

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Picture Educational Academy

CDS Code: 10 10108 0119628

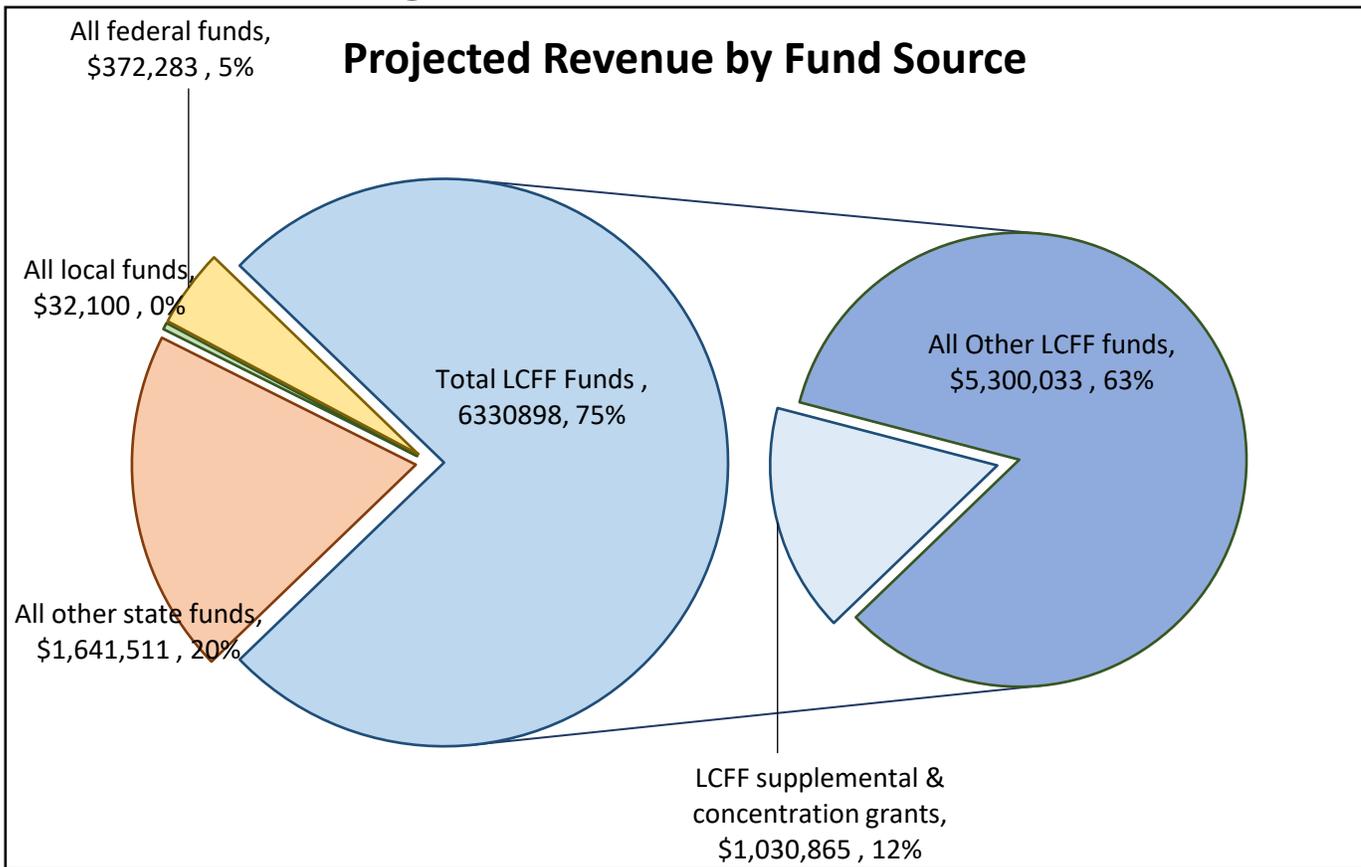
School Year: 2023-24

LEA contact information: Keith Musilli Johnson; Kmusillijohnson@bpeacademy.org; (916) 267-8176

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 2023-24 School Year

Projected Revenue by Fund Source

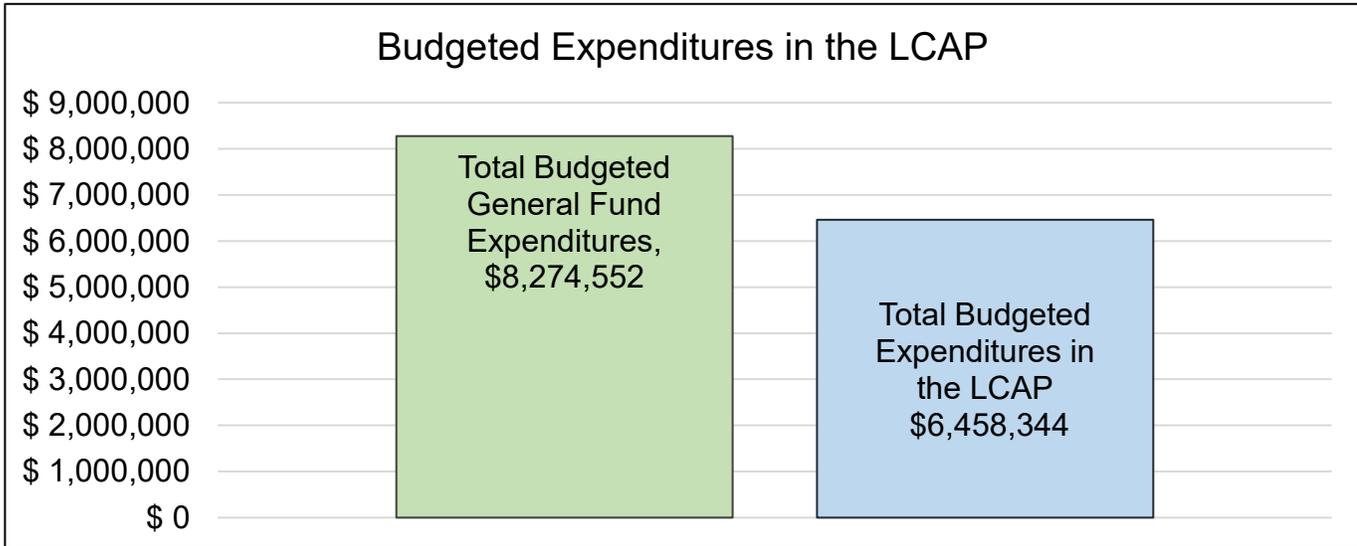


This chart shows the total general purpose revenue Big Picture Educational Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Big Picture Educational Academy is \$8,376,791.65, of which \$6,330,898.00 is Local Control Funding Formula (LCFF), \$1,641,510.65 is other state funds, \$32,100.00 is local funds, and \$372,283.00 is federal funds. Of the \$6,330,898.00 in LCFF Funds, \$1,030,865.00 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 Big Picture Educational Academy plans to spend for 2023-24. 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: Big Picture Educational Academy plans to spend \$8,274,552.00 for the 2023-24 school year. Of that amount, \$6,458,344.00 is tied to actions/services in the LCAP and \$1,816,208.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

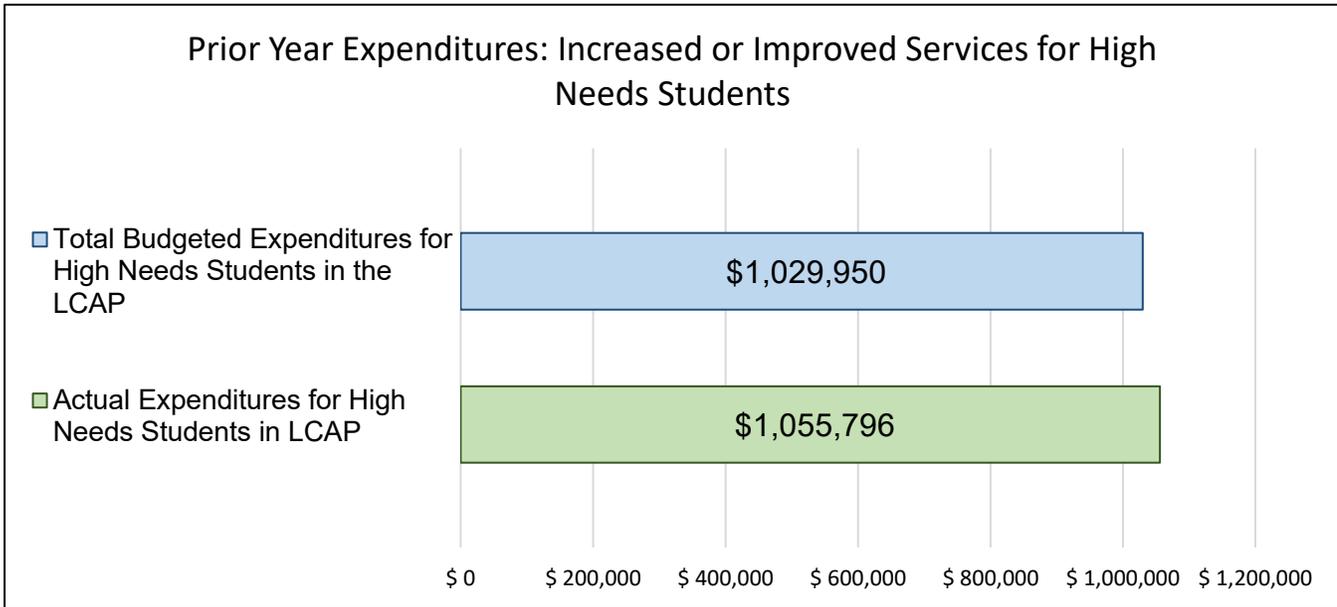
communications, some instructional materials & supplies, office supplies, non-instructional student materials & supplies, insurance, operations/housekeeping, security, all utilities, equipment leases, business services, legal fees

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Big Picture Educational Academy is projecting it will receive \$1,030,865.00 based on the enrollment of foster youth, English learner, and low-income students. Big Picture Educational Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Big Picture Educational Academy plans to spend \$1,030,872.00 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 2022-23



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

The text description of the above chart is as follows: In 2022-23, Big Picture Educational Academy's LCAP budgeted \$1,029,950.00 for planned actions to increase or improve services for high needs students. Big Picture Educational Academy actually spent \$1,055,796.00 for actions to increase or improve services for high needs students in 2022-23.

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
Big Picture Educational Academy	Keith Musilli Johnson, President and CEO	kmusillijohnson@bpeacademy.org ; (916) 267-8176

Plan Summary 2023-24

General Information

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

Big Picture Educational Academy (BPEA) is a unique college/career preparatory charter that includes an elementary school, a middle school, a high school, and an adult center for training and careers. As part of its program, BPEA supports many adult-aged high school students to complete high school. BPEA believes in following the principles of the “new three R’s,” Rigor, Relevance, and Relationships. BPEA believes that successful schools combine rigor, high expectations and a meaningful course of study; relevance – making instruction relevant to students’ experiences, cultures, and long-term goals; and relationships, powerful, sustained involvement with caring staff and older students who mentor, advise, and support students throughout their school careers. BPEA is identified as an alternative school under the Dashboard Alternative School Status (DASS) program.

In 2021-22, BPEA served 555 students with diverse needs and backgrounds: approximately 52.8% of students are Socioeconomically Disadvantaged; 6.8% of students are English Learners; and 7.6% students are Re-designated Fluent English Proficient. In addition, about 9.4% of students qualify for special education services. The LCFF Unduplicated percentage is approximately 68%. Approximately 75% of BPEA’s students identify as being Hispanic or Latino, 12% as African American, and 6% as white.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Big Picture Educational Academy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: 1)Through a comprehensive school-wide focus on math in alignment with the 2019-20 Special Education Plan, BPEA students will improve their distance from standard on SBAC in Math by more than 25 points each year for all students, SPED, English Learners, Socioeconomically disadvantaged, and Hispanic student groups; 2)English Learners at BPEA will be well-supported through Integrated and Designated ELD to make rapid progress toward English Language Proficiency, resulting in High to Very High English Learner Progress Indicator (ELPI) and greater than 10% reclassification annually; 3)BPEA students develop a strong foundation of academic and real-world skills through highly effective instruction and authentic learning experiences; 4)students and families are engaged and empowered to partner with BPEA to achieve academic success; 5)BPEA is a valued partner in the community offering quality K-12 and adult learning opportunities. The Charter School completed a comprehensive needs assessment of the entire

school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Big Picture Educational Academy based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2022 California School Dashboard, students with disabilities and Socioeconomically Disadvantaged students were in the lowest status level for all but one of the state indicators. Students with disabilities were in the lowest status level for chronic absenteeism, ELA, and Math and in the highest status level (Very Low level--0%) for suspension. Socioeconomically Disadvantaged students were in the lowest status level for chronic absenteeism, ELA, Math and Graduation Rate and in the highest status level (Very Low level--0%) for suspension. This plan will address ways to improve our school and student outcomes for students with disabilities and Socioeconomically Disadvantaged students in particular, based on a needs assessment and identification of resource inequities.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

We identified a success in Suspension Rate, with the 2022 Dashboard showing Very Low overall (0.6%) and for all student groups (African American (0%), Hispanic (0.8%), Socioeconomically Disadvantaged (0.9%), Students with Disabilities (0%), and White(0%) except for

English Learners (see Identified Needs). We plan to build on our success in maintaining a low Suspension Rate by implementing social emotional learning and mental health supports, as described in Goal 4, Action 3.

We identified a success for our Adult HS program for our English learners in the ESL Assessment. In 21-22, 56% of students moved up a level, compared to 23% in 20-21. We plan to build on this success by providing an ELD for adult-aged HS program which supports English language acquisition in support of transition to HS diploma program (2.1 Comprehensive ELD).

We identified a success for our Adult HS program in graduation rate, with 88% in 21-22 compared to 76% in 20-21. We will build on this success by providing individual College and Career Counseling for each student including short-term and long-term career goals (3.11 College and Career Counseling).

We identified a success in # of community partnerships, with 13 for K-8 and 90 for 9-12. We strive to be a valued partner in the community, and we are proud of the extensive connections formed between the school and the community. We plan to build on this success by continuing to implement 5.1 Community Partnerships.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We have identified a need in Chronic Absenteeism, with the 2022 Dashboard showing Very High overall (73.9%) and for all student groups—Hispanic (71.2%), Socioeconomically Disadvantaged (75.7%), and Students with Disabilities (71.8%). We have developed a program of attendance initiatives (Goal 4) to support improvement in this area. We made modifications this year in response to the data, including: a) introducing student and school-wide incentives for attendance, b) refining the process for addressing tardies and absences, with steps including daily calls, truancy letters, administrator meetings, and a Student Attendance Review Team process. As part of this effort, we are working to educate families about the importance of and accountability surrounding school attendance. We are also actively taking steps to support our increased population of foster and homeless students who may have additional challenges with school attendance.

We have identified a need in ELA, with the 2022 Dashboard showing Very Low overall (124.8 pts below standard) and for all student groups—Hispanic (119.1 pts below standard), Socioeconomically Disadvantaged (115.6 pts below standard), and Students with Disabilities (125.5 pts below standard). BPEA began administering the CAASPP to its adult students in 2022 so the changes in the Dashboard ELA indicator from 2019 to 2022 tell an incomplete story. ELA performance for the K-8 program improved from -92.8 DFS in 2019 (pre-pandemic) to -86.2 DFS in 2022 (post-pandemic), indicating the actions we implemented were successful in improving ELA performance. Much of the decline in the Dashboard's ELA indicator was due to low participation rate among the adult students, and we are implementing efforts this year to improve adult participation. Similarly, the EAP outcomes did not previously include the adult students, so the percentage of 2022 students considered ready for college is now a much larger group composed primarily of adult students. We plan to address this need through Response to Intervention Goal 3, Actions 1 & 2) and utilizing assessments to monitor progress and differentiate instruction and intervention. Assessment data from fall of 2022 identified that a large majority of our K-8 students need academic intervention, and so we

increased our capacity in order to be able to offer the RTI program to all K-8 students. We see positive growth in our NWEA MAP winter results for 22-23, with an increased percentage of students meeting growth targets (Language—45% in 2022 compared to 40% in 2021; Reading 51% in 2022 compared to 39% in 2021).

We have identified a need in Math, with the 2022 Dashboard showing Very Low overall (163.6 pts below standard) and for all student groups—Hispanic (161.4 pts below standard), Socioeconomically Disadvantaged (151.3 pts below standard), and Students with Disabilities (157 pts below standard). Since BPEA just began administering the CAASPP tests to the adult students in 2022, changes in the Dashboard Math indicator from 2019 to 2022 tell an incomplete story. Math performance for the K-8 program improved from -133 DFS in 2019 (pre-pandemic) to -115.7 DFS in 2022 (post-pandemic), indicating our focused efforts on math instruction are producing positive outcomes. Much of the decline in the Dashboard’s Math indicator was due to low participation rate among the adult students, and we are implementing efforts this year to improve adult participation. We plan to address this need through Response to Intervention Goal 1, Action 4) and utilizing assessments to monitor progress and differentiate instruction and intervention. Assessment data from fall of 2022 identified that a large majority of our K-8 students need academic intervention, and so we increased our capacity in order to be able to offer the RTI program to all K-8 students. We see positive growth in our NWEA MAP winter results for 22-23, with an increased percentage of students meeting growth targets (Math— 57% in 2022 compared to 39% in 2021).

We have identified a need in Graduation Rate for our Socioeconomically Disadvantaged students, with the 2022 Dashboard showing Very Low (68%) for this group. This Graduation Rate measure includes both our traditional high school and Adult high school students, with the majority coming from the Adult program. Because BPEA is a DASS school, we would normally be evaluated in this measure by a one-year graduation rate, which was 73% and includes a much larger group of students. In 2022, the CA Dashboard was updated to only show the 4-year graduation rate. We will address this need through College Counseling (Goal 3, Action 11).

We have identified a need in Suspension Rate for the English Learner student group, where the 2022 Dashboard for English Learners shows High (4.7%) and Very Low (.6%) overall. We plan to address this need by implementing a program including social emotional learning and mental health supports as described in Goal 4, Action 3.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2023-24 LCAP provides our three-year plan for continued improvement and development. In 2023-24 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Through a comprehensive school-wide focus on math in alignment with the 2019-20 Special Education Plan, BPEA students will improve their distance from standard on SBAC in Math by more than 25 points each year for all students, SPED, English Learners, Socioeconomically disadvantaged, and Hispanic student groups.

GOAL 2: English Learners at BPEA will be well-supported through Integrated and Designated ELD to make rapid progress toward English Language Proficiency, resulting in High to Very High English Learner Progress Indicator (ELPI) and greater than 10% reclassification annually.

