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 2022-23 School Year
This chart shows the total general purpose revenue Bennett Valley Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bennett Valley Union School District is $11,933,880, of which $9,554,513 is Local Control Funding Formula (LCFF), $986,598 is other state funds, $867,462 is local funds, and $525,307 is federal funds. Of the $9,554,513 in LCFF Funds, $487,873 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

This chart provides a quick summary of how much Bennett Valley Union School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bennett Valley Union School District plans to spend $11,527,219 for the 2022-23 school year. Of that amount, $1,420,390.50 is tied to actions/services in the LCAP and $10,106,288.50 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- We did not include in the LCAP such expenses as property/liability insurance, legal fees, utilities, normally funded teachers, administrators and other staff, or facilities maintenance costs.

**Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year**

In 2022-23, Bennett Valley Union School District is projecting it will receive $487,873 based on the enrollment of foster youth, English learner, and low-income students. Bennett Valley Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bennett Valley Union School District plans to spend $510,745.50 towards meeting this requirement, as described in the LCAP.
This chart compares what Bennett Valley Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bennett Valley Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Bennett Valley Union School District's LCAP budgeted $463,616 for planned actions to increase or improve services for high needs students. Bennett Valley Union School District actually spent $465,992.11 for actions to increase or improve services for high needs students in 2021-22.
Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
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<tbody>
<tr>
<td>Bennett Valley Union School District</td>
<td>Alexis Cala</td>
<td><a href="mailto:lexie.cala@bvusd.org">lexie.cala@bvusd.org</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>7075422201</td>
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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Bennett Valley Union School District has received additional funds that were not referenced in the 2020-2021 LCAP. Examples include funding from the Educator Effectiveness Block Grant (EEBG), Expanded Learning Opportunities Program (ELO-P), and the Universal Transitional Kindergarten (UTK) Planning and Implementation. These grants provided the district with $218,436, $181,931, and $124,237 respectively.

BVUSD has an ongoing practice of providing opportunities for broad and meaningful engagement of all stakeholder groups. Careful and deliberate outreach results in representation that reflects the experiences and articulates the needs of all student groups. This includes consultation with advocates for underrepresented student groups and populations that are statistically underserved whenever necessary and possible. As our populations change, so do our outreach efforts to ensure comprehensive representation.
The 2020-2021 LCAP however referenced use of some one-time COVID funding to be used for ongoing needs. While not a typical tactic for the district, the decision was made to fund some critical positions and programs with one-time money to extend their longevity at least through our initial return to in-person instruction (a time with notable extra needs).

These difficult financial decisions were made after sustained and meaningful engagement and feedback opportunities with a broad range of our educational partners. Educational partners who participated include classified staff, certificated staff, management, several parent organizations, our School Site Council, classified bargaining unit, certificated bargaining unit, BVUSD Trustees, district administration, and staff and parent members serving as representatives for our Special Education, English Language Learners, Homeless, Foster Youth, and socio-economically disadvantaged students. These partners were tasked with reviewing the needs of the students, staff, and programs and identified areas of need. In the end, our needs exceeded the funding we had available. This led to the difficult decision above to fund permanent programs with temporary funds in addition to exploring deficit spending models.

Needless to say, the additional funding has come as a huge relief and much of it has allowed us to offset costs to allow programs and positions to continue past this school year. Positions and programs that were at risk of ending due to lack of funding now have greater security.

In addition to using the additional funding to support important programs that were looking to be unsustainable, some funding has come in with specific purposes. For example, the EEBG will allow us to invest more deeply in professional development. All staff have been given the opportunity to contribute to ideas about development needs and interest in the next several years, although decisions have not been made yet.

We are currently in conversation with local community groups about potential partnership opportunities for both our ELO-P and UTK implementation for the 2022-2023 school year. Decisions about program details will not be made until after additional survey data arrives in February. Based upon the responses we receive, additional follow-up questions and/or committee formation(s) may be pursued as well.

Additional Plans Referenced

2020-2021 LCAP Annual Update
https://drive.google.com/file/d/1elX4Un2WbuSS8uOkh5jKePukDDMV-Fil/view?usp=sharing

2021 BVUSD LCAP

Educator Effectiveness Grant
A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

BVUSD does not receive a concentration grant or the concentration grand add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The District has engaged all educational partners in prioritizing the expenditure of one-time federal funds. In general, we solicit regular feedback from educational partners in committee meetings, board meetings, online surveys, and via a new tool for sharing feedback that is included as part of every message from the superintendent (at least once a week).

BVUSD has established several parent advisory committees. During this time, district leadership facilitated meetings with parents, including parents of students with disabilities and parents of English learners, community members, teachers, classified and certificated bargaining units, members of the DELAC, and the district School Site Council. The Site Council also serves as our Parent Advisory Committee and Budget Advisory Committee, and there is a parent representative elected to the Site Council from our DELAC adding coherence to our processes. The Site Council has been meeting monthly via zoom throughout the pandemic which will continue in fall 2021.

In addition to parents, educational partners include staff, teachers, unions, administrators, and community members. It is always our intention to evaluate the needs of all student as we develop any expenditure plan however, we are deliberate in seeking representation for variety of specific student subgroups including those disproportionately impacted by COVID 19 (e.g., English language learners, students enrolled in special education or who have an identified disability, and other underserved student populations which may include homeless students, foster youth, and migratory student when applicable).

Expenditure plans for all one-time money are an extension of conversations and planning that begin in 2020 when the pandemic hit. While minor adjustments are needed along the way, the fundamental goals and strategies remain the same because we have engaged in a thoughtful process, with broad, ongoing and meaningful input, that aligns with our LCAP, our vision and our mission. We have thus far sustained robust efforts in our outreach to our community, and intend to continue. As an extension of larger, ongoing conversations, this plan was developed in consultation with stakeholders based upon discussions that took place beginning in early 2021 during the LCAP development. Parent meetings in the spring of 2021 were dedicated to sharing information about COVID-19 and reviewing LCAP goals and
actions while soliciting input and feedback to inform a variety of additional COVID-related plans. Additional COVID-related plans and expenditures include the COVID-19 Prevention Plan, Expanded Learning Opportunities (ELO) Grant, ESSER I, ESSER II, ESSER III, and the BVUSD COVID-19 Handbook. Accordingly, all expenditure plans for federal funding are aligned with the aforementioned supplemental and ancillary COVID-related plans, and reflect the conversations that led to the development of the LCAP, the COVID-19 Prevention Plan, ELO, the BVUSD COVID-19 Handbook and all ESSER expenditures.

We will continue to collect student achievement data by which we will evaluate our success. Parents will continue to have access to achievement data. Student needs and program data are discussed regularly by our grade level teams and administrative team and subsequently shared in a variety of forums (e.g., parent meetings, advisory committees, Board of Trustees meetings, and district committees). Within the current context, a cornerstone of most conversations with stakeholders about student learning include discussions about learning acceleration, differentiation, and growth. District committees (e.g., UDL, RULER/SEL, and Student Services - including Tier 2 and Tier 3 interventionists) continue to meet regularly to review program needs and student data. This information is shared at the Site Council Level.

To date, stakeholder input since the onset of the pandemic is summarized below:

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2019-2020 School Year

March-June 2020:
3/13/20: State announcement that schools would go on distance learning
3/14-22: Spring Break: Preparations made for distance learning including--MOU for distance learning for 2019-20 for both unions negotiated; technology prepared to lend, Zoom contract, SeeSaw, Google Classroom, on-line platforms, etc.
3/23/20: Distance learning began:
3/23/20-June: Meetings to determine how to meet Special education and EL needs in Distance Learning, provide lunches, technology, training, IEPs held, etc.

June: Parent Survey regarding how Distance learning had worked for their children. The Task force made changes to the 20-21 Distance Learning model as a result of this feedback

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2020-2021 School Year

July: Task force completes Return to School Plan and MOU for 2020-21 includes parent suggestions (more paper pencil for younger grades, more zoom instruction, etc.)
August: Teacher training for more robust Distance Learning
Return to School Plan June -July 22: The Return to School Task force developed the plan over many meetings
July 8: Board Meeting Discussion: Return to School Plan
July 15: Board Meeting: First reading of Return to School Plan
July 15: The plan was sent to parents and posted on the website
July 15-22: Public Comment Period for Return to School Plan and the plan was finalized
July 22: Board approval of Return to School Plan.
MOU's MOUs were negotiated with both unions in July.

August 19: School begins in distance learning
August-September: IEPs held, implementation of state requirements for engagement and attendance

Learning Continuity and Attendance Plan
August 28: The Bennett Valley Teachers Association and the Classified School Employees Association received the draft of the plan.
August 28: The Parent Advisory/School Site Council received the plan.
September 1: Parent Advisory/Site Council met to review and approve the Learning Continuity and Attendance plan
September 1: Site Council/Parent Advisory met
September 9: The Board hearing was held on September 9, 2020
September 14: The ELAC met to review/approve the plan and designated two parent members and one staff member of the Site Council/Parent Advisory to represent them on Site Council/Parent Advisory. Those members had attended the September 1 Site Council meeting.
September 16, 2020 Board met and approved the plan

October: Covid Parent Handbook
October 14: Board approves Covid Parent Handbook for first reading
October 20: Site Council reviews Covid Parent Handbook

November: Contact Tracing and Employee Testing Set Up
November 3: Covid Surveillance Testing training Contract Tracing training (Nurses and superintendent certified as contact tracers)
Contract with Curative for Employee Testing

December: Covid Safety Plan
OSHA--Covid Prevention Plan and checklist introduced as the two components of a Covid Safety Plan
End of first trimester parent survey on Distance Learning
Learning Continuity and Attendance Plan--Parent Budget Summary reviewed by site council, approved by the Board

January:
Covid Safety Plan completed and submitted to Public Health for approval
School Accountability Report Card reviewed/approved by Site Council and Board

February: Site Plan for Covid Safety Plan, Hybrid Development
Sonoma County Public Health Department adds a new Site template as a required component of the Covid Safety Plan. Component completed and submitted to Public Health for approval
2/16 Task force met: New hybrid model considered
2/17 Teachers discussed draft of plan at grade level
2/19: Parent survey was sent out.
2/22: Staff survey was sent out
2/23: Parent and Staff surveys due and analyzed
2/23: Parent Advisory/Site Council meets--discusses hybrid, Covid Safety Plan--Site Plan, and determines LCAP questions for stakeholder surveys
2/24: Board considers the model and sees the progress on the Covid Safety Plan, sunshines contract openers

March: Hybrid Finalization; Covid Site Plan Reviewed by Public Health
3/1-3/4: Parent zoom meetings
3/1: 4:00--TK and K, 5:00 First Grade
3/2: 4:00--Second Grade, 5:00--Third Grade
3/3: 4:00--Fourth Grade, 5:00--Fifth grade
3/4: 4:00--Sixth Grade
3/5: Deadline for Commitment from parents--hybrid or fully remote home learning
3/1-3/5 Teachers get vaccine #1 (fingers crossed) Finalize model (this is the site details--arrival locations etc.)
3/8: Home Learning assignments- Positions posted
Starting the week of 3/8: Desks set up and PPE brought to classrooms

March 10:
Bargaining Team met to bargain and will update Return to School MOU, consult on job description for Home Learning position(s)
Grade level teams determine cohorts per parent survey input
Board confirms reopening date of March 29

Week of March 15: Notify parents and teachers of cohort placement.
Week of 3/29: Hybrid began for all students. (Approximately 200 remained on our Home Learning option)

During spring break, the Sonoma County Public Health Department adopted the CDC and CDPH updated guidelines allowing for 3' distancing between student chairs which would allow all students to return at the same time.

March 23: This new guidance was discussed with Superintendent, Business Manager, principals, BVTA co-presidents, CSEA president, Director of Maintenance and Operations, Director of Technology Services to see whether it was feasible to explore the options of bring
children in for additional in-person instruction during the Spring 2021.

March 30: Site Council/Parent Advisory finalized the LCAP survey questions

April 1: Teachers were surveyed
April 7: Board Decision to welcome all students back 5 days per week with a target date of 4/26/21.
April 12: The MOU with the teachers’ union was updated to allow for the 3’ distancing. The COVID safety plan was also updated
April 26: All students returned to school 5 days per week until lunchtime.
April 28: Parents were surveyed: all stakeholder groups were asked what they would like to see in place for next year to support students academically, socially, and emotionally. 400 parents responded to the survey (The Site Council plans to resume its normal set of survey questions in December 2021.)

May 3: Second-sixth grade students were surveyed
May 5: The Superintendent and incoming superintendent analyzed survey results and student performance data with the principals and drafted the Expanded Learning Opportunities Grant Plan and drafted the actions and services for the 2021-2024 LCAP.
May 12: School Board Meeting to approve the Expanded Learning Opportunities Grant Plan
May 25: Site Council Parent Advisory Committee Meeting: Reviewed survey results and student performance data (end of year and cohort group progression). Approved LCAP, End of Year Report/Single Plan for Student Achievement, and Expanded Learning Opportunities Plan

June: LCAP and Budget Public Hearing (June 7) and Approval (June 9)

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2021-2022 School Year

JULY
28 | Principals meet with (new) superintendent meeting

AUGUST
3 | Principal /Superintendent meeting
4 | BVUSD Foundation for Education (BVEF) meeting
6 | Covid Protection Plan Meeting
9 & 10 | Teacher Grade-Level teams
10 | BVUSD leadership & bargaining unit (BVTA) meeting (Independent Study)
11 | Principal /Superintendent meeting
11 | Board Meeting (CPP, EL Master Plan, Independent Study)
17 | Principal /Superintendent meeting
17 | BVUSD Parent/Teacher Association (BVAPT)
24 | Principal /Superintendent meeting
25 | Policy Committee Meeting
31 | Principal /Superintendent meeting
31 | BVSUD leadership & bargaining units (BVTA + CSEA) meeting (Air Quality & Indoor Recess)
31 | Student Support Services Meeting

SEPTEMBER
1 | BVUSD Foundation for Education (BVEF) meeting
7 | Principal /Superintendent meeting
7 | Student Support Services Meeting
8 | Board Meeting (Independent Study MOUs)
8 | BVSUD leadership & bargaining unit (BVTA) meeting (Independent Study)
14 | Principal /Superintendent meeting
14 | BVUSD Parent/Teacher Association (BVAPT) - (Special Education)
21 | BVUSD Teachers & Administration Meeting (Independent Study)
22 | Principal /Superintendent meeting
23 | BVUSD Parent/Teacher Association (BVAPT) - (Air Quality & COVID protocols)
28 | Student Support Services Meeting
28 | BVUSD Parent/Teacher Association (BVAPT) - (Air Quality & COVID protocols)
28 | BVUSD School Site Council - (EL Master Plan)

OCTOBER
5 | Principal /Superintendent meeting
6 | BVUSD Foundation for Education (BVEF) meeting
12 | Principal /Superintendent meeting
12 | BVUSD Parent/Teacher Association (BVAPT) - (Air Quality & COVID protocols)
13 | Board Meeting (EL Master Plan, Independent Study)
19 | Principal /Superintendent meeting
26 | Principal /Superintendent meeting
26 | Student Support Services Meeting
26 | School Site Council - Parent Group
27 | Special Education Team Meeting (Student Support Services)
28 | Board Workshop (District Priorities)

NOVEMBER
1 | Special Education Team Meeting (Student Support Services)
2 | Principal /Superintendent meeting
3 | BVUSD Foundation for Education (BVEF) meeting
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<tr>
<th>Date</th>
<th>Event Description</th>
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<td>BVSUD leadership &amp; bargaining unit (BVTA) meeting</td>
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<td>BVUSD Parent/Teacher Association (BVAPT)</td>
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<td>Board Meeting ( )</td>
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<td>Homeless/Foster Youth mtg</td>
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<td>16</td>
<td>Principal /Superintendent meeting</td>
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<td>30</td>
<td>Special Education Team Meeting (Student Support Services)</td>
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<td><strong>DECEMBER</strong></td>
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<td>1</td>
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<td>Special Board Meeting ( )</td>
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<td>Special Education Team Meeting (Student Support Services)</td>
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<td>Rincon Valley Partnership - Special Ed Consortium</td>
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<td><strong>JANUARY</strong></td>
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<td>Joint Staff Meeting (full district - certificated)</td>
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<td>Principal /Superintendent meeting</td>
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</tbody>
</table>
22 | Principal /Superintendent meeting
22 | BVSUD leadership & bargaining unit (BVTA) meeting
22 | School Site Council - Parent Group

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Additional Plans Referenced

BVUSD Reopening Plan (2020-2021)

Continuity and Attendance Plan (2020-2021)

LCAP Annual Update (2020-2021)
https://drive.google.com/file/d/1elX4Un2WbuSS8uOkh5jKePukDDMV-Fil/view?usp=sharing

BVUSD LCAP (2021)

Safe Return to In-Person/COVID Prevention Plan (2021-2022)
https://www.google.com/url?q=https://docs.google.com/document/d/e/2PACX-1vS6acoT8MCiQ7pkmYZ6aZkBS612rxngvlDI4W8rAmZSQKMFvZk8f7rZHAobQ8W7qvHZ9GSycjXHPMA/pub&sa=D&source=docs&ust=1643420547285118&usg=AOvVaw3QuMPqSwphMjRjhTHoSn4H

Expanded Learning Opportunity Grant
https://drive.google.com/file/d/1NAuT4m2nVk8JEcO2A4BHOIrkvwXFA_Y/view?usp=sharing

ESSER III Expenditure Plan (2021-2022)
https://drive.google.com/file/d/1IPAew5LQ3zUZKsxkNxoVt1p6mASv0LeF/view

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Bennett Valley Union School District is receiving $483,367 in Elementary and Secondary School Emergency Relief ("ESSER") III funds. The funds are divided into three categories of expenditures: (1) Strategies for Continuous and Safe In-Person Learning; (2) Addressing Lost Instructional Time; and, (3) Use of Remaining Funds.

Curiously, in an otherwise unpredictable and constantly shifting landscape, implementation of our ESSER III expenditure plan has gone largely as expected. Minor fluctuations are constant, but since the bulk of our spending was to cover some known costs (like staffing and facilities projects), we have been able to progress as anticipated.

Strategies for Continuous and Safe In-Person Learning: Prevention & Mitigation of COVID-19 ($73,000)
As our understanding of the COVID-19 virus improves, air quality has emerged as the primary area of focus in a variety of stakeholder conversations around COVID-19 prevention and mitigation strategies. Accordingly, a large funding target for this plan is designed to improve air quality via additional classroom air purification systems, new replacement filters, and ongoing repair and improvement to our HVAC systems. Additional funds that align with this category will be spent on safety supplies (like masks and face shield) as well as to cover the cost of providing biweekly on-site COVID-19 testing for staff and families.

