safe at my school campus.

89% - I feel connected at my school campus.

Parent Survey results reflect the following percentage of respondents that "Strongly Agree or Agree" with:

94% - My child feels safe at school

96% - My child feels connected at school.

96% - Opportunities exist for my child to participate in a positive learning environment at school.

93% - My student's coursework is challenging.

98% - The school provides instructional technology such as devices and programs for students to enhance learning.

Bassett Unified School District  
School Performance by Student Group  
CA Dashboard 2023

Indicator	ELPI		ELA		Math				Chronic Absenteeism					
	ALL	EL	EL	SWD	EL	SWD	SED	HI	ALL	EL	SWD	SED	HI	HOM
District														
Don Julian														
Edgewood														
Sunkist														
Van Wig														
Torch														
BHS														

## Reflections: Technical Assistance

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

Bassett Unified School District was identified for Differentiated Assistance based upon 2023 CA Dashboard lowest performance rating for the following student groups and indicator:

Eligible Student Groups:  
Students with Disabilities - CCI and CAASPP (RED: ELA and RED:Math)  
English Learners - CCI and CAASPP (Orange: ELA and RED: Math)

As part of receiving technical assistance, in March 2024, BUSD attended the county office Convening to support districts identified for Differentiated Assistance.

The following is a summary of work underway as part of technical assistance:

#### Professional Learning

The district's professional learning focus for 2024/25 will be to increase the capacity of educators in the area of ELA/ELD Framework, ELD Standards, ELD instruction (both integrated and designated), and will continue to implement evidenced-based practices/strategies to target the language needs of EL/LTEL students.

The District has partnered with Total School Solutions to provide a series of professional learning opportunities for Principals and teachers specific to Special Education students. An analysis of current data and practices has begun and will lead to the development of an action plan to improve BUSD programs.

Orton Gillingham professional learning will again be offered during the summer to both all teachers and TOSAs which will support enriched lessons and strategies provided to struggling English Learner (EL) students.

#### Instruction

An increase in the implementation of small group instruction will be made possible by hiring Early Literacy TOSA for each TK-5 and TK-8 school site. The EL TOSA will join the teacher, Interventionist TOSAs, and the Instructional Assistants in providing small-group and 1:1 instruction.

#### Supplemental Programs

The District will provide access to supplemental programs to support educators as they increase evidenced based practices/strategies provided to English Learner (EL) and Long-term English Learner (LTEL) students, including

\*ELlevation (EL support that stores and allows educators to analyze EL data all in one platform; increasing data-driven instruction and interventions.

Goal 1 Actions A1, A2, and A4 will incorporate part of the work supporting the eligible students under DA. This will include English Learners and Students with Disability.

#### CCI

High school and Student Services staff will work with Counselors to ensure that a 4 year plan is created and monitored for every high school English Learner student. The site will monitor the implementation and effectiveness of the practice. Identified needs will be acted upon to ensure that EL students are PREPARED on the College Career Indicator.



# 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.

Nueva Vista Continuation High School - CSI: Lowest Performing

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

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

District staff met, and communicated, with site administrators over several months. Meeting objectives were to increase knowledge and understanding of the Comprehensive Support and Improvement (CSI) designation for Nueva Vista Continuation High School (NVHS), eligibility and exit requirements, and the development of a comprehensive support and improvement plan - all based upon the District's Mission and Vision and professional learning communities practices.

The District provided formal notification to the site administration, scheduled several meetings to support with the development of the required plan, participated in several discussions regarding suggestions for the needs assessment and ideas on how to meet the requirement to collaborate with all educational partners.

The District shared CSI Funding application prompt results and provided a preliminary analysis of data.

The district attended, and invited site administration to attend, workshops and webinars regarding comprehensive support and improvement (CSI).

Additional documents shared with site administration included:

CDE - CSI FAQs

CDE CSI PowerPoint

SPSA Template - CSI specific

Educational partners included: students, parents, community partners, teachers, and other staff.

Data analysis included looking at resource inequity by comparing the data below:

Academic Achievement (SBAC, iReady)

Attendance

CA Healthy Kids Survey

Student, parent, and staff surveys

The District supported NVHS educational partners to conduct needs assessments using data stated above.

Discussions to address site needs and exit CSI-Low Performing status included the following which involved providing evidenced based interventions as listed below:

1. Professional Learning for teachers and administrators
  - Effective standards-based lessons for students attending a Continuation School
  - Best practices / operations of Continuation Schools
2. Additional weekly teacher (Professional Learning Team) planning time to focus on:
  - Lesson development
  - Common formative assessments
  - Data analysis

- Planning intervention
- 3. Additional hourly for Leadership Team (Guiding Coalition)
  - Program monitor and evaluation (based upon Needs Assessment)
  - Data Analysis

Collaborative meetings were held where data was analyzed and feedback was gathered. The information was discussed at the Guiding Coalition (Site Leadership Team) and a final plan was submitted to the Board of Education for approval.

**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 provide separate monitoring process for the CSI Low Performing site.

Monthly 'data chats' with the Assistant Superintendent of Educational Services and quarterly meetings with all educational partners will be scheduled.

Effectiveness will be monitored through data analysis of metrics to measure SPSA and LCAP goals set for the site - including results of iReady Diagnostics and ongoing attendance data. Additionally, a review of newly created and implemented standards-based lessons and common formative assessments.

**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
<p>Teachers and Other school personnel (Credentialed and Classified Staff), Principals, and Administrators</p>	<p>November 2023, District LCAP Task Force planning meetings were held - Task Force members included teachers, other staff, administrators, parents, and students.</p> <p>December 2023 and February 2024 - "All Educational Partners" meetings were held (including teachers, other staff, administrators, and parents).</p> <p>December 2023 and February 2024 - Labor Partner (BTA) meetings were held - representatives from the Bargaining/Executive Board attended.</p> <p>December 2023 and March 2024 - Labor Partner (CSEA) meetings were held - representatives from the Bargaining/Executive Board attended.</p> <p>January/February 2024 - In consultation with each labor partner group, separate surveys were created and available for completion by respective labor partner groups.</p> <p>For each Educational Partner group, the District sends an invitation and a reminder. To provide information at each meeting, a PowerPoint presentation is made and resources (handouts) are provided.</p> <p>In smaller settings, round table discussions are followed with an opportunity to complete a feedback form. Forms are received at the meeting or a member can submit within the following two weeks.</p> <p>In larger settings, after the presentation, groups rotate to three different small group discussions. An Ed Services representative leads a group discussion for each Goal (including metrics and actions). Feedback opportunities are provided either on post-it notes and displayed on an easel and later word processed to share with other groups (one per LCAP Goal) or by a feedback form.</p> <p>Translation services are provided as needed at the "All Educational Partner" meetings.</p>
<p>Advisory Groups (DELAC, PAC), Parents</p>	<p>November 2023, the District's LCAP Task Force held planning meetings - task force members included parents and community members.</p> <p>December 2023 and February 2024 - "All Educational Partners" meetings were held (participants included parents and community members).</p> <p>January 2024 - In consultation with parent advisory committee(s), a parent survey was created and available for completion during the end of January and the month of February 2024 - either online or paper copy, in both English and Spanish.</p> <p>For each Educational Partner group, the District sent an invitation and a reminder. Meeting invitation was on the website and sent through Parent Square. Individual phone calls were made to DELAC parents.</p> <p>To provide information at each meeting, a PowerPoint presentation was made and resources (handouts) were provided.</p> <p>Upon completion of the presentation, round table discussions were held and an opportunity to complete a feedback form was provided. Forms could be submitted at the meeting or within two weeks following the meeting.</p> <p>Translation services were provided at all meetings.</p>

	<p>Parent/Community member meetings were also held at each site during the month of February 2024. Site administrators collaborated with the District to create a LCAP power point and uniformly presented LCAP information at their Coffee with the Principal meeting. Laptops were provided and the technology staff supported as parents/community members were provided the opportunity to complete the LCAP Parent Survey following the presentation and discussion at the meeting. Parents/community members were also able to complete the survey at a later time - through the end of February.</p>
Students	<p>November 2023, District LCAP Task Force planning meetings were held - task force members included student representatives.</p> <p>January/February 2024 - The CA Healthy Kids Survey was completed by students in Grades 5, 7, 9, and 11.</p> <p>Olympian Leadership Students (OLS) from Bassett High School were selected to meet with District representatives to discuss student needs and their perspectives as they relate to the LCAP.</p> <p>To provide information at each meeting, a PowerPoint presentation was made and resources (handouts) were provided.</p> <p>Round table discussions/questions &amp; answers followed the presentation. Students were then asked to discuss amongst themselves and provide feedback. After each meeting, student feedback was gathered, word processed, and shared at other Educational Partner meetings.</p>
SELPA Director	<p>In December 2023, the SELPA Director met with District representatives to discuss the LCAP requirements and data analysis for students with disabilities. District shared information regarding next steps and the SELPA Director shared some suggestions for the District to consider as plans are made to improve outcomes for Students with Disabilities.</p>
NVHS - Equity Multiplier Educational Partners included: Site Leadership Team Parents Students Other educational partners	<p>Meetings were held with each group listed under educational partner section. Discussions, collaboration, and planning focused on an analysis of site student data and the specific needs of students and staff at NVHS.</p> <p>Timeline:</p> <p>3/26/24 Instructional Leadership Team- survey and discussion</p> <p>4/10/24 Coffee with the Principal- Parent/Community consultation</p> <p>4/11/24 Instructional Leadership Team- Goal development and refinement</p> <p>4/11/24 Survey- Teachers and students- Goal development and refinement</p> <p>5/9/24- School Site Council- Goal Development and refinement.</p> <p>Goal development summary:</p> <p>Various meetings (site leadership and Coffee with the Principal, etc.) and surveys contributed to gathering of information/feedback.</p> <p>Data Analysis: Attendance, course marks, transition between comprehensive and continuation high schools, etc.</p> <p>NVHS Equity Multiplier goal is to increase the percent of Low-Income and Hispanic students at the "Prepared" level as measured by the College/Career Indicator (CCI) on the CA Dashboard and to decrease the stability rate for our student population from 51.7% to under 25 % through professional development for our staff and specialized lessons for our students to build resiliency. In this manner we will also focus our efforts on providing opportunities for students to meet the prepared status on the College and Career Indicator by ensuring students are provided opportunities to take CTE courses through our adult school partnership, increasing A-G completion and through proficiency on the SBAC.</p> <p>Effectiveness: Progress monitoring will take place through teacher feedback on professional learning, classroom observations, retention and attendance rates, and mobility rates.</p> <p>Plan outcomes include the need to reframe the pedagogical model that exists at NVHS with regard to the manner in which teaching and</p>

learning take place.