GOAL 3: BPEA students develop a strong foundation of academic and real-world skills through highly effective instruction and authentic learning experiences. In terms of student achievement (Goal 3), we will continue providing a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide extended learning opportunities such as dual enrollment, after-school, and summer school as well as opportunities to learn through internships. We will provide a comprehensive College and Career Counseling program to set goals and create a plan for the future. We will provide systemic English Language Development for our English learners and a comprehensive Student Services program for our students with IEPs/504 plans or other unique needs. Teachers will be supported through professional development to implement our curriculum and instructional model, including a comprehensive system of teacher observation and coaching.

GOAL 4: Students and Families are engaged and empowered to partner with BPEA to achieve academic success. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, family events and opportunities for input. We will use multiple methods of communication to keep parents informed, including Facebook and Remind, weekly announcement videos, and monthly Town Hall updates. In terms of our work to maintain a positive culture and climate, students are supported in Social Emotional Learning and Mental Health as well as supportive practices in behavior, attendance, and student activities.

GOAL 5: BPEA is a valued partner in the community offering quality K-12 and adult learning opportunities. In terms of our work to continue as a valuable community partner (Goal 5), we will partner with local businesses and organizations to support student learning, actively recruit students from the community, and maintain a safe, clean school facility in good repair.

Like all Local Educational Agencies, BPEA receives additional LCFF funding above the base grants in the form of Supplemental/Concentration grants based on the percentage of Unduplicated Students (a count of students who are English Learners, Foster Youth, or Low Income). BPEA has allocated those funds to increase or improve services for these students through the following actions described later in the plan:

- 1.3 Assessments-Math
- 1.6 Math P.D. & Coaching
- 2.1 Comprehensive ELD Program
- 2.2 Newcomer Supports
- 2.3 P.D. for English Language Development
- 3.2 Response to Intervention--Coordination and Curriculum
- 3.4 High-Quality Assessments

- 3.8 Coaching and P.D.--Targeted Supports
- 4.2 Parent Engagement--Targeted Supports
- 4.3 Social Emotional Learning and Mental Health Support
- 5.1 Community Partnerships

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.

Big Picture Educational Academy is not eligible 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.

Big Picture Educational Academy is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Big Picture Educational Academy is not eligible for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Parents and Community Members

LCAP Engagement meeting (10/18/22), Survey (October 2022), Parent-Teacher conferences, Back to School night (9/13/22), Senior Parent night (9/20/22), School Career Fair (10/18/22), Parent Night (2/7/23), Open house (2/23/23), Career fair (3/23/23), Exhibitions: Quarter 1--Oct, 3-6; Quarter 2--Dec, 12-15; Quarter 3--March 7-10; Quarter 4--May 30-June 5 (parents are invited to all exhibitions).

Teachers, administrators, principals, and other staff

Staff Survey (9/30/22), Adult HS Staff LCAP Survey (May 2023). K-8 teachers engaged in a staff meeting focused on alignment with LCAP Goals (10/21/22), in which they considered, for each goal, *How does this connect to your instructional work?* As a result, observation forms and feedback were aligned to LCAP goals, which in turn supported our weekly PLCs in debriefing instruction aligned to our LCAP. Additional LCAP input was collected during weekly teacher check-ins, and staff development meetings (includes discussions of curriculum, planning of lessons and projects, and sharing ideas to enhance instruction and teaching practice).

Students

K-12 students also provided input through the Highlight survey (9/29/22 and 5/30/23). K-12 students participated in Leadership Team formation (a workshop to elicit student input as part of the Highlight survey program) We also held a grade 6-8 student advisory group (regarding input on electives). K-12 students had regular digital polls specifically on school meals for menu input.

Traditional high school program students also participated in meetings where they provided input to administration (9/22/22, 11/8/22, 2/10/23, 4/27/23).

Adult-aged HS Students provided input through our LCAP Survey (May 2023) and through 1:1 meetings with students which include regular requests for feedback.

School Site Council (SSC)

Our School Site Council (SSC) allows staff members, parents, and other community members the opportunity to provide feedback on existing school operations to inform our goals and actions going forward. SSC meetings took place on: 12/8/22, 1/26/23, 2/23/23, 3/23/23, 4/20/23, and 5/18/23 (LCAP Presentation).

English Learner Advisory Committee (ELAC)

Our English Learner Advisory Committee (ELAC) allows staff members, parents, and other community members the opportunity to provide feedback on existing school operations specific to the needs of our English learners, to inform our goals and actions going forward. ELAC meetings took place on: 2/28/23, 3/28/23, 4/26/23, and 5/16/23 (LCAP Presentation).

LCAP Parent Advisory Committee (PAC)

Our PAC allows parents the opportunity to engage in the process of LCAP development and to provide feedback on existing school operations to inform our goals and actions going forward. The PAC met on: 2/21/23, 3/21/23, 4/25/23, and 5/23/23 (LCAP Presentation).

Parent Teacher Club

Our Parent Teacher Club meets monthly to support and enhance school programs and initiatives. The Parent Teacher Club met on 2/21/23, 3/21/23, 4/25/23, and 5/23/23.

SELPA

We consulted our SELPA on the draft LCAP on 6/5/23.

Other groups

BPEA evaluated its educational partner engagement opportunities and determined tribes, civil rights organizations, and children who are incarcerated are neither present nor served by BPEA. Likewise, BPEA teachers and personnel are not represented by a local bargaining unit.

Board

Our board meets monthly as a public hearing with the opportunity for public comment. They are accessible in both the Elementary (k-8) and High School sites. We promoted parent participation in public meetings and public hearings through emails, phone calls, website and agenda posting. Virtual meetings conducted via video conference are conducted following Brown Act requirements and when they do occur, participants can access via zoom or telephone. Members of the public were notified of the opportunity to submit written comments on 5/25/23. A public hearing for the LCAP was held on 5/25/23. Local Indicators were presented at the same Board meeting as LCAP approval. LCAP and Budget were approved by the Board on 6/29/23.

A summary of the feedback provided by specific educational partners.

Parents and Community Members

One of the most positive findings in the input received from parents is that they feel acknowledged and respected by staff, and that they can come and communicate their likes and dislikes without fear. They also feel they receive important information in a variety of ways. They feel our campuses are safe. Parents feel the school-wide dress code is important for a positive learning environment. Parents feel that BPEA prepares them for post-high school goals and that we are doing all we can to ensure students are successful. Parents feel proud that their child comes to a Big Picture school. Parents feel that teachers have the professional development needed to ensure success. Our parents feel that English Language Development and the success of our EL initiatives are important and visible at our school. At the traditional high school level, parents appreciate the daily phone calls when students are not at school. Parents appreciate the progress reports every 3 weeks to keep them informed. Parents indicated that Advisory teachers are very informative when it comes to the progress of their child.

In terms of areas for improvement, K-8 parents would like to have a library. We currently have a reading room, we have hosted three book fairs, and we have grade level libraries in each classroom. Parents would like their children to have more opportunities in fine arts—specifically, theater and music. Parents would like to have a permanent outdoor play area that is larger and has play structures. In the traditional high school program, parents would like to be better informed of upcoming events for participation in them.

Teachers, administrators, principals, and other staff

In terms of positive findings in staff input, staff members feel their supervisors are available when they need them. Staff feel they have a strong understanding of charter vs. district schools. Staff members feel positive about the results of their work. Staff members feel the school has appropriate social emotional support and that BPEA fosters a comfortable and supportive work environment. Staff members feel the school provides an education that is academically focused. Staff members feel they have a good understanding of their job. In terms of staff needs, staff indicated they would like to have more input on topics that directly affect their work. They would like more support and timely information and communication in order to do their job at a high level. Staff members would like more time and more advance notice of expectations, and they would like more information about official school policies.

In the traditional high school program, staff would like to be informed about the incoming new students with any discipline or other concerns that the students bring from their previous school. Staff would like more communication from administration on events and upcoming student enrollment processes.

At the adult high school, teachers and students feel that communication from administration to staff and staff to students, is strong and sufficient and that they are well informed. In terms of areas for improvement in adult high school, office staff would like to have increased compensation for their work. One of the biggest needs is with our online curriculum Acellus. Teachers feel that the user interface is not friendly, and the content feels outdated. Students and teachers alike have requested to have childcare available. Teachers feel we need more technology for students—actual laptops for students.

Students

K-8 student input indicates that students feel very hopeful and a strong sense of self-efficacy. They are proud of their academic growth and feel they are doing rigorous work. Our K-8 students would like to have improved school lunch options. They would also like to feel more like their opinions matter.

Traditional high school program students would also like to see improvements in the food that Big Picture serves. They would like to continue with Leaving to Learn trips to enhance their experience of other opportunities that are out in the community.

In the Adult High School, students love the flexibility of course scheduling and online options, and the option for virtual meetings with teachers. Our ESL students would like the ESL program to be year-round. ESL students would like more supplemental materials to continue working on language skills beyond the classroom. Diploma-track students would like more access to advisors over the summer.

SSC

SSC members feel well informed on school safety procedures and protocols. They appreciate the role of technology on campus—for safety, for instruction, and for communication. SSC members suggested increasing incentives and accountability for attendance in the Adult High

School program. Also for the adult high school program, they suggested increasing availability of Math and English teachers and support for ELD, adding more PD days for adult school teachers, and adding training on how to use the new Edgenuity platform, if approved. Our K-8 members would like the street outside campus to have school zone signs and to be an official loading zone. They have also expressed interest in play yard improvements and library facilities. They suggested adding more opportunities for GATE and advanced learners. There is interest in having a larger campus for high school, as well as additional emphasis in the program on RTI for math and English, ELD, and increasing tutoring resources.

ELAC

ELAC members appreciate the information about ELPAC and reclassification, as well as the regular principals' reports on services provided at their sites. Adult HS members expressed the need for more avenues for giving suggestions. They want to be able to give input and receive any reminders in their home language. They want to have more supplemental materials at home, and they want additional supplemental technology & software for use at home. Our Adult ESL students would like to take more Leave to Learn trips, and they would like to have more frequent instructional days and summer classes on campus. They would also like more acknowledgement for passing the ESL program.

PAC

PAC members expressed interest in supporting our transition back to full in-person events—conferences, performances, graduations. We brought back all the events the school used to do pre-pandemic—dances, carnival, fundraisers. They suggested creating a schoolwide anti-bullying campaign. PAC members are interested in knowing more about academics in the afterschool program. PAC members' main interest is improving the play yard. They also suggested improving the food service. They are interested in fundraising—having provided input on how to implement multiple ways for parents to engage in fundraising (so it's accessible to all, and not having technology present a barrier). PAC members suggested adding a language elective for K-8.

Parent Teacher Club

Feedback from our Parent Teacher Club has been similar to that of the PAC. This group is very active in wanting to have fun experiences available for students and teachers. The members are looking to get more input from students on what events are most fun and meaningful for them. So far they have hosted a movie night, dance rodeo, spring carnival, and teacher staff appreciation. They would like to increase collaboration among the different programs in event planning. Members expressed the conviction that teachers and students are working so hard to achieve academic growth, so they want to help everyone feel celebrated and have the lighthearted component.

SELPA or Special Education Administrator

Feedback from the SELPA included an inquiry on the reference in Goal 1 to the 19-20 Special Education Plan and considering what is being used from the plan and why.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Parents and Community Members

To address K-8 parents' interest in a school library, since we currently have facility constraints that prevent a dedicated library space, we increased our book and literacy resources in several ways. We opened a reading room where before and after school, students can check out library books. We hosted three book fairs in 23-24, and we created grade level libraries in each classroom. We had three book fairs. We also hosted a Literacy Night. We plan to continue these initiatives in support of literacy and the love of reading in the 23-24 school year (3.3 Curriculum and Instructional Materials).

To address K-8 parents' desire for more opportunities in fine arts--theater and music, we added instrumental music electives for grades 3-8. We ensured that grades K-2 have music equipment. We offered musical theater to grades 3-8. We provided staff with VAPA training through FCSS, and we secured materials for arts. We will continue these efforts next year. We are also reviewing schedules in hopes of integrating more fine arts instruction (3.3 Curriculum and Instructional Materials, 3.8 Coaching & P.D.--Targeted Support, 4.3 Social Emotional Learning and Mental Health Support).

To address K-8 parent interest in the play area, we have plans in place for a new play yard anticipated opening August 2024 (5.5 Maintain School Facilities).

We plan to address the traditional high school program parents' concerns with better communication from the staff. We are instituting a monthly newsletter to keep parents informed and continuing with Parent Square (4.1 Parent Engagement).

Teachers, administrators, principals, and other staff

To address the input that staff members would like to have more input on topics that directly affect their work, we have implemented regular opportunities into our schedule. During PLCs, they have direct input to provide feedback on any recommendations for curriculum implementation. In weekly check ins, we open the discussion for any feedback. We have received helpful feedback on the ideal timing of subject instruction, aspects of our schedule. We plan to continue seeking input during the weekly staff meeting, PLCs and weekly check ins. We also plan to incorporate more communication about expectations and supports available through these avenues, to ensure that staff feel they have the support and timely information needed to perform their work at a high level (3.7 Coaching & P.D.).

To address the traditional high school program feedback, administration will be meeting with staff every week to keep them informed of upcoming events and concerns.

To address the adult high school feedback about Acellus, we are preparing for a possible change to Edgenuity in the 23-24 school year, transitioning in the first semester and officially starting in January of 2024 (3.3 Curriculum and Instructional Materials). We have done some preliminary research on the possibility of providing child care on site for our students and teachers, but we have so far not been able to identify agencies that can provide services on our campus. We plan to continue looking into this need. To address the need for more technology in the adult high school program, our technology department is applying for grants aimed at increasing laptops for Adult HS (3.3 Curriculum and Instructional Materials). To address the office staff input regarding increased compensation for their work, we achieved an increase for the 22-23 school year, and we plan to continue looking for growth opportunities in the future.

Students

To address the input of our K-8 students about improved school lunch options, we have implemented regular surveys on menu preferences. We plan to continue this practice, using the data to select the most popular options. To address student desire to have a greater sense of voice in our school, we plan to continue incorporating K-8 students in the leadership workshop, and our Parent Teacher Club plans to further seek student input on events and celebrations they would like to have on campus (4.1 Parent Engagement, 4.3 Social Emotional Learning and Mental Health Support).

To address 9-12 student interest in improved food options, Administration will be looking into the different food options for the students. We also plan to continue providing Leaving to Learn trips for students to give them the experience of the opportunities in the community (4.4 Student Activities).

Although our adult high school students would like to have ESL courses year round, we aren't yet able to provide year-round ESL because we are not a year-round school. But we plan to make technology available to students during the summer so they can utilize our online platform for ESL over the summer. We plan to address the desire for more supplemental ESL materials so our students can continue working on language skills beyond the classroom by purchasing more workbooks for ESL for home practice (2.1 Comprehensive ELD Program). To address the desire of our diploma-track students for more access to advisors over the summer, we hope to hire one full-time teacher who will work through summer and be available for advising on all subjects (3.5 Well-qualified Teachers).

SSC

To address the feedback about safety measures in the street outside the K-8 campus, we plan to work with the city to try to get the proposed changes implemented. To address the interest in play yard improvements, we have plans in place for a new play yard anticipated opening August 2024 (5.5 Maintain School Facilities). To address SSC members' feedback about improving attendance, we plan to continue implementing 4.5 Attendance Initiatives, including incentives, our tiered re-engagement plan, and Student Attendance Review Team (SART) and Student Attendance Review Committee (SARC) at the high school level. We will continue working hard to educate our families when needed so that everyone is aware of the legal requirements around school attendance. To address the suggestions regarding increasing academic supports in the adult high school program, we plan to continue providing dedicated math instruction and additional math tutoring, and to provide support in how to use the new Edgenuity platform (1.1 Increased Math Instruction), if adopted. To address the feedback around additional opportunities for GATE and advanced learners, as well as the feedback on the need in our traditional high school program for additional emphasis in the program on RTI for math, English, and ELD, we plan to continue our instructional coaching through FCSS (3.8 Coaching & P.D.--Targeted Supports). To address the need for tutoring in the traditional high school program, we plan to continue implementing 3.10 Extended Learning Opportunities.

ELAC

To address the ELAC input about adult high school students needing more avenues for giving suggestions and being able to do so in their home language, we plan to take a few steps. We have many Spanish-speaking staff and teachers, so we plan to better publicize the opportunity to give input at any time and to identify bilingual staff members. We also plan to restart an office suggestion box and to welcome suggestions in any language. To address the desire of adult school students to receive notifications in their home language, we will continue to implement 4.2, Parent Engagement-Targeted Support, with the addition of One Call Now. We plan to address the desire for more

supplemental ESL materials so our students can continue working on language skills beyond the classroom by purchasing more workbooks for ESL for home practice and applying for technology grants ((2.1 Comprehensive ELD Program). To address the desire of our adult high school members for more leave to learn trips, we hope to bring more opportunities to campus for students to practice what they are learning in ESL class. We also plan to develop Leaving to Learn opportunities for the Adult HS program (4.4 Student Activities). To address the desire for more acknowledgement for passing the EL program, we plan to start a promotion program to acknowledge and celebrate students who complete the ESL program and are ready for Diploma track (4.4 Student Activities). We also plan to start redesignating our Adult ELs. We purchased an assessment program in 22-23, TABE, for use in ESL (program track to develop English fluency) as benchmarks and for diploma-track EL (up to age 21) and ADEL (Adult E.L, 22+) to redesignate as RFEP (2.1 Comprehensive ELD Program).

PAC

To address members' interest in having multiple avenues of communication to meet the needs of all parents, we added One Call Now to our existing systems (Wednesday communication folder with hard copies, social media, and Parentsquare). The response has so far been positive, and we plan to continue using it. To address PAC interest in the play area, we have plans in place for a new play yard anticipated opening August 2024 (5.5 Maintain School Facilities).

Parent Teacher Club

To address the desire to have meaningful events and increase participation, we created a parent teacher club volunteer coordinator role. This person does marketing/p.r. for the club and for all the events and sets up an awareness table at the events to get more involved. We plan to continue utilizing community input across programs to inform the events we pursue (4.1 Parent Engagement).

SELPA or Special Education Administrator

In response to feedback from the SELPA about the reference in Goal 1 to the 19-20 Special Education Plan, we decided to maintain the current language in Goal 1 in order to show an important part of the rationale for the creation of the goal in this third year of the current LCAP template (Goal 1, Math focus goal).

Goals and Actions

Goal 1

Goal #	Description
1	Through a comprehensive school-wide focus on math in alignment with the 2019-20 Special Education Plan, BPEA students will improve their distance from standard on SBAC in Math by more than 25 points each year for all students, SPED, English Learners, Socioeconomically disadvantaged, and Hispanic student groups.

An explanation of why the LEA has developed this goal.

