Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Rising to New Heights Through Language

Mission
At NVLA, we create high achieving scholars, confident communicators, and global citizens by providing a rigorous academic program which promotes language acquisition and develops academic and social skills.

Vision
NVLA's culturally diverse program will be widely recognized by the state of California for being a leading and innovative school that offers a Dual Immersion course of study. Students who complete the Dual Immersion program will achieve bi-literacy. All students will be prepared and motivated for college and careers to be successful in the competitive 21st century with high levels of academic proficiency.

Nueva Vista Language Academy Pledge
- We will provide an environment of academic excellence that will develop creative and critical thinkers.
- We will engage each of our students as unique individuals in order to prepare them for college and career readiness.
- We will commit to provide a supportive learning environment that models a strong, positive work ethic, sparks an attitude of inquiry and enthusiasm for learning, and enables our students to become productive and responsible citizens.
- We will educate all students in a safe and nurturing family environment, where they will learn to be active citizens of a culturally diverse society.

Every employee will honor students, parents, and community members by providing exemplary customer service.

Nueva Vista Language Academy is home to approximately 590 students in grades K-6, with an on campus preschool. The diversity of the

community of Delano is reflected in its student population. The student demographics are as follows: Hispanic - 550 or 93.00%, White - 7 or 1.19%, American Indian - 0%, Asian - 4 or 0.68%, Pacific Islander - 0%, Filipino - 16 or 2.71%, African American - 6 or 1.02%, Multi - 1 or 0.17%, and Unknown - 6 or 1.02%. Our student population is also divided into the following subgroups: 479 or 81% socio-economically disadvantaged, 290 or 49% English Learners, 1 or .01% Homeless, 1 or .01% Foster Youth, 52 or 8% Special Education, 25 or 4% GATE, and 36 or 6% migrant. The district's total unduplicated student count is 87.7% of our total student population.

Through this LCAP, Nueva Vista Language Academy is committed to address the needs of all students by offering strategic intervention and enrichment opportunities to guide them to become successful scholars. Each goal within this plan was strategically created to address our mission and vision.

Reflections: Successes

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

Nueva Vista Language Academy's mission is to create high achieving scholars, confident communicators and global citizens and our vision is to be a widely recognized program. All of the programs, interventions and student opportunities are tied to this mission and vision. Emended in each LCAP goal are actions that represent many of the successes of Nueva Vista Language Academy.

The first goal is to to provide students a world class education. Teachers are provided several trainings each year in areas such as Thinking Maps, Number Talks and language. Once training has occurred, follow up professional learning is provided and student work samples are collected to ensure full implementation. Students are provided with all learning manipulatives and supplies needed to implement the professional learning provided to teachers. Another success in this goal is the collaboration amongst the grade levels. Each week the grade levels participate in grade level professional learning communities where they analyze relevant data and plan instruction for what they want students to learn. Professional learning groups plan for students who understand the content by providing enrichment opportunities and provide interventions for students who need more support. After each assessment window, teachers collaborate during professional learning communities and analyze data trends. Teachers and administration create data-driven action plans and analyze growth each trimester. Another success in this goal is the support provided to students who have mastered the standards or need extra support. Grade levels plan small group lesson and enrichment activities based on data and student need.

The second goal of the LCAP plan is to provide a safe and secure environment for all students. Teachers and staff are trained several times throughout the year on safety practices as outlined in their Safe Schools Plan. Trainings include emergency response, AEDs and discipline. In order to have a safe and secure learning environment, students need to feel connected. To accomplish this goal, Nueva Vista Language Academy has many practices and programs in place including having a yearly school wide theme. Each year NVLA teachers, students and families are excited to begin the year based on the school's theme. As they kick off the 2020-2021 school year, NVLA students will launch with the theme, "The Greatest School on Earth!". Professional development, student events, award ceremonies and the the first day of school celebrations are all tied to the theme of the year.

The final goal of the LCAP is to ensure students have a 21st century learning experience with opportunities of growth in science, technology and the arts. To begin to meet this goal, NVLA houses a district science coach who is utilized in the implementation of new curriculum and modeling lessons. Students have access to hands on science materials including microscopes and individual learning kits. NVLA has a fully functional science lab where students have access to demonstration lessons. In technology, students have a Chromebook to use while at home and have one at school. Teachers are highly skilled in the use of applications and resources to increase student learning. For the arts, NVLA employs an art and band teacher. All students have access to art on a weekly basis and students in fourth, fifth and sixth grade have access to band and choir instruction. Students in K-3 participate in weekly music appreciation. Recently a piano lab has been added to the school where students will learn how to read music and piano appreciation.

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.