Educational partners believe that there is a need to provide teachers with tools to redesign/reframe the practices; which will positively impact student attendance and engagement (increase CCI percentage of students at the "Prepared" level and reducing non-stability rate).

Educational partners also determined that all lessons need to be integrated with social-emotional development and resiliency.

Educational partners participated in the LCAP meetings throughout the year and collaborated with the Assistant Superintendent of Educational Services to align the Nueva Vista goals with district priorities.

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

After analysis of feedback and survey data, the following is a description of how the adopted LCAP was influenced by feedback provided by educational partners:

Parent feedback indicates a need for:

- \*an increase in awareness of UC/CSU a-g requirements
- \*periodic 'check-ins' with high school students on their progress toward meeting the a-g requirements.
- \*an increase in college field trips without a restriction on time based upon during the school day bus availability
- Sites will host a College Preparation a-g Parent Information Night in the Fall and in the Spring (Goal 3, Action 1)
- High school counselors and a-g Counselor will meet with each student in grades 9-12 to discuss a-g criteria, establish a-g college/career preparation 4 year plan, and meet quarterly with every student to review and monitor student progress with their 4-year plan. (Goal 3, Action 1)
- District will partner with charter buses to provide college visits without time restrictions within a school day. (Goal 3, Action 1)

Teacher/TOSA survey participants identified the following:

- \*43% Expert/Advanced level of expertise in instructional strategies involving students teaching others/each other.
- \*51% Expert/Advanced level of expertise in instructional strategies involving student discussion and collaboration.

District monthly professional development will address these areas to improve engagement that allows students opportunities to learn from each other and have meaningful discussions/collaboration. (Goal A, Action 1).

Other Staff (Classified) feedback identified the following:

- \*Maintain Instructional Assistants in the classrooms to support student learning
- District will maintain Instructional Assistants to support in the areas of ELA, Math, and ELD. (Goal A, Actions 1, 2, 4).

Student feedback indicates the following needs:

- \*Increase a sense of connectedness
- \*Increase meaningful participation

Specific questions included:

- I do interesting activities
- I do things that make a difference
- I help decide things (class activities/rules)
- I have a say in how things work

-District monthly professional development will address these areas to improve engagement that allows students opportunities to participate in interesting activities and things that make a difference. (Goal A, Action 1).

Equity Multiplier Goal

NVHS impact on the LCAP

Educational partners participated in the LCAP meetings throughout the year and collaborated with the Assistant Superintendent of Educational Services to align the Nueva Vista goals with district priorities. The consultation with the educational partners at Nueva Vista influenced the the adopted LCAP by adding a fourth Goal specific to the Equity

Multiplier for Nueva Vista High School. The Goal specifically addresses the professional development needed for staff to understand and be trained on CCI requirements that will revamp the course offerings to include CTE courses and increase the A-G completion rates.

BUSD  
LCAP Educational Partner Meetings  
2023-2024

Location	Type of LCAP Meeting	Date
District	LCAP Task Force Planning Meetings	Nov. 1 & 8, 2023
Parent Center	Parent Advisory Group (PAC, DELAC, SPED)	November 8, 2023
District Office	LCAP – SELPA consultation	December 4, 2023
Bassett High School	LCAP All Educational Partners	December 6, 2023
District Office	LCAP Labor Partners-CSEA	December 7, 2023
District Office	LCAP Labor Partners-BTA	January 12, 2024
Bassett High School	Students (OSLC) Olympian St Leadership Committee	January 31, 2024
Bassett High School	Students (OSLC) Olympian St Leadership Committee	February 21, 2024
Bassett High School	LCAP All Educational Partners	February 28, 2024 @ 5 pm
District Office	LCAP – Labor Partners-BTA	March 8, 2024 @ 1:30 pm
District Office	LCAP – Labor Partners-CSEA	March 15, 2024 @ 3 pm
Bassett HS	LCAP – Coffee w/Principal	February 1, 2024
Edgewood	LCAP – Coffee w/Principal	February 1, 2024
Sunkist	LCAP – Coffee w/Principal	February 9, 2024
Van Wig	LCAP – Coffee w/Principal	February 2, 2024
Nueva Vista HS	LCAP – Coffee w/Principal	February 6, 2024
Don Julian	LCAP – Coffee w/Principal	February 15, 2024
Torch	LCAP – Coffee w/Principal	February 16, 2024
Bassett High School	Parent Advisory Group (PAC, DELAC, SPED)	April 17, 2024

April 22,, 2024

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students will learn at high levels as measured by state assessments.	Broad Goal
State priorities address by this goal.		
1, 2, 4, 5, 7, 8		
An explanation of why the LEA has developed this goal.		
<p>Bassett Unified School District developed this goal as a result of data analysis and educational partner input.  2022/23 SBAC data for students who Exceeded or Met ELA Standard:  All: 43.31%  ELs: 17.19%  LI: 41.75%  SWD: 8.19%</p> <p>Educational partner feedback contributed to this goal as they identified the need for small-group instruction, tutoring for struggling students, and promoting more classroom engagement between teachers and students.</p> <p>The district implements PLC practices based upon the PLC cornerstone: "all students will learn at high levels".  "All" includes LI, EL, FY, and SWD. "High Levels" means attaining mastery of Standards and graduating prepared for college and/or career.</p> <p>The district plans to improve ELA performance for English Learners through actions, including programs, resources, and services, and will monitor and measure progress through metrics listed below.</p>		

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	<p>Percent of students - Grades 3-8 and 11 who met or exceeded standard in ELA on CAASPP (Priority 4) Data Source: CAASPP - ELPAC Public Reporting Site (caaspp-elpac.cde.org)</p> <p>Percent of students- Grades 2-8 who score At or Above Grade-level in iReady Diagnostic #3 - Reading (Priority #4) Data Source: iReady Diagnostic #3</p>	<p>SBAC 2023 A. All 43.31% B. EL 17.19% C. LI 41.75% D. SWD 8.19%</p> <p>iReady 2023/24 At or Above Grade-Level - Diagnostic #3 All - 43% EL - 22% SWD - 23%</p>			<p>SBAC 2026 A. All 62% B. EL 48% C. LI 60% D. SWD 39%</p> <p>iReady 2023/24 At or Above Grade-Level - Diagnostic #3 All - 75% EL - 55% SWD - 50%</p>	
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2	<p>Percent of students in Grades 3-8 and 11 who meet or exceed standard in Math. (Priority 4)</p> <p>Data Source: CAASPP - ELPAC Public Reporting Site (caaspp-elpac.cde.org)</p> <p>Percent of students in Grades 2-8 who score At or Above Grade-level in iReady Diagnostic #3 - Math (Priority #4)</p> <p>Data Source: iReady Diagnostic #3</p>	<p>SBAC 2023</p> <p>A. All 27.46%</p> <p>B. EL 8.09%</p> <p>C. LI 25.78%</p> <p>D. SWD 6.47%</p> <p>E. Hispanic 41.22%</p> <p>iReady 2023/24 At or Above Grade-Level - Diagnostic #3</p> <p>All - 35%</p> <p>EL - 36%</p> <p>SWD - 19%</p> <p>Hispanic - 33%</p>			<p>SBAC 2026</p> <p>A. All 56%</p> <p>B. EL 43%</p> <p>C. LI 55%</p> <p>D. SWD 42%</p> <p>E. Hispanic 63%</p> <p>iReady 2026 At or Above Grade-Level - Diagnostic #3</p> <p>All - 70%</p> <p>EL - 70%</p> <p>SWD - 50%</p> <p>Hispanic - 70%</p>	
3	<p>Percent of students who met or exceeded standard in Science. (Priority 4)</p> <p>Data Source: CAASPP - ELPAC Public Reporting Site (caaspp-elpac.cde.org)</p>	<p>CAST 2023</p> <p>A. All 20.43%</p> <p>B. EL 3.76%</p> <p>C. LI 18.76%</p> <p>D. SWD 3.00%</p>			<p>CAST 2026</p> <p>A. All 51%</p> <p>B. EL 37%</p> <p>C. LI 49%</p> <p>D. SWD 36%</p>	

4	Percent of English Learners who progressed toward English proficiency measured by ELPAC. (Priority 4) Data Source: CA Dashboard (caschooldashbo ard.org)	ELPAC Summative 2023 48.2% of ELs progressed at least one ELPI Level 4.5% ELs Maintained ELPI Level 4 26.5% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 20.8% ELs Decreased at Least one ELPI Level			ELPAC Summative 2026 70% of ELs progressed at least one ELPI Level 15% ELs Maintained ELPI Level 4 15% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 0% ELs Decreased at Least one ELPI Level	
5	Reclassification Rate (Priority 4) CALPADS reports 2.16 and 8.1	2022/23 15.7% (133 students) - based upon 847 ELs – CALPADS EOY3 CALPADS Reports: 2.16 and 8.1			2026 35% of ELs Reclassification Rate	
6	Access to Standards - Aligned Instructional Materials (Priority 1) Data Source - Fall Williams Textbook Sufficiency Report	Fall 2023 - 100% per Williams Textbook Sufficiency Report			Fall 2026 - Maintain 100% per Williams Textbook Sufficiency Report	
7	Fully Credentialed and Appropriately Assigned Teachers (Priority 1) Data Source - CalSASS Detail Report	2022/23 5 mis-assignments Data Source - CalSASS Detail Report			2026/27 0 mis-assignments 100% fully credentialed and appropriately assigned teachers Data Source - CalSASS Detail Report	

8	Access to and enrollment in a broad course of study. (Priority 7) Data Source: Enrollment in AP and Dual Enrollment courses (local data).	2023/24 100% of students have access to a broad course of study Local Audit - Master Schedules course offerings			2026 100% of students have access to a broad course of study Local Audit - Master Schedules course offerings	
9	Implementation of State Standards (Priority 2) Data Source: Local measure - Teacher/TOSA survey	100% Teacher/TOSA survey respondents are Very comfortable/Somewhat comfortable with the question: What is your overall comfort level in implementing the CA Standards for content area(s) you are responsible for teaching?			100% Teacher/TOSA survey respondents are Very comfortable/Somewhat comfortable with the question: What is your overall comfort level in implementing the CA Standards for content area(s) you are responsible for teaching?	

## Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	A.1 Increase Student Achievement: ELA and ELD - English Learners (EL) and Long-term English Learners (LTEL) Students	<p>Bassett USD was identified for Differentiated Assistance (DA) based on the English Learner student group for ELA. The District PD team will develop teacher, TOSA, and site administrator capacity by providing ongoing professional learning to enhance the knowledge and understanding of ELA/ELD Framework, ELD Standards, and evidence-based practices to target ELA standards and the unique language acquisition needs of English Learner students.</p> <p>English Learners and LTEL students will receive additional academic support and enriched lessons, as a result of District's ongoing focus on EL/LTEL professional learning, provided by District Coordinator, District TOSAs, and Early Literacy TOSAs. District team will plan with EL Task Force to provide PD that addresses the needs of EL and LTEL students.</p> <p>EL and LTEL students will receive additional academic support through small group instruction facilitated by classroom teacher, Interventionist TOSA, Early LiteracyTOSA, and Instructional Aides.</p> <p>ELs and LTEL students will receive enriched lessons as a result of Orton Gillingham professional learning opportunities and supplemental programs.</p> <p>This action is being provided on an LEA-wide basis to benefit all students including, English Learner, students with disabilities, who have been identified to receive differentiated assistance based on the CA Dashboard for the Academic indicator.</p>	\$1,829,970.00	Yes
2	A.2 Increase Student Achievement: Math - English Learners (EL) and Long-term English Learners (LTEL) Students	<p>Bassett USD was identified for Differentiated Assistance (DA) based on the English Learner student groups for Math.</p> <p>Math Intervention teachers and Instructional Assistants will provide English Learners (EL) and Long-term English Learners (LTEL) with additional learning time and support to improve academic achievement in mathematics. Additional learning modalities and scaffolds (including small group instruction) will be provided to EL and LTEL students during the school day. Math Task Force will continue to collaborate with District ES team to identify engaging math strategies to share with site staff during professional learning team (PLT) meetings.</p>	\$990,000.00	Yes

		<p>EL and LTEL students will receive additional academic support and enriched lessons, as a result of District's ongoing focus on EL/LTEL professional learning, provided by District Coordinator, District TOSAs, and Early Literacy TOSAs. District team will plan with EL Task Force to provide PD that addresses the mathematical concepts/practices and unique language acquisition needs of EL and LTEL students.</p> <p>This action is being provided on an LEA-wide basis to benefit all students including students with disabilities, Hispanic, and Low Income who have been identified to receive differentiated assistance based on the CA Dashboard for the Academic indicator.</p>		
3	A.3 Enrichment Opportunities - Low Income (LI) and English Learner (EL) Students	<p>Low-income (LI) and English Learner (EL) students will be provided the opportunity to participate in science-based field trips and enriched VAPA opportunities. Site staff, including a traveling music teacher, will provide additional science-based experiences and access to visual and performing art programs for LI and EL students which will contribute to enriched opportunities for engagement and meaningful social/emotional connections.</p> <p>This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.</p>	\$425,000.00	Yes
4	A.4. English Learner (EL) Progress	<p>Bassett USD was identified for Differentiated Assistance (DA) based on the English Learner (EL) student group in the areas of ELA, Math, and CCI.</p> <p>In addition to integrated and designated ELD, EL students will receive enriched language acquisition opportunities and experiences from site staff as supported by ongoing professional learning provided by ES Coordinator, and District TOSAs, in collaboration with EL Task Force (site teachers). Professional learning will be based upon the English Language Development Standards and include support for vocabulary development/oral language practice.</p> <p>English Learner Task Force will monitor the progress of EL students and review data and identify struggling EL students. TOSA Interventionists will use ELlevation program to support EL progress monitoring; EL students will receive targeted interventions and additional academic support as a result of this work.</p> <p>Language Assessment Aides will regularly schedule progress monitoring visits to assess students and support site monitoring practices. EL students will receive targeted interventions and additional academic support as a result of this work.</p> <p>Parents of ELs will be provided an opportunity to attend site EL Parent Information Night(s); one in the Fall and one in the Spring.</p> <p>Parents of ELs will be invited to attend EL parent, student, teacher meeting to review current data, discuss reclassification criteria, and for EL students to establish English acquisition goals.</p> <p>This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities, who have been identified to receive differentiated assistance based on the CA Dashboard for the Academic and College/Career Indicators.</p>	\$401,302.00	Yes
5	A.5. Additional Resources (Technology and Library Access) - English Learner (EL) Students	<p>Based upon data analysis and educational partner input, the district will continue to provide technology support, devices, and internet access to English Learner (EL) students with both academic and social-emotional online programs.</p> <p>Library Media Technicians will continue to provide library access to EL students during and</p>	\$1,570,000.00	Yes

		beyond the school day to provide a safe space for students to research and complete assignments.  This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.		
6	A.6. Increase Academic Support - English Learners (EL) Students	Grades TK-5 English Learner (EL) students will be enrolled in classroom settings that bring forth opportunities for teachers to provide small group instruction, additional 1 to 1 support, increased engagement, and effective progress-monitoring practices.  This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.	\$4,469,821.00	Yes
7	A.7 Base Program: Access to Standards-aligned Instructional Materials	The district provides CCSS aligned instructional materials and resources (including textbooks and technology devices) to provide standards based instructional programs to all students, including unduplicated student groups.	\$1,079,801.00	No
8	A.8 Base Program: Fully Credentialed and Appropriately Assigned Teachers	The district retains fully credentialed and appropriately assigned teachers to provide core instruction that meets state standards and ensure academic learning for all students, including low-income, foster youth, EL/LTELs, and SWD.	\$8,442,430.00	No

# Goal

Goal #	Description	Type of Goal
2	Bassett Unified School District will be safe, and student centered, for all as measured by parent, student, and staff surveys that indicate they feel more connected and safe at schools.	Broad Goal

State priorities address by this goal.

1, 3, 5, 6
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An explanation of why the LEA has developed this goal.

<p>Upon consultation with educational partners and the analysis of various data points, the district remains committed to providing a safe and student-centered environment as a cornerstone for engagement and building relationships; a prerequisite to "all students learning at high levels".</p> <p>Survey for students in Grade 5 indicate the following:  72% of respondents "Feel Safe" 'most or all' of the time; 28% need additional support in this area.  School connectedness indicates 69% feel connected, while 31% need support in this area.  Meaningful Participation indicate 39% responded 'most or all' of the time; while 61% need support in this area.</p> <p>Survey for students in Grades 7, 9, and 11 indicate the following:  32-42% experienced chronic sadness/hopelessness  44-63% did not select 'agree or strongly agree' in the area of School Connectedness  48-71% did not select 'agree or strongly agree' with "I feel like I am part of this school".</p> <p>During the district's educational partner engagement process, parents and students suggested access to sports for grades 3-8 to promote engagement and connectedness.</p> <p>The District plans to improve student-centered environment (engagement and connectedness) through actions, including professional development, resources, and services, and will monitor to measure progress through the metrics listed below.</p> <p>Metrics will measure student engagement (attendance and chronic absenteeism) and provide opportunities for engagement beyond the school day (after-school athletics), and the social-emotional well-being of students. Metrics include: attendance, suspension, expulsion, and graduation rate.</p>
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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
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1	Attendance Rate (Priority 5) Data Source: CALPADS Report 14.2	2023 P2 Attendance Rate 92.88%			2026 Increase Attendance Rate to 97%.	
2	Chronic Absenteeism Rate (Priority 5) Data Sources: Data Quest > Absenteeism Date > Chronic Absenteeism Rate LACOE Differentiated Assistance Convening Data Guide (2024)	2022/23 Chronic Absenteeism Rate 27.2% All Students 33.7% Homeless 31.9% SWD 23.5% Foster Youth 22.2% EL 27.8% HI 27.5% SED			2026 Reduce Chronic Absenteeism Rate to: 8% All Students 8% Homeless Students 8% SWD 8% Foster Youth 8% EL 8% HI 8% SED	
3	Suspension Rate (Priority 6) Data Source: DataQuest - Suspension and Expulsion Data > Suspension Rate	2023 0.0% Suspension Rate DataQuest			2026 Maintain a 0.0% Suspension Rate	
4	Expulsion Rate (Priority 6) Data Source: DataQuest - Suspension and Expulsion Data > Expulsion Rate	2023 0.0% Expulsion Rate DATAQUEST			2026 Maintain 0% Expulsion Rate	



5	High School Graduation Rate (Priority 5) Data Source: CA School Dashboard	2023 86.1% Districtwide High School Graduation Rate 79.2% EL High School Graduation Rate 85.8% Hispanic High School Graduation Rate 86.5% SED High School Graduation Rate CA Dashboard			2026 96% Districtwide High School Graduation Rate 96% EL High School Graduation Rate 96% Hispanic High School Graduation Rate 96% SED High School Graduation Rate CA Dashboard	
6	High School Dropout Rate (Priority 5) Data Source: DataQuest Four-Year Adjusted Cohort Graduation Rate and Outcomes > Adjusted Cohort Outcome	2023 Four-Year Adjusted Cohort Outcome 14 dropouts out of 222 cohort students = 6.3% HS Dropout Rate DataQuest			2026 Four-Year Adjusted Cohort Outcome Reduce HS Dropout Rate to 2%	
7	Middle School Dropout Rate (Priority 5) Data Source: CALPADS Fall 1 Report 8.1c - Student Profile List	2023 1% Middle School Dropout Rate CALPADS			2026 Reduce Middle School Dropout Rate to 0% CALPADS	