State Priorities Addressed: #2 Implementation of Academic Standards, #4 Student Achievement. BPEA developed this goal in order to prioritize math achievement for all students and all student groups. 2021 SBAC Math % Met or Exceeded was 2% Overall. 2019 CA Dashboard showed Red level for all students and student groups. We created a Special Education Plan focused on mathematics in 2019 in order to prioritize and articulate our plans to improve in mathematics within the Special Education Program. The leadership team, in consultation with stakeholders, decided to create an LCAP focus goal around mathematics aligned with this plan in order to create a comprehensive school-wide focus on math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math: DFS & % Met	SBAC Math DFS All: -138.7 EL: -185.4 HI: -136.4 SED: -144.5 SPED: -218.2 SBAC Math Met	SBAC Math estimated DFS All: -151.4 EL: -169.8 HI: -152.6 SED: -153.2 SPED: -193.1 SBAC Math Met	SBAC Math DFS: All: -163.6 EL: -140.2 HI: -161.4 Af Am: -213.9 SED: -151.3 SPED: -157	[Insert outcome here]	Math DFS All: -86 EL: -121 HI: -86 SED: -88 SPED: -118 Math Met

	<p>All: 7% EL: 0% HI: 7% SED: 6% SPED: 0%</p> <p>Data Year: 2019* Data Source: CA Dashboard Math Indicator, DataQuest CAASPP Summative (clarified source - formerly CAASPP data)</p>	<p>All: 2% EL: 0% HI: 1% SED: 2% SPED: 0%</p> <p>Data Year: Spring 2021* Data Source: CAASPP student score data files from TOMS *CAASPP was not administered in 2020 due to COVID</p>	<p>SBAC Math Met</p> <p>All: 5.0% EL: 0.0% HI: 3.8% Af Am: 13.3% SED: 3.4% SPED: 4.2%</p> <p>Data Year: Spring 2022 Data Source: CA Dashboard Math Indicator, DataQuest CAASPP Summative</p> <p>SBAC Math Estimated DFS by program:</p> <p>K-8: -115.7 HS: -168.4 Adult HS: -229</p> <p>Data Year: 2022 Source: CAASPP Student Score Data File calculation</p>		<p>All: 47% EL: 40% HI: 47% SED: 46% SPED: 40%</p> <p>Data Year: 2023 Data Source: CAASPP Data</p>
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NWEA MAP Math: % meeting annual growth target	% Meeting annual growth target in Math: 2020-21: Fall to Spring K-8: 17% HS: 44% Data Year: 2020-21 Data Source: NWEA MAP score extract	Meeting annual growth target in Math: K-8: 41% HS: 45% Data Year: 2021-22 Data Source: NWEA MAP score extract* (updated measure to match baseline and year 2)	Math: Meeting annual growth target K-8: 51% HS: 66% Adult HS: 37% Data Year: 2022-23 Data Source: NWEA MAP score extract	[Insert outcome here]	% Meeting annual growth target Fall to Spring K-8: >50% HS: >60% Data Year: 2023-24 Data Source: NWEA MAP score extract
FCSS Coaches on % Implementation of Math Strategies	K-8: 100% Data Year: 2022 9-12: 100% Data Year: 2021 Data Source; Local Data; FCSS Coaches Implementation Report	100% of teachers implemented Math Curriculum Strategies & completed pacing plan of IM Curriculum Data Year: 2021-22 Data Source: FCSS Coaches Implementation Report	100% of teachers implemented Math Curriculum Strategies & completed pacing plan of IM Curriculum Data Year: 2022-23 Data Source: FCSS Coaches Implementation Report	[Insert outcome here]	90% Implementation of Math Strategies Data Year: 2023-24 Data Source: Local Data; FCSS Coaches Implementation Report

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increased Math Instruction	Increased time on Math Instruction Daily for two-pronged approach	\$196,300	N

		<ul style="list-style-type: none"> • Daily class time focused on grade-level content • Daily class time focused on personalized content to fill gaps or extend learning, according to student levels • Additional math teachers. 		
2	Math Resources & Curriculum	<p>Implement high-quality, standards-aligned Math resources and curriculum K-12</p> <ul style="list-style-type: none"> • Board-approved standards-based core curricular resources • Illustrative Mathematics (IM) & Cengage • Adaptive RTI curriculum 	Represented in 3.3	N
3	Assessments-Math	<p>High-quality assessments to inform instruction and interventions K-12</p> <ul style="list-style-type: none"> • NWEA MAP Math, CAASPP Interims • FCSS coaching for admin and teachers in data analysis • Implement school-wide cycle of interim assessments and data analysis (IM unit tests, scheduled interims, NWEA 3x) • Implement K-12 cultural shift to intrinsic goal setting for students based on mindset and motivation • Math assessment systems, paraprofessional support, administrative support and external p.d. to direct the use of assessments to inform instruction and intervention. <p>Increased or Improved Services Explanation:</p> <p>Needs, Conditions, Circumstances:</p> <p>In reviewing the 2022 SBAC, English Learners had 0% Met/Exceeded in math, compared to 5% in Math for all students. In 2022 SBAC, Socioeconomically Disadvantaged students had 3% Met/Exceeded in Math. We know from</p>	Represented in 3.4	Y

analyzing assessment data that our low income, foster youth, and English Learner students need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data and personalizing instruction. Teachers need high-quality instructional data. They need additional opportunities to learn and catch up.

How action is based on needs, conditions, circumstances:

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. The academic intervention program is built upon a foundation of high quality assessment data and supported by FCSS coaching for administrators and teachers in data analysis best practices.

What action is being provided:

This action provides an assessment system, administrative support to lead the use of assessment data, coaching to develop staff in best practices, and paraprofessionals to support small group instruction as needed. By adding high-quality assessments to our program, along with staffing and coaching to support its implementation, we are able to get data on the unique needs of our students, increasing the quality of instruction by allowing us to tailor it to the specific needs of our low income students, foster youth, and English learners.

How the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we

		<p>expect that all students struggling with Math will benefit, it is an LEA-wide action.</p> <p>How action is connected to anticipated outcome: By implementing the identified actions, we believe we will ensure steady growth in our academic outcomes, such as SBAC Math.</p> <p>Anticipated actual measurable outcome for low income, English learner, and foster youth student groups: Current targets aim for at least approximately 80 points growth to close the distance from standard in math within the next three years (see expected outcomes in Goal 1), 28 points' growth in the English Learner Progress Indicator (for English learners) and a slight improvement each year (~2pt) in our reclassification rate (for English learners). We plan to use interim assessment data to gauge progress throughout the year.</p>		
4	Response to Intervention-Math	<p>Response to Intervention (RTI) program provides individualized support for K-12 students.</p> <ul style="list-style-type: none"> ● Data cycle of inquiry based on assessment data ● Personalized Learning daily based on student levels ● Small, teacher-led multi-grade intervention groups within school day and after school, formed based on data ● Instructional aide for intervention 	\$ 33,715	N
5	School-wide Numeracy	School-wide Numeracy Focus	Represented in 3.3	N

		<ul style="list-style-type: none"> ● Math Improvement Committee comprised of K-8 and 9-12 Math and Special Education teachers, student, parent, and administrator representatives. ● Post Number Sense and Multiplication and division usage examples throughout school ● Increased use of math manipulatives throughout grade levels ● Focus on standards/skills to support number sense and multiplication and division ● Increase reading strategies instruction for mathematical language to increase comprehension and math vocabulary ● Curricular resources in support of numeracy 		
6	Math P.D. & Coaching	<p>Mathematics Professional Development and Instructional Coaching: Teacher PD and capacity building to maximize curriculum tools for strongest impact on student success and train teacher on data cycle of inquiry and instructional practice shifts based on student</p> <ul style="list-style-type: none"> ● FCSS Coaches engage in curricular mapping (begun Spring 2021) with K-8 teachers and 9-12 math teachers ● Creating positive mindsets for math <ul style="list-style-type: none"> ○ <i>Week of Inspirational Math</i> resource <ul style="list-style-type: none"> ■ youcubed.org lessons to create positive math mindsets ● Grade-level based cycles of instruction <ul style="list-style-type: none"> ○ coach modeling of instructional strategies ○ follow-up observation of instructional “look fors” ○ coaching sessions to reflect on take-aways ○ feedback sessions with monthly informal feedback and twice annual formal feedback. 	Represented in 3.8	Y

Increased or Improved Services Explanation:

Needs, Conditions, Circumstances:

In 2022 SBAC, English Learners had 0% Met/Exceeded in Math, compared to 5% in Math for all students. In 2022 SBAC, Socioeconomically Disadvantaged students were at 3% Met/Exceeded in Math. We know from analyzing assessment data that our low income, foster youth, and English Learner students need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data, implementing instructional best practices proven to benefit low income, foster youth, and English learner students, and personalizing instruction for them.

How action is based on needs, conditions, circumstances:

Our Low income students, English learners, and foster youth students need their teachers to have well developed skills in working with instructional data, teaching them, and personalizing instruction, and administrator support dedicated to developing teachers and coaching them for continual improvement in their skills.

What action is being provided:

This action provides expert professional development and coaching through Fresno County School Superintendent Office, as well as administrator support to coach and develop teachers in their ability to raise achievement for our low income students, foster youth, and English Learners.

How the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we

		<p>expect that all students struggling with Math will benefit, it is an LEA-wide action.</p> <p>How action is connected to anticipated outcome: Coaching and professional development adds to the quality of instruction by developing our teachers’ abilities to meet the needs of our low income students, foster youth, and English learners.</p> <p>Anticipated actual measurable outcome for low income students, English learners, and foster youth: By implementing the identified actions, we believe we will ensure steady growth in our academic outcomes, such as SBAC Math. Current targets aim for at least approximately 80 points growth to close the distance from standard in math within the next three years (see expected outcomes in Goal 1), 28 points’ growth in the English Learner Progress Indicator and a slight improvement each year (~2pt) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.</p>		
7	Parent Engagement for Math	<p>Parent Engagement for School-wide Numeracy Focus</p> <ul style="list-style-type: none"> ● Quarterly Parent Workshops--How can I support my child in math? ● Math focus in parent-teacher conferences--Collaborative Goal Setting ● Provide virtual Parent Hub for math support at home 	Represented in 4.1	N
8	Summer Math Intensive	<p>Summer Math Intensive</p> <p>June and July 3-week program K-8</p> <ul style="list-style-type: none"> ● enrichment 	Represented in 3.10	N

		<ul style="list-style-type: none"> ● science as a vehicle for math learning ● science notebooking ● problem-based applied mathematics by grade-level specific standards <p>July 4-week program 9-12</p> <ul style="list-style-type: none"> ● enrichment & credit recovery ● community-based partnerships as a vehicle ● algebra I and algebra II problem-based, applied mathematics 		
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Goal Analysis for 2022-23

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

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

Goal 1 actions were implemented as planned overall, except for the following: in 1.1 Increased Math Instruction, instead of additional math teachers, we increased the amount of math instruction K-8 students receive, and our FCSS coach conducted demonstration lessons and planning with our existing math teachers. In 1.2 School-wide Numeracy Focus, we did not convene a Math Improvement Committee and instead focused on improving our math instruction and intervention. In 1.7 Parent Engagement for School-wide Numeracy Focus, we did not hold quarterly math parent workshops. In grades 9-12, we held parent exhibitions quarterly to share student progress, including assessment scores, grades, and updated Personal Learning Plans (PLPs).

Successes and Challenges: In 1.1 Increased Math Instruction, a success was that we changed our schedule to include more math instruction for K-8 students. A challenge was that it was difficult to provide the necessary teacher time to implement the coaching, but we used our internal substitute teacher to provide planning and debriefing time with the math coach. In the adult program, a success was that we provided a dedicated math teacher to provide extra math tutoring and instruction. A challenge was the need to increase our focus on dedicated math instruction for all adult program students. In 1.2 Math Resources and Curriculum, a success was that we saw growth on winter NWEA math results. Observations showed strong alignment at the K-8 level in what was being coached, taught, and assessed. In 1.3 Assessments-Math, a success was that our data has shown growth with students meeting NWEA projected RIT goals. We attribute this in part to our school-wide “expectations for done” (an initiative for problem solving and critical thinking) and our integration of visual and kinesthetic vocabulary and math literacy journals. In the adult program, a success was our NWEA testing for the first time in 22-23. A related challenge was that the adult program is still in the beginning stages of data analysis and determining how the results will be used to tailor our

instruction, resources and curriculum. A related challenge was in making adjustments to our advisement of students in academics based on data collected while also honoring the fact that our student population is constantly fluctuating; adult learners have different needs. In 1.4 Response to Intervention-math, a success in the 9-12 level was our 6th period small group math instruction based on NWEA data. We also saw success in our after school math intervention. In the adult program, we saw success in providing a dedicated math tutor. A challenge was the need to develop dedicated classes for math intervention with part-time teachers, and the need for timely math assessment data. In 1.5 School-wide Numeracy, a success at the K-8 level was in getting students comfortable with math vocabulary and making cross content references, and seeing more participation in class. A challenge was making it visible in terms of academic culture throughout the school, since it is not as explicit yet. A challenge in K-8 Numeracy was the mixed levels of rigor and the need to establish strong grade level standard based instructional delivery. We have been addressing this by working on the consistency of implementation and work products school wide. It was also challenging finding enough time for teacher debriefing after observations, whether through PLCs or master coach. In 1.6 Math P.D. & Coaching, a success was our Math Network Improvement Collaboration (NIC). Our 8th grade teacher presented in March about problem solving and improvement science. Our 6-8 teachers have been receiving additional Math NIC p.d. monthly, focused on student learning methodology. In 9-12, we also had success in our math p.d. In addition to our FCSS coaching, our math teachers attended three external workshops and applied the strategies in their classroom. In the adult program, a challenge is that our afternoon p.d. was not available for nighttime teachers, and most of our advisors are part-time at night. In 1.7 Parent Engagement for Math, at the K-8 level, we saw success in having parent teacher conferences that included review of NWEA data, and we utilized the SST process where needed. In 1.8 Summer Math Intensive, a challenge was that we saw lower attendance—6-10 students consistently attended out of 30-40 signed up. In 9-12, a success was that we were able to provide a cross-curricular project based program that contained applied mathematics across curricular areas. Results were very positive, based on overall learning observed in the final exhibition and positive student and parent feedback.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 1 actions.

An explanation of how effective the specific actions were in making progress toward the goal.

Since BPEA just began administering the CAASPP tests to the adult students in 2022, changes in the Dashboard Math indicator from 2019 to 2022 tell an incomplete story. Math performance for the K-8 program improved from -133 estimated DFS in 2019 (pre-pandemic) to -115.7 estimated DFS in 2022 (post-pandemic), indicating our focused efforts on math instruction are producing positive outcomes (Actions 1.1 Increased math instruction, 1.2 Math resources & curriculum, 1.3 Assessments-Math, 1.4 Response to intervention-Math, 1.5 School-wide numeracy, 1.5 Math PD & coaching, 1.7 Parent engagement for math, and 1.8 Summer math intensive). Much of the decline in the Dashboard's Math indicator was due to low participation rate among the adult students, and we are implementing efforts this year to improve adult participation. Since the group of traditional high school students is small and only tested in grade 11, there are too few scores from 2019 to use the DFS to evaluate growth. Even with the inclusion of the adult students in the Dashboard, the overall DFS for English learners,

socioeconomically disadvantaged and students with disabilities improved from 2021 to 2022 (EL: -169.8 → -140.2; SED: -153.2 → -151.3; SPED: -193.1 → -157).

The success of actions 1.1-1.8 is also evidenced in the percentage of students meeting their Math growth targets in NWEA. This has increased significantly from 2020-21, from 17% to 51% meeting their targets for grades K-8 and from 44% to 66% for high school students. This is the first year that adult students are taking the NWEA test, so it's their baseline year (37% of adults met their growth target). We will continue to refine our methods for encouraging participation and engagement.

We know that the pandemic-related school closures and other negative impacts have led to continued widespread learning loss. Given that these actions were developed as part of a multi-year math initiative with newly adopted curriculum, instructional approaches, intervention, engagement, and coaching and p.d. strategies, we believe that continued implementation of these actions will bring growth in the coming year.

The Math Resources and Curriculum and Math P.D. and Coaching has been successful as evidenced by the FCSS Implementation report which showed 100% of teachers implemented Math Curriculum Strategies & completed pacing plan of IM Curriculum. Given that the plan was developed as a multi-year initiative with newly adopted curriculum, instructional approaches, intervention, engagement, and coaching and p.d. strategies, we believe that continued implementation of these actions will bring growth in the coming 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.

We are refining our SBAC and NWEA Math metrics to show performance for our K-8 and traditional high school students separate from our adult students. Although state indicators will continue to combine all our students, we feel it's important to look at the data separately to understand the successes and challenges in each program. We also updated the Year 1 NWEA MAP Math measure to match the phrasing of the Baseline, Year 2 and Desired Outcome. Since BPEA tests three times a year and growth is measured by NWEA between each administration, we are showing growth for all students who have a growth measure, even if the student only tested Fall and Winter or Winter and Spring.

In 1.8, we updated the K-8 summer intensive to 3 weeks instead of 4 weeks to align with plans for 2023. The middle school dropout rate metric has been moved to Goal 4 to better align with the culture, climate, and engagement actions of Goal 4.

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 2

Goal #	Description
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2	English Learners at BPEA will be well-supported through Integrated and Designated ELD to make rapid progress toward English Language Proficiency, resulting in High to Very High English Learner Progress Indicator (ELPI) and greater than 10% reclassification annually.
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An explanation of why the LEA has developed this goal.