Addressing the Impact of Lost Instructional Time: Intervention & Acceleration ($275,367)
Understanding that our students are arriving to in-person learning with particularly unique and often disparate needs, a large portion of funds for this plan are dedicated to providing two credentialed intervention teachers and two paraprofessionals to support Tier 1 and Tier 2 interventions within the classroom and during dedicated intervention time. Further understanding that all students have suffered since the start of this pandemic in some ways, we are committed to assessing need and responding with the best support. We intend to pay particularly close attention to some subgroups including English language learners, students with poor in-person attendance, students with disabilities, and any other traditionally underserved groups.

Use of Remaining Funds (As allowed under Section 2001(e)(1) of the ARP Act) ($135,000)
The ARP Act defines additional allowable uses that align with stakeholder input but do not necessarily fit within the primary categories of learning acceleration and COVID-19 mitigation. Several new programs and opportunities have arisen recently that have required funding. One is the ability for the District to provide free lunches for all students. This led to increased costs in storage, food management, and food distribution. These costs are included in our plan. Another new obligation for the district as mandated by AB 130 is Independent Study. Both long term options for families unable to return to in-person learning and short-term options for students required to isolate at home require additional teacher time and have therefore led to new agreements with our bargaining unit in the form of MOUs detailing associated supplemental pay. Finally, several district stakeholder groups have expressed a need to adopt a new science program that adequately reflects Next Generation Science Standards. Despite dedicated efforts in the past couple years, we have yet to identify a suitable program and therefore this unmet need appears as part of the ESSER III expenditure plan.
A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

All fiscal resources received for the 2021-2022 school year are being used in a manner that is consistent with the applicable plans and aligned with our 2021-2022 LCAP and Annual Update. Continuity and coherence drive the Bennett Valley Union School District’s planning processes. As such, fiscal resources (received after the 2021-2022 LCAP was approved) and their associated plans are carefully aligned with the goals, actions, and expenditures of our existing LCAP.

Our first LCAP goal:
We support the academic success of ALL students in a high quality, rigorous, common core state-standards aligned curriculum taught by highly qualified teachers and supported by a highly qualified staff and administration.

Included in this goal is a focus on: academic performance, English Learner progress, student engagement, attendance, teacher qualifications, course access, and standards aligned materials.

Planned expenditures include: new teacher support, Tier 2 intervention services, EL support, extended school day, summer school, targeted and adaptive skill building programs, science curriculum (pilot), and parent engagement.
Our second LCAP goal:
We support student social, emotional, and behavioral development in a positive school climate that addresses student needs and nurtures the growth of the whole child.

Included in this goal is a focus on: student safety, school climate, suspensions/expulsions, student social-emotional support, and targeted services to unduplicated pupil populations.

Planned expenditures include: Social Emotional Learning (SEL) Programs (e.g., RULER, ToolBox, Second Step), teacher stipends for schoolwide SEL support, additional student support services (e.g., counseling, nursing), and restorative practices training for staff.

While some of the planned expenditure have not yet occurred (e.g., science curriculum pilot, restorative practices training), all expenditures (inclusive of those delineated in the adopted budget as well as additional funding since our budget adoption) are in alignment with our LCAP goals and priorities.

Additional Plans Referenced

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Additional Plans Referenced

BVUSD LCAP (2021)

Safe Return to In-Person/COVID Prevention Plan (2021-2022)
https://www.google.com/url?q=https://docs.google.com/document/d/e/2PACX-1vS6acoT8MCiQ7pkmYZ6aZkBS612rxngvlIDl4W8lAmZSQKMFvZk8l7rZHAobQ8W7qvHZ9GSycjXHPMA/pub&sa=D&source=docs&ust=1643420547285118&usg=AOvVaw3QuMPqSwphMjRhjTHoSn4H

Expanded Learning Opportunity Grant
https://drive.google.com/file/d/1NAuT4m2nVkJEc02A4BHIrvkywXFA_Y/view?usp=sharing

Educator Effectiveness Grant
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ESSER III Expenditure Plan (2021-2022)
https://drive.google.com/file/d/1IPAew5LQ3zUZKsxkNxoVt1p6mASv0LeF/view

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Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

• The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
• All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
• Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

• The 2022–23 Budget Overview for Parents
• The 2021–22 Supplement
• The 2022–23 LCAP
• The Action Tables for the 2022–23 LCAP
• The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.
Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.
Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021
Local Control Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bennett Valley Union School District</td>
<td>Alexis Cala</td>
<td><a href="mailto:lexi.cala@bvusd.org">lexi.cala@bvusd.org</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>707 542-2201</td>
</tr>
</tbody>
</table>

Plan Summary [2022-23]

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

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

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

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

The Bennett Valley Union School District is one of the top-performing districts in Sonoma County. Both schools have earned Distinguished School Status by the State of California. Strawberry was named a Gold Ribbon School under the State’s program. Most recently, Yulupa was named as a top elementary school by the U.S. News and World Report.

Like the rest of the world, we are in our third school year impacted by the COVID-19 pandemic, and like many districts, we have faced some extraordinary challenges, but we remain steadfast in our “relentless pursuit of success for all students.” Due to the pandemic, we have not participated in state testing for several years, but we have some local data that confirms we continue to be successful in our efforts, and continue to have a lot to celebrate.

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

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

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

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

3) Friendship:
We strive to ensure a safe environment for all students that nurtures each child’s social and emotional development.

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

This year’s LCAP includes both local and state data. As is the case for many districts, our student assessment data sets are unusually complicated to synthesize, due to COVID-related disruptions. Traditionally, state testing administered each spring provides baseline and comparison data. Our most recent state testing data is from 2018-2019. We administered the state tests again in 2021-2022, but the data was not available to inform goals and actions for this LCAP. We have local data, but it is not consistent either in that we are missing all end-of-year data from spring 2020, and our subgroup data is inconsistently available.

ASSESSMENT DATA
Below is a summary of available assessment data referenced in this report. Not all data is available for all subgroups, grade levels, or subject areas.

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

2018-2019
• TK - 2 | Local assessment data from spring 2019 (EOY) - in-person, pre-pandemic
• 3-6 | State (CAASPP) testing data from spring 2019 (EOY) - in-person, pre-pandemic

2019-2020
• TK - 2 | Local assessment data from fall + winter 2019 (BOY & MOY) - in-person, pre-pandemic
• 3-6 | Local assessment data from fall + winter 2019 (BOY & MOY) - in-person, pre-pandemic

2020-2021
• TK - 2 | Local assessment data from spring 2021 (EOY) - hybrid learning, post one year of remote learning
• 3-6 | Local assessment data from spring 2021 (EOY) - hybrid learning, post one year of remote learning

2021-2022
• TK - 2 | Local assessment data from spring 2022 (EOY) - in-person learning, post 17 months of remote and hybrid learning
• 3-6 | State (CAASPP) testing data from spring 2022 (EOY) - in-person learning, post 17 months of remote and hybrid learning

In addition to comparing data sets from different testing systems (i.e., State testing data in 2018-29 and local data from 2019-2020 and 2021-2020), we are also evaluating data sets from two very different contexts. The 2018-2019 State testing reflects pre-pandemic and end-of-year assessment data. Our 2019-2020 local assessments reflect pre-pandemic beginning and middle-of-the year data, and our 2020-2021 local
assessment data reflects data after a full year of remote instruction.

In short, it is challenging to draw conclusions with so many variables to consider.

DASHBOARD DATA NOTE
- Last year of data is 2018-2019
- Subgroup Progress on State Academic Tests (given to 3rd-6th graders)
- Performance colors are given when subgroups have 30 students in the current and prior year.
- Subgroup scores are reported when subgroups have 11 or more students.

OTHER ASSESSMENT DATA
In addition to CAASPP and STAR data, there are additional data points in this plan, however, many lack useful longitudinal data from which to assess growth or lack thereof.

- Physical Fitness Test (PFT) data is available for 5th graders
- Dibels & Peli data is available for early readers (TK, K, 1, 2)
- ELPAC data is available for english language learner proficiency

COMPREHENSIVE CLIMATE & CULTURE DATA
BVUSD participated in the Youth Truth survey this year with a tremendously successful participation rate. One of the themes that has emerged in all feedback from educational partners, is the need to focus on climate, culture and social-emotional support and well-being. Because we have identified that as a leading priority and because our data is in some ways, far more comprehensive due to the incredible reporting and synthesis offered by Youth Truth, this year’s LCAP slightly prioritizes our second goal around climate & culture, over the first.

Finally, the Bennett Valley Union School District has a new superintendent this year (for the first time in nearly three decades). This has lent itself to a year-long pursuit of asking questions and requesting feedback. For example, there was a button to report feedback as part of digital parent communication for most of the year. During the fall and winter, it was a useful tool, but commentary slowed as we entered the spring, and therefore, we removed the tool. Toward that end, not all input has been collected formally via surveys meeting minutes, but may be reflected in this plan nonetheless.

DEMOGRAPHIC SUMMARY
According to data provided by the California Department of Education, a summary of our 2020-2021 demographic data is as follows:

Total Enrollment = 989
Socioeconomically Disadvantaged = 20.5%
English Learners = 12.8%
Foster Youth = 0.1%
Students with Disabilities = 9.4%
African American = 1.8%
American Indian = 0.4%
Asian = 4.6%
Filipino = 1.1%
Hispanic = 23.6%
Two or More Races = 8.5%
Pacific Islander = 1.1%
White = 58.9%

(COVID NOTE: For context, the Bennett Valley Union School District shifted to remote learning in March, 2020 and did not return to full-day in-person learning until August 2021, 17 months later.)

LCAP GOALS
A narrow but comprehensive focus on serving the whole child is evident throughout district plans and documents which identify two overarching pursuits: academic success and a healthy climate with primary program supports that include Universal Design for Learning (UDL) and RULER, respectively.

Accordingly, the district has developed two overarching goals for our Local Control Accountability Plan (LCAP):

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

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

Again, due to multiple sources of feedback underscoring the importance of tending to student social, emotional, and behavior supports and services, there is a slight priority for Goal #2 as we head into the 2022-2023 school year.
Reflections: Successes

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

Despite our complicated data sets, we have a lot to celebrate. Our teachers, staff, and administration have continued to work tirelessly throughout the pandemic to meet student needs.

2018-2019 State testing data suggests a successful year of learning for students, and the State Dashboard, released in December 2019 and based on data from 2018-19, provides additional evidence of student success with students in most subgroup areas achieving above standards.

Learning trajectories become harder to track after the 2019-2020 school year, but based upon our analysis of multiple and complementary sources of local assessment data, a reasonable conclusion appears to be that our students are generally continuing to make good progress towards the intended outcomes of our LCAP goals.

OVERALL ANALYSIS: SUCCESSES

ACADEMICS (GOAL #1) SUCCESS

In comparing local end-of-year data (PELI, DIBELS, & STAR) from 2022 to 2021, data suggests proficiency levels rose by at least two percent in both reading and math for almost all subgroups.

Of significant note are a couple areas that made incredible gains of over 10% in proficiency levels. Again, we are somewhat cautious in placing too much weight in the growth data due to the reasons stated above. Nevertheless, students who are of two or more races appear to have gained more than 10% in proficiency rates in reading and exactly 10% in math. Ideally we would have multiple data sets demonstrating similar growth to confirm the reliability. Absent that, we are excited to celebrate these gains, although acknowledge it is difficult to distill cause or effect.

PRIMARY ENGLISH LANGUAGE ARTS (ELA) | (20-21) > (21-22)

TK (PELI) | (93%) > (97%)
K (DIBELS) | (54%) > (62%)
1 (DIBELS) | (78%) > (79%)
2 (DIBELS) | (81%) > (83%)
3 (DIBELS) | (80%) > (87%)

STAR SCORES W/ SUBGROUP DATA | (20-21) > (21-22)

3 (STAR) | READING | (81%) > (85%) | MATH | (n/a) > (82%)
4 (STAR) | READING | (73%) > (78%) | MATH | (75%) > (69%)
5 (STAR) | READING | (74%) > (69%) | MATH | (66%) > (77%)
6 (STAR) | READING | (73%) > (66%) | MATH | (67%) > (67%)

ALL STUDENTS READING | (71%) > (76%) | MATH | (70%) > (75%)
- FEMALE | READING | (73%) > (79%) | MATH | (67%) > (74%)
- MALE | READING | (69%) > (72%) | MATH | (72%) > (76%)
- 2 OR MORE | READING | (62%) > (77%) | MATH | (69%) > (79%)
- WHITE | READING | (75%) > (77%) | MATH | (72%) > (75%)
- EL | READING | (47%) > (54%) | MATH | (52%) > (57%)
- LOW SES | READING | (63%) > (63%) | MATH | (55%) > (57%)
- SWD | READING | (40%) > (38%) | MATH | (42%) > (40%)

YOUTHTRUTH SURVEY DATA SUCCESSES (GOAL #1 | ACADEMICS)
YouthTruth Survey Data provided great insight into perspectives across a variety of educational partner groups. Here are some areas to celebrate. The following were rated relatively high.
(% Positive Response Rate) (Typical Sonoma School in parentheses)

FAMILY
- Resources (81%) (68%) (GOAL #1)

Family Highest Rated Questions:
- What do you like most about your school overall? (19%) Strong Academics (GOAL #1)

Family Strengths:
- My school provides the guidance necessary to help my child succeed. (GOAL #1)
- I receive regular feedback about my child's progress. (GOAL #1)

STAFF
- Engagement (87%) (81%) (GOAL #1)

Staff Highest Rated Questions:
- What do you like most about your school overall? (53%) Individual Empowerment (GOAL #1)

STUDENTS
Engagement (89%) (88%) (GOAL #1)

Students Highest Rated Questions:
- What do you like most about your school overall? (22%) Engagement (GOAL #1)

YOUTHTRUTH SURVEY DATA SUCCESSES (GOAL #2 | CLIMATE & CULTURE)
YouthTruth Survey Data provided great insight into perspectives across a variety of educational partner groups. Here are some areas to celebrate. The following were rated relatively high.
(% Positive Response Rate) (Typical Sonoma School in parentheses)

FAMILY
- Communication & Feedback (81%) (74%) (GOAL #2)

Family Highest Rated Questions:
- What do you like most about your school overall? (66%) Friendly Teachers & Staff (GOAL #2)

Family Strengths:
- My school is a safe place to learn. (GOAL #2)
- I feel informed about important decisions regarding my school. (GOAL #2)

STAFF
- School Safety (77%) (75%) (GOAL #2)

Staff Highest Rated Questions:
What do you like most about your school overall? (21%) Family & Supportive Administration (GOAL #2) & (19%) Treated with Respect (GOAL #2)

STUDENTS
- Relationships (82%) (80%) (GOAL #2)

Students Highest Rated Questions:
- What do you like most about your school overall? (32%) Relationships (GOAL #2)

CONCLUSIONS
We feel that the combination of the following elements are working together to help close the achievement gap and we plan to continue these initiatives:

- **1 |** Very hard and thoughtful work done by our classroom teachers augmented by our Universal Design for Learning training (a professional development program for all teachers that helps teachers design effective lessons for all students that increase equity and access to all students while reducing barriers for students)

- **2 |** Our comprehensive curriculum aligned to Common Core Standards that includes emphasis in science and the arts

- **3 |** Our academic programs, initiatives and academic supports for students including our Tier 2 intervention (iTeam at Yulupa and Fast Lane at Strawberry), before and after school "boost" programs, summer school, and Tier 3 interventions (special education programs)

- **4 |** Our social emotional learning efforts (RULER, Toolbox,, and additional counseling, nursing, and psychological support) is helping address students needs that might otherwise get in the way of student learning and well-being.

**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.

**OVERALL ANALYSIS: AREAS FOR GROWTH**

Assessment data and community feedback illustrated areas of meaningful strengths in our district and also uncovered some places where we can prioritize efforts and resources for improvement.

**DROP IN SCORES**

While most areas made at least some growth in proficiency levels based upon internal measures, a couple did not. One is 5th Grade Reading scores. There is a small decrease, but a decrease nonetheless. Again however, with a single data point representing two single points in time, it difficult to be certain the data is reliable.

**SCORES W/ SUBGROUP DATA | (20-21) > (21-22)**

- 4 (STAR) MATH | (75%) > (69%)
- 5 (STAR) READING | (74%) > (69%)
- 6 (STAR) READING | (73%) > (66%)
- SWD READING | (40%) > (38%)
- SWD MATH | (42%) > (40%)
LOW SCORES (although growth achieved)
There are also some areas in which we saw growth, but the overall proficiency rates are still low (below 75%). Of particular note are the low levels of proficiency in both reading and math for our English language learners, low-income students, and students with disabilities (SWD). In the case of SWD, not only are the proficiency rates low, but they dropped slightly (2% in both reading and math).

SCORES W/ SUBGROUP DATA | (20-21) > (21-22)
- K (DIBELS) READING | (54%) > (62%)
- 4 (STAR) MATH | (66%) > (69%)
- 6 (STAR) READING | (65%) > (67%)
- 6 (STAR) MATH | (67%) > (73%)
- EL READING | (47%) > (54%)
- EL MATH | (52%) > (57%)
- LOW SES READING | (63%) > (63%)
- LOW SES MATH | (55%) > (57%)

- YOUTHTRUTH SURVEY DATA GROWTH (GOAL #1 | ACADEMICS)
  (% Positive Response Rate) (Typical Sonoma School in parentheses)

FAMILY
- Engagement (51%) (60%) (GOAL #1)

Family Lowest Rated Questions:
- What is one area in which your school could improve overall? (25%) Extracurricular Programs (GOAL #1) & (11%) Stronger Academics (GOAL #1)

Family Growth Areas:
- My school sets high expectations for students. (GOAL #1)
- I receive information about what my child should learn and be able to do. (GOAL #1)

STAFF
- Professional Development & Support (57%) (53%) (GOAL #1)

Staff Lowest Rated Questions:
- What is one area in which your school could improve overall? (28%) Nothing & (16%) Better Professional Development (GOAL #1)
STUDENTS
- Academic Challenge (39%) (42%) (GOAL #1)

Students Lowest Rated Questions:
- What do you dislike most about your school? (5%) Academic Challenge (GOAL #1) & (3%) Instructional Methods (GOAL #1)

- YOUTHTRUTH SURVEY DATA GROWTH (GOAL #2 | CLIMATE & CULTURE)
  (% Positive Response Rate) (Typical Sonoma School in parentheses)

FAMILY
- School Safety (59%) (60%) (GOAL #2)

Family Lowest Rated Questions:
- What is one area in which your school could improve overall? (12%) Better Family Engagement (GOAL #2)

Family Growth Areas:
- My child is safe from bullying at school. (GOAL #2)
- Parent/family members are included in planning school activities (GOAL #2)

STAFF
- Culture (74%) (66%) (GOAL #2)

Staff Lowest Rated Questions:
- What is one area in which your school could improve overall? (28%) Nothing & (23%) Better Supplies/Facilities (GOAL #2)

STUDENTS
- Culture (26%) (25%) (GOAL #2)

Students Lowest Rated Questions:
- What do you dislike most about your school? (17%) Culture (GOAL #2)

TARGETED SERVICES & PROGRAMS
While not all of our subgroup data suggests a deficiency in programs or support, we do keep an extra vigilant eye on data for several student groups which include:

- Students with disabilities (SWD)
- Foster youth
- Low Income
- English Language Learners

All students in the Bennett Valley Union School District, regardless of their enrollment in special programs, are first and foremost, General Education students, and therefore all portions of the LCAP apply to Students with Disabilities (SWDs) and those included in other higher-need subgroups. Our primary purpose in providing a variety of support services is to actualize equitable access, opportunity, and outcomes for all students regardless of their participation in any particular program.