8	<p>Parent Input - Decision Making (Priority 3)</p> <p>Data Source: Local measure - Parent Survey</p>	<p>2024 Parent Survey</p> <p>86% of parent participants (200 participants) in the 2024 Parent survey agree with the statement: "I am aware of parent involvement opportunities like ELAC, School Site Council, and Coffee with the Principal, that I can attend and participate in making decisions for the school".</p>			<p>2027 Parent Survey</p> <p>Increase to 100% of parent participants in the Parent Survey agree with the statement: "I am aware of parent involvement opportunities like ELAC, School Site Council, and Coffee with the Principal, that I can attend and participate in making decisions for the school".</p>	
9	<p>Parent Participation - UDP Programs (Priority 3)</p> <p>Data Source: Local Measure - Parent Survey</p>	<p>2024 EL Parent Survey</p> <p>79% of EL Parent Survey (Spanish) respondents Strongly Agree/Agree with statement: I am aware of how to get involved with parent activities and how to participate in decision making opportunities.</p>			<p>2027 EL Parent Survey</p> <p>Increase to 100% of EL Parent Survey (Spanish) respondents, Strongly Agree/Agree with statement: I am aware of how to get involved with parent activities and how to participate in decision making opportunities.</p>	
10	<p>School Safety and Connectedness (Priority 6)</p> <p>Data Source: Local Measures: STUDENTS: CA Healthy Kids Survey (CHKS) TEACHERS: Teacher/TOSA Survey PARENTS: Parent Survey</p>	<p>Students - 2024 CHKS</p> <p>Of the students that participated in the 2023/24 CHKS survey, the number below indicates the percent that replied 'Yes, most [or all] of the time':</p> <p>I feel like I am part of this school:</p> <p>Grade 5 - 69%</p> <p>Grade 7 - 52%</p> <p>Grade 9 - 29%</p> <p>Grade 11 - 35%</p> <p>Of the students that participated in the</p>			<p>2027 - CHKS</p> <p>Of the students that participate in the CHKS survey, the number who reply 'Yes, most [or all] of the time' to the following questions, will increase to 100% for all grades.</p> <p>I feel like I am part of this school</p> <p>School is perceived as Very Safe or Safe</p> <p>TEACHERS: 2026/27 Teacher/TOSA Survey</p> <p>I feel safe at my school site - 95% Strongly Agree/Agree with this statement</p> <p>I feel connected at my school site - 100% Strongly</p>	

	<p>2023/24 CHKS survey, the number below indicates the percent that replied 'Yes, most [or all] of the time':</p> <p>School is perceived as Very Safe or Safe</p> <p>Grade 5 - 72%</p> <p>Grade 7 - 51%</p> <p>Grade 9 - 34%</p> <p>Grade 11 - 45%</p> <p>TEACHERS: 2024 Teacher/TOSA Survey</p> <p>I feel safe at my school site - 85% Strongly Agree/Agree with this statement</p> <p>I feel connected at my school site - 97% Strongly Agree/Agree with this statement</p> <p>PARENTS: 2024 Parent Survey</p> <p>My child(ren) feel safe at this school - 94% Strongly Agree/Agree with this statement</p> <p>My child(ren) feel connected at school - 96% Strongly Agree/Agree with this statement</p>		<p>Agree/Agree with this statement</p> <p>PARENTS: 2026/27 Parent Survey</p> <p>My child(ren) feel safe at this school - 100% Strongly Agree/Agree with this statement</p> <p>My child(ren) feel connected at school - 100% Strongly Agree/Agree with this statement</p>	
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11	Facilities in 'Good' Repair as measured by Facility Inspection Tool (FIT) - (Priority 1) Data Source: Fall Facilities Inspection Tool (or equivalent)	2023/24 Sites received zero Williams Complaint forms regarding facilities.  School Accountability Report Card: School Facility Good Repair Status - Facilities Inspection Tool (FIT) Overall facility rating of Good (or above) for all school sites.			2026/27 Sites will receive zero Williams Complaint forms regarding facilities.  School Accountability Report Card: School Facility Good Repair Status - Facilities Inspection Tool (FIT) Overall facility rating of Good (or above) for all school sites.	
12	College/Career Rate (Priority 4) Data Sources: CA Dashboard: College/Career Indicator	Students in the "Prepared" level on the College/Career Indicator 2023 All Students: 30% English Learners (EL): 3.8%			Students in the "Prepared" level on the College/Career Indicator 2026 All Students: 70% English Learners (EL): 70% of ELs	

## Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	B.1 Increase Attendance and Reduce Chronic Absenteeism - Homeless students (HOM)	<p>The District Student Services team at Bassett USD will administer a Saturday morning attendance recovery program specifically designed for students experiencing homelessness. The program aims to help them catch up on missed educational opportunities.</p> <p>Site health office assistants and Health Office Techs provide essential support and health services to HOM students, ensuring that they have the necessary resources to maintain regular school attendance.</p> <p>The Student Services Department, site counselors, and clinical therapists organize parent engagement training sessions. These sessions are directed toward families of HOM students and enhance parental involvement and support.</p> <p>The Student Services department will provide specialized training to site office staff, liaisons, and school safety monitors to meet the specific needs, conditions, and circumstances of homeless families, aiming to support a positive impact on student attendance and reduce absenteeism.</p> <p>The Student Services team will launch The Achievement Initiative, incorporating an Attendance Management System (AMS) named A2A (Attendance to Achievement) to streamline attendance tracking and communication across all campuses. This system will automate weekly attendance notifications to families, ensuring they receive timely updates. The initiative adopts a positive reinforcement strategy to enhance student attendance through encouragement and celebration, specifically supporting vulnerable groups such as students experiencing homelessness.</p> <p>This action is being provided on an LEA-wide basis to benefit all students, specifically students experiencing homelessness, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.</p>	\$775,000.00	Yes
2	B.2 Social-emotional well-being and Implementation of Social-Emotional Learning (SEL) - English Learner (EL) Students	<p>Bassett USD's school counselors will provide expanded support services to English Learner (EL) students. These services include:</p> <ol style="list-style-type: none"><li>1. Targeted support through small group sessions that address common emotional struggles such as anxiety and isolation, specifically prevalent among vulnerable student groups.</li><li>2. Regular progress monitoring check-ins involving the student, their teachers, and family members to ensure a comprehensive approach to each student's well-being.</li></ol>	\$1,500,000.00	Yes

		<p>3. Organization of well-being activities at sites with students in grades TK – 8th, such as assemblies and college-going morning chants, aimed at fostering a positive educational environment and promoting a college-going mindset.</p> <p>Furthermore, the Social-Emotional Learning (SEL) program at Bassett USD, delivered by classroom teachers, aims to enhance all students' social and emotional well-being. This district-wide initiative is designed to:</p> <ol style="list-style-type: none"> <li>1. Equip classroom teachers with tailored SEL curricula, such as Second Step for TK-4th grade students and Thrively for 5th through 12th grade students, to effectively address the age-appropriate needs of EL students.</li> <li>2. Integrate SEL seamlessly into daily classroom activities, to ensure SEL is a core aspect of the educational experience for EL students and to provide consistent support in developing crucial emotional and social skills.</li> <li>3. Actively involve parents and the community in the SEL process through workshops and informational sessions, enhance home support for EL students, and use regular assessments to monitor and adjust SEL strategies as needed.</li> </ol> <p>This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.</p>		
3	B.3 Belonging and Well-being Enhancement Initiative - English Learner (EL) Students	<p>Bassett USD will maintain increased hours of school safety monitors and campus monitors to serve English Learner (EL) students in grades TK - 8th grade.</p> <p>These monitors provide additional social-emotional support, specifically targeting EL students. Additionally, the district has employed Site Community Liaisons to create a warm, welcoming school atmosphere. These liaisons enhance the social-emotional well-being of EL students and families, ensuring adequate communication and that each student attends regularly and feels integrated and valued in their educational environment.</p> <p>These strategic staffing enhancements by Bassett USD aim to foster a more inclusive and supportive educational environment. They are designed to ensure that EL students receive adequate support and feel a strong sense of belonging within their school community.</p> <p>This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities and students experiencing homelessness, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.</p>	\$1,062,201.00	Yes
4	B.4 Elementary School Athletic Engagement Program - Low-Income (LI/Homeless) Students	<p>Bassett USD will implement a Comprehensive Wellness Program at elementary schools to enhance a sense of belonging for English Learner (EL) students, which will positively impact academic performance and preparedness for college/career. The events will be coordinated by after-school sports coaches who will provide structured and supportive environments for EL student groups. The program will offer regular athletic practices and competitive games after school, promoting routine and community belonging among EL students.</p> <p>This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.</p>	\$15,000.00	Yes
5	B.5 Parent Engagement Enhancement Initiative - English Learner (EL) Students	<p>The District will continue to partner with Education Achievement Services to jointly host the annual Family Leadership Institute (FLI). The family leadership institute provides learning opportunities to parents and community member that will support family leadership in the home, increase school attendance and student achievement, and to enhance strategic communication efforts to English</p>	\$15,000.00	Yes

		<p>learner (EL) families.</p> <p>District and Site staff will utilize diverse methods, such as phone calls, text messages, and school marquees to effectively disseminate critical educational information to families of EL students.</p> <p>The District will also host a Parent Academy, offering resources and workshops tailored to meet the community's needs. Sessions will be available in both English and Spanish. This event aims to provide educational and engaging sessions to parents of ELs and to show student achievements across various disciplines, including art, music, and technology.</p> <p>This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.</p>		
6	B.6 Base Program - Facilities	The district continues to maintain facilities in good repair to provide environments that are clean, welcoming, and safe for all students, staff, and community, to provide an environment that is conducive to learning.	\$1,119,771.00	No

# Goal

Goal #	Description	Type of Goal
3	Students will graduate college and career ready based on California Dashboard Indicators and CCI measures.	Broad Goal

State priorities address by this goal.