State Priorities Addressed: #2 Implementation of Academic Standards, #4 Student Achievement. BPEA developed this goal in order to prioritize English Language Development for our English Learners. The 2021 English Learner Reclassification rate was 0%. 2021 DataQuest reporting showed 43.3 % of students scoring 3 or 4 on ELPAC. The leadership team, in consultation with stakeholders, decided to create an LCAP focus goal around English Language Development in order to prioritize the efforts to ensure that our English learners make steady progress and achieve the outcomes set for 2023-24 in greater than 65% improving on the ELPAC and greater than 10% reclassifying as Fluent English Proficient.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of EL students improving in English Proficiency	English Learner Progress 53.7% Data Year: 2018 & 2019 Data Source: CA Dashboard; English Learner Progress Indicator	38% (Estimated ELPI % based on change from 2020 to 2021; n=39) Data Year: 2020-21 Data Source: ELPAC student score data extract from TOMS* *ELPI was not provided on the 2021 Dashboard, so the 2021 results are an estimate based on the student data extracts provided	37.5% improving Data Year: 2021-2022 Data Source: CA Dashboard English Learner Progress Indicator		English Learner Progress >65% Data Year: 2022 & 2023 Data Source: CA Dashboard; English Learner Progress Indicator

<p>EL Reclassification rate</p>	<p>3.5%</p> <p>Data Year: 2019-20</p> <p>Data Source: DataQuest Annual Reclassification (RFEP) Counts and Rates</p>	<p>0%</p> <p>Data Year: 2020-21</p> <p>Data Source: DataQuest Annual Reclassification (RFEP) Counts and Rates</p>	<p>2021-22 Data not yet released by CDE</p> <p>Estimated: 14.5% based on CALPADS 8.1 EOY report</p>		<p>>10%</p> <p>Data Year: 2022-2023</p> <p>Data Source: DataQuest Annual Reclassification (RFEP) Counts and Rates</p>
<p>FCSS Coaches on Implementation of EL Strategies</p>	<p>70% teachers observed implementing EL strategies</p> <p>Data Year: 2019-20</p> <p>Data Source; Local Data; FCSS Coaches Implementation Report</p>	<p>100% teachers observed implementing EL strategies</p> <p>Data Year: 2021-22</p> <p>Data Source: FCSS Coaches Implementation Report</p>	<p>K-8: 100% teachers observed implementing EL strategies</p> <p>BPHS: 50%</p> <p>Data Year: 2022-23</p> <p>Data Source: FCC Coaches Implementation Report</p>		<p>90% implementation of EL strategies</p> <p>Data Year: 2023-24</p> <p>Data Source; Local Data; FCSS Coaches Implementation Report</p>
<p>Adults - ESL assessment</p> <ul style="list-style-type: none"> - % of students moving up a level from the pre-test to the post-test of ESL assessment - Increase in % of students in Stand Out levels 3 or above 	<p>79.2% improved a level from pre- to post-test</p> <p>% of students in Stand Out levels 3 or above increased from 41.6% to 79.2% (for students pre- AND post-tested)</p> <p>Data Year: 2018-19</p>	<p>23% of students improved a level from 1st to 2nd administration of ESL assessment</p> <p>There was a 5.1 percentage point increase of students scoring in Stand Out levels 3 or above (from 43.3% to 48.4%)</p>	<p>56% of students improved a level from pre-test to the post-test of ESL assessment</p> <p>6.2 percentage point increase of students scoring in Stand Out levels 3 or above (81.3% to 87.5%)</p>		<p>85% of students improve a level from 1st to 3rd administration of ESL assessment</p> <p>>40 percentage point increase of students scoring in Stand Out levels 3 or above</p>

	Data Source: Local Data	Data Year: 2020-21 Data Source: CTC ESL Student Test Data	Data Year: 2021-22 Data Source: CTC ESL Student Test Data		Data Year: 2022-23 Data Source: Local Data
Phonics Assessment Grades K-5	Percentage of students K-5 on grade level:May 2021 50% overall Data Year: 2020-21 Data Source: Local Data	Mastery of grade level K- 0% 1- 7% 2- 20% 3-32% 4-50% 5-82% Data Year: 2021-22 Data Source: Phonics Assessment	Mastery of grade level K-59% 1-61% 2-46% 3-35% 4-54% 5-58% Data Year: 2022-23 Data Source: Phonics Assessment		Growth by 2022: 60% on grade level K-5 Growth by 2024: 75% on grade level K-5 Data Year: 2023-24 Data Source: Local Data

Actions

Action #	Title	Description	Total Funds	Contributing
1	Comprehensive ELD Program	High quality, research-based comprehensive English Language Development program. K-12 <ul style="list-style-type: none"> • Integrated and Designated ELD delineated within the school schedule • Additional credentialed staff added to provide intervention and support 	\$ 242,202	Y

- Additional bi-lingual paraprofessionals to support ELL students
- Implement high-quality, standards-aligned resources and curriculum across all content areas which contain embedded ELD strategies and resources.
- A systematic phonemic awareness and phonics program and daily work with vocabulary using realia, photos, Frey model and conversations using academic language.
- Supplemental curriculum such as: BrainPop EL, Nearpod ELD, RazzKids ELD
- Word rich environments around school sites with multiple visual representations of instructional and pragmatic language
- ELD Staff and curricular resources.

Adult

- ELD for adult-aged HS program supports English language acquisition in support of transition to HS diploma program.
- English Language Acquisition classes
- Bilingual support in Adult-Aged HS classes
- ELD Staff and curricular resources.
- ESL online assessment for all incoming English learners.

Increased or Improved Services Explanation:

Needs, Conditions, Circumstances:

In 2022 SBAC, English Learners had 0% Met/Exceeded in Math and 0% in ELA, compared to 5% in Math for all students and 15% in ELA for all students. We had low performance in 2022 on the English Learner Progress Indicator, with 37.5 % of students making progress towards English language proficiency. Our estimated 2022 English Learner Reclassification rate is 14.5%. We know from analyzing assessment data that our English Learners need instruction

that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data and personalizing instruction. They need additional opportunities to learn and catch up.

How action is based on needs, conditions, circumstances:

We have designed a comprehensive program of English Language Development, including Newcomer Supports, to ensure that our English Learners become proficient and are able to reclassify at high rates.

What action is being provided:

This action provides dedicated staff to provide ELD instruction and support, as well as supplemental ELD instructional materials.

How the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

These additional resources are designed to meet the needs most associated with our students who are English learners.

How action is connected to anticipated outcome:

By implementing the identified actions, we believe we will ensure steady growth for our English learners in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates.

Anticipated actual measurable outcome for English learners:

Current targets aim for at least 11 points' growth in the English Learner Progress Indicator and a slight improvement each year (~2pt) in our

		reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.		
2	Newcomer Supports	<p>Newcomers & Beginning English Learner Support</p> <ul style="list-style-type: none"> • ELD Newcomer curriculum for classroom teachers • Classroom and campus tour preview with family to identify supports needed to address limited English proficiency • Student Services staff trained to provide supports for unaccompanied refugee minors <p>Increased or Improved Services Explanation:</p> <p>Needs, Conditions, Circumstances:</p> <p>In 2022 SBAC, English Learners had 0% Met/Exceeded in Math and 0% in ELA, compared to 5% in Math for all students and 15% in ELA for all students. We had low performance in 2022 on the English Learner Progress Indicator, with 37.5 % of students making progress towards English language proficiency. Our estimated 2022 English Learner Reclassification rate was 14.5%. We know from analyzing assessment data that our English Learners need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data and personalizing instruction. They need additional opportunities to learn and catch up.</p> <p>How action is based on needs, conditions, circumstances:</p>	Represented in 2.1	Y

We have designed a comprehensive program of English Language Development, including Newcomer Supports, to ensure that our English Learners become proficient and are able to reclassify at high rates.

What action is being provided:

This action provides dedicated staff to provide ELD instruction and support, including Newcomer Supports, as well as supplemental ELD instructional materials.

How the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

These additional resources are designed to meet the needs most associated with our students who are English learners.

How action is connected to anticipated outcome:

By implementing the identified actions, we believe we will ensure steady growth for our English learners in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates.

Anticipated actual measurable outcome for English learners:

Current targets aim for at least 28 points' growth in the English Learner Progress Indicator and a slight improvement each year (~2pt) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.

3	P.D. for English Language Development	<p>Professional Development for ELD</p> <ul style="list-style-type: none"> • ELD PD provided K-12 once/semester • Ongoing spotlight on ELD strategies at weekly teacher’s meetings • FCSS coaching to develop best practices and implement systems <p>Increased or Improved Services Explanation:</p> <p>Needs, Conditions, Circumstances:</p> <p>In 2022 SBAC, English Learners had 0% Met/Exceeded in Math and 0% in ELA, compared to 5% in Math for all students and 15% in ELA for all students. We had low performance in 2022 on the English Learner Progress Indicator, with 37.5 % of students making progress towards English language proficiency. Our estimated 2022 English Learner Reclassification rate was 14.5%. We know from analyzing assessment data that our low income, foster youth, and English Learner students need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data, implementing instructional best practices proven to benefit low income, foster youth, and English learner students, and personalizing instruction for them.</p> <p>How action is based on needs, conditions, circumstances:</p> <p>Our English Learners need their teachers to have well developed skills in working with instructional data, teaching them, and personalizing instruction, and administrator support dedicated to developing teachers and coaching them for continual improvement in their skills.</p> <p>What action is being provided:</p>	Represented in 3.8	Y
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This action provides expert professional development and coaching through Fresno County School Superintendent Office, as well as administrator support to coach and develop teachers in their ability to raise achievement for our English Learners.

How the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

These additional resources are designed to meet the needs most associated with our students who are English learners.

How action is connected to anticipated outcome:

Coaching and professional development adds to the quality of instruction by developing our teachers' abilities to meet the needs of our English learners.

Anticipated actual measurable outcome for English learners:

By implementing the identified actions, we believe we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 60 points growth to close the distance from standard in ELA and 80 points growth to close the distance from standard in math within the next three years (see expected outcomes in Goal 1), 28 points' growth in the English Learner Progress Indicator and a slight improvement each year (~2pt) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.

4	Family Engagement for Families of English Learners	<p>Family Engagement for Families of English Learners</p> <ul style="list-style-type: none"> • Newcomer 1:1 family meeting to identify needed supports • School correspondence provided in native languages of all students • ELAC meetings quarterly (as part of SSC) 	Represented in 4.1	N
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Goal Analysis for 2022-23

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

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

Goal 2 actions were implemented as planned overall, except for the following: In 2.3, at 9-12 level, ELD P.D. occurred in the second semester. Successes and Challenges: In 2.1 Comprehensive ELD Program, a success in K-8 was in having time carved out during RTI time five days per week for designated ELD and increased time overall for integrated ELD by increasing ELA time and integrating ELD into our guided reading K-5 and novel study for grades 6-8. We found success in implementing EL curriculum for vocabulary from Learning A through Z ELL Bundle. We also saw success in implementing the Basic Phonics Skills Test (BPST) for K-5. We increased the BPST frequency from 3 to 4 times/year. After the first administration of BPST, we noted the amount of needs for RTI from the data and decided to implement a K-2 phonics intervention plan. In 9-12, we saw success in working with FCSS coaching to bring p.d. on ELD and to support teachers with integrated ELD. A challenge we experienced in 9-12 was in scheduling for designated ELD. To address this, we planned to adjust our designated ELD schedule to build in 20 min daily designated ELD sessions. In the Adult program, we saw success in offering ESL classes for English language acquisition (2 teachers, 3 classes, 6 levels). We also began developing a redesignation plan designed for age 22+ students who do not follow the K-12 ELPAC process (new for 23/24 SY). We successfully added DRC/TABE (comparable to the ELPAC) both for use by our age 22+ students in ESL/ADEL populations and for use as our EL/ADEL placement assessment to determine ESL class level or verify eligibility for redesignation or diploma track. Additional successes included providing supplemental Acellus courses to assist with bilingual support and our updated ELD/ESL curriculum. In 2.1 Comprehensive ELD, K-8, we saw success in teaching to the ELD anchor standards and implementing planned interventions with small groups of 2-3 students, and we have seen its success based on NWEA and phonics assessments. In the Adult program, a success is that we used the EL/ADEL/ESL assessment upon enrollment to determine the level of support needed. In 2.3 P.D. for E.L.D., a success in K-8 was that we brought a menu of options for P.D. through our County coach and sought teacher input on their needs. We engaged in a collaborative cycle of coaching, observations, and debriefs. We saw success in the observed implementation of strategies. At the Adult level, a success was that our ESL/ELD department PLCs began in January with teachers and administrators for collaboration and recalibration of expectations and direction. In 2.4 Family Engagement for Families of English Learners, we saw success in our parents having access to the portal of our online learning platforms and in the use of

Parentsquare for translation of all communications. We see success in the parent engagement in our ELAC (and student involvement from the adult program).

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 2 actions.

An explanation of how effective the specific actions were in making progress toward the goal.

The Comprehensive ELD Program, Newcomer Supports, PD for English Language Development, and Family Engagement for Families of English Learners have been somewhat successful. Although the percentage of EL students improving in English proficiency has stayed at 38%, we estimate the reclassification rate improved from 0% in 20-21 to 14.5% in 21-22 and the percentage of students at mastery on the Phonics Assessment increased in every grade from Kinder to 4th (K: 0% → 59%, 1st: 7% → 61%, 2nd: 20% → 46%, 3rd: 32% → 35%, 4th: 50% → 54%, 5th: 82% → 58%). The actions also benefited the adult students who showed significant improvement on the Adult ESL assessment from 23% improving a level from pre-test to post-test in 21-22 to 56% of students improving a level in 22-23. In 2021, 48.4% of students ended the year scoring in Stand Out levels 3 or above; in 2022, 87.5% scored the same.

The P.D. for English Language Development has been successful as evidenced by the FCSS Coaches Implementation report (Year 1 Outcome) which showed 100% of K-8 teachers observed implementing ELD strategies and 50% of BPHS teachers.

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.

There were no changes made in Goal 2.

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 3

Goal #	Description
3	BPEA students develop a strong foundation of academic and real-world skills through highly effective instruction and authentic learning experiences.

An explanation of why the LEA has developed this goal.

State Priorities Addressed: #1 Basic Services, #2 Implementation of Academic Standards, #4 Student Achievement, #7 Course Access, #8 Other Student Outcomes. BPEA developed this goal in order to encompass and articulate the vision, actions, targets, and associated expenditures in support of student learning of both foundational academic skills and real-world skills both for the K-12 and the high-school aged adult program. The Big Picture vision incorporates authentic learning experiences in conjunction with highly effective instruction. 2019 CA Dashboard showed ELA at Orange level overall, and Red level for English learners and Socioeconomically Disadvantaged students. Math for 2019 was at Red level for all students and groups. The 2021 CAASPP Math Distance from Standard (-151.4 Overall, -169.8 for English Learners, -152.6 for Hispanic or Latino, -153.2 for Socioeconomically Disadvantaged, and -193.1 for Students with Disabilities) and % Met or Exceeded Standard (2% overall, 0% for English Learners, 1% for Hispanic or Latino, 2% for Economically Disadvantaged, and 0% for Students with Disabilities), and we have thus created a focus goal around Math in particular. We included the Math EAP metric in this Goal because it is an integral part of college and career readiness. Based on the 2021 CAASPP ELA Distance from Standard (-99.3 Overall, -142.3 for English Learners, -92.9 for Hispanic or Latino, -102.5 for Socioeconomically Disadvantaged, and -152.3 for Students with Disabilities) and % Met or Exceeded Standard (11.1% overall, 5.6% for English Learners, 12.2% for Hispanic or Latino, 9.1% for Economically Disadvantaged, and 0% for Students with Disabilities), English Language Arts is an identified need. The leadership team, in consultation with stakeholders, decided to create an LCAP goal to encompass all the programmatic and budgetary components mobilized toward the achievement of our academic outcomes. BPEA students need a strong foundation in academic and real world skills in order to be successful in college and career. We believe that the components of this goal will generate the momentum needed to meet the targets.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA DFS and % Met or Exceed Standard: All students and numerically significant subgroups	SBAC ELA DFS All: -92.8 EL: -126.9 HI: -92.4 SED: -95.2 SPED: -174.9 SBAC ELA MET All: 13%	SBAC estimated ELA DFS All: -99.3 EL: -142.3 HI: -92.9 SED: -102.5 SPED: -152.3 SBAC ELA Met All: 11%	SBAC ELA DFS: All: -124.8 EL: -110.3 HI: -119.1 Af Am: -191.9 SED: -115.6 SPED: -125.2 SBAC ELA Met		SBAC ELA DFS: All: -55 EL: -89 HI: -55 SED: -65 SPED: -78.1 SBAC ELA Met All: 43%

	<p>EL: 0% HI: 13% SED: 12% SPED: 0%</p> <p>Data Year: 2019 Data Source: CA Dashboard Math Indicator, DataQuest CAASPP Summative (clarified source - formerly CAASPP data) (updated to official sources - formerly CAASPP Student score data extract from TOMS)</p>	<p>EL: 6% HI: 12% SED: 9% SPED: 0%</p> <p>Data Year: Spring 2021*</p> <p>Data Source: CAASPP student score data extract from TOMS *CAASPP was not administered in 2020 due to COVID</p>	<p>All: 15.3% EL: 0.0% HI: 15.2% Af Am: 13.3% SED: 11.8% SWD: 8.3%</p> <p>Data Year: Spring 2022 Data Source: CA Dashboard ELA and Math Indicator, DataQuest CAASPP Summative</p> <p>SBAC ELA estimated DFS by program: K-8: -86.2 HS: -54.0 Adult HS: -111.2</p> <p>Data Year: 2022 Source: CAASPP Student Score Data File calculation</p>		<p>EL: 40% HI: 43% SED: 43% SPED: 40%</p> <p>(formerly tbd) Data Year: 2023 Data Source: CAASPP Student score data extract from TOMS</p>
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<p>% Ready or Conditionally Ready for College (EAP):</p> <p>All students and numerically significant subgroups</p>	<p>All 11th graders</p> <p>ELA: 25%</p> <p>Math: 6.3%</p> <p>Hispanic</p> <p>ELA: 18.2%</p> <p>Math: 0.0%</p> <p>Economically Disadvantaged</p> <p>ELA: n/a</p> <p>Math: n/a</p> <p>Data Year: 2018-19</p> <p>Data Source: DataQuest CAASPP Summative</p> <p>(clarified source - formerly CAASPP Test Results)</p>	<p>All:</p> <p>ELA: 33.3%</p> <p>Math: 0%</p> <p>Hispanic:</p> <p>ELA: 35%</p> <p>Math: 0%</p> <p>Economically Disadvantaged</p> <p>ELA: 20%</p> <p>Math: 0%</p> <p>Data Year: Spring 2021</p> <p>Data Source: DataQuest CAASPP Summative*</p> <p>(CAASPP not administered in 2020; 2021 data source updated from TOMS data extract to DataQuest to align with other years)</p>	<p>All</p> <p>ELA 14.1%</p> <p>Math 0%</p> <p>Hispanic</p> <p>ELA 16.1%</p> <p>Math 0%</p> <p>Economically Disadvantaged</p> <p>ELA 18.6%</p> <p>Math 0%</p> <p>Data Year: Spring 2022</p> <p>Data Source: DataQuest CAASPP Summative</p>		<p>All 11th graders</p> <p>ELA: 35%</p> <p>Math: 30%</p> <p>Hispanic</p> <p>ELA: 35%</p> <p>Math: 30%</p> <p>Economically Disadvantaged</p> <p>ELA: 25% (formerly tbd)</p> <p>Math: 20% (formerly tbd)</p> <p>Data Year: 2023</p> <p>Data Source: DataQuest CAASPP Summative</p> <p>(data source updated to align with other years)</p>
<p>NWEA MAP Reading and Language Usage: %</p>	<p>Meeting annual growth target*</p> <p>Reading</p>	<p>Meeting annual growth target</p> <p>Reading:</p>	<p>Meeting annual growth target Reading:</p> <p>K-8: 46%</p>		<p>Fall to Spring</p> <p>Reading & Language</p>

meeting annual growth target	<p>K-8: 23% HS 48%</p> <p>Language Usage K-8: 26% HS: 44%</p> <p>Data Year: 2020-21 Data Source: NWEA MAP score extract *(updated measure to match MAP Math)</p>	<p>K-8: 38% HS: 50%</p> <p>Language Usage: K-8: 40% HS (9-11): 39%</p> <p>Data Year: 2021-22 Fall to Spring growth Data Source: NWEA MAP score extract</p>	<p>HS: 46% Adult HS: 37%</p> <p>Language Usage: K-8: 36% HS (9-11): 64% Adult HS: n/a</p> <p>Data Year: 2022-23 Data Source: NWEA Map score extract</p>		<p>Usage K-8: >50% HS: >60%</p> <p>Data Year: 2023-24</p> <p>Data Source: NWEA MAP score extract</p>
CA Science Test (CAST): % Met	<p>3.9% Data Year: 2018-19</p> <p>Data Source: DataQuest CAST (clarified source - formerly CAASPP Test Results)</p> <p>Adults: 3% Based on 2022 (Yr 2) disaggregated data *(added after initial testing in 2022)</p>	<p>CAST not administered in Spring 2021</p>	<p>9.9% Data Year: Spring 2022</p> <p>Data Source: DataQuest CAST Summative</p> <p>By Program: K-8: 15% HS: 11% Adult HS: 3%</p> <p>Source: Student Score Data Extract</p>		<p>20% Data Year: 2022-23</p> <p>Data Source: CAASPP Test Results</p> <p>Adults: 10%* *updated to include adult target</p>