**ACCESS**
This includes equitable and full access to:

- well-maintained school facilities,
- standard-aligned curriculum, and
- access to fully credentialed teachers.

**ACHIEVEMENT**
All students, including SWDs, foster/homeless, low-income, and language learners are assigned a fully-credentialed general education teacher as well as a fully-credentialed special education teacher for case management, goal development, progress monitoring, cohesive consultation with other teachers and service providers, and to provide specially designed academic instruction as necessary.

All students, including SWDs, foster/homeless, low-income, and language learners receive instruction aligned with the California state content standards and curriculum frameworks. All general education instruction is standards-aligned. Interventions, accommodations, and specially designed academic instruction is in alignment with individualized goals per the Individual Education Plan (IEP) process.

We understand that collaboration with general education teachers, interventionist, paraprofessionals, special education teachers, SELPA staff and other support staff is essential in supporting equitable access and outcomes for all students including SWDs, foster/homeless, low-income, and language learners. Towards this end, our entire staff collaborates to implement high-quality programs and services to meet the needs of all students. Our staff regularly shares concerns, problems of practice, and ideas as they plan and problem solve to meet the needs of all students. In so doing, our entire community is able to coordinate resources, share responsibilities, and prepare high-impact support services for our students. We have an established system for referring students for additional services which includes collaboration with general and special education staff. All students are screened in basic skills assessments. Based upon these assessments and the observation of staff, students may qualify for a variety of additional supports and programs within the context of the least restrictive environment.
While we are a TK-6 district, we have identified an intention to provide even greater access to general education curriculum with the goal of further improving SWDs readiness for graduation, college and careers when they exit our district.

ENGAGEMENT & CLIMATE
One of our primary goals is to build, refine, and sustain programs that provide equitable access and achievement for all of our students. We understand that some of our students have greater cognitive, social, emotional, and/or physical needs, and we endeavor with great purpose and sincerity to meet these. We acknowledge that most established systems generally support typical students with typical needs, and we are very deliberate in evaluating where existing systems do not meet the needs of SWDs and other student groups.

We are continuing to enhanced our expanded learning opportunities and will provide an enhanced summer school program targeted primarily to foster students, English Learners, socio-economically disadvantaged students, and students with disabilities.

We continue to emphasize a growth-mindset approach and recognize progress over achievement. We intend to continue with this practice. We also employ our RULER and Toolbox programs to support engagement and social-emotional regulation. At the same time, context and circumstance (including student enrollment in a particular program) are necessarily considered in administering behavior supports which include suspension, expulsion, and revocation of an inter-district transfer agreement. We did not have any suspensions of expulsions of any SWDs.

All parents and students have had the same opportunities to share input as we have developed the LCAP. Parents of SWDs participate in a variety of leadership and advisory roles. We have also consulted with our local SELP to ensure the inclusion of services and SWDs are well-represented in our LCAP. In addition, every opportunity we have to engage with our parents (of SWDs or any other student group) is an opportunity for active listening and to better understand the multiple perspectives of our families. Our IEP meetings are purposefully designed and executed to encourage family participation and to engage in honest collaboration to support each student. The information gathered in these interactions as well as through other outreach efforts for feedback (e.g., surveys) informs our programs, services, planning, and decision-making.

A summary of additional services targeted to these student groups are listed below:

STUDENTS WITH DISABILITIES (SWD)
The Special Education team meets regularly to discuss and address the needs of their students. Students with Disabilities get deeper assessments and support per their Individualized Education Plans (IEP’s) and our special education team has been working hard to address the difficulty students with learning disabilities have particularly in Math. Special education students are also tested individually and those reports are a better measure of their strengths and needs. These data are used in their individual program design.

- SWD | COMPLIANCE & IMPROVEMENT MONITORING
The Bennett Valley Union School District is currently not included in any Compliance and Improvement Monitoring for Targeted levels, nor significant disproportionality. We did receive notification of “Late IEPs/Initial Assessments.” and realized that we had a handful of IEPs that
were not affirmed within 7 days. When CALPADS data is pulled, unaffirmed IEPs are not reported, and therefore it appears meetings are held late. In reviewing internal data, it does not look to be the case that any meetings have actually been held outside the timeline. Special Education staff is aware of this discrepancy and has made a commitment to affirm meetings within the 7 day window.

- **SWD | ADDITIONAL ACADEMIC SUPPORT**
  SWDs receive instruction aligned with the California state content standards and curriculum frameworks. All general education instruction is standards-aligned. Interventions, accommodations, and specially designed academic instruction is in alignment with individualized goals per the Individual Education Plan (IEP) process. Our struggling readers have access to additional support via SIPPS.

While we are a TK-6 district, we have identified an intention to provide even greater access to general education curriculum with the goal of further improving SWDs readiness for graduation, college and careers when they exit our district.

- **SWD | LEAST RESTRICTIVE ENVIRONMENT (LRE)**
  The State target is that 52.2% of students with disabilities are in their general education class 80% of the school day or more. In Bennett Valley in 2019, 41.3% of students with disabilities were in general education 80%. Our Learning Center model includes a blend of more typical RSP students (requiring special education services for less than 50% of their day) as well as students who require more intense services and who might be considered SDC (requiring special education services for 50% or more of their school day). In our case, all students have a place in our Learning Center and decision about support services and their frequency are made on an individual basis. This allows some of our “SDC” students to spend more of their day mainstreaming in a general education classroom than they might in a typical SDC model. Additionally, most K-3 students requiring support in English Language Arts (ELA) require the 90 minute block which already puts the special education support slightly over the 20% state target. If the child also requires speech, then we easily cross the 20% threshold. Our Universal Design for Learning program helps teachers support special ed students in general ed classes to the extent appropriate for each child. Either having a shorter ELA block or having students get the instruction from the general education teacher and then come to special education for support works for some students but is interruptive and counterproductive to the education for others.

- **SWD | LRE & ACCESS**
  All students with disabilities receive instruction aligned with the California state content standards and curriculum frameworks as well as any necessary intervention, accommodations, and assistance to meet their needs. The SIPPs program is one support for students with disabilities and other reading difficulties.

- **SWD | TEACHER TRAINING & COLLABORATION**
  We understand that collaboration with general education teachers, interventionist, paraprofessionals, special education teachers, SELPA staff and other support staff is essential in supporting equitable access and outcomes for all students including SWDs. Towards this end, our entire staff collaborates to implement high-quality programs and services to meet the needs of all students. Our staff regularly shares concerns, problems of practice, and ideas as they plan and problem solve to meet the needs of all students. In so doing, our entire community is able to coordinate resources, share responsibilities, and prepare high-impact support services for our students. We have an established system for referring students for additional services which includes collaboration with general and special education staff. All students are screened in basic skills assessments. Based upon these assessments and the observation of staff, students may qualify for a
variety of additional supports and programs within the context of the least restrictive environment.

The SELPA specialists gave a Least Restrictive Environment Training to all teachers in 2019. Our Universal Design for Learning initiative began in December 2017 and is on-going and designed to address the needs and reduce barriers to learning for special education students and all students. In 2021-22 we have added special education support to help remediate any learning loss suffered as a result of the pandemic. We met again with our designated SELPA Program Specialist in May 2022 to review our practices as they relate to LRE.

- **SWD | DISTRICT PROGRESSION OF SUPPORTS**
  - 2018-2019 | SIPPs training
  - 2019-2022 | Added SIPPS program to assist dyslexic students and others struggling with reading
  - 2020-2021 | Added diagnostic assessment, Exact Path and its remediation program, & tutoring support for SWD
  - 2020-2022 | We offered summer school sessions for SWD
  - 2021-2022 | We have updated the psychological and academic assessments and are adding special education support to address learning loss

**UNIVERSAL DESIGN FOR LEARNING (UDL)**
Ongoing, Year 4
We are still implementing Universal Design For Learning (UDL), a professional development program for all teachers that helps teachers design effective lessons for all students, increasing equity and access while reducing barriers for students. We plan to continue with this program.

**MULTI-TIERED SYSTEM OF SUPPORT (MTSS)**
ongoing, Year 4 of current format (full time certificated teacher and 2 paraprofessionals at each school)
Our Tier 2 intervention program conducts regular diagnostic assessments to pinpoint and help remediate areas of difficulty for each student. iT Team and Fast Lane staff (our intervention programs) also monitor the progress of the students they serve to ensure that the strategies are effective for them and move to other strategies as needed. We continue to see gains for many of our students who participate. The program has helped students with minor learning disabilities become more successful in their general education class so that they won’t require special education services. The Students with Disabilities subgroup has an increasing population of students with more severe needs. We plan to continue with this program.

**SOCIAL EMOTIONAL SUPPORT & PROGRAMMING**
We are midway through our implementation of RULER, our social/emotional learning program which helps students learn self regulation skills and utilizes a restorative approach to most discipline. We plan to continue this implementation. We plan also to continue the additional counseling, nursing, and psychological services we have been targeting to foster youth, homeless, and socio-economically disadvantaged students. We added a counselor for 21-22 to address social/emotional needs of students post pandemic, and plan to continue with additional counseling support.

**EARLY LEARNING**
Special Education Preschool | We plan to continue our state subsidized preschool program that is integrated with special education preschool classes and services to offer a high quality program to help give all children a great start and address their needs as early as possible.

EXPANDED TRANSITIONAL KINDERGARTEN
We are expanding our transitional kindergarten program to eventually accommodate all four year olds. While this is largely a general education program, we anticipate early learning initiatives will accelerate student achievement of learning benchmarks in all programs.

CHRONIC ABSENTEEISM
The 2021-2022 year has been particularly challenging with regard to addressing absenteeism due to COVID-related absences. Generally however, we carefully track trends in attendance and troubleshoot accordingly. Student absenteeism is closely monitored and we have an effective school attendance review board (SARB) system in place to meet with and offer support to families with chronically absent students, especially those who are truant (have unexcused absences). There are some factors over which we have little control (e.g., student illness and time needed to secure new housing, etc).

NOTE: SUBGROUPS
It is important to note that several students are included in more than one subgroup and can impact the academic progress report, chronic absenteeism rate, or suspension rate of more than one subgroup.

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

As expected, as the second year of a three-year plan, the 2021-2022 LCAP is largely an extension of the original plan created in 2020-2021. The majority of the original goals, programs, and services are continuing. In an effort to maintain cohesiveness, the plan also includes new programs like Universal Transitional Kindergarten (UTK), Universal Meals (UM), and Expanded Learning Opportunities Plan (ELO-P). The plan also integrates our response to broad stakeholder input including feedback from meetings, comprehensive YouthTruth survey data, and end-of-the-year grade-level team feedback.

GOAL #1 | ACADEMIC SUCCESS
We support the academic success of ALL students in a high quality, rigorous, common core state-standards aligned curriculum taught by highly qualified teachers and supported by a highly qualified staff and administration.

Included in this goal is a focus on: academic performance, English Learner progress, student engagement, attendance, teacher
qualifications, course access, and standards aligned materials.

Planned expenditures include: new teacher support, Tier 2 intervention services, EL support, extended school day, summer school, targeted and adaptive skill building programs, science curriculum (pilot), and parent engagement.

Goal #1 addresses several of the State priorities:
- Priority 1: Basic Services and Conditions at Schools (professional learning, standards-based instructional materials, facilities)
- Priority 2: Implementation of State Academic Standards (assessment, equity, instruction, professional learning)
- Priority 3: Parental Involvement and Family Engagement
- Priority 4: Student Achievement (assessment data, English Learner progress)
- Priority 5: Student Engagement
- Priority 7: Access to a Broad Course of Study
- Priority 8: Student Outcomes (intervention, support)

GOAL #2 | NURTURING SCHOOL CLIMATE
We support student social, emotional, and behavioral development in a positive school climate that addresses student needs and nurtures the growth of the whole child.

Included in this goal is a focus on: student safety, school climate, suspensions/expulsions, student social-emotional support, and targeted services to unduplicated pupil populations.

Planned expenditures include: Social Emotional Learning (SEL) Programs (e.g., RULER, ToolBox, Second Step), teacher stipends for schoolwide SEL support, additional student support services (e.g., counseling, nursing), and restorative practices training for staff.

Goal #2 addresses several State Priorities:
- Priority 3: Parental Involvement and Family Engagement
- Priority 5: Student Engagement (attendance, absenteeism)
- Priority 6: School Climate (suspension, expulsion, safety, connectedness)
- Priority 8: Student Outcomes (intervention, support)

INITIATIVES SUMMARY

GOAL #1 Initiatives
District initiatives are organized as follows:
- student outcomes, intervention & targeted supports
- extended day/extended year (expanded learning opportunities)
• student & family support and engagement

GOAL #2 Initiatives
District initiatives for Goal #2 reflect our priorities for:
• social-emotional supports and services
• student & family engagement
• attendance

NEW OR RESUMING IN i2022-2023

• The overarching plan for 2022-2023 is to “REVIEW REFLECT REFINE”
  • Methodically consolidate, streamline, refine, and evaluate existing programs (academic and social-emotional)
  • Resume science pilot to find a suitable program to adopt
  • Update Health curriculum (ideally as part of science adoption)
  • Purchase new health texts
  • Consider possibilities to supplement or replace ELA - ideally that includes a rich non-fictional component with social studies and science
  • Re-invest in UDL training
  • Re-invest in RULER
  • Re-invest in MTSS
  • Resume Parent Education
  • Add counseling intern support
  • Integrate opportunities to support new teachers throughout the year
  • Thoughtfully explore additional professional development opportunities (particularly as they relate to high-impact teaching and learning and social-emotional well-being)
  • Continue with Zearn, Lexia, Freckle (through November at least), Formative Loop, and Reading Eggspress
  • (Discontinue Exact Path)

PROGRESSION OF PREVIOUS INITIATIVES SUMMARY
Continue from 2019-2020
• Supplemental Instruction and Support Strategies
• Continue to provide intervention & MTSS

Continue from 2020-2021
• Part time additional nursing services
• Star Math assessments for 3rd grade
• Fund some technology replacements
• Provide Boot Camp for new teachers
• Training for staff on strategies to engage students and families in addressing students' social-emotional and academic needs
• Continue to provide extended school day/year opportunities with goal for full roll-out in 2023-2024
• (Discontinue Distance Learning)

Continue from 2021-2022
(2021-2022 was a year of “pausing” as it relates to new plans and programs.)
• 1.0 FTE Bilingual paraprofessional to support EL students in either iTM or Special Education and to provide translation services to parents

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.

No Bennett Valley Schools were identified nor found eligible for comprehensive support and improvement

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

NA

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

NA
Engaging Educational Partners

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

The Bennett Valley Union School District has an ongoing practice of providing opportunities for broad and meaningful engagement with our educational partners which includes: teachers, principals, administrators, other school personnel, classified and certificated bargaining units, parents, parent advisory committees, English Learner Advisory Committee, and our special education local plan area (SELPA). Careful and deliberate outreach results in representation that reflects the experiences and needs of all student groups. This includes consultation with advocates for underrepresented student groups and populations that are statistically underserved whenever necessary and possible. As our populations change, so do our outreach efforts to ensure comprehensive representation.

The BVUSD LCAP and budget development process are central to the district’s ongoing and comprehensive strategic planning, accountability, and improvement efforts. Such efforts are heavily influenced by our educational partners, and therefore the final documents reflect significant input from a broad range of educational partners, including those representing the student groups identified by the Local Control Funding Formula (LCFF).

SUMMARY OF STATUTORY COMPLIANCE
In addition to the district’s genuine interest in understanding the experiences and needs of our educational partners, our engagement practices are also consistent with statute as follows:

February 9, 2022
- Public comment was invited when the One-Time LCAP Supplement was presented at a regularly scheduled board meeting. Members of the public were notified of the opportunity to submit comments regarding LCAP in accordance with Education Code section 52062(a)(3).

April 13, 2022 (and ongoing)
- The first LCAP Public Hearing was held at a regularly scheduled board meeting in accordance with Education Code section 52062(b)(1). The superintendent reminded members of the public of their opportunity to submit written comments in accordance with Education Code section 52062(a)(3). In addition, the following text was included in the publicly-posted agenda: “Members of the public are also invited to submit written comments regarding any proposed goals, actions, or expenditures.” Additional requests for feedback and written comments have been shared broadly through district newsletters and family messages between April and May 2022.

May 20, 2022
- Initiated consult with SELPA to ensure inclusion of services and students with disabilities (SWDs) are well-represented in our LCAP in accordance with Education Code section 52062(a)(5)
May 24, 2022
- LCAP was presented to our parent advisory committees, the BVUSD School Site Council inclusive of our English learner parent advisory in accordance with Education Code section 52062(a)(1). Consult with Parent Advisory Groups (School Site Council + ELAC Representatives).

June 6, 2022
- The second LCAP Public Hearing was held at a special board meeting in accordance with Education Code section 52062(b)(1).

June 8, 2022
- The LCAP is scheduled to be adopted at a regularly scheduled board meeting in accordance with Education Code section 52062(b)(2).

EDUCATIONAL PARTNER DATA THAT INFORMED FOCUS AREAS
YouthTruth Survey Data provided great insight into perspectives across a variety of educational partner groups. The following were rated relatively high, and provided feedback that we are making steady progress in the area of GOAL #1, and that we have an opportunity to continue to invest heavily in the actions listed in GOAL #2.