2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

The 2023 California Dashboard College and Career Indicator reports 30.0% of Bassett students are Prepared for success after high school. The District is committed to increasing the number of English Learner students who are Prepared for college/career as measured by the CCI on the CA Dashboard.

During the educational partner engagement process, parents and students communicated that implementation of a 4-year plan and quarterly monitoring (a-g check-in) for each high school student is needed. Other suggestions included: additional support/tutoring for struggling students, summer college internships, college nights/mixers, and more college visits.

The District plans to increase the percentage of Prepared English Learners through implementation of the 4-year plan with a-g quarterly check-ins at both high schools and hosting student college nights/mixers, and increasing the number of college visits. Additional metrics include: AP pass rate, EAP, a-g completion, and CTE completion.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	a-g Completion (Priority 4) - Met UC/CSU Requirements CA Dashboard - CCI Met UC/CSU Requirements	2023 27.4% of All students (61 students) Met UC/CSU Requirements 1.3% of EL students (3 students ) Met UC/CSU Requirements 25.6% of LI students (57 students ) Met UC/CSU Requirements 0.4% of SWD students (1 student ) Met UC/CSU Requirements 3.6% of Homeless students (8 students ) Met UC/CSU Requirements **% of FY students - Student group is below minimum size for reporting. CA Dashboard			2026/27 Increase percent of a-g Completion [UC/CSU eligible] Met UC/CSU Requirements based on CA Dashboard: 40% of All students Met UC/CSU Requirements 40% of EL students Met UC/CSU Requirements 40% of LI students Met UC/CSU Requirements 40% of SWD Met UC/CSU Requirements 40% of Homeless students Met UC/CSU Requirements	
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2	CTE Pathway Completion (Priority 4) Data Source: CA School Dashboard	2023 CA Dashboard 6.7% of All students (15 students) completed at least one CTE pathway course with a C- or above 0.9% of EL students (2 students) completed at least one CTE pathway course with a C- or above 6.7% of LI students (15 students) completed at least one CTE pathway course with a C- or above 1.8% of SWD students (4 student) completed at least one CTE pathway course with a C- or above 0.4% of Homeless students (1 student) completed at least one CTE pathway course with a C- or above			2026/27 CA Dashboard Increase percent of students who complete at least one CTE pathway course with a C- or above to: 30% of All students will complete at least one CTE pathway course with a C- or above 30% of EL students will complete completed at least one CTE pathway course with a C- or above 30% of LI students will complete completed at least one CTE pathway course with a C- or above 30% of SWD will complete completed at least one CTE pathway course with a C- or above 30% of Homeless students will complete completed at least one CTE pathway course with a C- or above	
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3	Both CTE and a-g Completion (Priority 4) Data Source: CA School Dashboard	2023 CA Dashboard 1.8% of ALL students (4 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 0.0% of EL students (0 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 1.8% of LI students (4 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 0.0% of SWD (0 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 0.0% of Homeless (0 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better			2026 CA Dashboard Increase number of students who complete both CTE and a-g Completion to 30 students (1 cohort) to include 100% of participants by student group.	
4	AP Exams (Priority 4) Data Source: CollegeBoard Reporting Site "Equity and Excellence Report"	2023 College Board 33.06% of exams taken received a score of 3 or higher (40 scores of 3 or above / 172 exams taken).			2026 College Board 45% of exams taken received a score of 3 or higher	
5	Early Assessment Program (EAP) -	2023 CAASPP (Grade 11) - EAP rate as measured by Grade 11 CAASPP			2026/27 CAASPP (Grade 11) Increase EAP rate as measured by Grade 11	

Percentage of students prepared for college - ELA & Math (Priority 4)	scores of Met or Exceeded Standard
Data Source: CAASPP - ELPAC Public Reporting Site	All Students - ELA 26.58% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 27.85% Conditionally Ready (Met) CAASPP 2023- Grade 11 All Students - MATH 5.11% Ready (Exceeded) CAASPP 2023 - Grade 11 13.62% Conditionally Ready (Met) CAASPP 2023 - Grade 11
	English Learner Students - ELA 3.85% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 13.46% Conditionally Ready (Met) CAASPP 2023- Grade 11 English Learner Students - MATH 0.0% Ready (Exceeded) CAASPP 2023 - Grade 11 5.77% Conditionally Ready (Met) CAASPP 2023 - Grade 11
	Low-Income - ELA 22.33% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 30.10% Conditionally Ready (Met) CAASPP 2023- Grade 11 Low-Income - MATH 2.45% Ready (Exceeded)

CAASPP scores of Met or Exceeded Standard
All Students - ELA 40% Ready (Exceeded) ELA Standard CAASPP - Grade 11 30% Conditionally Ready (Met) CAASPP - Grade 11 All Students - MATH 30% Ready (Exceeded) CAASPP - Grade 11 15% Conditionally Ready (Met) CAASPP - Grade 11
English Learner Students - ELA 40% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 30% Conditionally Ready (Met) CAASPP 2023- Grade 11 English Learner Students - MATH 30% Ready (Exceeded) CAASPP 2023 - Grade 11 15% Conditionally Ready (Met) CAASPP 2023 - Grade 11
Low-Income - ELA 40% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 30% Conditionally Ready (Met) CAASPP 2023- Grade 11 Low-Income - MATH 30% Ready (Exceeded) CAASPP 2023 - Grade 11 15% Conditionally Ready (Met) CAASPP 2023 - Grade 11

		CAASPP 2023 - Grade 11 11.76% Conditionally Ready (Met) CAASPP 2023 - Grade 11				
6	State Seal of Bi-literacy - Other Pupil Outcomes (Priority 8) Data Source: DataQuest - Four-Year ACGR Outcomes	New metric in 2022 - Earned State Seal of Bi-literacy All Students - 10% (24 students) EL Students - 1.9% (1 student) LI Students - 10.1% (23 students)			Earned State Seal of Bi-literacy 2026/27 All Students - 60% of eligible students EL Students - 60% of eligible students LI Students - 60% of eligible students	

## Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	C.1 College and Career Enrichment - English Learners (EL) Students	<p>Bassett USD was identified for Differentiated Assistance (DA) based on English Learner (EL) student group performance in College and Career Indicator (CCI).</p> <p>Based upon data analysis and educational partner input, EL students will be provided opportunities to enhance college and career enrichment through programs and events such as:</p> <ol style="list-style-type: none"> <li>1. College campus visits</li> <li>2. MESA program events</li> <li>3. College Bound Senior Tour</li> <li>4. College and Career Resource Center @ BHS</li> <li>5. CTE Showcase</li> </ol> <p>EL students in grades TK - 8 will continue to participate in the 'No Excuses University' (NEU) program (conference, membership, operating expenses) to increase college/career preparedness awareness and set expectations of higher education.</p> <p>A Spanish I (high school credit) middle school class will continue to provide early opportunity to complete a-g requirements to EL students, increasing college mindset and providing early access and opportunity to college and career programs.</p> <p>Parents of EL students will be invited to attend site a-g College Preparation Parent Information Night(s); one in the Fall and one in the Spring.</p> <p>High school counselors and a-g Counselor will meet with EL students in grades 9 - 12 to discuss a-g criteria, establish a-g college/career preparation 4 year plan, and meet quarterly with every EL student to review and monitor student progress with their 4-year plan.</p> <p>District will partner with charter buses to provide college visits without time restrictions within a school day.</p> <p>The MESA program will be provided to students in grades 9-12 as an after school program to increase exposure in math, engineering, science, and technology to EL students . MESA is a college and career preparation engine that propels student diversity and achievement in science, technology, engineering and math. BUSD EL students will receive increased exposure, expectations, and increased access to higher education.</p> <p>This action is being provided on an LEA-wide basis to benefit all students, including student with disabilities, who have been identified to receive differentiated assistance based on the CA Dashboard for the College and Career indicator.</p>	\$30,000.00	Yes

2	C.2 CTE Pathways - English Learners (EL) Students	<p>Bassett USD was identified for Differentiated Assistance (DA) based on English Learner (EL) student group performance on the College and Career Indicator (CCI).</p> <p>Bassett High School CTE pathways program will provide EL students with a variety of academically engaging options to provide students with enrichment opportunities and to support high expectations for college and career success.</p> <p>Torch Middle School will continue to offer a STEM course using Project Lead the Way curriculum to provide EL students with academic enrichment options and varying engagement opportunities. PLTW curriculum includes pathways in computer science, engineering, and biomedical science where students learn problem-solving strategies, critical and creative thinking, and how to communicate and collaborate through hands-on activities, projects, and problems reflective of real-world scenarios and careers.</p> <p>This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities, who have been identified to receive differentiated assistance based on the CA Dashboard for the College and Career indicator.</p>	\$499,827.00	Yes
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# Goal

Goal #	Description	Type of Goal
4	By June 2025, the percent of NVHS' Low-Income (LI), Hispanic (HI), and All students will increase preparedness for college/career by 10% as measured by the College/Career Indicator (CCI) on the CA Dashboard.	Equity Multiplier Focus Goal

State priorities address by this goal.

4, 7, 8
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An explanation of why the LEA has developed this goal.