<p>% completing A-G requirements</p>	<p>15%</p> <p>Data Year: 2019-20</p> <p>Data Source: DataQuest 4-Year Adjusted Cohort Graduation Rate Outcomes</p> <p>*(matched source across years - formerly included Local Data)</p>	<p>All: 22.6%</p> <p>Af Am: 25.0%</p> <p>Hisp: 25.0%</p> <p>SED: 25%</p> <p>Data Year: 2020-21</p> <p>Data Source: DataQuest 4-Year Adjusted Cohort Graduation Rate Outcomes</p>	<p>All: 4.3%</p> <p>Af Am: * (<11 stud)</p> <p>Hisp: 5.9%</p> <p>SED: 5.0%</p> <p>Data Year: 2021-22</p> <p>Data Source: DataQuest 4-Year Adjusted Cohort Graduation Rate Outcomes</p>		<p>>35%</p> <p>Data Year: 2022-23</p> <p>Data Source: Data Source: DataQuest 4-Year Adjusted Cohort Graduation Rate Outcomes</p> <p>*(matched source across years - formerly included Local Data)</p>
<p>CTE Pathway Completion Rate</p>	<p>CTE Pathways program started in 2021-22.</p> <p>0%</p> <p>Data Year: 2020</p> <p>Data Source: Dashboard CCI Additional Reports</p>	<p>0%</p> <p>(BPEA offers CTE courses but no official CTE pathway)</p> <p>Data Year: 2020-21</p> <p>*Data Source: Dashboard CCI Measures Only Report</p> <p>(data source differs due to only Measures Only report being released)</p>	<p>0%</p> <p>Data Year: 2021-22</p> <p>Data Source: *Dashboard CCI Measures Only Report</p> <p>(data source differs due to only Measures Only report being released)</p>		<p>TBD once baseline is established.</p> <p>Data Source: Dashboard CCI Additional Reports</p>
<p>A-G Completion and CTE Pathway Completion</p>	<p>CTE Pathways program started in 2021-22.</p> <p>0%</p>	<p>0%</p> <p>(BPEA offers CTE courses but no official CTE pathway)</p>	<p>0.0%</p> <p>Data Year: 2021-22</p>		<p>TBD once baseline is established.</p>

	Data Year: 2020 Data Source: Dashboard CCI Additional Reports	Data Year: 2020-21 Data Source: Dashboard CCI Measures Only Report	Data Source: Dashboard CCI Measures Only Report		Data Source: Dashboard CCI Additional Reports
AP Pass Rate	TBD; No AP Classes Offered Yet Data Year: 2021-22 Data Source: College Board AP Central	No students tested in 2021. Test results for 2022 not yet available	No AP classes offered Data Year: 2021-22 Data Source: College Board AP Central		Goal to be set after baseline data established Data Year: 2022-23 Data Source: College Board AP Central
% CCSS, NGSS, ELD, and all state content standards are implemented.	100% Data Year: 2020-21 Data Source: Local Indicator (Priority 2) *(matched source across years - formerly included Local Data)	100% Data Year: 2021-22 Data Source: Local Indicator (Priority 2)	100% Data Year: 2022-23 Data Source: Local Indicator (Priority 2)		100% Data Year: 2023-24 Data Source: Local Indicator (Priority 2) *(matched source across years - formerly included Local Data)
Broad course of study	K-8 Enrolled in English, Science, Social Science, Math, P.E., and VAPA (+health for upper elem): 100% 9-12 Enrolled in A-G aligned course of study: 100% Data Year: 2020-21	K-8 Enrolled in English, Science, Social Science, Math, P.E., and VAPA (+health for upper elem): 100% 9-12 Enrolled in A-G aligned course of study: 100% Data Year: 2021-22	K-8: 100% 9-12: 100% Data Year: 2022-23 Data Source: Local Data/ Local Indicator (Priority 7)		K-8 Enrolled in English, Science, Social Science, Math, P.E., and VAPA (+health for upper elem): 100% 9-12 Enrolled in A-G aligned course of study: 100% Data Year: 2023-24

	Data Source: Local Data/ Local Indicator (Priority 7)	Data Source: Local Data/ Local Indicator (Priority 7)			Data Source: Local Data/Local Indicator (Priority 7)
Appropriately assigned and fully credentialed teachers	52% of teachers fully credentialed 0% Misassignments 0% Vacancies Data Year: 2019-20 Data Source: Local Indicator (Priority 1)	100% of teachers fully credentialed 0% Misassignments 8.3% Vacancies: 2 vacancies out of 24 teachers (NOT including CTC part time teachers) 5.6% Vacancies: 2 vacancies out of 35.5 teachers (including CTC part time teachers) Data Year: 2021-22 Data Source: Local Indicator (Priority 1)	87.6% of teachers fully credentialed 12.4% misassignments Data Year: 2020-21 *Data Source: DataQuest Teaching Assignment Monitoring Outcomes by FTE Source changed due to release of TAMO by CDE		100% teachers appropriately assigned 0 Misassignments 0 Vacancies Data Year: 2023 Data Source: Local Indicator (Priority 1)
% of students with access to standards-aligned instructional materials for use at school and at home	100% Data Year: 2020-21 Data Source:Local Indicator (Priority 2)	100% Data Year: 2021-22 Data Source: Local Indicator (Priority 2)	100% Data Year: 2022-23 Data Source: Local Indicator (Priority 2)		100% Data Year: 2023 Data Source: Local Indicator (Priority 2)
Dual enrollment	0.0% of cohort grades completed one	6.6% of cohort grades completed one	4.3% of cohort grades completed one		15% of enrolled students

	<p>semester or two quarters/trimesters</p> <p>Data Year: 2019-20</p> <p>Data Source: Dashboard CCI Measures Only Report</p> <p>*(updated with official 2019-20 Dashboard data)</p>	<p>semester or two quarters/trimesters</p> <p>Data Year: 2020-21</p> <p>Data Source: Dashboard CCI Measures Only Report</p> <p>*(updated with official 2020-21 Dashboard data)</p>	<p>semester or two quarters/trimesters</p> <p>Data Year: 2021-22</p> <p>Data Source: Dashboard CCI Measures Only Report</p>		<p>Data Year: 2023-24</p> <p>Data Source: Dashboard CCI Measures Only Report</p> <p>*(updated to show official data from Dashboard)</p>
% Teachers observed implementing Guided Reading	<p>70% teachers observed implementing Guided Reading</p> <p>Data Year: 2019-20</p> <p>Data Source: FCSS Coaches Implementation Report</p> <p>(updated to match source across years - removed "Local Data")</p>	<p>100% of K-5 teachers observed implementing Guided Reading</p> <p>Data Year: 2021-22</p> <p>Data Source: FCSS Coaches Implementation Report</p>	<p>100% of K-5 Teachers</p> <p>Data Year: 2022-23</p> <p>Data Source: FCSS Coaches Implementation Report</p>		<p>90% implementation of Guided Reading</p> <p>Data Year: 2023-24</p> <p>Data Source: FCSS Coaches Implementation Report</p> <p>(updated to match source across years - removed "Local Data")</p>
Adults- Acellus final exam grades: % met/exceeded in math and language arts/reading	<p>Math - 87.5%</p> <p>Language Arts/Reading - 55.3%</p> <p>Data Year: 2018-19</p> <p>Data Source: Local Data</p>	<p>Math - 82%</p> <p>Language Arts/Reading - 46%</p> <p>Data Year: 2020-21</p> <p>Data Source: Acellus Local Data</p>	<p>Math - 89%</p> <p>Language Arts/Reading - 48%</p> <p>Data Year: 2021-22</p> <p>Data Source: Acellus Local Data</p>		<p>Math - 90%</p> <p>Language Arts/Reading - 60%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Data</p>

		*subject updated from “English” to “Language Arts/Reading” to match Acellus terminology and for consistency across years			
<p>Adults - GPA growth for seniors</p> <ul style="list-style-type: none"> - GPA at BPEA entry compared to GPA in BPEA courses - % of students averaging A, B or C at graduation versus school entry <p>Data Source: Local Data</p>	<p>GPA increased from 2.09 to 2.73 (0.64 increase)</p> <p>Students averaging C or above increased from 57.1% to 89.9%</p> <p>Data Year: 2018-19</p> <p>Data Source: Local Data</p>	<p>GPA increase of .70 pts (from 2.30 to 3.05)</p> <p>95% average C or above</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Data</p>	<p>0.64 GPA point increase (from 2.28 to 2.92)</p> <p>95.2% average C or above</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Data</p>		<p>GPA increase of .75 pts</p> <p>93% of seniors average C or above</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Data</p>
<p>Percent of students enrolling in post-secondary education after HS graduation</p>	<p>HS: 50% enrolled in 2 or 4 year colleges</p> <p>Adult HS: not available</p> <p>Data Year: 2019-20</p> <p>Data Source: National Student Clearinghouse</p> <p>*Added in 2022-23</p>	<p>HS: 33% enrolled in 2 or 4 year colleges</p> <p>Adult HS: 17%</p> <p>Data Year: 2020-21</p> <p>Data Source: National Student Clearinghouse</p>	<p>HS: 37% enrolled in 2 or 4 year colleges</p> <p>Adult HS: 12%</p> <p>Data Year: 2021-22</p> <p>Data Source: National Student Clearinghouse</p>		<p>HS: 50% enrolled in 2 or 4 year colleges</p> <p>Adult HS: 20%</p> <p>Data Year: 2022-23</p> <p>Data Source: National Student Clearinghouse</p>
<p>Physical Fitness Test participation rate</p>	<p>100%</p>	<p>N/A - added in 2023</p>	<p>N/A - added in 2023</p>		<p>100%</p>

Data Year: 2021-22
Data Source: Local Data

Data Year: 2023-24
Data Source: Local Data

Actions

Action #	Title	Description	Total Funds	Contributing
1	Response to Intervention--aides	<p>Response to Intervention (RTI) program provides individualized support for K-12 students.</p> <ul style="list-style-type: none"> • Data cycle of inquiry based on assessment data • Small, multi-grade intervention groups formed based on data for short tutorial classes. • Aides for small group support 	\$ 199,047 (Title I)	N
2	Response to Intervention--coordination and curriculum	<p>Response to Intervention (RTI) program provides individualized support for K-12 students.</p> <ul style="list-style-type: none"> • Data cycle of inquiry based on assessment data • Small, multi-grade intervention groups formed based on data for short tutorial classes. • RTI curriculum & Administrator support to coordinate data cycle <p>Increased or Improved Services Explanation:</p> <p>Needs, Conditions, Circumstances:</p> <p>In 2022 SBAC, English Learners had 0% Met/Exceeded in math and 0% in ELA, compared to 5% in Math for all students and 15% in ELA for all students. In 2022 SBAC, Socioeconomically Disadvantaged students had 3% Met/Exceeded in Math and 12% Met/Exceeded in ELA. We know from analyzing assessment data that our low income, foster youth, and English Learner students need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well</p>	\$ 51,775	Y

developed skills in working with instructional data and personalizing instruction. They need additional opportunities to learn and catch up.

How action is based on needs, conditions, circumstances:

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction.

What action is being provided:

We have designed a high quality Response to Intervention (RTI) program, including a dedicated component for math, that provides individualized support for our K-12 students. The academic intervention program is built upon a foundation of high quality assessment data and supported by FCSS coaching for administrators and teachers in data analysis best practices. This action provides RTI curriculum and administrator support to lead and monitor the program.

How the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we expect that all students struggling with ELA and/or Math will benefit, it is an LEA-wide action.

How action is connected to anticipated outcome:

		<p>By implementing the identified actions, we believe we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates.</p> <p>Anticipated actual measurable outcome for low income students, English learners, and foster youth:</p> <p>Current targets aim for at least approximately 60 points growth to close the distance from standard in ELA and 80 points growth to close the distance from standard in math within the next three years (see expected outcomes in Goal 1), 28 points’ growth in the English Learner Progress Indicator and a slight improvement each year (~2pt) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.</p>		
3	Curriculum and Instructional Materials	<p>Implement high-quality, standards-aligned resources and curriculum</p> <ul style="list-style-type: none"> ● K-12 <ul style="list-style-type: none"> i. Board-approved standards-based core curricular resources such as ii. Cengage National Geographic, Illustrative Math K-12, Amplify Science, Studies Weekly, Units of Study writing curriculum K-8 iii. Classworks, RTI curriculum (Supplementary examples) iv. Curricular resources with embedded ELD strategies. v. Supplemental curriculum such as: BrainPop EL, Nearpod ELD, RazzKids ELD ● Adult 	\$ 270,781	N

		<ul style="list-style-type: none"> i. Acellus online curriculum for use in K-12 and Adult-aged HS (all Acellus regular HS courses are UC (a-g) approved) ii. Standout, a six-level, standards-based ESL series curriculum for Adult English Language Acquisition programs 		
4	High-Quality Assessments	<p>High-quality assessments to inform instruction and interventions</p> <ul style="list-style-type: none"> • K-12 <ul style="list-style-type: none"> i. NWEA MAP, Fountas & Pinnell, CAASPP Interims ii. K-8 BPST iii. Using approved assessments aligned with CDE Verifiable Data iv. FCSS coaching for admin and teachers in data analysis v. Implement school-wide cycle of interim assessments and data analysis (interims monthly, F&P 2x, NWEA 3x) vi. Implement K-12 cultural shift to intrinsic goal setting for students based on mindset and motivation • Adult High School <ul style="list-style-type: none"> i. Standout curriculum-embedded assessments ii. ELPAC preparation and testing <p>Increased or Improved Services Explanation:</p> <p>Needs, Conditions, Circumstances:</p> <p>In 2022 SBAC, English Learners had 0% Met/Exceeded in math and 0% in ELA, compared to 5% in Math for all students and 15% in ELA for all students. In 2022 SBAC, Socioeconomically Disadvantaged students had 3% Met/Exceeded in Math and 12% Met/Exceeded in ELA. We know from analyzing assessment data that our low income, foster youth, and English Learner students need instruction that fills gaps in prerequisite skills and</p>	\$ 192,247	Y

		<p>advances grade level mastery. They need their teachers to have well developed skills in working with instructional data and personalizing instruction. Teachers need high-quality instructional data. Students need additional opportunities to learn and catch up.</p> <p>How action is based on needs, conditions, circumstances:</p> <p>Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. The academic intervention program is built upon a foundation of high quality assessment data and supported by FCSS coaching for administrators and teachers in data analysis best practices.</p> <p>What action is being provided:</p> <p>This action provides an assessment system, administrative support to lead the use of assessment data, coaching to develop staff in best practices, and paraprofessionals to support small group instruction as needed. By adding high-quality assessments to our program, along with staffing and coaching to support its implementation, we are able to get data on the unique needs of our students, increasing the quality of instruction by allowing us to tailor it to the specific needs of our low income students, foster youth, and English learners.</p> <p>How the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:</p>		
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		<p>These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we expect that all students struggling with Math and/or ELA will benefit, it is an LEA-wide action.</p> <p>How action is connected to anticipated outcome:</p> <p>By implementing the identified actions, we believe we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates.</p> <p>Anticipated actual measurable outcome for low income students, English learners, and foster youth:</p> <p>Current targets aim for at least approximately 60 points growth to close the distance from standard in ELA and 80 points growth to close the distance from standard in math within the next three years (see expected outcomes in Goal 1), 28 points’ growth in the English Learner Progress Indicator and a slight improvement each year (~2pt) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.</p>		
5	Well-qualified Teachers	<p>Recruit and retain high-quality and appropriately credentialed teachers and staff (K-12 and Adult):</p> <ul style="list-style-type: none"> ● Create a cohesive academic program where seasoned teachers support new ones as they develop in the Big Picture philosophy and learn best teaching practices. ● Collaborate with FCSS credentialing office ● Attend hiring fairs at local universities, online, and county-wide 	\$1,666,415	N

6	Comprehensive Student Services (K-12 and Adult)	<ul style="list-style-type: none"> ● Appropriate staffing to support student needs ● Paraprofessionals to support our students with a Student Services program that is integrated throughout the school experience. ● Our staff view each student individually and they work to equitably support their specific needs using whatever means is necessary- IE, 504, SST, personal check-ins, push-in services, etc. ● IEP/504 plan support as needed for K-12 and adult-aged HS (Initiative to improve the practices for 504 eligible adult-aged HS program) ● Identify, certify and support Homeless and Foster Care students in compliance with Board Policy and the McKinney-Vento Act. 	\$ 716,620	N
7	Coaching & P.D.	<p>Teacher Development—Coaching and Professional Development</p> <ul style="list-style-type: none"> ● K-12 <ul style="list-style-type: none"> ■ Professional Development to address: distance learning, data-informed instruction, Social Emotional Learning, anti-racist teaching practices, Professional Learning Communities, supports for Homeless, Foster, and Child Find ■ Instructional coaching <ul style="list-style-type: none"> ● administrator observations, feedback and PLC facilitation ● teacher peer leader ● Adult <ul style="list-style-type: none"> ■ Adult-aged program professional development <ul style="list-style-type: none"> ● Administrator and Lead teachers provide p.d. on: <ul style="list-style-type: none"> a. Acellus program and School Pathways 	\$ 286,269	N

		<ul style="list-style-type: none"> b. onboarding training for new teachers c. Implementation of instructional model d. student support and communication e. monitoring progress f. Documentation and protocols g. independent study procedural requirements h. mentoring and supporting students i. standardized testing <ul style="list-style-type: none"> ● Lead teachers keep records, manage ESL testing, support teachers with Acellus, provide general training as needed, and collect and prepare student data. 		
8	Coaching & P.D.--Targeted Support	<p>Coaching and Professional Development--Targeted Support</p> <ul style="list-style-type: none"> ■ Focus on best practices to bring academic growth for EL, low income, and foster youth ■ FCSS Coaches engage in curricular mapping (begun Spring 2021) with K-8 teachers and 9-12 math teachers ■ Grade-level based cycles of instruction <ul style="list-style-type: none"> ● coach modeling of instructional strategies ● follow-up observation of instructional “look fors” ● coaching sessions to reflect on take-aways ● feedback sessions with monthly informal feedback and twice annual formal feedback. ■ FCSS Instructional Coaching in Systems, ELA/ELD, STEAM, VAPA and IT 	\$ 157,006	Y

Increased or Improved Services Explanation:

Needs, Conditions, Circumstances:

In 2022 SBAC, English Learners had 0% Met/Exceeded in math and 0% in ELA, compared to 5% in Math for all students and 15% in ELA for all students. In 2022 SBAC, Socioeconomically Disadvantaged students had 3% Met/Exceeded in Math and 12% Met/Exceeded in ELA. We know from analyzing assessment data that our low income, foster youth, and English Learner students need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data, implementing instructional best practices proven to benefit low income, foster youth, and English learner students, and personalizing instruction for them.