POSITIVE FEEDBACK
(% Positive Response Rate) (Typical Sonoma School in parentheses)

FAMILY
- Resources (81%) (68%) (GOAL #1)
- Communication & Feedback (81%) (74%) (GOAL #2)

Family Highest Rated Questions:
- What do you like most about your school overall? (66%) Friendly Teachers & Staff (GOAL #2)
- (19%) Strong Academics (GOAL #1)

Family Strengths:
- My school provides the guidance necessary to help my child succeed. (GOAL #1)
- I receive regular feedback about my child's progress. (GOAL #1)
• My school is a safe place to learn. (GOAL #2)
• I feel informed about important decisions regarding my school. (GOAL #2)

STAFF
• Engagement (87%) (81%) (GOAL #1)
• School Safety (77%) (75%) (GOAL #2)

Staff Highest Rated Questions:
• What do you like most about your school overall?
  (53%) Individual Empowerment (GOAL #1)
  (21%) Family & Supportive Administration (GOAL #2)
  (19%) Treated with Respect (GOAL #2)

STUDENTS
• Engagement (89%) (88%) (GOAL #1)
• Relationships (82%) (80%) (GOAL #2)

Students Highest Rated Questions:
• What do you like most about your school overall?
  (32%) Relationships (GOAL #2)
  (22%) Engagement (GOAL #1)

AREAS FOR GROWTH
(% Positive Response Rate) (Typical Sonoma School in parentheses)

FAMILY
• Engagement (51%) (60%) (GOAL #1)
• School Safety (59%) (60%) (GOAL #2)

Family Lowest Rated Questions:
• What is one area in which your school could improve overall?
  (25%) Extracurricular Programs (GOAL #1)
  (12%) Better Family Engagement (GOAL #2)
(11%) Stronger Academics (GOAL #1)

Family Growth Areas:
- My school sets high expectations for students. (GOAL #1)
- I receive information about what my child should learn and be able to do. (GOAL #1)
- My child is safe from bullying at school. (GOAL #2)
- Parent/family members are included in planning school activities (GOAL #2)

STAFF
- Professional Development & Support (57%) (53%) (GOAL #1)
- Culture (74%) (66%) (GOAL #2)

Staff Lowest Rated Questions:
- What is one area in which your school could improve overall?
  (28%) Nothing
  (23%) Better Supplies/Facilities (GOAL #1)
  (16%) Better Professional Development (GOAL #1)

STUDENTS
- Academic Challenge (39%) (42%) (GOAL #1)
- Culture (26%) (25%) (GOAL #2)

Students Lowest Rated Questions:
- What do you dislike most about your school?
  (17%) Culture (GOAL #2)
  (5%) Academic Challenge (GOAL #1)
  (3%) Instructional Methods (GOAL #1)

SUMMARY OF ENGAGEMENT PROCESS
To date, stakeholder input since the onset of the pandemic is summarized below:

Spring 2020
Ongoing meetings regarding Distance Learning: Special education, EL, provide lunches, technology, training, IEPs, etc.
March 14-22 | Spring Break (negotiated MOUs for Distance Learning with both unions)
March 23 | Distance Learning began
June | Parent survey regarding Distance Learning
Summer | Task Force modified Distance Learning model based upon feedback

2020-2021 School Year Overview
JULY (Return to School Plan and MOUs (both unions) for 2020-21 incorporates parent suggestions)
AUGUST (Teacher training for more robust Distance Learning)
SEPTEMBER (Parent Advisories and Board approve Learning Continuity and Attendance Plan)
*Every year, ELAC meets to designate 2 parent members and 1 staff member to represent them on School Site Council (Parent Advisory)
OCTOBER (Covid Parent Handbook)
NOVEMBER (Contact Tracing and Employee Testing Set Up with Curative)
DECEMBER (Covid Safety Plan, Parent Survey on Distance learning, Parent Budget Summary)
JANUARY (Covid Safety Plan approved and School Accountability Report Card reviewed/approved by Site Council and Board)
FEBRUARY (Site Plan for Covid Safety Plan, Hybrid Development, Task Force, Negotiations)
MARCH (Hybrid Finalization; Covid Site Plan Reviewed by Public Health + Teacher Vaccines!--Hybrid began 3/29/21)
APRIL (Return to in-person, MOU with teachers’ union, surveys, updated COVID safety plan)
MAY (student staff surveys, ELO Grant)
JUNE (LCAP and Budget Public Hearing & approval)

2021-2022 School Year

JULY
28 | Principals meet with (new) superintendent - COVID, professional development, staffing, independent study, free lunch, evaluations

AUGUST
3 | Principal /Superintendent meeting - ELL, ELAC, Redesignation, professional development, special education, COVID testing, food service,
4 | BVUSD Foundation for Education (BVEF) meeting
6 | Covid Protection Plan Meeting
9 & 10 |Teacher Grade-Level teams
10 | BVUSD leadership & bargaining unit (BVTA) meeting (Independent Study. COVID)
11 | Principal /Superintendent meeting - staffing, enrichment, COVID, special education, mandatory staff trainings, independent study
11 | Board Meeting (CPP, EL Master Plan, Independent Study)
17 | Principal /Superintendent meeting - COVID, schedules, teacher leadership, communication, independent study, special education
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>BVUSD Parent/Teacher Association (BVAPT) - read-a-thon, back-to-school coffee, fundraising,</td>
</tr>
<tr>
<td>24</td>
<td>Principal /Superintendent meeting - food service, safety, staffing, field trips, air quality, onsite COVID testing</td>
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<td>25</td>
<td>Policy Committee Meeting</td>
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<tr>
<td>31</td>
<td>Principal /Superintendent meeting - special education, interdistrict transfers, family conferences, staffing, homework policy, air quality,</td>
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<tr>
<td>31</td>
<td>BVUSD leadership &amp; bargaining units (BVTA + CSEA) meeting (Air Quality &amp; Indoor Recess)</td>
</tr>
<tr>
<td>31</td>
<td>Student Support Services Meeting - special education, MTSS, intervention</td>
</tr>
</tbody>
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**SEPTEMBER**

1 | BVUSD Foundation for Education (BVEF) meeting |
7 | Student Support Services Meeting - special education, MTSS, intervention |
8 | Board Meeting (Independent Study MOUs) |
8 | BVUSD leadership & bargaining unit (BVTA) meeting (Independent Study. COVID, Budget) |
14 | Principal /Superintendent meeting - staffing, independent study, safety, volunteers, food service, Title IX, EL Master plan, Budget |
14 | BVUSD Parent/Teacher Association (BVAPT) - (Special Education) |
21 | BVUSD Teachers & Administration Meeting (Independent Study) |
22 | Principal /Superintendent meeting - evaluations, family event, COVID, staffing, food service, special education, air quality |
23 | BVUSD Parent/Teacher Association (BVAPT) - (Air Quality & COVID protocols) |
28 | Student Support Services Meeting |
28 | BVUSD Parent/Teacher Association (BVAPT) - (Air Quality & COVID protocols) |
28 | BVUSD School Site Council - Parent Group w/ ELAC - (EL Master Plan Review / Approval) |

**OCTOBER**

5 | Principal /Superintendent meeting - student data from intervention, ELAC, ELPAC, food service |
6 | BVUSD Foundation for Education (BVEF) meeting - student enrichment, art, fund raising, community events |
12 | Principal /Superintendent meeting - COVID safety + air quality |
12 | BVUSD Parent/Teacher Association (BVAPT) - (Air Quality & COVID protocols, holiday family events, fundraising) |
13 | Board Meeting (EL Master Plan, Independent Study, ESSER III, Youth Truth, ADR & LRP) |
19 | Principal /Superintendent meeting - AM/PM Boosts (student intervention), staffing, ELAC/DELAC, independent study |
26 | Principal /Superintendent meeting - negotiations, leadership coaching, staffing, CAASPP/ELPAC/PFT, emergency org chart |
26 | Student Support Services Meeting - special education, MTSS, intervention |
26 | School Site Council - Parent Group w/ ELAC - (School Safety Plan Review / Approval) |
27 | Special Education Team Meeting (Student Support Services) |
28 | Board Workshop (District Priorities) |

**NOVEMBER**

1 | Special Education Team Meeting (Student Support Services) |
2 | Principal /Superintendent meeting - COVID testing, universal TK, trustee priorities, student intervention data, housing questionnaire |
3 | BVUSD Foundation for Education (BVEF) meeting |
9 | BVSUD leadership & bargaining unit (BVTA) meeting  
9 | BVUSD Parent/Teacher Association (BVAPT) - holiday family event, fund raising, campus clean up day  
10 | Board Meeting (district calendar, MOUs, Comprehensive School Safety Plan, )  
15 | Homeless/Foster Youth mtg  
16 | Principal /Superintendent meeting - staffing, Youth Truth survey, special education, climate & culture support, student data  
30 | Principal /Superintendent meeting - volunteers on campus, staffing, climate/culture, survey, professional development  
30 | Special Education Team Meeting (Student Support Services)  
30 | BVSUD leadership & bargaining unit (BVTA) meeting - independent study, COVID testing + safety protocols,  

DECEMBER  
1 | BVUSD Foundation for Education (BVEF) meeting - student enrichment & arts, fund raising, community events  
7 | Principal /Superintendent meeting - special education, intervention, Freckly, staffing, air quality, COVID  
8 | Special Board Meeting - Educator Effectiveness Block Grant,  
13 | Special Education Team Meeting (Student Support Services)  
13 | Board Meeting  
14 | Principal /Superintendent meeting - staffing, ELPAC/SBAC, special education staffing, intervention, budget, ELO-P  
14 | BVUSD Parent/Teacher Association (BVAPT) - family events, technology, school clean-up, field trips, spring events  
14 | School Site Council - Parent Group w/ ELAC - (Budget)  
17 | Rincon Valley Partnership - Special Ed Consortium  

JANUARY  
Youth Truth Survey Window  
3 | Joint Staff Meeting (full district - certificated) - budget, curriculum, professional development, trustee priorities  
4 | Principal /Superintendent meeting - universal TK, COVID testing, staffing, SARC, parent advisory groups, LCAP  
5 | BVUSD Foundation for Education (BVEF) meeting - student enrichment & arts, community events, fundraising  
11 | Principal /Superintendent meeting - staffing, budget, COVID communication,  
11 | BVUSD Parent/Teacher Association (BVAPT) - spring community family event  
11 | BVUSD leadership & bargaining unit (BVTA) meeting - youth truth survey, student intervention program (Freckle)  
12 | Board Meeting (Public Hearing for Safety Plan, SARC, facilities)  
14 | Principal /Superintendent meeting - staff evaluations, special education, COVID, summer school, TK, calendar, ELO-P  
25 | School Site Council - Parent Group w/ ELAC - (SARCs + updated COVID Plan  

FEBRUARY  
1 | Principal /Superintendent meeting - staffing, home hospital, COVID, CAASPP, Youth Truth, YMCA, 4 Cs  
2 | BVUSD Foundation for Education (BVEF) meeting - student enrichment & arts, community events, fundraising  
8 | BVUSD leadership & bargaining unit (BVTA) meeting - student enrichment & arts, community events, fundraising  
8 | Principal /Superintendent meeting - SARC, parent advisory groups, staffing, negotiations, special education  
8 | BVUSD Parent/Teacher Association (BVAPT) - book fair, family night, fundraiser, walk-a-thon
9 | Board Meeting (negotiations, COVID testing, LCAP Supplement, Budget Update)
14 | Principal /Superintendent meeting - special education, staffing, COVID, enrollment
22 | Principal /Superintendent meeting - recruitment, student discipline, parent advisory groups, LCAP, ITK, ELO-P, transportation
22 | BVSUD leadership & bargaining unit (BVTA) meeting - LCAP, negotiations
22 | School Site Council - Parent Group w/ ELAC - (Universal TK, Summer School, SARC)
25 | Youth Truth Countywide Data Dive

MARCH
1 | UPK Forum
2 | BVUSD Foundation for Education (BVEF) meeting - student enrichment & arts, community events, fundraising
2 | Collaboration Meeting w/ YMCA and 4 Cs re: ELO-P
4 | Arts Education re: ELO-P
4 | UTK meeting with TK staff and Yulupa principal
8 | Principal /Superintendent meeting - class placement, TK, special education, enrollment
8 | Santa Rosa Schools Public Safety Group Meeting
8 | BVUSD Parent/Teacher Association (BVAPT) meeting - technology, computer lab, family night / book fair
9 | West County Transportation Meeting
9 | Board Meeting (negotiations, COVID protection plan, ELO-P, Summer School, Youth Truth Survey Results, Facilities, )
14 | Special Education & Student Support Team Meeting
15 | School Site Council - Parent Group w/ ELAC - (Youth Truth Survey Review)
15 | Hired ELO-P Coordinator & held first meeting
29 | Principal /Superintendent meeting - summer school, TK, enrollment, ELO-P, negotiations, class placement, surveys
29 | BVSUD leadership & bargaining unit (BVTA) meeting - staffing, Crisis Go, class placement, communication
30 | Meeting w/ APT President

APRIL
1 | UTK meeting with TK staff and Yulupa principal
5 | Principal /Superintendent meeting - speech, special education, RFEP procedure, staffing, ADR, enrollment,
6 | Collaboration Meeting w/ YMCA and 4 Cs re: ELO-P
6 | Special Board Meeting - Negotiations
6 | BVUSD Foundation for Education (BVEF) meeting - student enrichment & arts, community events, fundraising
7 | Negotiations Session #1 with BVTA
11 | Special Education & Student Support Team Meeting
12 | BVSUD leadership & bargaining unit (BVTA) meeting - staffing, class size, transfers, calendar, enrollment projections
12 | BVUSD Parent/Teacher Association (BVAPT) meeting - budget, family event, teacher appreciation
13 | Negotiations Session #2 with BVTA
13 | BVUSD Board Meeting - LCAP Public Hearing, Calendar, Universal Transitional Kindergarten
A summary of the feedback provided by specific educational partners.

We heard from 1095 BVUSD Community Members (close to 100% response rate for those eligible) in our first year of utilizing Youth Truth for comprehensive survey data. The survey was administered to staff, families, and students in grades 3 - 6. 493 families responded. 521 students responded, and 81 staff members responded. As mentioned previously, this survey data is in some ways, more informative than our academic data at this time.
The feedback that we received shows areas of meaningful strengths in our district and also uncovered some places where we can prioritize efforts and resources for improvement. All feedback is carefully considered and synthesized in order to distill ideas, trends, and key input. A summary of results is included below:

SUMMARY OF PERCENT POSITIVES
(Typical Sonoma School % in parenthesis)

STUDENT INPUT
STUDENT survey themes and the percentage of positive responses are as follows:

- Engagement - 89% (88%)
- Academic Challenge - 39% (42%)
- Relationships - 82% (80%)
- Culture - 26% (25%)
- Belonging - 50% (52%)
- Instructional Methods - 52% (55%)

STUDENTS: What do you like most about your school overall?
(32%) Relationships
(22%) Engagement
(21%) Other
(14%) Instructional Methods
(5%) Nothing

STUDENTS: What do you dislike most about your school?
(44%) Nothing
(29%) Other
(17%) Culture
(5%) Academic Challenge
(3%) Instructional Methods

FAMILY INPUT
FAMILY survey themes and the percentage of positive responses are as follows:
- Engagement - 51% (60%)
- Relationships- 87% (87%)
- Culture - 81% (77%)
- Communication & Feedback- 81% (74%)
- Resources - 81% (68%)
- School Safety - 59% (60%)

**FAMILY: What do you like most about your school overall?**
- (66%) Friendly Teachers & Staff
- (19%) Strong Academics
- (5%) Family Engagement
- (2%) Supplies/Facilities
- (2%) Extracurricular Programs

**FAMILY: What is one area in which your school could improve overall?**
- (30%) Nothing
- (25%) Extracurricular Programs
- (12%) Better Family Engagement
- (11%) Stronger Academics
- (6%) Friendlier Teachers & Staff

**FAMILY highest rated questions**
- My school provides the guidance necessary to help my child succeed.
- I receive regular feedback about my child's progress.
- My school is a safe place to learn.
- I feel informed about important decisions regarding my school.

**FAMILY lowest rated questions**
- My school sets high expectations for students.
- I receive information about what my child should learn and be able to do.
- My child is safe from bullying at school.
- Parent/family members are included in planning school activities.

**STAFF INPUT**
Survey themes and the percentage of positive responses are as follows:

- Engagement - 87% (81%)
- Relationships - 91% (87%)
- Culture - 74% (66%)
- Professional Development & Support - 57% (53%)
- School Safety 77% (75%)

STAFF: What do you like most about your school overall?
- (53%) Individual Empowerment
- (21%) Family & Supportive Administration
- (19%) Treated with Respect
- (4%) Supplies/Facilities
- (3%) Other

STAFF: What is one area in which your school could improve overall?
- (28%) Nothing
- (23%) Better Supplies/Facilities
- (16%) Better Professional Development
- (16%) Other
- (9%) Friendlier & More Supportive Administration

ALIGNMENT
Three survey areas were aligned across each of the groups. The following shows comparison data for percent of positive responses in the shared categories:

ENGAGEMENT | STUDENTS- (89%) | FAMILIES- (51%) | STAFF- (87%)
RELATIONSHIPS | STUDENTS- (82%) | FAMILIES- (87%) | STAFF- (91%)
CULTURE | STUDENTS- (26%) | FAMILIES- (81%) | STAFF- (74%)

% POSITIVE RESPONSES
(% POSITIVE) EDUCATION QUALITY
(n/a) Student: no equivalent question
(85%) Family: "My child is getting a high quality education at this school."
(93%) Staff: "Students are getting a high quality education at this school."

(% POSITIVE) HIGH EXPECTATIONS
(67%) Student: “Does your teacher ask you to keep trying when the work gets hard?”
(79%) Family: "My school sets high expectations for students."
(82%) Staff: “My school sets high expectations for students."

(% POSITIVE) RELATIONSHIPS
The degree to which all experience positive, supportive relationships based on respect, care, and approachability.
(82%) Student
(87%) Family
(91%) Staff

(% POSITIVE) RESPECT FOR STUDENTS
(87%) Student: “Does your teacher treat you with respect?”
(n/a) Family: no equivalent question
(90%) Staff: “Staff treat students with respect.”

(% POSITIVE) RESPECT FOR STAFF
(54%) Student: “Do students in your class treat the teacher with respect?”
(n/a) Family: no equivalent question
(79%) Staff: “Students treat staff with respect.”

(% POSITIVE) RELATIONSHIPS: CARE
(84%) Student: “Do you think your teacher cares about you?”
(92%) Family: "Teachers and students care about each other."
(94%) Staff: "Staff and students care about each other."

(% POSITIVE) CULTURE
(26%) Student: respectful classroom
(81%) Family: shared goals, respect, fairness, diversity
(74%) Staff: shared vision, respect, effective communication

(% POSITIVE) COVID EFFECT
(55%) Student: “How much has the virus changed your life? “
(76%) Family: "How much has the COVID-19 pandemic affected you?"
(79%) Staff: "How much has the COVID-19 pandemic affected you?"
OVERALL BRIGHT SPOTS W/ ASSOCIATED LCAP GOAL

FAMILY
- Resources - LCAP GOAL #1
- Communication & Feedback - LCAP GOAL #2

STAFF
- Engagement - LCAP GOAL #1
- School Safety - LCAP GOAL #2

STUDENTS
- Engagement - LCAP GOAL #1
- Relationships - LCAP GOAL #2

OVERALL OPPORTUNITIES W/ ASSOCIATED LCAP GOAL

FAMILY
- Engagement - LCAP GOAL #1
- School Safety - LCAP GOAL #2

STAFF
- Professional Development - LCAP GOAL #1
- Culture - LCAP GOAL #2

STUDENTS
- Academic Challenge - LCAP GOAL #1
- Culture - LCAP GOAL #2
A description of the aspects of the LCAP that were influenced by specific input from educational partners.