<p>This goal was developed to ensure all, including Low-Income (LI), Hispanic (HI), and All students, will be college and career ready, as current data indicates performance levels on the CA Dashboard are at the lowest performing level of the CCI.</p> <p>Nueva Vista Continuation High School was identified as eligible for Equity Multiplier funds based on low-income students and the non-stability rate of 51.7%.</p> <p>Nueva Vista Continuation High School (NVHS) students, including Low-Income (LI) and Hispanic (HI) students, will increase percent of PREPARED students as measured by the College/Career Indicator (CCI) on the CA Dashboard.</p> <p>Goal 4 was identified as part of the Equity Multiplier Focus and relevant consultation with our educational partners. The consultation process revealed a lack of understanding on the CCI requirements and ensuring students at Nueva Vista High School also be provided with CTE programs and a focus of A-G completion, not just completing graduation requirements.</p>
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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
1	College/Career Indicator	2023 CA Dashboard indicates the following percentages of students at the CCI "Prepared" level: 0% All 0% Hispanic 0% Low Income 0% EL			In the 2026/27, the CA Dashboard CCI will reflect the following percentages of Low-Income and Hispanic students at the "Prepared" level:  30% Hispanic 30% Low Income 30% EL 30% All Students	



# Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Goal D - Professional development will impact student learning; leading to an increase in percent of students PREPARED for College/Career.	<p>Nueva Vista Continuation High School (NVHS) will provide professional learning experiences to rethink and reframe the current pedagogical model at NVHS. Teachers will be provided with professional learning and tools to redesign the current teaching and learning practices at NVHS. Additionally, professional development will be provided to ensure lessons are integrated with social-emotional development and building resiliency to support student well-being.</p> <p>NVHS Equity Multiplier goal is to increase the percent of Low-Income and Hispanic students at the "Prepared" level as measured by the College/Career Indicator (CCI) on the CA Dashboard and to decrease the stability rate for our student population from 51.7% to under 25 % through professional development for our staff and specialized lessons for our students to build resiliency. In this manner we will also focus our efforts on providing opportunities for students to meet the</p>	\$73,157.00	No

	prepared status on the College and Career Indicator by ensuring students are provided opportunities to take CTE courses through our adult school partnership, increasing A-G completion and through proficiency on the SBAC.		
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# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$12,656,278.00	\$1,646,361.00

## 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
41.55%	2.73%	\$875,673.03	44.28%

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>Goal 1: Actions 1 and 2</p>	<p>The District was identified for Differentiated Assistance based upon 2023 CA Dashboard lowest performance rating for EL CAASPP (Reading, Math) and College and Career Indicator.</p> <p>CAASPP results in Reading: All students: Met/Exceed: 43% EL: Met/Exceed: 17%</p> <p>Although the local assessment (iReady) indicates an increase in student performance, EL performance levels are: ELs: Reading 22% At or Above Grade-level ELs: Math 36% At or Above Grade-level.</p> <p>Educational partner feedback (EL students) indicated we need to increase meaningful participation and shared the following due to the language barriers of ELs. EL student need consist of hands on learning, project-based activity, and various forms of demonstrating mastery of standards and concepts: -More detailed/deeper teaching for better understanding. Less curriculum that only consists of memorization. -I want to learn more from teacher knowledge and experiences rather than a website/online textbook. -More assistance for English Learners. -Many students learn best through hands on learning. I think classrooms should be a bit more interactive.</p>	<p>To address these needs, the District's professional learning focus for 2024/25 will be to increase the capacity of educators in the area of ELA/ELD framework, ELD standards, ELD instruction and will continue to implement evidence-based practices/strategies to target the needs of EL/LTELs students in both ELA and Mathematics.</p> <p>Additionally, the District will hire an Early Literacy TOSA for each TK-5 and TK-8 school site to support early literacy and increase small group instruction. The Early Literacy TOSAs will join the teacher, Interventionist TOSAs, and Instructional Assistants in providing small-group and 1:1 instruction with a focus on literacy.</p> <p>Math Intervention teachers and Instructional Assistants will continue to support EL/LTELs and students by providing additional learning time and small group instruction.</p> <p>EL/LTEL students will participate in field trips and visual and performing arts activities to enrich learning opportunities that contribute to academic achievement in ELA and mathematics. The District's music teacher will serve EL/LTEL students to provide enrichment opportunities and foster engaging and social-emotional connections, which will contribute to the academic achievement of EL/LTEL students.</p> <p>To maximize the impact of these actions in improving student academic achievement throughout the District, these actions are being provided on an LEA-wide basis.</p>	<p>The District will monitor the progress of EL/LTEL students by conducting DATA CHATS after each iReady Diagnostic (3 per year). Goal 1 - Metric #1 and #2</p>

Goal 1: Action 3	<p>2022/23 results for the CA Science Test (CAST) indicate the following percentages of students who MET or EXCEEDED Standard:</p> <p>All students: 20.43%</p> <p>Low Income: 18.76%</p> <p>English Learners: 3.76%</p> <p>Low Income and English Learner students performed below all students in the District.</p> <p>Based on our needs assessment, the following needs have been identified based on the unique needs of our Low-income and English Learner (EL) student group. Students need more opportunities to engage in real life Science, Technology, Engineering, and Arts, and Mathematical (STEAM) experiences.</p>	<p>To address these needs, Low-Income (LI) and English Learner (EL) students will be provided the opportunity to participate in science-based field trips and enriched VAPA opportunities. Site staff, including a traveling music teacher, will provide additional science-based experiences and access to visual and performing art programs for LI and EL students which will contribute to enriched opportunities for engagement and meaningful social/emotional connections.</p> <p>The District expects these actions to lead to significant increase in student performance in Science for LI and EL students as these actions are focused on meeting their needs. To maximize the impact of these actions in improving student academic achievement in Science throughout the District, these actions are being provided on an LEA-wide basis.</p>	<p>The District will monitor the progress of LI and EL students by the increase in CAST performance. Metric #3</p>
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Goal 1: Action 4	<p>The District was identified for Differentiated Assistance based upon 2023 CA Dashboard lowest performance rating for English Learner (EL) students on the CAASPP (Reading, Math) and College and Career Indicator.</p> <p>2023 CAASPP results for English Learner students:  Reading - Met/Exceeds  All students: 43%  EL students: 17%</p> <p>Math - Met/Exceeds  All students: 27%  EL students: 8%</p> <p>EL Progress (ELPAC)  48% progressed one ELPI level  5% Maintained ELPI level 4  27% Maintained ELPI level 1, 2L, 2H, 3L, 3H  21% Decreased at least one level</p> <p>Although the local assessment (iReady) indicates an increase in student EL student performance, the EL percentages At/Above Grade-level are:  Reading - 22%  Math - 36%</p> <p>Educational partner feedback indicated the need for the following:  -More assistance for English Learners based upon data analysis and collaboration during ongoing meetings.</p> <p>Educational partner feedback (Other staff) identified the need to maintain instructional assistants to support ELs in the areas of ELA, Math, and ELD.</p>	<p>To address these needs, the District's professional learning focus for 2024/25 will be to increase the capacity of educators in the area of ELA/ELD framework, ELD standards, ELD instruction and will continue to implement evidence-based practices/strategies to target the unique needs of EL students in ELA, Math, and the acquisition of English (vocabulary development and oral language practice). EL students will have additional opportunities and experiences to enrich the language acquisition process.</p> <p>Instructional Assistants will support small group and 1:1 instruction to support EL students both academically and in the acquisition of English.</p> <p>An additional focus will be placed on monitoring the progress of EL students as both a new software (ELlevation) and the EL Task Force members monthly meetings. As a result, targeted interventions will be implemented based on the data analysis and progress monitoring.</p> <p>This action is being provided on an LEA-wide basis to maximize their impact in overall academic achievement for all students including low-income, Hispanic, students with disabilities student groups at the lowest performance level on the CA Dashboard for the Math Indicator.</p>	<p>The District will monitor the progress of EL students by conducting DATA CHATS after each iReady Diagnostic (3 per year). Goal 1 - Metric #1 and #2</p> <p>Progress monitoring will be completed by the EL Task Force (teachers), software (ELlevation), and Language Assessment Aides who will increase opportunities to review EL student performance data and provide interventions in a timely manner, as needed. Goal A - Metric #4</p>
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Goal 1: Action 5 and 6	<p>The District was identified for Differentiated Assistance based upon 2023 CA Dashboard lowest performance rating for EL students CAASPP (Reading, Math) and College and Career Indicator.</p> <p>CAASPP results in Reading: All students: Met/Exceed: 43% EL: Met/Exceed: 17%</p> <p>Although the local assessment (iReady) indicates an increase in student performance, EL student performance levels are: ELs: Reading 22% At or Above Grade-level ELs: Math 36% At or Above Grade-level.</p> <p>Educational partner feedback (low-income students) indicated we need to increase meaningful participation and shared the following due to data analysis of SBAC scores, Chronic Absenteeism, and CHKS (climate) surveys and the unique needs, conditions, and circumstances of EL students: -More detailed/deeper teaching for better understanding. Less curriculum that only consists of memorization. -I want to learn more from teacher knowledge and experiences rather than a website/online textbook. -More assistance for English Learners. -Many students learn best through hands on learning. I think classrooms should be a bit more interactive.</p>	<p>To address these needs, the District will support EL students with technological resources to provide access to core and supplemental programs; including staff who work with EL students.</p> <p>Additionally, the District will maintain access to the school library to provide additional resources, a quiet location, and time for EL students to complete school work .</p> <p>Educational partner surveys (parents and staff) indicate high percentages of participants who Strongly Agree/Agree in this area; the district will continue to provide technological resources for low-income students.</p> <p>Additional teachers and instructional assistants will support small group instruction for EL students in the areas of ELA and Math to increase impactful learning and meaningful participation.</p> <p>This action is being provided on an LEA-wide basis to maximize their impact in overall academic achievement for all students including low-income, Hispanic, students with disabilities student groups at the lowest performance level on the CA Dashboard for the Math Indicator.</p>	<p>The District will monitor the progress of EL students by conducting DATA CHATS after each iReady Diagnostic (3 per year) to ensure small group instruction and technological resources, for core and supplemental programs, are contributing to improved performance for EL students.</p> <p>Goal 1 - Metric # 1</p>
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<p>Goal 2: Action 1</p>	<p>CALPADS Report 14.2 indicates of the 27% of all students that are chronically absent, 92% are Low Income (LI) students.</p> <p>Based on our needs assessment, the following needs have been identified for our Low-income student group. Low income students need more health services support and additional opportunities to mitigate their absenteeism.</p>	<p>To address these needs, the District will offer Saturday morning attendance recovery program to provide missed educational opportunities, specifically for Low Income (LI) students .</p> <p>The site health office assistants/health office tech provide essential support and health services to LI students, ensuring that they have the necessary resources to maintain regular school attendance.</p> <p>Parent engagement training sessions, directed toward LI families, will enhance parental involvement.</p> <p>Specialized training will be provided by Student Services to site office staff, community liaisons, and school safety monitors to support the specific needs of LI students, aiming to provide a positive impact on student attendance and reduce absenteeism.</p> <p>The District will also partner with an attendance management system named A2A (Attendance to Achievement) to streamline attendance tracking and communication across all campuses. This system will automate weekly attendance notifications to families, ensuring they receive timely updates. The initiative adopts a positive reinforcement strategy to enhance student attendance through encouragement and celebration, specifically supporting LI students.</p> <p>This action is being provided on an LEA-wide basis to maximize their impact in overall academic achievement for all students including homeless, English Learners, Hispanic, and students with disabilities student groups at the lowest performance level on the CA Dashboard for the Chronic Absenteeism Indicator.</p>	<p>The District will incorporate quarterly Data Chats with site attendance team to analyze A2A data and monitor strategies/interventions to increase attendance and reduce chronic absenteeism of LI students.</p> <p>Goal 2 - Metric 1 and 2</p>
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Goal 2: Action 2 and 3	<p>2023 CA Dashboard indicates the following percentages for the District's:</p> <p>Graduation Rate: 86.1% All Students 79.2% English Learners (EL)</p> <p>CCI Prepared Rate: 30.0% All Students 3.8% English Learners (EL)</p> <p>Based on our needs assessment, the following needs have been identified for the English Learner (EL) student group. Students need additional support to prepare for high school graduation and understand requirements for college preparedness. EL student's unique needs include language barriers and social emotional issues in adapting to bicultural environment at home and at school.</p>	<p>To address these needs, Counselors will provide expanded support services to EL students through small group sessions, progress monitoring, support well-being activities and the incorporation of SEL lessons into daily curriculum that will foster a positive educational environment that meets the unique needs of ELs.</p> <p>Additionally, the District will ensure each site is staffed with school safety monitors and site community liaisons to support a warm, welcoming environment for EL students and their families.</p> <p>This action is being provided on a school-wide basis to maximize the impact in graduation rate and College/Career Indicator (CCI) for all students including low-income, Hispanic, and students with disabilities student groups at the lowest performance level on the CA Dashboard for the CCI.</p>	<p>We expect these actions will have a significant impact on increasing the Graduation Rate, College/Career preparedness rate, and the social-emotional well being of EL students. Goal 2: Metric 2, Metric 5, and Metric 12</p>
Goal 2: Action 4	<p>Data indicates that 33.7% of Homeless students are Chronically Absent in comparison to All students at 27.2%.</p> <p>Educational Partner survey (parents) requested after-school sports for homeless student group to incentivize improved attendance and academic performance.</p> <p>Based on our needs assessment, the following needs have been identified for the homeless student group. Students need additional opportunities to engage in after school activities which would otherwise not be available due to housing instability. Providing after school activities will promote students regular attendance.</p>	<p>To address these needs, Bassett USD will implement a Comprehensive Wellness Program at elementary schools, coordinated by after-school sports coaches. These coaches will provide a structured and supportive environment for homeless students. The program will offer regular athletic practices and competitive games after school, promoting routine, community, and a sense of belonging among participating homeless students; contributing to a reduction in absences.</p> <p>It is likely that other elementary students participation in athletic engagement program will benefit in meaningful participation and connectedness. Therefore, his action is being provided on an school-wide basis to benefit all student groups at the lowest performance level on the CA Dashboard for the Chronic Absenteeism indicator.</p>	<p>Chronic Absenteeism Goal 2: Metric 2</p>