How action is based on needs, conditions, circumstances:

Our Low income students, English learners, and foster youth students need their teachers to have well developed skills in working with instructional data, teaching them, and personalizing instruction, and administrator support dedicated to developing teachers and coaching them for continual improvement in their skills.

What action is being provided:

This action provides expert professional development and coaching through Fresno County School Superintendent Office, as well as administrator support to coach and develop teachers in their ability to raise achievement for our low income students, foster youth, and English Learners.

		<p>How the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:</p> <p>These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we expect that all students struggling with ELA and Math will benefit, it is an LEA-wide action.</p> <p>How action is connected to anticipated outcome:</p> <p>Coaching and professional development adds to the quality of instruction by developing our teachers’ abilities to meet the needs of our low income students, foster youth, and English learners.</p> <p>Anticipated actual measurable outcome for low income students, English learners, and foster youth:</p> <p>By implementing the identified actions, we believe we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 60 points growth to close the distance from standard in ELA and 80 points growth to close the distance from standard in math within the next three years (see expected outcomes in Goal 1), 28 points’ growth in the English Learner Progress Indicator and a slight improvement each year (~2pt) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.</p>		
9	Internships	Learning Through Internships (K-12)	\$ 89,483	N

		<ul style="list-style-type: none"> ● K-8 All students identify career areas of interest. Community partners come in to meet with students in class. Watch videos of career interests, and teachers design projects aligned with interests. ● 6-8 students will visit sites in community to learn about careers of interest ● 9-12 students will have internships in identified career fields with a mentor and culminate with a student-generated project to be presented in their end-of-semester exhibition 		
10	Extended Learning Opportunities	<ul style="list-style-type: none"> ● K-12 <ul style="list-style-type: none"> i. after-school staff to offer tutorial and remediation support ii. summer program iii. one session K-8 enrichment and academic (to address learning loss) iv. two sessions 9-12 summer for credit recovery v. Connection program links 8th graders and 9th graders <ul style="list-style-type: none"> 1) 8th/9th teachers meet to discuss progress and needs and plan programming to bring the students together for peer development and HS readiness/acclturation vi. Dual enrollment for 9-12 with Fresno City College ● Adult Program <ul style="list-style-type: none"> i. Option for students to continue working on Acellus courses throughout summer to address any needs for additional time and support. ii. program extends with teacher assistance through June to support student progress 	\$558,728	N

11	College and Career Counseling	<ul style="list-style-type: none"> ● K-12 <ul style="list-style-type: none"> i. Counselor meets indiv. with every junior and senior <ul style="list-style-type: none"> 1) review credits 2) plan for A-G completion ii. Life-Centered Education <ul style="list-style-type: none"> 1) Job Training Curriculum 2) Life Skills 3) College Preparation iii. Family and Student Workshops iv. FCC Disabled Student Services transition program ● Adult: <ul style="list-style-type: none"> i. Academic counseling for students that need help ii. Individual College and Career Counseling for each student including short-term and long-term career goals iii. Counselor works with partners, employers, and other agencies to assist students in finding employment iv. FAFSA, college and employment applications support v. Tracking students post-secondary endeavors vi. College and Career Day special events vii. Continued counseling and help for graduates related to college and employment 	\$ 50,997	N
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Goal Analysis for 2022-23

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

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

Goal 3 actions were implemented as planned overall, except for the following: in 3.4 High-Quality Assessments, we used BPST instead of Easy CBM. In 3.7, Coaching & P.D., we did not engage in p.d. for distance learning since there was not a need for it. In the Adult program, this year, we only had a lead teacher for ESL. Successes and Challenges: In 3.1 R.T.I.-aides— a success in K-8 was that, upon reviewing diagnostic results showing 75-80% of students in need of RTI, we trained our classroom aides to deliver our RTI curriculum under the supervision of the teacher and thus increased our capacity to provide RTI across all grades K-8. In 3.2 RTI-Coordination and Curriculum, a success in K-8 was in forming intervention groups based on multiple data points. A challenge was the fluctuation in student enrollment. In 9-12 we saw success in pulling intervention groups daily during advisory, 6th period, and afterschool. We have been seeing growth as a result of this work. In the adult program, a success is that we used NWEA data and advisor input to inform a possible change from Acellus to Edgenuity for our embedded RTI curriculum and intervention supports. In 3.3 Curriculum and Instructional Materials, a success in K-8 was that we are seeing growth, with 75% of students having met RIT projected goals for NWEA. In 9-12 a challenge was the transition for new teachers and supporting them with implementing new curriculum. We plan to review options in core and supplementary curriculum. In the adult program, our p.d. on Acellus helped to deepen understanding of best practices. We also saw success in our use of the Stand Out curriculum and training of our ESL/ELD teachers. In 3.4 High-Quality Assessments, we successfully added DRC/TABE assessments for our students. In 3.5 Well-qualified Teachers, at the K-8 level, we saw success in pairing newer teachers with mentors, which allowed for integration of site based coaching and observations. Whenever possible, we used our roving substitutes to provide release time for our teachers to observe, plan and engage in additional p.d. Workshops attended include Kagan conferences and Big Picture Lego Masters. In the adult program, successes include having all teachers/advisors highly-qualified and credentialed and providing induction coaching for the administration. In 3.6 Comprehensive Student Services, we successfully hired two new teachers, and it was a challenge to provide them the necessary training, but they are off to a great start and making a very positive impact on students. Another challenge was that among our students newly enrolling who have IEPs, we have observed significant behavioral needs. We have been providing wraparound services, including academic support, school counseling, speech services, and mental health support to address these needs. In the adult program, a challenge has been encouraging students to attend on a regular basis. The Special Education teacher, in conjunction with the Student Success Coordinator worked to develop reengagement plans for the students. In K-12, we have seen strong growth made by students using our Let's Go Learn program, an intervention program for ELA and Math. The success of this program has led to wider adoption as a Tier 2 RTI program. In K-12, we have seen success in the implementation of our SST/504 process. Our coordinator working with teachers has identified students for SSTs based on assessment results and teacher input. We also had success in providing support through our homeless and foster program. We ran a successful holiday food boxes program, with additional gifts of games from an anonymous donor. We also created a food pantry on campus for students and families. A challenge was that our school has seen an increase in the number of foster and homeless students we serve (as of February 2023, we had provided services to 50+ students), and this has brought to our attention the greater need in our school community for the provision of basic needs in addition to significant academic supports. Our biggest success in 3.6 Comprehensive Student Services, 9-12, was that we anticipate a 100% graduation rate for our seniors in the program this year. Our graduation rate has also been increasing for our students in Special Education. Also in 3.6 Comprehensive Student Services, a success and challenge is that we have received praise from our families in Special Education, which is a great success. This has led to a challenge in that they are spreading the word in the community about the quality of our services, leading to more students enrolling in the program and the

need to expand our capacity to meet the needs. In 3.7 Coaching & P.D., a success at the K-8 level was that we completed 60 formal classroom observations as of 3/7, along with Professional Learning Communities (PLCs), and a weekly conference with the principal to reflect on celebrations, needs to improve, and collaboration for student needs. In the adult program, a success was that we made plans to hire two additional full time teachers to act as leads for the 23/24 school year. In 3.8 Coaching & P.D.--Targeted Support, at the K-8 level, a success was when working with County coaches, having site input on the design and schedule of the p.d., and admin and teachers being able to debrief with coaches. From start to finish, County coaches have been available and open to input. We have benefited from having EL, ELA, and various other county coaches review and advise on the set up and implementation of coaching. We appreciate the customization of our math and ELA coaching. A success in the adult program has been the administrator induction coaching with FCSS. In 3.9 Internships, at K-8, our SEL counselor has successfully implemented a college readiness career inventory. In the adult program, developing internships for adult students has been challenging. In 3.10 Extended Learning Opportunities, a success In K-8 was that we had 100 students enrolled in our afterschool program. Also in 3.10 Extended Learning Opportunities, we saw success in our on-site learning (guest speakers) and Leaving to Learn trips. In 9-12, we had very successful dual enrollment and are planning to expand this opportunity next year through building partnerships with FCC and the Trio program (CSU Fresno). In the adult program, our summer intercession was very successful in 21/22 SY, with a summer session planned for 22/23 SY and beyond. A challenge has been that the full integration of workforce for extended opportunities has been slow after COVID. In 3.11 College and Career Counseling, at the adult level, a success was that we created a Student Success Coordinator position in Spring 21/22 SY and continued through 22-23 to ensure College/Career counseling is provided for all potential graduates. A challenge in the adult program has been tracking our graduates past graduation.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3 actions.

An explanation of how effective the specific actions were in making progress toward the goal.

BPEA began administering the CAASPP to its adult students in 2022 so the changes in the Dashboard ELA indicator from 2019 to 2022 tell an incomplete story. ELA performance for the K-8 program improved from -92.8 DFS in 2019 (pre-pandemic) to -86.2 DFS in 2022 (post-pandemic), indicating the actions we implemented were successful in improving ELA performance – the RTI Aides (Action 1), RTI Coordination and Curriculum (Action 2), Curriculum and Instructional Materials (Action 3), Assessments (Action 4), Comprehensive Student Services (Action 6), Coaching & P.D (Action 7), Coaching & P.D.--Targeted Supports (Action 8), and Extended Learning Opportunities (Action 10). The group of traditional high school students tested on the CAASPP was too small in 2019 to use DFS as a comparison to evaluate growth. Much of the decline in the Dashboard's ELA indicator was due to low participation rate among the adult students, and we are implementing efforts this year to improve adult participation. Similarly, the EAP outcomes did not previously include the adult students, so the percentage of 2022 students considered ready for college is now a much larger group. The percentage conditionally ready for college dropped from 35% to 14% in ELA, but the 2022 scores represent a new baseline of primarily adult students.

Performance on the CA Science Test (CAST) increased from 3.9% to 9.9% meeting or exceeding the standard. When broken out by grade span, K-8 scored 15% met/exceeded, traditional HS 11% and adults 3%, so the increase in scores is actually much larger from 2019 to 2022 for the traditional K-12 students.

The percentage of K-8 students meeting their Reading growth targets in NWEA has increased from 23% in 2020-21 to 46% in 2022-23; the much smaller group of traditional high school students has maintained 47% of students meeting their growth target. This is the first year that adult students are taking the NWEA test, so it's their baseline year. The percentage of students meeting their Language Usage growth targets has fluctuated up and down each year for both the K-8 and high school students, so the impact of our actions is less clear. For the adult students, 37% met their annual growth target in the first year of testing. We will continue to encourage test participation and push for growth with our adult students.

Performance for our adult students also improved. The percentage of students meeting or exceeding on Acellus final exam grades increased slightly in both subjects (Math: 82% in 2022 to 89% in 2023; Language Arts/Reading: 46% in 2022 to 48% in 2023). On average, the students continue to increase their GPA (0.64 pt increase in 2023) and 95% of graduates are averaging a C or above.

The change in reporting for our adult students also impacted our graduation data. The group of reported graduates grew from less than 30 to 140 students, and the majority of our graduates are adults. They are less likely to complete A-G requirements and more likely to have gaps in enrollment, so the percentage of students completing A-G requirements dropped from 22.6% in 2021 to 4.3% in 2022. The actions supporting our high school and adult students – Internships (Action 9) and College Counseling (Action 10) – have been somewhat successful as the percentage of BPHS students enrolling a 2 or 4-year college increased from 33% to 37% and 12% adults enrolled in 2022. In addition, 4.3% of cohort graduates successfully completed a semester or two quarters of a college credit course. BPEA is still developing other opportunities, so currently there are no students completing CTE pathways or taking AP courses.

All students are receiving a broad course of study, have access to standards-aligned instructional materials for use at home and school and are receiving instruction in all state content standards. The Well-Qualified Teachers action (Action 5) has been somewhat successful as evidenced by our Appropriately assigned and fully credentialed teachers metric (87.6% fully credentialed; 12.4% Misassignments).

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.

In 3.3 Curriculum and Instructional Materials, we updated the examples of curricular resources to better align with current selections. In 3.4 Assessments, we updated a K-8 assessment from EasyCBM to BPST which we will be using instead. In 3.10 we removed the reference to 2021 for summer credit recovery for high school in order to keep the action current.

We are refining our CAASPP (SBAC and CAST) and NWEA metrics to show performance for our K-8 and traditional high school students separate from our adult students. Although state indicators will continue to combine all our students, we feel it's important to look at the data separately to understand the successes and challenges in each program. Data sources were clarified and updated to official sources where available and aligned across years for better comparisons and measures of growth. The NWEA MAP measure was also updated to

represent any annual measure of growth so we can capture growth for students who are only enrolled Fall to Winter or Winter to Spring, not just Fall to Spring. This allows for a more complete representation of growth, particularly for our more transient students.

The Physical Fitness Test participation rate and percentage of students enrolling in post-secondary education after high school graduation was added to align with BPEA’s DASS alternate metrics. The metric for Acellus final exam grades was updated in Year 1 from “English” to “Language Arts/Reading” as the subject to match the terminology Acellus uses and promote consistency across years.

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 4

Goal #	Description
4	Students and Families are engaged and empowered to partner with BPEA to achieve academic success.

An explanation of why the LEA has developed this goal.

State Priorities Addressed: #5 Student Engagement, #6, School Climate, #3 Parent Engagement. We aim to create a positive school culture where families and students are engaged ensures that students attend school regularly, engage in positive behavior, and remain enrolled to graduate and matriculate into a college or career program of their choosing. The 2019 CA Dashboard shows chronic absenteeism at red level overall, and 2021 DataQuest reporting showed Chronic absence rate for all students at 29.1%. Suspension rate on the 2019 Dashboard was a Blue level overall and 0% overall for 2021. Graduation rate (1-year) for 2021 was 78.5%. In this goal, we have created a set of actions and associated expenditures aligned to the desired outcomes for 2023. They are designed to create conditions for our students and families to engage and be empowered to achieve academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	All Grades: 92.6% K-8: 91.4% HS: 90.2% CTC: 99.0%	Data Year: 2020-21 All Grades: 90.0% K-8: 90.6% HS: 89.4%	All Grades: 78.2% K-8: 86.2% HS: 73.7% Data Year: 2022-23		95% Data Year: 2023-24 Data Source: P-2

	<p>Data Year: 2019-20 (as of 2/28/20)*</p> <p>Data Source: Local Data (P-1 data used due to school closures)</p>	<p>Data Source: Local Data (P-2 not reported in 20-21 statewide due to pandemic)</p> <p>Data Year: 2021-22</p> <p>All Grades: 85.0%</p> <p>K-8: 78.6%</p> <p>HS: 88.2%</p> <p>Data Source: P-2 Report*</p> <p>(updated source to P-2 for consistency across years)</p>	Data Source: P-2 Report		
<p>Chronic absence rate:</p> <p>All students and numerically significant subgroups</p>	<p>All: 28.6%</p> <p>EL: 17%</p> <p>SED: 31.9%</p> <p>SWD: 31.1%</p> <p>Hispanic: 28.8%</p> <p>White: 16.7%</p> <p>Data Year: 2019</p> <p>Data Source: CA Dashboard; Chronic Absenteeism Indicator</p>	<p>All: 29.1%</p> <p>EL: 41.9%</p> <p>SED: 37.6%</p> <p>SWD: 52.8%</p> <p>Hispanic: 28%</p> <p>White: 28.8%</p> <p>Data Year: 2020-21</p> <p>Data Source: DataQuest Chronic Absenteeism Rate*</p> <p>The 2021 Dashboard did not include the</p>	<p>All: 73.9%</p> <p>EL: 66.7%</p> <p>SED: 75.7%</p> <p>SWD: 71.8%</p> <p>Hispanic: 71.2%</p> <p>White: 72.7%</p> <p>Data Year: 2021-22</p> <p>Data Source: CA Dashboard; Chronic Absenteeism Indicator</p>		<p>All: <20%</p> <p>EL: <15%</p> <p>SED: <20%</p> <p>SWD: <20%</p> <p>Hispanic: <20%</p> <p>White: <15%</p> <p>Data Year: 2023</p> <p>Data Source: CA Dashboard; Chronic Absenteeism Indicator</p>

		Chronic Absenteeism rate.			
Suspension rate: All students and numerically significant subgroups	Dashboard measure Group: 2018 rate / 2019 rate All: 3.6% / 0.5% EL: 2.7% / 0.0% SED: 3.0% / 0.6% SWD: 15.6% / 1.7% Hispanic: 3.9% / 0.6% White: 0.0% / 0.0% Data Year: 2018 / 2019 Data Source: CA Dashboard; Suspension Rate Indicator	All: 0% EL: 0% SED: 0% SWD: 0% Hispanic: 0% White: 0% Data Year: 2020-21 (distance learning) Data Source: DataQuest Suspension Rate* The 2021 Dashboard did not include Suspension Rate	All: 0.6% EL: 4.7% SED: 0.9% SWD: 0% Hispanic: 0.8% White: 0% Data Year: 2021-22 Data Source: CA Dashboard Suspension Rate		All: <1% EL: <1% SED: <1% SWD: <2% Hispanic: <1% White: <1% Data Year: 2023 Data Source: CA Dashboard; Suspension Rate Indicator
Expulsion rate: All students and numerically significant subgroups	Dashboard Measure Group: 2018 rate / 2019 rate All: 0.0% / 0.0% EL: 0.0% / 0.0% SPED: 0.0% / 0.0% SWD: 0.0% / 0.0% Hispanic: 0.0% / 0.0% White: 0.0% / 0.0%	All: 0% EL: 0% SED: 0% SWD: 0% Hispanic: 0% White: 0% Data Year: 2020-21 (distance learning)	0% for all students and numerically significant subgroups Data Year: 2021-22 Data Source: DataQuest Expulsion and Suspension - Expulsion Rate		0% for all students and numerically significant subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion and Suspension - Expulsion Rate