<table>
<thead>
<tr>
<th>AREAS OF INFLUENCE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This section describes the aspects of the LCAP that were influenced by specific input from educational partners. In alignment with our LCAP goals, we will be providing the following for 2022-23 as a result of stakeholder input:</td>
<td></td>
</tr>
</tbody>
</table>

**LCAP GOAL #1**

**ENGAGEMENT**
- Resume Parent Education
- Expanded Student Support (Summer School, Intervention, AM/PM Boosts)
- Re-invest in UDL training
- Technology Software (Continue Zearn, Lexia, Freckle (through November at least), Formative Loop, and Reading Eggspress)

**PROFESSIONAL DEVELOPMENT**
- Methodically consolidate, streamline, refine, and evaluate existing programs (academic and social-emotional)
- Re-invest in UDL training
- Re-invest in RULER
- Re-invest in MTSS
- Thoughtfully explore additional professional development opportunities.

Primary areas of focus include:
- high-impact teaching and learning (learning acceleration, updated curriculum, student ownership)
- social-emotional well-being (including student mindsets, self-regulation, connections)

**ACADEMIC CHALLENGE**
- Re-invest in UDL training
- Resume science pilot to find a suitable program to adopt
- Update Health curriculum (ideally as part of science adoption)
- Purchase new health texts
- Consider possibilities to supplement or replace ELA - ideally that includes a rich non-fictional component with social studies and science

**LCAP GOAL #2**

**SCHOOL SAFETY**
- Re-invest in Ruler
• Add counseling intern support
• Re-invest in UDL training
• explore opportunities for more mindfulness, yoga, and cooperative learning

STAFF RELATIONSHIP
• Integrate opportunities to support new teachers throughout the year
• continue to find ways to build capacity
• Re-engage in adult learning opportunities that include finding ways to learn from each other
• explore opportunities for more mindfulness, yoga, and cooperative learning

STUDENT BELONGING
• Re-invest in Ruler
• Add counseling intern support
• Re-invest in UDL training
• Re-invest in MTSS
• explore opportunities for more mindfulness, yoga, and cooperative learning

We will continue to collect student achievement data by which we will evaluate our success. Parents will continue to have access to achievement data. Student needs and program data are discussed regularly by our grade level teams and administrative team and subsequently shared in a variety of forums (e.g., parent meetings, advisory committees, Board of Trustees meetings, and district committees). Within the current context, a cornerstone of most conversations with stakeholders about student learning include discussions about learning acceleration, differentiation, and growth. District committees (e.g., UDL, RULER/SEL, and Student Services - including Tier 2 and Tier 3 interventionists) continue to meet regularly to review program needs and student data.
## Goals and Actions

### Goal

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

An explanation of why the LEA has developed this goal.

This has been one of our two overarching LCAP goals for many years and continues to be a compelling and unifying goal. This goal addresses most of the state priorities:

**Priority 1 | Basic**
All of our teachers are qualified for the grade levels they teach and have supplemental authorization to teach English learners. There are no mis-assignments.

**Priority 2 | State Standards**
Our curriculum is aligned to State Standards. Our professional development has been designed to prepare teachers and instructional paraprofessionals to teach to rigorous state standards. In addition, in 2019-20, we fully implemented our new standards based report card in all grade levels.

**Priority 3 | Parent Involvement**
We provide parents meaningful ways to be involved in their child’s education including translation support, volunteer opportunities, and parent education seminars.

**Priority 4 | Student Achievement**
This goal is primarily about student achievement and success. It dedicates the work of all district employees to that goal. Under this goal, special actions, programs, and services are developed and implemented with the success of all students in mind. It is aligned to our fundamental purpose—"...to educate young people with the highest possible quality instruction; to nurture students’ intellectual, physical, and social growth, helping each to reach his/her highest potential. To achieve this goal, we provide a multi-tiered system of academic supports, interventions, and enrichments to students that start with first, best instruction and include before, after and during school programs to support students by helping remediate any learning issues and gaps.

**Priority 5 | Student Engagement (attendance)**
This goal requires that we use district resources to ensure students get to school and are fed nutritious meals so they can pay attention and achieve in school.
Priority 7 | Course Access
All students have access to our comprehensive curriculum.

Priority 8 | Other Pupil Outcomes
The goal requires that students have equitable learning access. Our Universal Design for Learning training and implementation seeks to reduce barriers to learning for all students.

GOAL #1 INITIATIVES
District initiatives are organized as follows:
- student outcomes, intervention & targeted supports
- extended day/extended year (expanded learning opportunities)
- student & family support and engagement

STUDENT OUTCOMES, INTERVENTION & TARGETED SUPPORTS
- Universal Design for Learning (Priorities 1, 2, 4, 5, 7, 8)
The District is in its fourth year of training and implementation of Universal Design for Learning (UDL). UDL is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences. It offers a lesson planning structure that assists teachers in designing lessons that meet the diverse needs of all learners and that reduce or eliminate barriers for learners. Curriculum, as defined in the UDL literature, has four parts: instructional goals, methods, materials, and assessments. UDL is intended to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning, as well as other obstacles. UDL principles also lend themselves to implementing inclusionary practices in the classroom.

Recognizing that the way individuals learn can be unique, the UDL framework, first defined by David H. Rose, Ed.D. of the Harvard Graduate School of Education and the Center for Applied Special Technology (CAST) in the 1990s, calls for creating curriculum from the outset that provides:
- Multiple means of representation to give learners various ways of acquiring information and knowledge,
- Multiple means of expression to provide learners alternatives for demonstrating what they know, and
- Multiple means of engagement to tap into learners’ interests, challenge them appropriately, and motivate them to learn.

All teachers received training from CAST presenters in December 2017. In the Spring and Summer 2018, a team of administrators and teachers representing every grade level and special education, attended specialized UDL trainings and brought back their learning to their teams. In 2018-19, our trained teachers presented workshops for the rest of the teachers. Many attended the week-long UDL institute that
summer. In 2019-20, two trainers from CAST provided a two-day institute for all of our teachers and our UDL team continued to support the work of their colleagues. In 2021-22, we planned to continue this work with a UDL team of district teachers, however we found it difficult to deepen the practice while managing the many and intense COVID-related demands.

- **iTeam (TK-3) and Fast Lane (4-6th) English Learner and Intervention Services (Priorities 1, 2, 4, 5, 7, 8)**

In addition to the English Language Development done daily in our classrooms, we have put our EL services under our Intervention umbrella to add to the coherence of the services. The Intervention teams also offer tier 2 interventions that are primarily targeted to foster students, English learners, and socio-economically disadvantaged students as well as others struggling in language arts and math. Both schools have full time credentialed interventionists and highly trained paraprofessionals to help diagnose learning issues early and remediate them effectively. The programs are constantly improving themselves to meet student needs. The interventionists also provide coaching support for teachers in both data analysis and use and in meeting the needs of foster, English learners, and low-income students.

- **Lexia and Reading Eggspress (Priorities 1, 2, 4, 5, 7, 8)**

We will continue to use Lexia K-3. Lexia provides differentiated literacy instruction for students of all abilities. Its research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction targeting skill gaps as they emerge and provides teachers with student-special data they need for individual and small group instruction. Reading Eggspress will continue to be used in special education and Fast Lane intervention at Strawberry. While Lexia is very effective in K-3, we have found that by fourth grade, students become a little bored with Lexia. Reading Eggspress is designed to build children’s skills in reading, comprehension, spelling, vocabulary, and grammar in a highly engaging online format that includes literacy activities and games. The range of activities motivates kids to return regularly to complete lessons, compete against other students, earn more rewards, and continue improving their skills. Both programs will be continued for 2020-21 during the school day and in our before and after school "boosts". Parents receive information on their child's progress. Lexia and Reading Eggspress were used in Distance Learning.

- **Star Math Assessments (Priorities 2, 4, 8)**

In 2019-20, we brought back Star Math assessments to Strawberry School to help diagnosis any learning gaps in math so that they can be remediated. We continued this for 2020-21 and added third grade for the Math assessment in spring 2021. Star Reading and Math will continue to be administered three times per year in 2021-22.

- **Zearn and Khan Academy Eureka Math (Priorities 2, 4, 7, 8)**

Zearn Math provides Common Core aligned math lessons, personalized to individual learners, and based on Eureka Math / Engage New York. Lessons focus on three critical components: deep understanding, fluency, and problem-solving. It is an on-line companion to Eureka Math and perfect for differentiating instruction so that learners can practice what they need. Similarly, Khan Academy offers a companion program to Eureka Math. Teachers have the option of using the program that students their student needs the best. In additional Zearn is used in our before and after school "boosts". Parents receive information regarding their child's progress. Zearn and Khan Academy were used during Distance Learning. Formative Loop will continue to be funded. Formative Loop personalizes math fact practice.

**EXTENDED DAY/EXTENDED YEAR (EXPANDED LEARNING OPPORTUNITIES)**
We offer summer sessions and before/after school boosts primarily targeted to foster students, EL students, and socio-economically disadvantaged students and also open to other students to help students struggling with reading and/or math. A combination of on-line programs and teacher support is provided in AM/PM Boosts. We have found great success with our extensions of the school day programs and will be expanding them in 2022-2023 with a full roll-out in 2023-2024.

- **Expanded Kindergarten iTeam (Priorities 2, 4, 5, 7, 8)**
  Kindergartners are offered an additional hour of iTeam service between the kindergarten and first-third grade dismissal times to help remediate any learning gaps they may have and to help bring up their skills in English language arts and math to standards. Targeted support is also available for English Learners via a highly qualified paraprofessional.

- **First through Third Grades Yulupa - AM Lexia/Zearn Boost (Priorities 2, 4, 5, 7, 8)**
  Struggling and EL students receive additional support and practice before school with highly trained paraprofessionals. They practice skills using Lexia (Reading Fluency) and Zearn (Math) as needed.

- **Fourth through Sixth Grades Strawberry - AM & PM Reading Eggspress/Zearn Boost (Priorities 2, 4, 5, 7, 8)**
  Struggling and EL students receive additional support before or after school with the Fast Lane teacher and paraprofessionals. They practice the skills using Reading Eggspress (ELA) and Zearn (Math) online programs

- **Summer Sessions / Extended School Year (Priorities 2, 4, 5, 7, 8)**
  Summer School is targeted primarily to foster youth, English Learners, low-income students, and special education students (who may also be in one or more of the targeted subgroups) to help remediate learning issues and to reduce any educational losses that may have occurred without summer school. While summer school was not possible during the summer 2020, we are holding summer school in 2021.

- **Child Care (Priorities 1, 2, 4, 5, 7, 8)**
  We have continued to work with the YMCA to provide on-site child care at Yulupa. We hope to provide a no-cost option for qualifying families as part of our Expanded Learning Opportunities-Plan (ELO-P).

- **Preschool (Priorities 1, 2, 4, 5, 7, 8)**
  In 2017, the District remodeled an older school site to provide preschool and preschool childcare. Today, the 4C's--Community Child Care Council--operates a preschool program and childcare primarily targeted to socio-economically disadvantaged students and English Learners.

**STUDENT & FAMILY SUPPORT AND ENGAGEMENT**

- **Home to School Transportation (Priorities 1, 3, 5, 8)**
  We continue to provide free and reduced priced transportation for socio-economically disadvantaged students to help get them to school on time. Other students may use the service but there is a fee.

- **Universal Meals (No-Cost) (Priorities 1, 3, 5, 8)**
Students require high quality nutrition to do their best in school. We have been able to offer free lunches to all students (regardless of income). Next year we will expand this program to include breakfast. Due to the expansion, we are considering a transition away from Revolution Foods to find a more local program. With limited storage capacity and increased meal service, we will need daily delivery which has not been possible with Revolution Foods.

• Translation Services (Priorities 3, 5, 8)
We provide written and in person translation services to assist parents in being full participants in their child’s education. We have also attempted to increase the number of home communiques with translation options. The superintendent has included a Google translation button at the top of family communication, allowing families to select from a variety of languages.

• Alternative Dispute Resolution (ADR) Priorities 3, 5, 8)
Alternative Dispute Resolution (ADR) is a process for creating mutually satisfying solutions for schools and families trying to meet the needs of children in special education. The Sonoma County SELPA facilitates the ADR process using communication, collaboration, mediation, and often includes an Independent Child Advocate to develop services that meet the child’s needs.

• Parent Education Seminars (Priorities 3, 5, 8)
This practice has not continued in 2021-2022, largely due to capacity issues and limitations on gathering, but we plan to reinstate this in the 2022-2023 school year. Topics are gained from the various meetings and survey results.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Performance in English Language Arts and Math</td>
<td>California State Dashboard (Based on 2018-19 Data)</td>
<td>California State Dashboard (TBD w 2020-21 Data)</td>
<td>N/A at time of plan approval</td>
<td>The District had not participated in CAASPP (SBAC)</td>
<td>Desired Outcome</td>
</tr>
<tr>
<td></td>
<td>ENGLISH LANGUAGE ARTS Performance on the Smarter Balanced Assessments (SBAC)</td>
<td></td>
<td></td>
<td>testing since 2018-2019. We did</td>
<td>All students and all subgroups will be in</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the green or blue zones.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Each subgroup not already in the blue zone</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>will increase by at least 2 points per year in</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>English</td>
</tr>
</tbody>
</table>

2022-23 Local Control Accountability Plan for Bennett Valley Union School District  
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<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td></td>
<td>administer the test again in Spring 2021-2022, but have thus far, do not have data</td>
<td></td>
<td></td>
<td>Language Arts and Math</td>
</tr>
<tr>
<td>(Grades 3-6 - 530 students tested)</td>
<td>Green Zone</td>
<td>29.3 points above standard</td>
<td></td>
<td></td>
<td>Green indicates that the subgroup achieved at standard AND maintained or increased its performance from the prior year.</td>
</tr>
<tr>
<td>Subgroup Progress ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Blue indicates that the subgroup achieved above standard AND maintained or increased its performance from the prior year.</td>
</tr>
<tr>
<td>(Some students are in more than one subgroup)</td>
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<td></td>
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<tr>
<td>Two or More Races</td>
<td>Blue Zone</td>
<td>46 points above standard</td>
<td></td>
<td></td>
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<tr>
<td>(41 students tested)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>White</td>
<td>Green Zone</td>
<td>40.8 points above standard</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(332 students tested)</td>
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</tr>
<tr>
<td>Homeless</td>
<td>Green Zone</td>
<td>32.9 points above standard</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(17 students tested)</td>
<td></td>
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<tr>
<td>Socioeconomically Disadvantaged</td>
<td>Yellow Zone</td>
<td>7.5 points above standard</td>
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<tr>
<td>(152 students tested)</td>
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<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
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<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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</tr>
<tr>
<td>(81 students tested)</td>
<td></td>
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</tr>
<tr>
<td>Yellow Zone</td>
<td>1.3 points below standard.</td>
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<tr>
<td>Hispanic (113 students tested)</td>
<td>Yellow Zone</td>
<td>4.2 points below standard.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students with Disabilities (71 students tested)</td>
<td>Orange Zone</td>
<td>16.4 points below standard.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MATHEMATICS**

SBAC Mathematics

All Students (532 tested)

Green Zone | 13.4 points above standard.

- Subgroup Progress Mathematics (Some students are in more than one subgroup)

Homeless (17 students tested)
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Zone</td>
<td>32.5 points above standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White (334 students tested)</td>
<td>Green Zone</td>
<td>22.5 points above standard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races (41 students tested)</td>
<td>Green Zone</td>
<td>21 points above standard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged (152 students tested)</td>
<td>Yellow Zone</td>
<td>7 points below standard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners (81 students tested)</td>
<td>Yellow Zone</td>
<td>9.4 points below standard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current EL (56 students)</td>
<td>Current EL</td>
<td>16.8 points below standard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
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</tr>
<tr>
<td>English Only (441 students) 17.8 points above standard</td>
<td>California State Dashboard ELPI Data (Based on 2018-2019 Data) Very High English Learner Progress: 66.3% made progress toward English Language Proficiency on the ELPAC (65% and higher are considered &quot;Very High&quot;)</td>
<td>(Based on 2020-2021 Data) Summative ELPAC scores 2021-2022 1.6%</td>
<td>Level 1 (Minimally Developed) 25.6%</td>
<td>Level 2 (Somewhat Developed) 46.4%</td>
<td>Level 3 (Moderately Developed) 26.45%</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>42.4%</td>
<td>Level 4 (Well Developed)</td>
<td></td>
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</tr>
<tr>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>The English Learner Progress Indicator (ELPI) was suspended in 2020-2021, and the status is uncertain for 2021-2022.</td>
<td></td>
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</tr>
<tr>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>Accordingly, we don’t have comparable data to report for 2021-2022.</td>
<td></td>
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</tr>
<tr>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>We can compare overall proficiency levels, which do look to have dropped, but that is a very different measurement than the individual growth provided by an ELPI. Overall proficiency levels do not take into account growth or progress. Instead, proficiency levels could reflect changes in student population.</td>
<td></td>
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<tr>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>This could be a reflection of changing</td>
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<tr>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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</tbody>
</table>
demographics, but it could also be a reflection of recent COVID-related challenges.