Goal 2: Action 5	<p>2024 English Learner Parent Survey 79% of EL Parent Survey (Spanish) respondents Strongly Agree/Agree with statement: I am aware of how to get involved with parent activities and how to participate in decision making opportunities.</p> <p>Based on our needs assessment, the following needs have been identified for the English Learner student group. Spanish speaking parents of EL students need more access to workshops and additional opportunities to engage and be part of decision making with school partners.</p>	<p>To address these needs, the District will host an annual Parent Academy to focus on the needs of parents of English Learners. The District will also partner with Educational Achievement Services, Inc. (EAS) to host an annual Family Leadership Institute (FLI) for parents of EL students. The FLI will provide eight communication strategies and nine family leadership lessons to support parents of EL students.</p> <p>This action is being provided on an LEA-wide basis to benefit all parents who would like to have more opportunities to be more involved with decision making activities at school.</p>	<p>We expect that these actions will increase awareness of how to become an involved parent leader in activities and decision-making opportunities for parents of ELs. Goal 2: Metric 9</p>
Goal 3: Action 1 and 2	<p>2023 CA Dashboard a-g Completion/Met/UC/CSU requirements</p> <p>27.4% of All students (61 sts) Met UC/CSU Requirements 1.3% of EL students (3 sts ) Met UC/CSU Requirements 25.6% of LI students (57 sts ) Met UC/CSU Requirements</p> <p>2023 CA Dashboard 6.7% of All students (15 students) completed at least one CTE pathway course with a C- or above 0.9% of EL students (2 students) completed at least one CTE pathway course with a C- or above 6.7% of LI students (15 students) completed at least one CTE pathway course with a C- or above</p> <p>College Board reports 33% of AP exams taken in 2023, 33% received a score of 3 or higher.</p> <p>2023 CAASPP (Grade 11) - EAP rate as measured by Grade 11 CAASPP scores of Met or Exceeded Standard All Students - ELA 26.58% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 27.85% Conditionally Ready (Met) CAASPP 2023- Grade 11 All Students - MATH 5.11% Ready (Exceeded) CAASPP 2023 -</p>	<p>To address these needs, the District will implement a College/Career Indicator (CCI) Preparedness Program. Counselors will meet quarterly with each EL/LTEL and low-income student to ensure they are on track to meet a-g and/or CTE requirements.</p> <p>Additionally the District will continue to support programs that promote a college going culture (i.e. No Excuses University and MESA program) and provide a charter bus for college site visits.</p> <p>Parents of EL/LTEs and low-income students will be invited to a Fall and a Spring College Preparation Information Night at each site where a-g requirements and CTE pathway information will be shared.</p> <p>As it is likely that other high school students performing below proficient levels may benefit from these actions, these actions are being provided on an school-wide basis to benefit all student groups at the lowest performance level on the CA Dashboard for the College/Career Indicator.</p>	<p>We anticipate that the progress monitoring program for a-g requirements will increase EL and low-income students completion of a-g requirements and CTE pathways. Goal 3: Metric 1 and 2</p> <p>Additionally, we expect that these services will result in an increase in the percentage of EL and low-income students scoring 3 or higher on AP exams and an increase in the percentage of grade 11 EL and low-income students that perform at an Exceeds level on ELA and Math CAASPP will increase. Goal 3: Metric 4, and 5.</p> <p>We expect these actions will have a significant impact on a-g requirements, CTE pathways, AP scores, and EAP results of EL and low-income students as these actions are focused on addressing the unique needs of both the EL and LI student groups.</p>

<p>Grade 11 13.62% Conditionally Ready (Met) CAASPP 2023 - Grade 11</p> <p>English Learner Students - ELA 3.85% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 13.46% Conditionally Ready (Met) CAASPP 2023- Grade 11</p> <p>English Learner Students - MATH 0.0% Ready (Exceeded) CAASPP 2023 - Grade 11 5.77% Conditionally Ready (Met) CAASPP 2023 - Grade 11</p> <p>Low-Income - ELA 22.33% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 30.10% Conditionally Ready (Met) CAASPP 2023- Gr 11</p> <p>Low-Income - MATH 2.45% Ready (Exceeded) CAASPP 2023 - Grade 11 11.76% Conditionally Ready (Met) CAASPP 2023-Gr 11</p> <p>Based on our needs assessment, the following needs have been identified for our Low-income and English Learner (EL) student group. Students need more support in preparing for college and additional opportunities and exposure toward various CTE Pathways.</p>		
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**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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

**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.

All Bassett USD schools have a high concentration (above 55%) of foster youth, English learners, and low-income students and all will receive additional classified staff who will provide direct services to students.  
Bassett USD intends to use the additional concentration grant add-on funding to increase the number of instructional aides to provide direct services to UPP students at all school campuses, providing small group instruction, additional time and support in the area of early literacy and numeracy to TK-3 students and ELA/MATH interventions for students in grades 4-12. This will be reflected in Goal 1, Actions 1, 2, and 4.

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	NA	1: 23.33
Staff-to-student ratio of certificated staff providing direct services to students	NA	1: 15.69

# Action Tables

## 2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-2025	\$30,457,334.00	\$12,656,278.00	41.55%	2.73%	44.28%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$13,583,121.00	\$10,715,159.00	\$0.00	\$0.00	\$24,298,280.00	\$19,985,427.00	\$4,312,853.00

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	A.1 Increase Student Achievement: ELA and ELD - English Learners (EL) and Long-term English Learners (LTEL) Students	English learner (EL), Student with Disabilities (SWD)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	\$1,663,398	\$166,572	\$1,829,970	\$0	\$0	\$0	\$1,829,970	0.00%
1	2	A.2 Increase Student Achievement: Math - English Learners (EL) and Long-term English Learners (LTEL) Students	Low Income, English learner (EL), Long-term English learner, Hispanic or Latino	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	\$779,083	\$210,917	\$990,000	\$0	\$0	\$0	\$990,000	0.00%
1	3	A.3 Enrichment Opportunities - Low Income (LI) and English Learner (EL) Students	English learner (EL), Low Income	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	\$86,255	\$338,745	\$425,000	\$0	\$0	\$0	\$425,000	0.00%
1	4	A.4. English Learner (EL) Progress	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	\$289,215	\$112,087	\$401,302	\$0	\$0	\$0	\$401,302	0.00%