	Data Year: 2018 & 2019 Data Source: DataQuest Expulsion and Suspension - Expulsion Rate	Data Source: DataQuest Expulsion and Suspension - Expulsion Rate			
% of parents providing input on decision-making through participation in annual survey	91% Data Year: 2019-20 Data Source: Local Data; Parent Survey	40% Data Year: 2021-22 Data Source: Parent Survey	45% Data Year: 2022-23 Data Source: Parent Survey		90% Data Year: 2023-24 Data Source: Local Data; Parent Survey
Student, Family, Teacher survey: % who feel safe and connected at school	Student survey: % Feel Safe: 81% % Connected: 85% Data Year: 2019-20 Parent Survey: 91% % Connected % Believe school is safe Data Year: 2019-20 Teacher Survey: % safety: 90% Data Year: 2021-22	Student survey % feel safe: 66% % connected: 76% (welcomed at school and their opinions matter) Parent Survey % feel safe: 88% % connected: 88% (school actively seeks parent input for big decisions) Teacher Survey % feel safe: 90%	Student survey % feel safe: 80.4% % connected: 86.3% Parent Survey % feel safe: 87% % connected: 90% Teacher Survey Results % feel safe: 83.2% % connected: 70.6% Data Year: 2022-23 Data Source: Parent, Student, and Teacher Surveys		90%+ Data Year: 2023-24 Data Source; Local Data; Climate Survey

	% Connected (Baseline to be established 22-23). Data Source; Local Data; Climate Survey	Data Year: 2021-22 Data Source: Local Data; Climate Survey			
% of K-12 parents participating in student exhibitions annually	<50% Data Year: 2019-20 Data Source: Local Data	% of parents participating in student exhibitions K-8: 100% 9-12: 25%* Data Year: 2021-22 Data Source: Local Data *9-12 corrected with EOY data	K-8: 14% 9-12: 60% Data Year: 2022-23 Data Source: Local Data		55% Data Year: 2023-24 Data Source: Local Data
Middle School Dropout rate	1.64% Data Year: 2019-20 Data Source: CALPADS Snapshots 1.14 & 1.4	1.75% Data Year: 2020-21 Data Source: CALPADS Snapshots 1.14 & 1.4	1.54% Data Year: 2021-22 Data Source: CALPADS Snapshots 1.14 & 1.4	[Insert outcome here]	<1% Data Year: 2023-24 Data Source: CALPADS Snapshots 1.14 & 1.4
HS: 4-Year cohort dropout rate	All students: 10.5% SED: 11.8% Hispanic/Latino: 15.4% Data Year: 2019-20 Data Source: DataQuest; Four-Year	ALL: 13.5% Af Am: 18.2% Hisp: 11.1% SED: 11.6% Data Year: 2020-21	ALL: 31.6% Hisp: 28.6% SED: 34.3% Data Year: 2021-22		<10% Data Year: 2022-23 Data Source: DataQuest; Four-Year Adjusted Cohort Outcome

	Adjusted Cohort Outcome	Data Source: DataQuest Four-Year Adjusted Cohort Outcome	Data Source: DataQuest Four-Year Adjusted Cohort Outcome		
HS: 4-Year cohort graduation rate: All students and numerically significant subgroups	All Students: 68.4% SED: 70.6% Hispanic/Latino: 61.5% Data Year: 2019-20 Data Source: DataQuest Four-Year Adjusted Graduation Rate	4-Year Grad Rate ALL: 59.6% Af Am: 36.4% Hisp: 66.7% SED: 65.1% Data Year: 2020-21 Data Source: DataQuest Four-Year Adjusted Graduation Rate	4-Year Grad Rate All: 60.5% Hisp: 60.7% SED: 57.1% Data Year: 2021-22 Data Source: DataQuest Four-Year Adjusted Cohort Outcome		>75% schoolwide, and for all student groups Data Year: 2022-23 Data Source: Data Source: DataQuest Four-Year Adjusted Graduation Rate
HS: 1-Year graduation rate: All students and numerically significant subgroups	1-Year Grad Rate All: 78.5% Af Am: 68.4% Hisp: 80.2% SED: 83.3% Data Year: 2020-21 Data Source: Dashboard (DASS) Graduation Rate	New measure added in 2021-22	1-Year Grad Rate: All: 72.9% Af Am: 65.4% Hisp: 73.3% SED: 68.4% Data Year: 2021-22 Data Source: CA Dashboard Graduation Rate Additional Report* *Source changed due to Dashboard change in Grad Rate indicator		1-Year Grad Rate Schoolwide and for all student groups: >85% Data Year: 2022-23 Data Source: Data Source: CA Dashboard Graduation Rate Additional Report* *Source changed due to Dashboard change in Grad Rate indicator

<p>Adult program: graduation rate</p>	<p>Survey results: Of 61 graduates -- Enrolled in college: 31.4% Employed: 51.0% Promoted in workplace: 5.9% Vocational: 9.8% Unknown: 2.0%</p> <p>Data Year: 2019-20 Data Source: Local Data</p> <p>Corrected Baseline: Adult graduation rate: 85% Data Year: 2019-20 Data Source: Local Data <i>(adjustment made due to reporting error)</i></p>	<p>75.9% one-year graduation rate (85 graduates of 112 enrolled seniors)</p> <p>Data Year: 2020-21 Data Source: Local Graduate Data</p>	<p>88.2% one-year graduation rate (105 graduates of 119 enrolled seniors)</p> <p>Data Year: 2021-22 Data Source: CALPADS 8.1 EOY* *Change to official source of graduate data</p>		<p>Original Desired Outcome: 95% enrolled in college, employed or in vocational program</p> <p>Data Year: 2022-23 Data Source: Local Data</p> <p>Corrected Desired Outcome: >85% one-year graduation rate</p> <p>Data Year: 2022-23 Data Source: Local Graduate Data <i>(adjustment made due to baseline correction)</i></p>
<p>Adult program: Graduate outcomes (survey)</p>	<p>Survey results: Of 61 graduates -- Enrolled in college: 31.4%</p>	<p>Enrolled in college: 16% Employed: 58% Vocational: 8%</p>	<p>Enrolled in 2-year college: 19.4% Enrolled in 4-year college: 4.8%</p>		<p>90%+ Enrolled in college and/or Employed and/or</p>

	<p>Employed: 51.0%</p> <p>Promoted in workplace: 5.9%</p> <p>Vocational: 9.8%</p> <p>Unknown: 2.0%</p> <p>Data Year: 2019-20</p> <p>Data Source: Local Data; Graduate Outcomes Survey</p>	<p>Total enrolled in college and/or employed and/or vocational: 83%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Graduate Outcomes Survey Data (based on results of 86 graduates)</p>	<p>Vocational: 5.8%</p> <p>Workforce: 4.8%</p> <p>Undecided/Unknown: 65.2%</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Graduate Outcomes Survey Data (based on results of 103 graduates)</p>		<p>Vocational</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Data; Graduate Outcomes Survey</p>
<p>Adult program: re-enrollment rate of students continuing from one year to the next (excluding students who graduate in prior year)</p>	<p>60%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Data</p>	<p>76.7% re-enrollment rate</p> <p>Data Year: 2021-22</p> <p>Data Source: Local SIS Data</p>	<p>65.7% re-enrollment rate</p> <p>Data Year: 2022-23</p> <p>Data Source: Local SIS Data</p>		<p>70% re-enrollment rate</p> <p>Data Year: 2023-24</p> <p>Data Source: Local Data</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	<p>Comprehensive Parent Engagement Program (K-12)</p> <ul style="list-style-type: none"> School Announcement videos published online weekly, FB and Remind notifications, monthly TownHall updates and Participation in the School Site Council are some examples. 	\$ 229,835	N

		<ul style="list-style-type: none"> ● Parent classes to support parent engagement in academic areas at home ● Parent engagement in student-centered events: <ul style="list-style-type: none"> i. Family dances ii. community service opportunities iii. participation in Personalized Learning Plan meetings and Exhibitions iv. engaging parents in reviewing student learning data and goal-setting 		
2	Parent Engagement--Targeted Support	<ul style="list-style-type: none"> ● ParentSquare communication system with translation to support two-way communication with families <p>Increased or Improved Services Explanation:</p> <p>Needs, Conditions, Circumstances:</p> <p>Suspension rate was 4.7% (High) for English Learners, .9% (Very Low) for Socioeconomically disadvantaged students, and .6% (Very Low) for all students, in 2022. Chronic Absenteeism in 2022 was 66.7% for English Learners, 75.7% for Socioeconomically disadvantaged students, and 73.9% for All Students.</p> <p>How action is based on needs, conditions, circumstances:</p> <p>Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. A key component of this work is a comprehensive parent engagement program</p>	\$ 2,500	Y

		<p>What action is being provided:</p> <p>This action provides a robust software system to facilitate parent messaging in various languages.</p> <p>How the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:</p> <p>These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we expect that all students struggling with chronic absenteeism or suspension will benefit, it is an LEA-wide action.</p> <p>How action is connected to anticipated outcome:</p> <p>We believe that providing enhanced parent communication software will lead to higher parent engagement and promote a positive climate.</p> <p>Anticipated actual measurable outcome for low income students, English learners, and foster youth:</p> <p>By implementing strategic actions in support of engagement, culture and climate, we hope to maintain a <1% suspension rate overall and to ensure that 90%+ parents report on the annual parent survey a sense of safety and connectedness to the Big Picture Educational Academy community.</p>		
3	Social Emotional Learning and Mental Health Support	<p>BPEA will provide Social Emotional Learning and Mental Health Support (K-12)</p> <ul style="list-style-type: none"> ● Advisory SEL opportunities ● Individual check-ins with students 	\$ 382,142	Y

- Additional teachers to ensure a low teacher to student ratio and increase the quality of Social Emotional Learning
- Schoolwide “pick-me-ups” and “kick-me-outs” to foster joy, connection, and positive school culture
- Bigs and Littles connects 5th-8th graders with 9-12th graders
- Mondays and Fridays’ “pick-me-ups” --tasks with pre-work on Mondays and then collaboration on SEL focused task together
- Circles Curriculum for Social Boundaries–2nd grade and Special Education
- Arts integration to facilitate student wellness and mental health strategies
 - i. Professional development provided by FCSS Visual and Performing Arts (VAPA) coaches to provide arts-integrated SEL instruction
 - ii. Classes
- All for Youth
 - i. Twice weekly site visits at both sites K-12 by mental health professionals to provide counseling for students
 - ii. Referrals to community agency providing options and resources for mental health
- Highlight Survey
 - i. Survey provided 3 times over one year cycle to students in grades 3-12. Data used to ensure students receive targeted support and services related to SEL and to monitor impact of SEL factors on Academic progress.
- School counselor support
 - i. Full-time school counselor (PPS) at each site K-8 and 9-12 providing:

1) Ongoing small group counseling

2) Limited individual counseling

3) PD for staff

- Adult Program teachers and staff build relationships with students to assist students with social and emotional support
- Adult Program counselor provides personalized support for students who are seeking employment and/or college enrollment

Increased or Improved Services Explanation:

Needs, Conditions, Circumstances:

Suspension rate was 4.7% (High) for English Learners, .9% (Very Low) for Socioeconomically disadvantaged students, and .6% (Very Low) for all students, in 2022. Chronic Absenteeism in 2022 was 66.7% for English Learners, 75.7% for Socioeconomically disadvantaged students, and 73.9% for All Students.

How action is based on needs, conditions, circumstances:

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and we have a need to address chronic absenteeism.

What action is being provided:

This action provides an additional school climate survey, curriculum for Social Emotional Learning, additional teachers to ensure a low teacher to student ratio and increase the quality of social emotional learning, school counselors

		<p>to provide mental health support to students, and administrator support to lead the implementation of the program.</p> <p>How the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:</p> <p>These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we expect that all students struggling with chronic absenteeism or suspension will benefit, it is an LEA-wide action.</p> <p>How action is connected to anticipated outcome:</p> <p>We believe that Social Emotional Learning and mental health support will increase the engagement of our students and improve the school climate.</p> <p>Anticipated actual measurable outcome for low income students, English learners, and foster youth:</p> <p>By implementing Social Emotional Learning and mental health supports, we hope to maintain a <1% suspension rate overall, <20% chronic absenteeism, and to ensure that 90%+ students report on the annual student survey a sense of safety and connectedness to the Big Picture Educational Academy community.</p>		
4	Student Activities (K-12)	<ul style="list-style-type: none"> • Clubs • Committees • Community Service 	\$ 144,420	N

5	Attendance Initiatives	<ul style="list-style-type: none"> • Attendance monitoring and Home visits • Tiered re-engagement plan • Family Support Team • Incentives and programming 	\$ 267,913	N
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Goal Analysis for 2022-23

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

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

Goal 4 actions were implemented as planned overall, except for the following: In 4.1 Parent Engagement, 9-12, we did not hold monthly Town Hall meetings and instead held a parent meeting each semester along with quarterly exhibitions. Successes and Challenges: In 4.1 Parent Engagement, a success was that post-COVID, we were able to restart all of our committees with renewed participation and in-person opportunities—Parent Teacher Club, SSC, Parent Advisory Committee, and ELAC, including participation from adult program students. Similarly, we saw success in a return to in-person engagement. It was wonderful having Exhibitions again and having more parent volunteers participate in “Leaving to Learn” trips, along with parent-student conferences. We held a winter concert with student performances—at maximum capacity and a huge success. We held three parent orientations and one school-wide large meet and greet orientation. Our new students participated in an introductory meeting with the principal. One challenge we experienced was that, due to COVID numbers this year, we put a pause on in-classroom volunteers. In the adult program, a challenge was that student engagement in events has been slow to return after COVID. A further challenge overall in 4.1 Parent Engagement was the need to strengthen and better manage our social media presence. In 4.2, Parent Engagement-Targeted Support, one success has been the high number of notifications sent home. We have utilized Parentsquare, Facebook, our website and Instagram to keep our community informed and engaged. We successfully added One-Call-Now for leaving phone messages, and this provides tracking and runs polls to provide valuable input. In the adult program, One-Call-Now has been working well, but technical issues with ParentSquare have made this app unusable for the adult program, and we are working to remedy the situation for 23-24. In 4.3 SEL and Mental Health Support, in K-8 we successfully used the Sanford Harmony SEL curriculum for our morning circles. We have also had success in supporting the mental health of our students—All for Youth was on site even more than 2x per week, and we successfully added another counselor so we now have counselors on campus 5 days per week, with the current caseload as of writing at over 21 students. It has been very helpful to have the counselors collaborate in meetings with staff and parents and during intervention planning. In 9-12, we successfully held SEL P.D. four times this year for our teachers, bringing awareness and understanding around trauma-informed practices. In the adult program, a challenge was the need for more of these supports in the 23/24 SY, including partnerships with outside/community agencies. In 4.4 Student Activities, in K-8, we had success in our Leave to Learn trips. We also had classes visiting our local library during school at least once per week. We successfully offered electives during the school day on Fridays (students could choose two electives, from chess, Legos, music, theater, sports fitness, art history, drawing, creative writing). We also offered after school clubs, including gaming, garden, arts and crafts. In the adult program,

building clubs and committees has not been a focus in previous years, but we want to change that in 23/24 SY. In 4.5 Attendance Initiatives, in K-8, we have seen success through our student and school wide incentives. We also successfully implemented our tiered re-engagement plan, including daily calls for attendance and tardies, a series of letters leading up to a principal meeting and then personal calls to anyone at the 4-day mark, and a Student Attendance Review Team (SART) and Student Attendance Review Committee (SARC) at the high school level. A challenge related to attendance is that we have a large population of foster and homeless students, and frequent relocation can make consistent attendance more challenging. We have also been working hard to educate our families when needed so that everyone is aware of the legal requirements around school attendance and how they apply equally at charter schools as district schools. In the adult program, we successfully wrote standard operating procedures and detailed descriptions of our Tiered Re Engagement Protocol in 21/22 SY, and we fully implemented these procedures in 22/23 SY. Based on that implementation, we further revamped and improved them in the Spring of 2023. We are working to develop incentives that work for adult students and to further define what SSTs look like for the adult program, as part of the Tiered Re-engagement Protocol.

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.

In 4.4 Student Activities, we spent less than budgeted because there was a heavy rain/storm season for 2-3 months, and we had to cancel some student study trips and activities.

An explanation of how effective the specific actions were in making progress toward the goal.

The Parent Engagement (Action 1) and Parent Engagement–Targeted Supports (Action 2) actions have been successful as evidenced by an increase in the percentage of parents providing input on decision making through our annual survey (40% in 21-22 to 45% in 22-23). The percentage of parents participating in Student Exhibitions is lower than the prior year for K-8 (14%) but higher for 9-12 (60%).

The Social Emotional Learning and Mental Health Support has been somewhat successful as evidenced by students reporting they feel safer (66% → 80.4%) and more connected (76% → 86.3%) and low Expulsion Rate (0%). The suspension rate was slightly higher in 2022 than 2021, but 2021-22 was the first year back to in-person learning, and the suspension rate at BPEA is still lower than statewide (0.6% at BPEA compared to 3.1% statewide).

The Student Activities and Attendance Initiatives have not been as successful as we hoped. The attendance rate has dropped from 79% in 2022 to 78% in 2023 and Chronic Absenteeism increased significantly, from 29.1% in 2021 to 73.9% in 2022. We believe that with some of the refinements mentioned above, continued implementation of the actions will bring increased attendance and decreased chronic absenteeism. The 4-year cohort dropout rate also increased from 13.5% in 2021 to 31.6% in 2022. But the 4-year cohort graduation rate has increased slightly (59.6% in 2021 to 60.5% in 2022), and the one-year graduation rate is higher at 72.9%. The one-year graduation rate for adults increased from 75.9% to 88.2% and the percentage of adult graduates enrolling in college increased from 16% to 24.2%.

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.

The attendance rate Year 1 outcome was updated from the P2 to P annual attendance rate for 2021-22 now that the year is complete. The source of the one-year graduation rate had to change due to a change in the DASS graduation rate reporting for the Dashboard; the rate is now from the Dashboard Additional Reports for graduation rate. We also utilize EOY reports from CALPADS to calculate the graduation rate for just the adult students. The middle school dropout rate metric was moved from Goal 1 to Goal 4 to better align with the culture, climate, and engagement actions of Goal 4. A clarification was made to the attendance rate metric to indicate why the source changed from the pandemic years to the P-2 report that is now available.