While the available data doesn't allow us to monitor progress toward this LCAP goal, it does provide us with data that can inform our practices and programs. What we do see is that we have a greater percentage of language learners who are not demonstrating proficiency as compared to that number two years ago.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline (Based on 2018-19 Data)</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Fitness Tests (5th grade)</td>
<td>Goal partially met</td>
<td>(Based on 2020-21 Data)</td>
<td></td>
<td></td>
<td>Desired Outcome</td>
</tr>
<tr>
<td>Percentage of 5th graders students scoring in the healthy fitness zone</td>
<td>Aerobic Capacity: 72.5%</td>
<td>Aerobic Capacity: 90%</td>
<td></td>
<td></td>
<td>2% point gain per year of the number of students in the Healthy Fitness Zone on each of the measures</td>
</tr>
<tr>
<td></td>
<td>Abdominal Strength: 94.7%</td>
<td>Abdominal Strength: 97.7%</td>
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</tr>
</tbody>
</table>

Goal partially met
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trunk Extension</strong></td>
<td>Strength: 90.1%</td>
<td>Trunk Extension Strength: 97.7%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Upper Body Strength: 86.3%</td>
<td>Upper Body Strength: 91.6%</td>
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<tr>
<td></td>
<td>Flexibility: 90.1%</td>
<td>Flexibility: 97.7%</td>
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</tr>
<tr>
<td><strong>DIBELS</strong></td>
<td>TK PELI 93% At/Above</td>
<td>TK PELI 97% At/Above</td>
<td></td>
<td></td>
<td>Desired Outcome</td>
</tr>
<tr>
<td></td>
<td>Kindergarten DIBELS 54% At/Above</td>
<td>Kindergarten DIBELS 62% At/Above</td>
<td></td>
<td></td>
<td>2% point gain per year</td>
</tr>
<tr>
<td></td>
<td>First Grade DIBELS 54% At/Above</td>
<td>First Grade DIBELS 79% At/Above</td>
<td></td>
<td></td>
<td>decrease in students</td>
</tr>
<tr>
<td></td>
<td>2nd Grade DIBELS 78% At/Above</td>
<td>2nd Grade DIBELS 83% At/Above</td>
<td></td>
<td></td>
<td>in need of intervention</td>
</tr>
<tr>
<td></td>
<td><strong>Desired Outcome</strong></td>
<td></td>
<td></td>
<td></td>
<td>or in urgent need of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>intervention in Reading</td>
</tr>
<tr>
<td><strong>STAR READING</strong></td>
<td>STAR READING End of Year 2020-21</td>
<td>STAR READING End of Year 2021-22</td>
<td></td>
<td></td>
<td>Desired Outcome</td>
</tr>
<tr>
<td></td>
<td>Third Graders 78% At/Above; 11% Watch; 9% Intervention; 2% Urgent</td>
<td>Third Graders 85% At/Above; 2% Watch; 5% Intervention; 8% Urgent</td>
<td></td>
<td></td>
<td>2% point decrease per year</td>
</tr>
<tr>
<td></td>
<td>Fourth Graders 73% At/Above;</td>
<td>Fourth Graders 78% At/Above;</td>
<td></td>
<td></td>
<td>in students in need of</td>
</tr>
<tr>
<td></td>
<td><strong>Desired Outcome</strong></td>
<td></td>
<td></td>
<td></td>
<td>intervention or in urgent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>need of intervention in Math</td>
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<td>as they move up the grade</td>
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<td></td>
<td>levels.</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<tr>
<td></td>
<td>Fifth Graders</td>
<td>14% Watch; 8% Intervention; 5% Urgent</td>
<td>6% Watch; 8% Intervention; 8% Urgent</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Sixth Graders</td>
<td>70% At/Above; 15% Watch; 10% Intervention; 6% Urgent</td>
<td>Fifth Graders 69% At/Above; 5% Watch; 13% Intervention; 13% Urgent</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>65% At/Above; 20% Watch; 12% Intervention; 2% Urgent</td>
<td>Sixth Graders 66% At/Above; 8% Watch; 8% Intervention; 18% Urgent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAR MATH</td>
<td>STAR MATH End of Year 2020-21</td>
<td>75% At/Above; 10% Watch; 10% Intervention; 5% Urgent</td>
<td>STAR MATH End of Year 2021-22</td>
<td></td>
<td>Desired Outcome</td>
</tr>
<tr>
<td>Local Measure</td>
<td>Third Graders</td>
<td>75% At/Above; 10% Watch; 10% Intervention; 5% Urgent</td>
<td>Third Graders 82% At/Above; 12% Watch; 4% Intervention; 3% Urgent</td>
<td>2% point decrease per year in students in need of intervention or in urgent need of intervention in Math as they move up the grade levels</td>
<td></td>
</tr>
<tr>
<td>3rd - 6th</td>
<td>Fourth Graders</td>
<td>66% At/Above; 15% Watch; 13% Intervention; 5% Urgent</td>
<td>Fourth Graders 69% At/Above; 12% Watch; 14% Intervention; 5% Urgent</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Fifth Graders</td>
<td>67% At/Above; 14% Watch;</td>
<td>Fifth Graders 77% At/Above; 6% Watch;</td>
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</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<td></td>
<td>10% Intervention; 9% Urgent</td>
<td>10% Intervention; 7% Urgent</td>
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</tr>
<tr>
<td>Sixth Graders</td>
<td>68% At/Above; 15% Watch; 11% Intervention; 6% Urgent</td>
<td>Sixth Graders</td>
<td>66 % At/Above; 9% Watch; 19% Intervention; 6% Urgent</td>
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<tr>
<td><strong>2018-2019 Dashboard Data</strong></td>
<td>% Chronically Absent 2018-2019</td>
<td>% Chronically Absent 2020-2021</td>
<td></td>
<td></td>
<td>Desired Outcome 2% point decrease per year in the percentage of chronically absent students overall and in each subgroup.</td>
</tr>
<tr>
<td><strong>STUDENT ENGAGEMENT</strong></td>
<td>All Students (1,011 students)</td>
<td>All Students (1,008 students)</td>
<td></td>
<td></td>
<td>DATA NOTES: Colored Zone data is not available at this time</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>1.011 students)</td>
<td>2.14%</td>
<td>2.14%</td>
<td>2.86%</td>
<td>Subgroup Notes Some students are in more than one subgroup and with our small numbers in some subgroups, one</td>
</tr>
<tr>
<td></td>
<td>Green Zone</td>
<td>Maintained 0.2%</td>
<td>Declined 2.86%</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>White (621 students)</td>
<td>1.13%</td>
<td>Declined 3.37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Green Zone</td>
<td>4.5%</td>
<td>Declined -0.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian (44 students)</td>
<td>0%</td>
<td>Declined 4.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Green Zone</td>
<td>4.5%</td>
<td>Declined 0.6%</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>English Learners (142 students)</td>
<td>English Learners (132 students)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Green Zone</td>
<td>3.5%</td>
<td>1.56%</td>
<td>Declined 1.94%</td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
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<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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</tr>
<tr>
<td>Hispanic</td>
<td>Orange Zone 5.7% Increased 0.5%</td>
<td>Hispanic 2.56% Declined 3.14%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>Orange Zone 6.5% Increased 5%</td>
<td>Two or more races 6.5% Declined 1.94%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless</td>
<td>Orange Zone 8.3% Increased 1.7%</td>
<td>Homeless 0% Declined 8.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>Orange Zone 9.9% Increased 1.3%</td>
<td>Socioeconomically Disadvantaged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Orange Zone 12.8% Increased 7%</td>
<td>Students with Disabilities 3.98% Declined 8.82%</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Misassignments**

- There are no misassignments of teachers. All are qualified to teach their grade levels and have English Learners in their classroom

**Desired Outcome:**

We will continue to hire and employ fully qualified teachers. All teachers will continue to be fully qualified to teach their grade.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Survey</td>
<td>(2020-2021 Survey Administration)</td>
<td>(2021-2022 Survey Administration) We received 493 parent responses.</td>
<td>We also heard from 81 staff members and 521 students (grades 3-6)</td>
<td></td>
<td>Desired Outcome: To receive at least 400 responses on our parent survey</td>
</tr>
<tr>
<td>Course Access</td>
<td>All students, including English Learners, Low Income, Foster Youth and Students with Disabilities, have full access to the full continuum of our curriculum including grade level classes in English, math, social science, science, health, visual and performing arts, computer lab, library/media skills, and PE that is becoming more and more aligned with Common Core. There are also support services for students who are in need of</td>
<td>All students, including English Learners, Low Income, Foster Youth and Students with Disabilities, have full access to the full continuum of our curriculum including grade level classes in English, math, social science, science, health, visual and performing arts, computer lab, library/media skills, and PE that is becoming more and more aligned with Common Core.</td>
<td></td>
<td></td>
<td>Continue to provide all students access to our comprehensive curriculum</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<tr>
<td>such services as designed in Goal 2.</td>
<td>There continues to be support services for students who are in need of such services as designed in Goal 2.</td>
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</tr>
<tr>
<td><strong>Access to Standards Aligned Materials</strong></td>
<td>All students were given copies of all Board adopted materials. We piloted common core aligned, Next Generation science programs in 2019-20 for a planned 20-21 adoption. As we did not find a suitable program, the science pilot will continue in 2021-22</td>
<td>All students continue to full have access to Board-adopted and standards-aligned materials. We have not resumed the science pilot, but are preparing to do so in 2022-23.</td>
<td></td>
<td></td>
<td>Continue to provide access to standards-aligned materials to all students</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 1.1      | Teacher Development: UDL, MTSS, Committees Teacher Leadership & Induction | UDL = Universal Design Learning  
MTSS = Multi-Tiered Systems of Support  
UDL + MTSS Professional Development  
Continue to support grade levels in UDL + MTSS implementation by continuing to encourage staff to share: best practices, problems of practice, and when possible participate in additional training (hopefully through the Sonoma County Office of Education - SCOE).(Estimated cost = $2000 - but not included in LCAP EEBG)  
UDL and MTSS will also be supported by the following teacher-lead | $51,280.00      | No            |
<table>
<thead>
<tr>
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<th>Total Funds</th>
<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>committees: Curriculum &amp; Instruction and Social-Emotional Learning. A BVUSD team has registered for a year-long MTSS program that begins in August 2023. There’s no charge, but it will play a key role in our progress in this area.</td>
<td></td>
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<td></td>
<td>Teacher-Led Committees: Teacher-Led Committees (paid by stipend) will meet monthly to:</td>
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<tr>
<td></td>
<td></td>
<td>• review, reflect, and refine practices</td>
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<td></td>
<td>• streamline systems</td>
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<td>• clarify communication</td>
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<td>• share with grade-level teams during team meetings and as necessary</td>
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<td>Committees will include will generally include one representative from each grade-level and will include:</td>
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<tr>
<td></td>
<td></td>
<td>• (GL) Grade-Level Leaders (TK, K, 1, 2, 3, 4, 5, 6) = 8 members</td>
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<tr>
<td></td>
<td></td>
<td>• (SEL) Social-Emotional Learning Leaders (TK, K, 1, 2, 3, 4, 5, 6 + Student Support = special education/intervention) = 9 members</td>
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<td></td>
<td>• (C&amp;I) Curriculum &amp; Instruction Leaders (TK, K, 1, 2, 3, 4, 5, 6 + Student Support = special education/intervention) = 9 members</td>
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<td></td>
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<td>Note: The stipend was $400 in 2021-2022, but we have added $100 to build in additional new teacher support.</td>
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<td></td>
<td></td>
<td>Targeted New Teacher Support Committee Leaders will provide additional, targeted support to new teachers as follows:</td>
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<tr>
<td></td>
<td></td>
<td>• Grade-Level specific support - additional 2 hours</td>
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<tr>
<td></td>
<td></td>
<td>• Social-Emotional Learning - additional 2</td>
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<tr>
<td></td>
<td></td>
<td>• Curriculum &amp; Instruction - additional 2 hours</td>
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<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
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<td></td>
<td>Action 1.2: Tier 2 Academic Intervention and Parent Engagement-Translation Services</td>
<td>iTTeam (TK-3) and Fast Lane (4-6th) English Learner and Intervention Services: In addition to the English Language Development done daily in our classrooms, we have put our EL services under our Intervention</td>
<td>$421,772.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<td>umbrella to add to the coherence of the services.</td>
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<td></td>
<td>The Intervention teams also offer Tier 2 interventions that are primarily targeted to foster students, English learners, and socio-economically disadvantaged students as well as others struggling in language arts and math.</td>
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<td>Both schools have full time credentialed interventionists and highly trained paraprofessionals to help diagnose learning issues early and remediate them effectively. The programs are constantly evolving to meet student needs. The interventionists also provide coaching support for teachers in both data analysis and use and in meeting the needs of foster, English learners, and low-income students.</td>
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<td>EL Parent Engagement: Translation Services: Both bilingual paraprofessionals also provide translation services for parent teacher conferences, meetings, etc.</td>
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<td></td>
<td></td>
<td>Personnel</td>
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<td>• 2 Certificated teachers (one per school)</td>
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<td></td>
<td></td>
<td>• 2 Highly Qualified Paraprofessionals 5.5 hr/day each</td>
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<td>• 1 Highly Qualified Paraprofessional 3 hrs.day</td>
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<td>• EL Paraprofessional Yulupa</td>
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<td></td>
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<td>• Bilingual Paraprofessional Strawberry</td>
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<td>Tier 1 and Tier 2 Assessments:</td>
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<td></td>
<td>• TK: PELI</td>
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<td>• K-3: Amplify Dibels</td>
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<td>• 3-6 STAR Math</td>
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<tr>
<td></td>
<td></td>
<td>• 3-6 Star Reading</td>
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<td></td>
<td></td>
<td>• Freckle (60 seats for Fast Lane)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$421,772 | OVERALL TOTAL # 1.2
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Extended school day and personalized learning</td>
<td>Extend the school day with before and after school intervention support and on-line program practice primarily targeted to homeless, foster, English learners and socio-economically disadvantaged students. Personnel EL Boost for Kindergartners (one hour after the kindergarten day included in cost for Bilingual Paraprofessional) Before and After School Boosts (Homework support, Lexia, Zearn) Personalized Supplements to Help Struggling Readers and students struggling in Math Lexia We will continue to use Lexia K-3 during the school day and in our Boosts. Lexia provides differentiated literacy instruction for students of all abilities. Its research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction targeting skill gaps as they emerge and provides teachers with student-special data they need for individual and small group instruction. Reading Eggspress Reading Eggspress will continue to be used in special education and Fast Lane intervention at Strawberry and in our Boost. While Lexia is very effective in K-3, we have found that by fourth grade, students become a little bored with Lexia. Reading Eggspress is designed to build children's skills in reading, comprehension, spelling, vocabulary, and grammar in a highly engaging online format that includes literacy activities and games. The range of activities motivates kids to return regularly to complete lessons, compete against other students, earn more rewards, and continue improving their skills. Parents receive information on their child's progress.</td>
<td>$51,104.50</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Action # 1.3

**Title**: Zearn, Formative Loop & Khan

**Description**: In Math, we use two resources that are companions to Eureka Math--Zearn and Khan Academy. Formative Loop is used in many grade levels as differentiated support to the learning of math facts. These programs are integrated during the school day and in our boost.

- **Typing Agent**
  - Helps students gain automaticity with their keyboarding

**Digital Materials**:
- Accelerated Reader
- Lexia
- Reading Eggspress
- Zearn
- Khan Academy - Eureka Math = (free)
- Formative Loop - Math facts
- Typing Agent

**Total Funds**: $51,104.50 | OVERALL TOTAL #1.3

### Action # 1.4

**Title**: Extended school year--Summer School + Child Care

**Description**: Provide an enhanced summer school program targeted primarily to foster students, English Learners, and socio-economically disadvantaged students.

**Personnel**
- 8 Certificated teachers
- 1 Teacher in charge stipend
- 11 Paraprofessionals
- Office Manager

**Total Funds**: $48,614.00 | Yes
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Classroom Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Child Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Child Care (via ELO-P funds) at the YMCA = No estimated expenditure at this time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>**$48,614</td>
<td>OVERALL TOTAL # 1.4</td>
</tr>
<tr>
<td>1.5</td>
<td>State Standards: Science and Health Adoption; Math Support</td>
<td>We had previously piloted two science programs highly recommended by the State and found neither met our high expectations. We did not return to this pursuit during the 2021-2022 school year as was anticipated. We would like to return to piloting in the 2022-2023 school year with the following priorities:</td>
<td>$265,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td>--------------</td>
</tr>
<tr>
<td></td>
<td>Eureka Math: Duplication costs (personnel)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OVERALL Total: $265,000</td>
<td>OVERALL TOTAL #1.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1.6     | Engagement: Free/Reduced Home to School Transportation     | Many students require support to get to school on time. Free and reduced priced home to school transportation is targeted to socio-economically disadvantaged students. Other students can buy bus passes to use the service.  
District cost of transportation, less state funding and bus pass revenue to fund low income pupils = $145,000 | $145,000.00   | Yes          |
| 1.7     | Free Reduced Nutritious School Lunches                    | Students require high quality nutrition to do their best in school. We are exploring the possibility of changing food service from Revolution Foods to something closer. We have had a difficult time storing meals with delivery only possible twice a week. This will be exacerbated next year when we initiate a breakfast program in addition to lunch as part of the Universal Meals initiative.  
Projected district cost of free/reduced-priced lunches = $66,154 | $66,154.00    | Yes          |
<table>
<thead>
<tr>
<th>Action #</th>
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<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 1.8     | Parent Engagement-Parent Education Seminars | Parent Education Seminars: This is a service we planned to run in 2021-2022, but did not have the capacity to offer. We provide training on subjects of interest to parents. Topics are gained from the various meetings and survey results. These may done by providing parents access to California Parenting Institute, or finding another resource. District costs include  
• Materials  
• Childcare  
• Pizza  
• Estimated Program Costs (if not delivered in-house)  
________________________________________________  
$3,100 | OVERALL TOTAL # 1.8                             | $3,100.00 | Yes           |
| 1.9     | Equity: Integrated Preschool Access        | Continue to provide 4C's preschool primarily targeted to socio-economically disadvantaged students and English learners. We received a start up grant of $100,000 from First 5 and expended our match requirements over the previous two years.  
Currently, there are some on-going maintenance costs and costs per child for Bennett Valley preschoolers served in Rincon Partnership classes. They are not LCFF expenses, and are not included here.  
Required Facilities Upgrade (new alarm system installation)  
In 2021-2022, we were alerted to a faulty fire alarm system. The estimated costs for repair have been very expensive, but the most recent estimate was $120,527.  
________________________________________________  
$120,527 | OVERALL TOTAL # 1.9                             | $120,527.00 | Yes           |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.10</td>
<td>Extend Quality On-Site Childcare Access</td>
<td>Child Care: Based on the 2019 survey input of parents, we worked with YMCA during 2019-20 and 2020-21 to provide additional capacity at the on-site child care at Yulupa--YMCA owns the buildings and the District owns the land. Although the building extension was delivered in August 2019, unfortunately, due to the wildfires in October, the fire department required additional work to get the building certified. It was opened during the 2020-21 school year. The district portion included fencing and the remodeling of student and staff restrooms adjacent to the child care center which was completed in 2020-21. The District costs (fencing, restroom renovation) were born in 2019-20. The facility at Strawberry is sufficient to accommodate the need. There should be no additional district costs associated with either facility for 2022-2023.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$0</td>
<td>OVERALL TOTAL # 1.10</td>
<td>$0.00</td>
</tr>
<tr>
<td>1.11</td>
<td>Common Core Access: Assessment and SIPPS--Special Ed and Struggling Readers</td>
<td>2022-23 will be our fourth year of implementation of SIPPs as part of our Special Education Program for students with dyslexia and in our intervention program for struggling readers. SIPPS is Systemic Instruction in Phonological Awareness, Phonics, and Site Words. It helps new and struggling readers build the skills and confidence they need to gain reading fluency and comprehension. Literacy builds a foundation for success in school and in life. This program has already shown to be very successful and will be continued as part of the programs and services offered to struggling readers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$76,499.00</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Assessment Materials
- SIPPS
- Wechsler Individual Achievement Test-4
- Wide Range Assessment of Memory and Learning -3
- Woodcock Johnson-4
### Action #

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.11</td>
<td></td>
<td>Personnel 0.6 FTE IEP/Assessment Support Personnel</td>
<td>$76,499</td>
<td>OVERALL TOTAL # 1.11</td>
</tr>
<tr>
<td>1.12</td>
<td>Fine Motor: Handwriting without Tears (TK/K)</td>
<td>Handwriting without Tears: This program has been in place in Transitional Kindergarten for three years. Kindergarten began implementing it in 2019-20. The Handwriting without Tears curriculum draws from years of innovation and research to provide developmentally appropriate, multi-sensory strategies for early writing. The program follows research in how children learn best and included materials that address all learning styles. We will be continuing this program in TK and K. Handwriting without Tears: No annual cost as the copying cost is included with personnel in Action #1.5</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OVERALL Total: $0</td>
<td>OVERALL TOTAL # 1.12</td>
<td></td>
</tr>
</tbody>
</table>

### Goal Analysis [2021-22]

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.