1	5	A.5. Additional Resources (Technology and Library Access) - English Learner (EL) Students	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	\$1,046,554	\$523,446	\$1,570,000	\$0	\$0	\$0	\$1,570,000	0.00%
1	6	A.6. Increase Academic Support - English Learners (EL) Students	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	\$4,469,821	\$0	\$4,469,821	\$0	\$0	\$0	\$4,469,821	0.00%
1	7	A.7 Base Program: Access to Standards-aligned Instructional Materials	All	No				Ongoing	\$0	\$1,079,801	\$0	\$1,079,801	\$0	\$0	\$1,079,801	0.00%
1	8	A.8 Base Program: Fully Credentialed and Appropriately Assigned Teachers	All	No				Ongoing	\$8,442,430	\$0	\$0	\$8,442,430	\$0	\$0	\$8,442,430	0.00%
2	1	B.1 Increase Attendance and Reduce Chronic Absenteeism - Homeless students (HOM)	Homeless, Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$647,180	\$127,820	\$775,000	\$0	\$0	\$0	\$775,000	0.00%
2	2	B.2 Social-emotional well-being and Implementation of Social-Emotional Learning (SEL) - English Learner (EL) Students	English learner (EL)	Yes	Schoolwide	English learner (EL)	Specific Schools, Bassett High School and Nueva Vista Continuation High School	Ongoing	\$1,186,443	\$313,557	\$1,500,000	\$0	\$0	\$0	\$1,500,000	0.00%
2	3	B.3 Belonging and Well-being Enhancement Initiative - English Learner (EL) Students	Homeless, English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	\$962,201	\$100,000	\$1,062,201	\$0	\$0	\$0	\$1,062,201	0.00%
2	4	B.4 Elementary School Athletic Engagement Program - Low-Income (LI/Homeless) Students	Homeless	Yes	Schoolwide	Low Income	Specific Schools, Don Julian, Edgewood, Sunkist, Van Wig	Ongoing	\$0	\$15,000	\$15,000	\$0	\$0	\$0	\$15,000	0.00%
2	5	B.5 Parent Engagement Enhancement Initiative - English Learner (EL) Students	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	\$0	\$15,000	\$15,000	\$0	\$0	\$0	\$15,000	0.00%
2	6	B.6 Base Program - Facilities	All	No				Ongoing	\$0	\$1,119,771	\$0	\$1,119,771	\$0	\$0	\$1,119,771	0.00%
3	1	C.1 College and Career Enrichment - English Learners (EL) Students	English learner (EL)	Yes	Schoolwide	English learner (EL)	Specific Grade Spans, 9-12	Ongoing	\$0	\$30,000	\$30,000	\$0	\$0	\$0	\$30,000	0.00%

3	2	C.2 CTE Pathways - English Learners (EL) Students	English learner (EL)	Yes	Schoolwide	English learner (EL)	Specific Schools, Bassett High, Nueva Vista Continuation High School, Torch Middle School, and 6-8 at Don Julian and Edgewood	Ongoing	\$399,827	\$100,000	\$499,827	\$0	\$0	\$0	\$499,827	0.00%
4	1	Goal D - Professional development will impact student learning; leading to an increase in percent of students PREPARED for College/Career.	Hispanic or Latino, All, Low Income	No				Ongoing	\$13,020	\$60,137	\$0	\$73,157	\$0	\$0	\$73,157	0.00%

# 2024-2025 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
\$30,457,334.00	\$12,656,278.00	41.55%	2.73%	44.28%	\$13,583,121.00	0.00%	44.60%	Total:	\$13,583,121.00
								LEA-wide Total:	\$11,538,294.00
								Limited Total:	
								Schoolwide Total:	\$2,044,827.00

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	A.1 Increase Student Achievement: ELA and ELD - English Learners (EL) and Long-term English Learners (LTEL) Students	Yes	LEA-wide	English learner (EL)	All Schools	\$1,829,970.00	0.00%
1	2	A.2 Increase Student Achievement: Math - English Learners (EL) and Long-term English Learners (LTEL) Students	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$990,000.00	0.00%



1	3	A.3 Enrichment Opportunities - Low Income (LI) and English Learner (EL) Students	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$425,000.00	0.00%
1	4	A.4. English Learner (EL) Progress	Yes	LEA-wide	English learner (EL)	All Schools	\$401,302.00	0.00%
1	5	A.5. Additional Resources (Technology and Library Access) - English Learner (EL) Students	Yes	LEA-wide	English learner (EL)	All Schools	\$1,570,000.00	0.00%
1	6	A.6. Increase Academic Support - English Learners (EL) Students	Yes	LEA-wide	English learner (EL)	All Schools	\$4,469,821.00	0.00%
2	1	B.1 Increase Attendance and Reduce Chronic Absenteeism - Homeless students (HOM)	Yes	LEA-wide	Low Income	All Schools	\$775,000.00	0.00%
2	2	B.2 Social-emotional well-being and Implementation of Social-Emotional Learning (SEL) - English Learner (EL) Students	Yes	Schoolwide	English learner (EL)	Specific Schools, Bassett High School and Nueva Vista Continuation High School	\$1,500,000.00	0.00%
2	3	B.3 Belonging and Well-being Enhancement Initiative - English Learner (EL) Students	Yes	LEA-wide	English learner (EL)	All Schools	\$1,062,201.00	0.00%
2	4	B.4 Elementary School Athletic Engagement Program - Low-Income (LI/Homeless) Students	Yes	Schoolwide	Low Income	Specific Schools, Don Julian, Edgewood, Sunkist, Van Wig	\$15,000.00	0.00%
2	5	B.5 Parent Engagement Enhancement Initiative - English Learner (EL) Students	Yes	LEA-wide	English learner (EL)	All Schools	\$15,000.00	0.00%

3	1	C.1 College and Career Enrichment - English Learners (EL) Students	Yes	Schoolwide	English learner (EL)	Specific Grade Spans, 9-12	\$30,000.00	0.00%
3	2	C.2 CTE Pathways - English Learners (EL) Students	Yes	Schoolwide	English learner (EL)	Specific Schools, Bassett High, Nueva Vista Continuation High School, Torch Middle School, and 6-8 at Don Julian and Edgewood	\$499,827.00	0.00%

## 2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$26,031,164.00	\$25,349,024.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Goal A - Action 1: Increase Student Achievement English Learner students	Yes	\$2,373,257.00	\$2,159,608.00
1	2	Goal A - Action 2: Math Interventions	Yes	\$1,405,000.00	\$1,405,000.00
1	3	Goal A - Action 3: Enrichment opportunities	Yes	\$810,518.00	\$447,751.00
1	4	Goal A - Action 4: English Learner Progress	Yes	\$400,000.00	\$340,220.00
1	5	Goal A - Action 5: Additional Resources (Library and Technology access)	Yes	\$1,940,000.00	\$2,538,511.00
1	6	Goal A - Action 6: Increase Academic Support	Yes	\$4,500,000.00	\$3,000,691.00
1	7	Goal A - Action 7: Base Program - Materials	No	\$1,079,801.00	\$1,079,801.00
1	8	Goal A - Action 8: Base Program - Facilities-	No	\$1,119,771.00	\$1,119,771.00
1	9	Goal A - Action 9: Base	No	\$8,442,430.00	\$8,442,430.00

		Program - properly assigned Credentialed Teachers			
1	10	Goal A - Action 10: Enrichment: Dual Immersion and GATE Programs	No	\$170,411.00	\$170,411.00
2	1	Goal B - Action 1: Increase Attendance and Reduce Chronic Absenteeism	Yes	\$245,000.00	\$909,540.00
2	2	Goal B - Action 2: Social- emotional well-being.	Yes	\$1,490,000.00	\$1,458,385.00
2	3	Goal B - Action 3: Increased Social Emotional Well-Being Support	Yes	\$495,000.00	\$1,008,839.00
2	4	Goal B - Action 4: Wellness Program (Elementary/Middle school athletic program)	Yes	\$15,000.00	\$77,758.00
2	5	Goal B - Action 5: Parent Engagement	Yes	\$200,000.00	\$98,086.00
3	1	Goal C - Action 1: College and Career Enrichment	Yes	\$330,976.00	\$414,506.00
3	2	Goal C - Action 2: CTE Pathways	Yes	\$808,000.00	\$502,716.00
3	3	Goal C - Action 3: College/Career and Language Development	Yes	\$206,000.00	\$175,000.00

## 2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$13,246,729.00	\$15,218,751.00	\$14,536,611.00	\$682,140.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	Goal A - Action 1: Increase Student Achievement English Learner students	Yes	\$2,373,257.00	\$2,159,608.00	0.00%	0.00%
1	2	Goal A - Action 2: Math Interventions	Yes	\$1,405,000.00	\$1,405,000.00	0.00%	0.00%
1	3	Goal A - Action 3: Enrichment opportunities	Yes	\$810,518.00	\$447,751.00	0.00%	0.00%
1	4	Goal A - Action 4: English Learner Progress	Yes	\$400,000.00	\$340,220.00	0.00%	0.00%
1	5	Goal A - Action 5: Additional Resources (Library and Technology access)	Yes	\$1,940,000.00	\$2,538,511.00	0.00%	0.00%
1	6	Goal A - Action 6: Increase Academic Support	Yes	\$4,500,000.00	\$3,000,691.00	0.00%	0.00%
2	1	Goal B - Action 1: Increase Attendance and Reduce Chronic Absenteeism	Yes	\$245,000.00	\$909,540.00	0.00%	0.00%
2	2	Goal B - Action 2: Social-emotional well-being.	Yes	\$1,490,000.00	\$1,458,385.00	0.00%	0.00%
2	3	Goal B - Action 3: Increased Social Emotional Well-Being Support	Yes	\$495,000.00	\$1,008,839.00	0.00%	0.00%
2	4	Goal B - Action 4: Wellness Program (Elementary/Middle school athletic program)	Yes	\$15,000.00	\$77,758.00	0.00%	0.00%
2	5	Goal B - Action 5: Parent Engagement	Yes	\$200,000.00	\$98,086.00	0.00%	0.00%
3	1	Goal C - Action 1: College and Career Enrichment	Yes	\$330,976.00	\$414,506.00	0.00%	0.00%
3	2	Goal C - Action 2: CTE Pathways	Yes	\$808,000.00	\$502,716.00	0.00%	0.00%
3	3	Goal C - Action 3: College/Career and Language Development	Yes	\$206,000.00	\$175,000.00	0.00%	0.00%

# 2023-2024 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)
\$32,075,935.00	\$13,246,729.00	6.75%	48.05%	\$14,536,611.00	0.00%	45.32%	\$875,673.03	2.73%

# 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).