Otherwise there were no changes made in Goal 4.

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 5

Goal #	Description
5	BPEA is a valued partner in the community offering quality K-12 and adult learning opportunities.

An explanation of why the LEA has developed this goal.

State Priorities Addressed: #1 Basic Services. We developed this goal to articulate the vision, actions, associated expenditures, and desired outcomes for how BPEA will contribute to its community. Strong relationships with our larger community fosters civic engagement and provides more robust learning opportunities for our students. Well-maintained facilities are one component of our presence within the community. Community service, internships, events, and partnerships are also critical aspects of our vision and mission.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities maintained in good repair	K-8: Met (76 of 79 checklist items in "Good Repair" and 3 items "Deficient") HS: Met (94 of 97 checklist items in	K-8: Met HS: Met Data Year: 2020-21 Data Source: Local Indicator (Priority 1)	K-8: Met HS: Met Data Year: 2022-23 Data Source: Local Indicator (Priority 1)		Met Data Year: 2023 Data Source: Local Indicator (Priority 1)

	<p>"Good Repair" and 3 items "Deficient")</p> <p>Data Year: 2019</p> <p>Data Source:</p> <p>Local Indicator (Priority 1)</p>	<p>K-8: Met</p> <p>HS: Met</p> <p>Data Year: 2019-20</p> <p>Data Source: Local Indicator (Priority 1)</p>			
% of 9-12 students completing required annual community service hours	<p>Grades 9-12: 100% completed required community service hours</p> <p>Data Year: 2018-19</p> <p>Data Source: Local Data</p>	<p>Grades 9-12: 55% completed required community service hours</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Data</p> <p>Grades 9-12: 40%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Data</p>	<p>9-12 students completing required annual community service hours by 12th grade: 100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Data</p>		<p>100%</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Data</p>
# of community mentors in 9-12 internship program	<p>41 active mentors</p> <p>Data Year: 2019-20</p> <p>Data Source: Local Data</p>	<p>9-12 58 mentorships</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Data</p> <p>9-12 15 mentors</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Data</p>	<p>30 community mentors</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Data</p>		<p>>45 mentors</p> <p>Data Year: 2023-24</p> <p>Data Source: Local Data</p>

# of Community partnerships	4 community partnerships Data Year: 2018-19 Data Source: Local Data	K-8: 2 Partnerships 9-12: 75 Partnerships Data Year: 2021-22 Data Source: Local Data 9-12: 70 Partnerships Data Year: 2020-21 Data Source: Local Data	K-8: 13 Partnerships 9-12: 90 Partnerships Data Year: 2022-23 Data Source: Local Data		Maintain at 4 Data Year: 2018-19 Data Source: Local Data
Participation in # of countywide academic events	Countywide Academic Events: 2 Data Year: 2018-19 Data Source: Local Data	Countywide Academic Events: 1 Data Year: 2021-22 Data Source: Local Data Waiting on Sandi Data Year: 2020-21 Data Source: Local Data	1 Academic Decathlon Data Year: 2022-23 Data Source: Local Data		2 Events Data Year: 2018-19 Data Source: Local Data

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Partnerships	<p>We will create Community Partnerships to enhance student learning.</p> <ul style="list-style-type: none"> • K-12 <ul style="list-style-type: none"> i. Local organic farm partnership ii. Local artists collaboration: Each class creating a mural on campus 	\$ 3,000	Y

iii. Community partnerships developed through Learning Through Internships

iv. Dual Enrollment with Fresno City College

- Adult

i. Partnership with Fresno Regional Workforce Development Board, ResCare Workforce Services, and Reading and Beyond.

ii. Local colleges and universities, businesses, vocational schools, military, and other local groups participate in college and career events during the school year

Increased or Improved Services Explanation:

Needs, Conditions, Circumstances:

Suspension rate was 4.7% (High) for English Learners, .9% (Very Low) for Socioeconomically disadvantaged students, and .6% (Very Low) for all students, in 2022. Chronic Absenteeism in 2022 was 66.7% for English Learners, 75.7% for Socioeconomically disadvantaged students, and 73.9% for All Students.

How action is based on needs, conditions, circumstances:

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Our community partnerships action aligns with our Big Picture vision in connecting students with opportunities for authentic learning within the larger community to promote engagement, positive climate and high achievement.

		<p>What action is being provided:</p> <p>This action funds the organic farm and other community partnerships.</p> <p>How the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:</p> <p>These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we expect that all students struggling with chronic absenteeism or suspension will benefit, it is an LEA-wide action.</p> <p>How action is connected to anticipated outcome:</p> <p>We believe that authentic learning opportunities lead to higher engagement and a positive school climate.</p> <p>Anticipated actual measurable outcome for low income students, English learners, and foster youth:</p> <p>By implementing strategic actions in support of engagement, culture and climate, we hope to maintain a <1% suspension rate overall, <20% chronic absenteeism, and to ensure that 90%+ students report on the annual student survey a sense of safety and connectedness to the Big Picture Educational Academy community.</p>		
2	Student Recruitment (K-12 & Adult)	<ul style="list-style-type: none"> ● Design and implement student recruitment plan ● Develop online and social media communications 	\$ 7,500	N

		<ul style="list-style-type: none"> Participate with PBS and Local Non-profit education and early childcare organizations to develop collaborative recruitment events. 		
3	School Health and Safety (K-12 & Adult)	<ul style="list-style-type: none"> Annual Safety Plan updates Annual training Health protocols per public health guidance 	\$ 113,306	N
4	Maintain School Facilities (K-12 & Adult)	<ul style="list-style-type: none"> Inspections Repairs and improvements 	\$ 596,143	N

Goal Analysis for 2022-23

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

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

Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1 Community Partnerships, a success was that our K-8 students created a non-profit connection with Fresno Chaffee Zoo to support Nonprofits working to protect Pollinators. We also contracted with local vendors for our Extended Learning Program, including Fresno African Drumming; Reptile Ron; Gold Gulch; and Krazy Karen. We also hosted FCSS vision and immunization mobile clinics, and our 9-12 program ran a blood drive. Also in 9-12, our Learning Through Internships program was very successful this year. We built it back up to involve 80% of students, and some have acquired jobs, being hired by previous mentors based on their work in the LTI.

In 5.4 Maintain School Facilities, we successfully installed emergency gates in the K-8 play yard. Additionally, interior exit signs were updated to current models with lights that illuminate if the power goes out K-8.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 5 actions.

An explanation of how effective the specific actions were in making progress toward the goal.

The Community Partnerships (Action 1) and Student Recruitment (Action 2) actions were effective, as evidenced by the percentage of students completing their Service Hours (increased from 55% in 2022 to 100% in 2022), Participation in # of countywide academic events (1), and increase in the number of Community Partnerships (K-8: 14 partnerships, 9-12: 90 partnerships),and the number of Community

Mentors in the Internship program (30). The Health and Safety (Action 3) and Maintenance of Facilities (Action 4) actions were effective as evidenced by Facilities inspections meeting the good repair standard.

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.

There were no changes made in Goal 5 for the coming year.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,030,865	\$79,296

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
19.50%	0%	\$0	19.50%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, BPEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s).

The required justification for how the school is increasing and improving services for the specified unduplicated student group(s) is contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each contributing action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learners, foster youth, and/or low-income student population and effectively closes equity and performance gaps.

Each “wide” action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested groups. Our intention in doing this is to increase transparency for our educational partners so they can more easily understand the rationale and design behind each “wide” action.

The contributing “wide” actions in this plan are:

- 1.3 Assessments-Math
- 1.6 Math P.D. & Coaching
- 3.2 Response to Intervention--Coordination and Curriculum
- 3.4 High-Quality Assessments
- 3.8 Coaching and P.D.--Targeted Supports
- 4.2 Parent Engagement--Targeted Supports
- 4.3 Social Emotional Learning and Mental Health Support
- 5.1 Community Partnerships

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

BPEA has demonstrated it has met the identified required minimum proportionality percentage by providing increased/improved services for our English learners, foster youth, and/or low-income students equivalent to or greater than the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and justified in detail in each contributing action description, as applicable, within this plan. Our intent in using this approach is to justify how each contributing action is principally directed and effective within each action description and meets or exceeds requirements for the “principally directed and effective threshold” as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan which involves exactly how each action is principally directed and effective within the language and particular context of specific contributing action language. Building on the information provided in the prompt response above, if limited actions/services are included in this plan, they are identified below as contributing to increasing or improving services for English learners, foster youth, and/or low-income students and contribute toward meeting the minimum proportionality percentage. We are using the increased funding to increase/improve services as described for our LEA-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis:

- 2.1 Comprehensive ELD Program
- 2.2 Newcomer Supports
- 2.3 P.D. for English Language Development

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.

LEAS that have a high concentration of students who are English learners, foster youth and/or low-income received an additional 15% increase in funding from the Local Control Funding Formula concentration grant. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at all school sites in the LEA. The determination of how these funds were utilized was based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the site to support our most at-risk students.

These actions are outlined in the Goals and Actions sections of the LCAP as follows:

4.3 Social Emotional Learning and Mental Health Support

Big Picture Educational Academy is a single site LEA with an enrollment of unduplicated student groups greater than 55%. Big Picture Educational Academy is using the additional concentration grant add-on funding received to increase the number of staff who provide direct services to students by adding a Coordinator of Social Emotional Learning. The direct increased/improved services that the additional position will provide to the students include the coordination of SEL curriculum and instruction, seeking feedback from students and teachers on SEL programming, and support for teachers in implementing SEL. The addition of the SEL Coordinator increases the support available to meet the needs of our low income students, foster youth, and English learners, in alignment with 4.3 Social Emotional Learning and Mental Health Support.

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

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 4,479,486	\$ 1,748,858	\$ -	\$ 230,000	6,458,344	\$ 5,153,421	\$ 1,304,923

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Increased Math Instruction	All	\$ 196,300	\$ -	\$ -	\$ -	\$ 196,300
1	2	Math Resources & Curriculum	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	3	Assessments-Math	English Learners, Foster Youth, Low Income	\$ -	\$ -	\$ -	\$ -	\$ -
1	4	Response to Intervention-Math	All	\$ 4,000	\$ 29,715	\$ -	\$ -	\$ 33,715
1	5	School-wide Numeracy	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	6	Math P.D. & Coaching	English Learners, Foster Youth, Low Income	\$ -	\$ -	\$ -	\$ -	\$ -
1	7	Parent Engagment for Math	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	8	Summer Math Intensive	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	1	Comprehensive ELD Program	English Learners	\$ 242,202	\$ -	\$ -	\$ -	\$ 242,202
2	2	Newcomer Supports	English Learners	\$ -	\$ -	\$ -	\$ -	\$ -
2	3	P.D. for English Language Development	English Learners	\$ -	\$ -	\$ -	\$ -	\$ -
2	4	Family Engagement for Families of English Learners	English Learners	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	Response to Intervention--aides	All	\$ 69,047	\$ -	\$ -	\$ 130,000	\$ 199,047
3	2	Response to Intervention--Coordination and Curriculum	English Learners, Foster Youth, Low Income	\$ 51,775	\$ -	\$ -	\$ -	\$ 51,775
3	3	Curricular Resources	All	\$ 270,781	\$ -	\$ -	\$ -	\$ 270,781
3	4	High-Quality Assessments	English Learners, Foster Youth, Low Income	\$ 192,247	\$ -	\$ -	\$ -	\$ 192,247
3	5	Well-qualified Teachers	All	\$ 1,591,415	\$ 75,000	\$ -	\$ -	\$ 1,666,415
3	6	Comprehensive Student Services	Special Education	\$ 116,620	\$ 500,000	\$ -	\$ 100,000	\$ 716,620
3	7	Coaching and P.D.	All	\$ 188,269	\$ 98,000	\$ -	\$ -	\$ 286,269
3	8	Coaching & P.D.--Targeted Support	English Learners, Foster Youth, Low Income	\$ 157,006	\$ -	\$ -	\$ -	\$ 157,006

3	9	Learning Through Internships	All	\$ 89,483	\$ -	\$ -	\$ -	\$ 89,483
3	10	Extended Learning Opportunities	All	\$ 108,728	\$ 450,000	\$ -	\$ -	\$ 558,728
3	11	College Counseling	All	\$ 50,997	\$ -	\$ -	\$ -	\$ 50,997
4	1	Parent Engagement	All	\$ 229,835	\$ -	\$ -	\$ -	\$ 229,835
4	2	Parent Engagement--Targeted Support	English Learners, Foster Youth, Low Income	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
4	3	SEL & Mental Health	English Learners, Foster Youth, Low Income	\$ 382,142	\$ -	\$ -	\$ -	\$ 382,142
4	4	Student Activities	All	\$ 144,420	\$ -	\$ -	\$ -	\$ 144,420
4	5	Attendance Initiatives	All	\$ 267,913	\$ -	\$ -	\$ -	\$ 267,913
5	1	Community Partnerships	English Learners, Foster Youth, Low Income	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000
5	2	Student Recruitment	All	\$ 7,500	\$ -	\$ -	\$ -	\$ 7,500
5	3	School Health and Safety	All	\$ 113,306	\$ -	\$ -	\$ -	\$ 113,306
5	4	Facilities	All	\$ -	\$ 596,143	\$ -	\$ -	\$ 596,143
				\$ -	\$ -	\$ -	\$ -	\$ -

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,286,486	\$ 1,030,865	19.50%	0.00%	19.50%	\$ 1,030,872	0.00%	19.50%	Total:	\$ 1,030,872
								LEA-wide Total:	\$ 788,670
								Limited Total:	\$ 242,202
								Schoolwide Total:	\$ -

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	3	Assessments-Math	Yes	LEA-wide	All	K-CTC	\$ -	0.00%
1	6	Math P.D. & Coaching	Yes	LEA-wide	All	K-12	\$ -	0.00%
2	1	Comprehensive ELD Program	Yes	Limited	English Learners	K-CTC	\$ 242,202	0.00%
2	2	Newcomer Supports	Yes	Limited	English Learners	K-CTC	\$ -	0.00%
2	3	P.D. for English Language Development	Yes	Limited	English Learners	K-CTC	\$ -	0.00%
3	2	Response to Intervention--Coordination and	Yes	LEA-wide	All	K-12	\$ 51,775	0.00%
3	4	High-Quality Assessments	Yes	LEA-wide	All	K-CTC	\$ 192,247	0.00%
3	8	Coaching & P.D.--Targeted Support	Yes	LEA-wide	All	K-CTC	\$ 157,006	0.00%
4	2	Parent Engagement--Targeted Support	Yes	LEA-wide	All	K-12	\$ 2,500	0.00%
4	3	SEL & Mental Health	Yes	LEA-wide	All	K-CTC	\$ 382,142	0.00%
5	1	Community Partnerships	Yes	LEA-wide	All	K-CTC	\$ 3,000	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,325,001.00	\$ 7,025,900.02

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	Increased Math Instruction	No	\$ 160,430	\$ 167,841
1	2	Math Resources & Curriculum	No	\$ -	\$ -
1	3	Assessments-Math	Yes	\$ -	\$ -
1	4	Response to Intervention-Math	No	\$ 44,022	\$ 41,672
1	5	School-wide Numeracy	No	\$ -	\$ -
1	6	Math P.D. & Coaching	Yes	\$ -	\$ -
1	7	Parent Engagment for Math	No	\$ -	\$ -
1	8	Summer Math Intensive	No	\$ -	\$ -
2	1	Comprehensive ELD Program	Yes	\$ 189,673	\$ 189,847
2	2	Newcomer Supports	Yes	\$ -	\$ -
2	3	P.D. for English Language Development	Yes	\$ -	\$ -
2	4	Family Engagement for Families of English Learners	No	\$ -	\$ -
3	1	Response to Intervention--aides	No	\$ 190,017	\$ 171,824
3	2	Response to Intervention--Coordination and Curriculum	Yes	\$ 69,635	\$ 71,333
3	3	Curricular Resources	No	\$ 279,983	\$ 255,156
3	4	High-Quality Assessments	Yes	\$ 169,326	\$ 176,822
3	5	Well-qualified Teachers	No	\$ 2,298,560	\$ 2,257,600
3	6	Comprehensive Student Services	No	\$ 748,187	\$ 710,237
3	7	Coaching and P.D.	No	\$ 334,617	\$ 317,250
3	8	Coaching & P.D.--Targeted Support	Yes	\$ 195,951	\$ 213,088

3	9	Learning Through Internships	No	\$	86,277	\$	83,029
3	10	Extended Learning Opportunities	No	\$	476,540	\$	441,396
3	11	College Counseling	No	\$	53,734	\$	48,725
4	1	Parent Engagement	No	\$	240,261	\$	223,317
4	2	Parent Engagement--Targeted Support	Yes	\$	3,000	\$	3,009
4	3	SEL & Mental Health	Yes	\$	463,695	\$	464,311
4	4	Student Activities	No	\$	235,724	\$	140,797
4	5	Attendance Initiatives	No	\$	335,590	\$	313,620
5	1	Community Partnerships	Yes	\$	5,000	\$	4,600
5	2	Student Recruitment	No	\$	47,145	\$	50,645
5	3	School Health and Safety	No	\$	119,819	\$	130,323
5	4	Facilities	No	\$	577,815	\$	549,458

2022-23 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)
\$ 810,694	\$ 1,029,950	\$ 1,055,796	\$ (25,846)	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	3	Assessments-Math	Yes	\$ -		0.00%	0.00%
1	6	Math P.D. & Coaching	Yes	\$ -		0.00%	0.00%
2	1	Comprehensive ELD Program	Yes	\$ 158,407	\$ 158,552.00	0.00%	0.00%
2	2	Newcomer Supports	Yes	\$ -		0.00%	0.00%
2	3	P.D. for English Language Development	Yes	\$ -		0.00%	0.00%
3	2	Response to Intervention--Coordination and Curriculum	Yes	\$ 34,571	\$ 35,414.00	0.00%	0.00%
3	4	High-Quality Assessments	Yes	\$ 169,326	\$ 176,822.00	0.00%	0.00%
3	8	Coaching & P.D.--Targeted Support	Yes	\$ 195,951	\$ 213,088.00	0.00%	0.00%
4	2	Parent Engagement--Targeted Support	Yes	\$ 3,000	\$ 3,009.00	0.00%	0.00%
4	3	SEL & Mental Health	Yes	\$ 463,695	\$ 464,311.00	0.00%	0.00%
5	1	Community Partnerships	Yes	\$ 5,000	\$ 4,600.00	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%

2022-23 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)
\$ 4,175,617	\$ 810,694	0.00%	19.41%	\$ 1,055,796	0.00%	25.28%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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.

- 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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%).
 - o 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **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 + Carryover %)

- o 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)
 - o 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)
 - o 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)
 - o 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).