Most differences between planned and actual implementation is non-substantive. Summer school, transportation, on-site child care, special education assessments, and TK/K fine motor planned actions remained unchanged.

One change is worth noting is that we did not resume piloting efforts in 2021-2022 as planned. Piloting paused during at-home learning with an intention to return to it this year. While we were in-person in 2021-2022, COVID-related challenges remained very much present thereby preventing a return to pilots and adoptions. Another change is that we offered free lunch to all students in 2021-2022. We plan to expand this...
to include breakfast in 2022-2023. Another change is that parent engagement seminar were not a service we had capacity to offer. While the purpose of the seminars is to be of support to parents, we also heard that parents had less capacity to attend additional events. Because in-person events were not possible much of the year, childcare and pizza were irrelevant costs.

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.

Several of the planned actions did not have associated costs and that did not change. Some planned expenditures were not required because we didn’t carry through the action (e.g., curriculum pilots and parent education seminars). In the case of curriculum pilots, this was a significant planned expenditure in 2020-2021 ($140,000, did not happen in 2021-2022 ($0), and is anticipated to cost more in 2022-2023 ($250,000). The lack of expenditure in 2021-2022 was due to a lack of capacity. The significant increase in a planned expenditure for 2023-2024 is due to staff interest in exploring materials in additional areas such as English Language Arts and social studies. We plan to convene a curriculum council in the fall that will prioritize curricular needs and possibly identify materials that integrate more than one curricular area. The cost of lunches doubled from about $30,000 in 2020-2021 to $60,000 in 2021-2022. We have planned accordingly for 2022-2023. The increase in planned expenditures for parent education seminars is not significant. No material differences are anticipated for percentages of Improved Services.

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

As stated in the introduction much of our student assessment data sets are unusually complicated to synthesize, due to COVID-related disruptions. Even in areas in which we have consistent measures from similar points in the school year, it is hard to compare pre-COVID data with that collected during home-learning and after just returning from home learning. Nevertheless, in most areas, our students continue to make expected progress. With so many variables to consider, we intend to stay the course for most of our planned actions.

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 changes to planned and actual goals, metrics, and outcomes are largely circumstantial and reflect a lack of capacity. Because of capacity issues, we are being thoughtful about how to return to these actions in the upcoming school year. One such example is honoring that staff needs a full break this summer. Rather than planning and participating in a summer “Boot Camp,” it is our intention to slowly build these development opportunities into the weekly and monthly schedules. The same is true for larger professional development. In order to manage the demands and sustain the impact, we intend to work in self-selected committees to prioritize need and break actions into smaller projects that can be continually refined and revisited throughout the 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.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Nurturing School Climate: We support student social, emotional, and behavioral development in a positive school climate that addresses student needs and nurtures the growth of the whole child.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

This is an overarching goal that has long been a part of our LCAP and is still a compelling goal. It dedicates the work of all school employees to ensuring the well-being of all students. We strive to ensure a safe environment for all students that nurtures each child's social and emotional development. We have adopted RULER, out of Yale, as our social, emotional learning program and integrated it with BEST--Building Effective Schools Together and Toolbox to help students with self regulation and friendship skills. Our schools focus on maintaining and nurturing the dignity of each individual in a safe and respectful environment that helps students develop independence, responsibility, and value diversity through various school wide and individual support services. We have therapy dogs on both of our two campuses, counseling services, a "buddy bench" (where kids can sit when they have no one to play with at recess to let others know they would like to play with someone), lunch bunch (a place where students can talk, play games, etc. supervised by the counselor or counseling intern) and a play therapy program.

Goal #2 addresses several State Priorities:
- Priority 1: Basic
- Priority 3: Parental Involvement and Family Engagement
- Priority 5: Student Engagement (attendance, absenteeism)
- Priority 6: School Climate (suspension, expulsion, safety, connectedness)
- Priority 8: Student Outcomes (intervention, support)

GOAL #2 INITIATIVES

District initiatives for Goal #2 reflect our priorities for:
- social-emotional supports and services
- student & family engagement
- attendance

SOCIAL, EMOTIONAL LEARNING
• RULER (Priorities 5, 6, 8)
We would like to deepen the Implementation of RULER, our Social Emotional Learning Program. RULER was developed by Yale and dovetails with our Toolbox program.

The RULER skills include:
• Recognizing emotions in oneself and others
• Understanding the causes and consequences of emotions
• Labeling emotions with accurate words
• Expressing emotions differently depending on context
• Regulating emotions with helpful strategies

The Anchor Tools
The Anchors Tools of Emotional Intelligence are evidence-based tools designed to enhance the emotional intelligence of school leaders, teachers and staff, students, and their families. RULER includes four primary tools: the Charter, Mood Meter, Meta-Moment, and Blueprint. Each is based on scientific research and helps children and adults develop their emotional intelligence skills:

Charter
The emotional climate of a school affects the community’s well-being and students’ ability to learn. The Charter is a collaborative document that helps schools establish supportive and productive learning environments. It is created by members of the community, outlining how they aspire to treat each other. Together, the community describes how they want to feel at school, the behaviors that foster those feelings, and guidelines for preventing and managing unwanted feelings and conflict. By working together to build the Charter, everyone establishes common goals and holds each other accountable for creating the positive climate they envision.

Mood Meter
Learning to identify and label emotions is a critical step toward cultivating emotional intelligence. Using the Mood Meter, students and educators become more mindful of how their emotions change throughout the day and how their emotions in turn affect their actions. They develop the self-awareness they need to inform their choices. Students learn to expand their emotional vocabulary, replacing basic feeling words with more sophisticated terms. They graduate from using words like ‘ok’ or ‘fine’ to using words like ‘alienated’ and ‘hopeless,’ or ‘tranquil’ and ‘serene.’ By teaching subtle distinctions between similar feelings, the Mood Meter empowers students and educators to recognize the full scope of their emotional lives and address all feelings more effectively.

Meta-Moment
Emotions can either help or hinder relationships, and we all have moments that get the best of us. The Meta-Moment helps students and educators handle strong emotions so that they make better decisions for themselves and their community. The Meta-Moment is a brief step back from the situation when we pause and think before acting. We ask ourselves, how would my “best self” react in this situation? What strategy can I use so that my actions reflect my best self? Over time and with practice, students and educators replace ineffective responses with productive and empowering responses to challenging situations. They make better choices, build healthier relationships, and experience greater well-being.
Blueprint
How everyone in a school treats each other has a powerful effect on classroom performance and school climate. Conflict between students can get in the way of learning and success and increase the time teachers spend off task. The Blueprint helps students and educators manage conflict effectively. Using the Blueprint, children and adults consider a disagreement from the other person’s perspective, as well as their own. They develop empathy by considering each other’s feelings and working collaboratively to identify healthy solutions to conflicts. The Blueprint helps repair relationships and restore climates, creating safer and more productive schools where students can learn and thrive.

Teachers have been using the Charter and Mood Meter for 3 years. We will spend more time with Meta-Moment and Blue Print in 2021-22.

RULER offers a restorative philosophy to discipline. In addition to RULER training, Strawberry’s principal attended a Restorative practices conference in February 2020 to offer even deeper restorative work for school-wide climate to be fully put in place in 2021-22.

- Toolbox Priorities 5, 6, 8)
We integrate RULER with our Toolbox program. Toolbox is a K-6 program that supports children in understanding and managing their own emotional, social, and academic success. Children learn and practice the following 12 tools: Breathing Tool, Quiet/Safe Place Tool, Listening Tool, empathy tool, personal space tool, using our words tool, garbage can tool, taking time tool, please and thank you tool, apology and forgiveness tool, patience tool, and courage tool. Tools become valuable personal skills: self-awareness, self-management, and relationship building which foster responsible decision-making.

- Additional Services (for homeless, foster, socio-economically disadvantaged, and English Learners) (Priorities 3, 5, 6, 8)
We continue provide additional support services with the addition of: .2 counselor, .2 psychological services, and .2 nursing services These services will be continued in 2021-22.

- Restorative Practices Training (Priorities 3, 5, 6, 8)
In 2020-2021, we had planned to offer additional professional development in restorative practices, however this will resume in 2021-22 under the leadership of our SEL team.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Survey</td>
<td>In addition to the Spring 2021 survey to identify what we should be sure to</td>
<td>We heard from 521 students (grades 3-6) in the 2021-2022 Youth Truth survey.</td>
<td></td>
<td></td>
<td>Students will report feeling safe at school, having a trusted adult they can talk with, and</td>
</tr>
<tr>
<td>(Healthy Kids or Youth Truth)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Overall Student Responses</td>
<td>have in place in August, students will be surveyed 2021-22, we will administer the student survey--either Healthy Kids or Youth Truth which will help us determine how the actions and services are working for the students.</td>
<td>Rating</td>
<td>% Positive</td>
<td>Percentile Ranking</td>
<td>(note a 4.0 point rating, and percentiles are calculated from nationwide data)</td>
</tr>
<tr>
<td>Engagement</td>
<td>2.8</td>
<td>89%</td>
<td>46th</td>
<td>Academic Challenge</td>
<td>2.8</td>
</tr>
<tr>
<td>Culture</td>
<td>2.8</td>
<td>26%</td>
<td>61st</td>
<td>Belonging</td>
<td>2.8</td>
</tr>
<tr>
<td>Parent Survey</td>
<td>In addition to the Spring 2021 survey to identify what we should be sure to</td>
<td>We heard from 493 parents in the 2021-2022 Youth Truth survey.</td>
<td></td>
<td></td>
<td>Parents will report that their children feel safe and appropriately challenged at school</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>District Survey or Youth Truth</td>
<td>have in place in August, in December 2021, parents will be surveyed to determine how the actions and services are working for their children</td>
<td>Overall Student Responses &lt;br&gt;Rating</td>
<td>% Positive</td>
<td>Percentile Ranking</td>
<td>(note a 5.0 point rating, and percentiles are calculated from nationwide data) &lt;br&gt;Engagement 3.52</td>
</tr>
<tr>
<td>California Dashboard Data</td>
<td>% Student Suspended at Least Once</td>
<td>% Student Suspended at Least Once &lt;br&gt;No Zone Data available</td>
<td></td>
<td></td>
<td>Desired Outcome: For all students and all subgroups to be in</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<td>-------------------------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>Suspensions/Expulsions</td>
<td>2019-2020 ALL STUDENTS (1,022 students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Green Zone</td>
<td>0.8% ? 0.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SUBGROUPS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian (44 Students)</td>
<td>• Blue Zone</td>
<td>0% ? 2.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners (143 Students)</td>
<td>• Blue Zone</td>
<td>0% ? 0.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White (627 students)</td>
<td>• 0.5% ? 0.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic (230 Students)</td>
<td>• Green Zone</td>
<td>0.9% ? 0.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged (298 students)</td>
<td>• 1.7% ? 0.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with</td>
<td>2021-2022 ALL STUDENTS (931 students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 0.4% ? 0.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4 students suspended at least once)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SUBGROUPS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian (44 Students)</td>
<td>• 0% no change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners (138 Students)</td>
<td>• 0% no change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White (593 students)</td>
<td>• 0.5% no change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic (230 Students)</td>
<td>• 0.4% ? 0.5%</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Socioeconomically Disadvantaged (298 students)</td>
<td>1.7% ? 0.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subgroup Notes:
Some students are in more than one subgroup and with our small numbers in some subgroups, one child can impact the percentage for more than one subgroup.

The Homeless subgroup is a holdover from the 2017 fires. Children who lost their homes in the fires were considered "homeless" for one year (October 2017-October 2018) even if they moved into homes during that year.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabilities (110 Students)</td>
<td>• Green Zone</td>
<td>1.8% ? 1.5%</td>
<td>(1 student) suspended at least once</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 or More Races (78 students)</td>
<td>• Orange Zone</td>
<td>2.6% ? 1.1%</td>
<td>Socioeconomically Disadvantaged (203 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster / Homeless (24 students)</td>
<td>• Red Zone</td>
<td>12.5% ? 12.5%</td>
<td>Students with Disabilities (121 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3 students) were suspended at least once.</td>
<td></td>
<td>• 0% no change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged (203 students)</td>
<td></td>
<td></td>
<td>• 0% ? 2.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster / Homeless (3 students)</td>
<td></td>
<td></td>
<td>Two or More Races (88 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 0% ? 2.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (121 students)</td>
<td></td>
<td></td>
<td>Foster / Homeless (3 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Too few students to report</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Social Emotional Learning: RULER, ToolBox, Second Step</td>
<td>We will continue and strengthen our implementation of our SEL programs to create a common language and nurturing fabric of support for our students.</td>
<td>$3,380.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher stipends (to support all classrooms with Second Step lessons, RULER implementation, Toolbox lessons) are included in Action #1.1</td>
<td>$3,380</td>
<td>OVERALL TOTAL # 2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personnel Stipends - N/A (included in #1.1)</td>
<td>$3,380</td>
<td>OVERALL TOTAL # 2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possible additional cost: We may wish to send our SEL team to the annual conference.</td>
<td>$3,380</td>
<td>OVERALL TOTAL # 2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program Materials</td>
<td>$3,380</td>
<td>OVERALL TOTAL # 2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Toolbox = $180</td>
<td>$3,380</td>
<td>OVERALL TOTAL # 2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ruler = $2,000</td>
<td>$3,380</td>
<td>OVERALL TOTAL # 2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional stipend work $300/year x 4 = $1,200</td>
<td>$3,380</td>
<td>OVERALL TOTAL # 2.1</td>
</tr>
<tr>
<td>2.2</td>
<td>Additional Services: Counseling, Psychological, Nursing</td>
<td>Additional services to foster, socio-economically disadvantaged, and English Learners: A few years ago, we added .5 FTE counselor, a play therapy program for TK-3 (following the wildfires), .2 psychological services and .2 nursing services primarily targeted to homeless, foster, English learners, and socio-economically disadvantaged students. These services will continue these additional services and add to them for 2021-22</td>
<td>$167,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.2 FTE Nursing Services</td>
<td>$167,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.75 Counselor (EL, low Income, Foster)</td>
<td>$167,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.25 Counselor - all</td>
<td>$167,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counseling Inter 2 days per week (play therapy and Lunch Bunch)</td>
<td>$167,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.2 Psychological services (EL, low Income, Foster)</td>
<td>$167,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Goal Analysis [2021-22]
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.

The actions in #2.1 have been successful and necessary in serving social-emotional needs in our classrooms. We plan to deepen our commitment to Toolbox and RULER in 2022-2023, although the stipends for personnel are included as part of the stipends in #1.1. We lost a counselor in the middle of 2021-2022, but we were able to continue with grant-covered support from our county office of education. We did not engage in restorative practice training for staff in 2021-2022 largely due to capacity, but intend to revisit that commitment in 2022-2023.

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

The only significant difference in planning for 2022-2023 is in total expenditures toward counseling. In 2021-2022 we had hired two full-time counselors in addition to an intern. We lost one counselor mid-year and have been unable to find a qualified replacement. While counseling services are a high priority for the district, we are planning to be able to possibly increase overall services while reducing costs by adding additional hours with a new intern and exploring some supplemental fee-for-service options through our county office of education. All other planned actions remain largely the same. While insignificant, we did not spend any money on restorative practices in 2021-2022 (budgeted at $500), and we intend to increase expenditures in 2022-2023 to $1500 toward this cause.
An explanation of how effective the specific actions were in making progress toward the goal.

<table>
<thead>
<tr>
<th><strong>To the extent we were successful in carrying them out, we believe our planned actions are effective in making progress toward our goal.</strong> This was the district’s first year in implementing the YouthTruth survey, but we found it incredibly valuable in evaluating the culture and climate at our school sites and across the district. We gathered enough evidence to suggest we had met the metrics around parent and student safety and engagement.</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th><strong>No significant changes in this goal area. Our inability to carry out some of the planned actions was circumstantial due to COVID, versus intentional. We are putting plans in place to be able to resume original plans for 2022-2023.</strong></th>
</tr>
</thead>
</table>

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 [2022-23]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$487,873</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Required Percentage to Increase or Improve Services for the LCAP Year**

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.54%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>5.54%</td>
</tr>
</tbody>
</table>

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 2022-2023 LCAP continues our overarching LCAP goals, programs, and services. It stays the course in our programs and innovations as we have found them to be working well to meet unduplicated student needs, though we will be expanding upon these efforts.

1 | We reviewed the data for our EL, low income, foster, and homeless students.

Absenteeism declined in all groups from 2018-2019 to 2021-2022.

SBAC Data is unavailable for comparison at this time.

**ELPAC data shows positive improvements**

**The English Learner Progress Indicator (ELPI) was suspended in 2020-2021, and the status is uncertain for 2021-2022. Accordingly, we don't have comparable data to report for 2021-2022. We can compare overall proficiency levels, which do look to have dropped, but that is a very different measurement than the individual growth provided by an ELPI. Overall proficiency levels do not take into account growth or progress. Instead, proficiency levels could reflect changes in student population. This could be a reflection of changing demographics, but it could also be a reflection of recent COVID-related challenges. While the available data doesn't allow us to monitor progress toward this LCAP goal, it does provide us with data that can inform our practices and programs. What we do see is that we have a greater percentage of**
language learners who are not demonstrating proficiency as compared to that number two years ago.

2 | We have put in place programs that are principally directed to reduce barriers for our EL, low income, foster, and homeless students to address our two LCAP goals:

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

2019-2020 Initiatives for Goal #1 that will continue to expand into 2022-2023

State Priority | Equity and Professional Learning

- Universal Design for Learning (UDL)

UDL is effective at helping meet the goals for foster students, English learners, and socio-economically disadvantaged students in that it reduces barriers for these students while increasing their access and engagement learning. Its purpose is to provide greater equity in classroom instruction for all students.

The District is in its fourth year of training and implementation of Universal Design for Learning (UDL). UDL is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences. It offers a lesson planning structure that assists teachers in designing lessons that meet the diverse needs of all learners and that reduce or eliminate barriers for learners. Curriculum, as defined in the UDL literature, has four parts: instructional goals, methods, materials, and assessments. UDL is intended to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning, as well as other obstacles. UDL principles also lend themselves to implementing inclusionary practices in the classroom.

All teachers received training from CAST presenters in December 2017. In the Spring and Summer 2018, a team of administrators and teachers representing every grade level and special education, attended specialized UDL trainings and brought back their learning to their teams. In 2018-19, our trained teachers presented workshops for the rest of the teachers. Many attended the week-long UDL institute that summer. In 2019-20, two trainers from CAST provided a two-day institute for all of our teachers and our UDL team continued to support the work of their colleagues. In 2021-2022, we paused momentum in this work, but plan to reinvigorate it in 2022-2023.

State Priority | Student Achievement: Academic Subject Support

- English Language Arts | SIPPS

Implementation of SIPPs as part of our Special Education Program for students with dyslexia and in our intervention program for struggling readers. SIPPS is Systemic Instruction in Phonological Awareness, Phonics, and Site Words. It helps new and struggling readers build the
skills and confidence they need to gain reading fluency and comprehension. Literacy builds a foundation for success in school and in life. This program has already shown to be very successful and will be continued as part of the programs and services offered to struggling readers.

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

- Social, Emotional Learning
Foster youth, English learners and socio-economically disadvantaged students benefit from a healthy school climate that is nurturing and helps them understand and regulate their emotions.

Deepen the Implementation of RULER, our Social Emotional Learning Program. RULER was developed by Yale and dovetails with our Toolbox program. The RULER skills include:

- Recognizing emotions in oneself and others
- Understanding the causes and consequences of emotions
- Labeling emotions with accurate words
- Expressing emotions differently depending on context
- Regulating emotions with helpful strategies

The Anchor Tools
The Anchors Tools of Emotional Intelligence are evidence-based tools designed to enhance the emotional intelligence of school leaders, teachers and staff, students, and their families. RULER includes four primary tools: the Charter, Mood Meter, Meta-Moment, and Blueprint. Each is based on scientific research and helps children and adults develop their emotional intelligence skills.

Teachers have been using the Charter and Mood Meter for 2 years. We will spend more time with Meta-Moment and Blue Print in 2022-2023. RULER offers a restorative philosophy to discipline. In addition to RULER training, Strawberry's principal attended a Restorative practices conference in February 2020 to offer even deeper restorative work for school-wide climate to be fully put in place in 2021-22. Also in 2022-23, there will be some staff training provided on restorative practices.

- Child Care
Based on parent survey input, we have been partnering with YMCA to be able to offer on-site child care at Yulupa. In 2022-2023 we will begin providing services at no cost to qualifying families.
• **Course Access**

The school day is scheduled so that all students have access to the comprehensive curriculum which includes English Language Arts, Math, Science, History/Social Studies, Physical Education, visual and performing arts (visual art, classroom music, multicultural dance), computer lab, and library.

• **Other Pupil Outcomes**

All students have access to extracurricular activities such as student council, chess club, interscholastic athletics, and other after school classes. These will begin to expand in 2022-2023 with plans for a full roll-out in 2023-2024 as part of the Expanded Learning Opportunities Program plans.

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

The Bennett Valley School District considered how foster youth, English learners, and low-income students fare on each of the State priority areas in development of programs and services primarily targeted to serve them. Several data points were considered including subgroup progress compared to the progress of all students on the state dashboard, input on parent and teacher surveys, report from the school counselor, nurse, and teachers and principals, observation, and enrollment in specialized programs and services. In addition to programs and services for all students, the Bennett Valley Union School District provides the programs and services to foster youth, English Learners, and low income students detailed in the section following the data section. The programs and services provided to foster, English learners and low income students costs considerably more than the percentage required.

**2022-23 Actions primarily targeted to support Low Income, English Learners, and Foster and Homeless students:**

1). Hire a full-time counselor to provide individual and small group counseling and to provide Second Step lessons in the classrooms--this will help address mental health needs of targeted students. The in-class lessons promote inclusion

2). Add a counseling intern to provide friendship groups, play therapy--These programs offer hands-on support for students to work out frustrations, contribute to inclusion and help students make deeper friendships

3). Summer School 2022--This program extends the school year for students while addressing academic needs

4). Intervention Services--iTeam and Fast Lane--This program assesses, diagnosis and intervenes to remedy learning gaps

5). Boost programs--before and after school support for English Language Arts, Math and Homework completion--This program extends the school day and addresses academic needs with quality support

**Actions primarily targeted to Low Income Pupils:**

1). Free home-school transportation.--This allows students to get to school safely
2). Extended learning opportunities

Actions primarily targeted to EL students:
1). Bilingual paraprofessional--Yulupa--Students receive additional support for learning English (beyond in-class ELD) and accessing the curriculum.
2). Bilingual paraprofessional--Strawberry--new for 2021-22--The para will assist EL students in Fast Lane and Special Ed to access the curriculum and helps include their parents via translation services
3). Extended day for kindergarten EL students : 1 hour per day for intensive ELD

Data leading to the continuation and deepening of our current programs:

ACADEMIC DATA
English Language Arts Data

Performance on the State SBAC Tests: Subgroups performing below standard:
- 2018-2019 | *English Learners Yellow Zone 1.3 points below standard
- 2021-2022 | TBD

Mathematics Performance on the State SBAC Tests: Subgroups performing below standard
- 2018-2019 | * English Learners Yellow Zone 9.4 points below standard
- 2021-2022 | TBD
- 2018-2019 | Socioeconomically Disadvantaged Yellow Zone 7 points below standard
- 2021-2022 | TBD
- 2018-2019 | Hispanic Yellow Zone 11.9 points below standard
- 2021-2022 | TBD

ENGAGEMENT DATA
Data leading to actions and services: Chronic Absenteeism--Subgroups with high chronic absenteeism rates:

ABSENTEEISM
Socioeconomically Disadvantaged
- 2018-2019 | 9.9% (increased 1.3%)
• 2021-2022 | 9.6% (decreased 0.3%)

English Learners
• 2018-2019 | 3.5% (declined 2.6%)
• 2021-2022 | 1.56% (declined 1.94%)

Hispanic
• 2018-2019 | 5.7% (increased 0.5%)
• 2021-2022 | 2.56% (declined 3.14%)

Homeless
• 2018-2019 | 8.3% (increased 1.7%)
• 2021-2022 | 0% (declined 8.3%)

School Climate: Suspensions
Subgroups who were suspended the most: Socioeconomically Disadvantaged
• 2018-2019 | 1.7% were suspended at least once (Increased 0.4%)
• 2021-2022 | 1.9% (declined 0.2%)

Programs and Services Principally Targeted to Foster Youth, English Learners, and Low Income Students:
Foster students, Homeless, English Learners, and Socio-economically disadvantaged students' needs were considered first in planning our programs. We analyzed the performance, attendance and disciplinary data of all students by grade level and subgroup and determined the need to focus on reducing barriers and increasing equitable access to the classroom curriculum. Additionally, we are providing diagnostic assessment and personalized support for students in class and in our tier 2 intervention--iTeam (Yulupa) and Fast Lane (Strawberry), with on-line practice and skills building programs that move at their level, and by extending the school day with K after school ELD intensive and our before and after school boosts; extending the school year with summer school. It adds an additional counselor and counseling intern primarily targeted to low income, EL, foster and homeless students.

In order to address the needs of foster youth, English learners and low income students so they have full access to the curriculum, remediate any issues, and make gains that will enable them to close any achievement gaps, we have designed a deliberate fabric of services that personalize support to the child:

Additional Supports Targeted for EL, Foster, and Low-Income
• Extended Day/Extended Year (EL, Foster, Low-Income)
In order to support foster youth, English Learners and low-income students, the school day has been extended to offer more time to support student learning needs in a relaxed atmosphere. We have found great success with our extensions of the school day programs and will continue them for 2022-2023. Summer School is targeted primarily to foster youth, English Learners, low-income student, and special education students (who may also be in one or more of the targeted subgroups) to help remediate learning issues and to reduce any educational losses that may have occurred without summer school.

- **Home to School Transportation (EL, Foster, Low-Income)**
  We continue to provide free and reduced priced transportation for socio-economically disadvantaged students to help get them to school on time. Other students may use the service but there is a fee.

- **Equity (EL, Foster, Low-Income)**
  Preschool: In 2017, the District remodeled an older school site to provide preschool and preschool childcare. Today, the 4C's--Community Child Care Council--operates a preschool program and childcare primarily targeted to socio-economically disadvantaged students and English Learners. The site serves students from Bennett Valley and 5 other nearby districts. It helps equalize the playing field by preparing students well for kindergarten.

Additional Supports Targeted for EL, Foster, Low-Income

- **Kindergarten Intervention (EL, Foster, Low-Income)**
  Kindergartners are offered an additional hour of iTeam service between the kindergarten and first-third grade dismissal times to help remediate any learning gaps they may have and to help bring up their skills in English language arts and math to standards.

- **Reading “Boosts” (with Lexia and Reading Eggspress)**
  Reading “Boosts” will continue in the 2022-2023 school year for before and after school support targeted for EL, foster and low-income students.
  We will continue to use Lexia K-3. Lexia provides differentiated literacy instruction for students of all abilities. Its research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction targeting skill gaps as they emerge and provides teachers with student-special data they need for individual and small group instruction. Reading Eggspress will continue to be used for Fast Lane intervention at Strawberry. While Lexia is very effective in K-3, we have found that by fourth grade, students become a little bored with Lexia. Reading Eggspress is designed to build children’s skills in reading, comprehension, spelling, vocabulary, and grammar in a highly engaging online format that includes literacy activities and games. The range of activities motivates kids to return regularly to complete lessons, compete against other students, earn more rewards, and continue improving their skills.

- **Math “Boosts” (EL, Foster, Low-Income)**
  Boosts are before and after school support sessions target for EL, foster and low-income students. Zearn Math provides Common Core aligned math lessons, personalized to individual learners, and based on Eureka Math / Engage New York. Lessons focus on three critical components: deep understanding, fluency, and problem-solving. It is an on-line companion to Eureka Math and perfect for differentiating instruction so that learners can practice what they need. Similarly, Khan Academy offers a companion program to Eureka Math. Teachers have the option of using the program that their student needs the best. In addition Zearn is used in our before and after school "boosts".
Parents receive information regarding their child's progress.

- **Intervention Program (EL, Foster, Low-Income)**

  Our intervention teams (iTeam at Yulupa and Fast Lane at Strawberry) offer EL and Tier 2 supports for struggling learners and are primarily targeted to foster youth, English learners, and low income students. There is a credentialed intervention teacher at each school and two highly qualified paraprofessionals who provide assessment, intervention, and progress monitoring to students who are achieving below standard. In addition to the Integrated English Language Development taught by all teachers, they also support the English language proficiency and reading and math fluency development of English learners. The Intervention teams also offer tier 2 interventions that are primarily targeted to foster students, English learners, and socio-economically disadvantaged students as well as others struggling in language arts and math. Both schools have full time credentialed interventionists and highly trained para professionals to help diagnose learning issues early and remediate them effectively. The programs are constantly improving themselves to meet student needs. Services to students are provided as push into the general education classroom, pull out into a smaller setting, by extending the school day with our kindergarten EL extended day, our struggling kindergarten extended day, and our "boosts", and by a combination of these approaches. These extended day programs are described below. The Intervention teams also provide general education teachers with data analysis and coaching support in meeting the needs of foster, EL, and low income students.

**Additional Supports Targeted for EL**

- **EL Kindergartners (EL)**
  - Extended day for EL Kindergartners--A highly qualified paraprofessional with expertise in teaching English to English learners works with students the hour between the kindergarten dismissal and first-third grade dismissal to develop English fluency and reading skills.

- **EL First through Third Grades Yulupa (EL)**
  - AM Lexia/Zearn Boost: Struggling and EL students receive additional support and practice before school with highly trained paraprofessionals. They practice skills using Lexia (Reading Fluency) and Zearn (Math) as needed.

- **EL Fourth through Sixth Grades Strawberry (EL)**
  - AM Reading Eggspress/Zearn Boost; PM Reading Eggspress/Zearn Boost: Struggling and EL students receive additional support before or after school with the Fast Lane teacher and paraprofessionals. They practice the skills using Reading Eggspress (ELA) and Zearn (math) on line programs

- **Parent Engagement (EL)**
  - Translation Services: We provide written and in person translation services to assist parents in being full participants in their child's education.
  - Parent Education Seminars: We provide training on subjects of interest to parents. Topics are gained from the various meetings and survey results.
A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A BVUSD does not received any concentration grant add-on funding

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
## 2022-23 Total Expenditures Table

<table>
<thead>
<tr>
<th>Totals</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>$582,745.50</td>
<td>$717,406.00</td>
<td></td>
<td>$120,779.00</td>
<td>$1,420,930.50</td>
<td>$754,776.00</td>
<td>$666,154.50</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-Personnel</th>
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<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Teacher Development: UDL, MTSS, Committees Teacher Leadership &amp; Induction</td>
<td>All</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Tier 2 Academic Intervention and Parent Engagement-Translation Services</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>$66,572.00</td>
<td>$355,200.00</td>
<td></td>
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<tr>
<td>1</td>
<td>1.3</td>
<td>Extended school day and personalized learning</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>$51,104.50</td>
<td></td>
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<tr>
<td>1</td>
<td>1.4</td>
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<td>English Learners, Foster Youth, Low Income</td>
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<td>$44,706.00</td>
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<td>State Standards: Science and Health Adoption; Math Support</td>
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<td></td>
<td></td>
<td>$200,000.00</td>
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<tr>
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<td>Engagement: Free/Reduced Home to School Transportation</td>
<td>Low Income</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>$145,000.00</td>
</tr>
<tr>
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<td>Free Reduced Nutritious School Lunches</td>
<td>Low Income</td>
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<td></td>
<td></td>
<td>$66,154.00</td>
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<td>$66,154.00</td>
</tr>
<tr>
<td>1</td>
<td>1.8</td>
<td>Parent Engagement-Parent Education Seminars</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>$3,100.00</td>
<td></td>
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<td>$3,100.00</td>
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<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
<td></td>
<td></td>
</tr>
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</tr>
<tr>
<td>1</td>
<td>1.9</td>
<td>Equity: Integrated Preschool Access</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>$120,527.00</td>
<td></td>
<td></td>
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<td>$120,527.00</td>
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<tr>
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<td>Extend Quality On-Site Childcare Access</td>
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<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Transitional K and Kindergarten</td>
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<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Social Emotional Learning: RULER, ToolBox, Second Step</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>$3,380.00</td>
<td></td>
<td></td>
<td></td>
<td>$3,380.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Additional Services: Counseling, Psychological, Nursing</td>
<td>English Learners, Foster Youth, Low Income</td>
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### 2022-23 Contributing Actions Table

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.2</td>
<td>Tier 2 Academic Intervention and Parent Engagement-Translation Services</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$66,572.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Extended school day and personalized learning</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$51,104.50</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>Extended school year--Summer School + Child Care</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$3,908.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.6</td>
<td>Engagement: Free/Reduced Home to School Transportation</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>Low Income</td>
<td>All Schools</td>
<td>$145,000.00</td>
<td></td>
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<tr>
<td>1</td>
<td>1.7</td>
<td>Free Reduced Nutritious School Lunches</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>Low Income</td>
<td>All Schools</td>
<td>$66,154.00</td>
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</tr>
<tr>
<td>1</td>
<td>1.8</td>
<td>Parent Engagement-Parent Education Seminars</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$3,100.00</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Contributing to Increased or Improved Services?</td>
<td>Scope</td>
<td>Unduplicated Student Group(s)</td>
<td>Location</td>
<td>Planned Expenditures for Contributing Actions (LCFF Funds)</td>
<td>Planned Percentage of Improved Services (%)</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-----------------------------------------------------</td>
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<td>-------------</td>
<td>-----------------------------------------------</td>
<td>----------------</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>1.9</td>
<td>Equity: Integrated Preschool Access</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$120,527.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Social Emotional Learning: RULER, ToolBox, Second Step</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$3,380.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Additional Services: Counseling, Psychological, Nursing</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$51,000.00</td>
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## 2021-22 Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>Teacher Training: UDL, Bootcamp, Induction</td>
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<td>Tier 2 Academic Intervention and Parent Engagement-Translation Services</td>
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<td>313,881</td>
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<td>0</td>
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<tr>
<td>1</td>
<td>1.4</td>
<td>Extended school year--Summer School</td>
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<tr>
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<td>State Standards: Science and Health Adoption; Math Support</td>
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<td>1.6</td>
<td>Engagement: Free/Reduced Home to School Transportation</td>
<td>Yes</td>
<td>$145,000.00</td>
<td>96,204.11</td>
</tr>
<tr>
<td>1</td>
<td>1.7</td>
<td>Free Reduced Nutritious School Lunches</td>
<td>Yes</td>
<td>$30,000.00</td>
<td>42,925</td>
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<tr>
<td>1</td>
<td>1.8</td>
<td>Parent Engagement-Parent Education Seminars</td>
<td>Yes</td>
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<td>0</td>
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<td>Equity: General Ed/Special Ed Integrated Preschool Access</td>
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<td>0</td>
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<tr>
<td>1</td>
<td>1.10</td>
<td>Extend Quality On-Site Childcare Access</td>
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</table>

Totals | $1,064,751.00 | $938,106.11 |
<table>
<thead>
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<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.11</td>
<td>Common Core Access: Assessment and SIPPS--Special Ed and Struggling Readers</td>
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<td>$4,499.00</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>1.12</td>
<td>Fine Motor: Handwriting without Tears (TK/K)</td>
<td>No</td>
<td>$0.00</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Social Emotional Learning: RULER, ToolBox, Second Step</td>
<td>Yes</td>
<td>$3,380.00</td>
<td>2,000</td>
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<td>Restorative practices training for staff</td>
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### 2021-22 Contributing Actions Annual Update Table

<table>
<thead>
<tr>
<th>6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>8. Total Estimated Percentage of Improved Services (%)</th>
<th>Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)</th>
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</thead>
<tbody>
<tr>
<td>$462,650</td>
<td>$463,616.00</td>
<td>$465,992.11</td>
<td>($2,376.11)</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
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<table>
<thead>
<tr>
<th>Last Year’s Goal #</th>
<th>Last Year’s Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services</th>
<th>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.2</td>
<td>Tier 2 Academic Intervention and Parent Engagement-Translation Services</td>
<td>Yes</td>
<td>$50,572.00</td>
<td>45,009</td>
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<td>1</td>
<td>1.3</td>
<td>Extended school day and personalized learning</td>
<td>Yes</td>
<td>$52,690</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>Extended school year--Summer School</td>
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<td>$4,124.00</td>
<td>4,124</td>
<td>0</td>
<td>0</td>
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<tr>
<td>1</td>
<td>1.6</td>
<td>Engagement: Free/Reduced Home to School Transportation</td>
<td>Yes</td>
<td>$145,000.00</td>
<td>96,204.11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>1.7</td>
<td>Free Reduced Nutritious School Lunches</td>
<td>Yes</td>
<td>$30,000.00</td>
<td>42,925</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>1.8</td>
<td>Parent Engagement-Parent Education Seminars</td>
<td>Yes</td>
<td>$1,100.00</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Social Emotional Learning: RULER, ToolBox, Second Step</td>
<td>Yes</td>
<td>$3,380.00</td>
<td>2,000</td>
<td>0</td>
<td>0</td>
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<td>$176,750.00</td>
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## 2021-22 LCFF Carryover Table

<table>
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<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$8,390,459</td>
<td>$462,650</td>
<td>0%</td>
<td>5.51%</td>
<td>$465,992.11</td>
<td>0.00%</td>
<td>5.55%</td>
<td>$0.00</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
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]).
  
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  
  - 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 services
• 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/](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.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>

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

**Required Descriptions:**

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.
  - **Note**: 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 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 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
  o 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)
  o 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 (%)
  o This amount is the total of the Planned Percentage of Improved Services column

• 8. Total Estimated Actual Percentage of Improved Services (%)
  o 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)
  o 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).

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