Nueva Vista Language Academy uses multiple measures to track and analyze progress. IXL is a personalized learning platform used by over 400,000 teachers worldwide. It combines curriculum, a Continuous Diagnostic, individual guidance, and real-time analytics to help teachers differentiate instruction for each student. In third grade, students are scoring a combined reading level of 258, which is 18 points lower than the district average. In fourth grade, students are scoring a combined reading level of 334, which is 3 points lower than the district average. This show a need to address the reading levels of all students. To ensure students improve with reading, NVLA employs a full time reading intervention teacher, instructional aides for kindergarten students and ensures all teachers provide universal access to small reading groups. Goal one of the LCAP is specifically designed to address student achievement gaps. In mathematics, the average third grade score is 247 points, which is about 7 points lower than the district average. Fourth grade students have an average score of 324, which is 62 points higher than the district average. This shows that students in fourth grade need enrichment opportunities in mathematics. To ensure students are provided enrichment opportunities, goal one of the LCAP will allocate funds for clubs like robotics and technology.

Although all of the NVLA subgroups have shown consistent growth and progress, there is still a significant gap. NVLA will provide staff development in the area of English Language Arts, Mathematics, Science, Social Studies, Technology and English Language Development for the benefit of enhancing the
instruction of unduplicated students. Instructional coaches in ELA and Mathematics will be available to assist teachers or grade levels with planning scaffolded lessons to meet the needs of all students and address the specific learning needs of students with learning disabilities.

LCAP Highlights

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

Nueva Vista Language Academy met extensively with various groups of stakeholder groups including parents, teachers, School Site Council, English Language Advisory Committee, site leadership and district leadership to discuss and analyze each goal and action item of the the previous LCAP. Based on input from stakeholder collaboration as well as measuring student needs through local assessments and data, Nueva Vista Language Academy will implement three three goals and each action will serve our most current needs.

2021-22 Local Control Accountability Plan for Nueva Vista Language Academy
Goal #1 - Nueva Vista Language Academy will work to provide a world class education through a supportive learning environment that sparks an attitude of inquiry and enthusiasm for learning to ensure student success in career and college readiness.
Goal #2 - Nueva Vista Language Academy will maintain a safe and secure learning environment that is engaging and stimulating and will enable our students to become productive and responsible citizens.
Goal #3 - Nueva Vista Language Academy will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology and the Arts.

The following action items are addressed under each goal to meet specific student needs:
Goal 1: professional development and implementation, intervention, instructional aides, learning resources, field experiences, parent education and class size reduction
Goal 2: multi-tired system of supports, student needs, positive school culture, incentives and activities, parent involvement, school environment and support staff to meet the goal.
Goal 3: science, technology and the arts including visual and performing arts.

Each goal and action ensures we meet the needs of all students, with special emphasis on our English language learners, foster youth, McKinney Vento and students who come from low income households. Each action is also tied to the English Learner Roadmap.

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.

Not Applicable.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Nueva Vista Language Academy values the input of all stakeholder groups for the completion of the annual LCAP. A strategic team including the site principal, vice principal, resource teacher and leadership team directly created the LCAP with stakeholder input. In addition, the district office gathered throughout the school year and attended trainings offered by the Kern County Superintendent of Schools office and actively participated in webinars offered by the California Department of Education. The site team reviewed quantitative and qualitative data, progress on the goals and action steps, budget and expenditures, and recommendations from stakeholder meetings. The site team met throughout the school year to review the effectiveness of each action and services provided via the LCAP, and determined if the actions needed to be kept the same, changed, or eliminated and replaced with new ones. The team also met to redirect funds as necessary to provide services in the areas of most need. As a result of the COVID-19 pandemic and a shift to distance learning instruction for the 2020-21 school year, NVLA made changes and redirected funding to provide students and teachers with all necessary items to teach and learn from home.

A series of stakeholder meetings were held with different groups. Stakeholder groups include: parents, teachers, students, administrators, other school personnel, local bargaining units, and community members. All parents were invited to attend the stakeholder meeting. Stakeholder meetings were also held for special groups which included: Migrant, GATE, DELAC, Foster Youth, Special Education, bargaining units, and administrators. All meetings were held virtually and special sessions were provided for Spanish speaking parents. The stakeholder meetings included a review of the background and purpose of the grant along with information regarding the plan requirements. However; the main focus of the stakeholder meetings was to provide stakeholders the opportunity for input. Stakeholders had the opportunity to ask questions and to have meaningful conversations with staff as well as with one another regarding the specific needs of their children. NVLA staff took careful notes of their questions and suggestions which in part guided the creation of this plan. Additionally, surveys were sent to all district parents to ensure that they all have the opportunity to provide input even if they could not attend the stakeholder meetings. The surveys were created in English and Spanish to eliminate language barriers and parents were offered assistance to complete the surveys if needed. Students in grades 4-8 were also provided with a survey as well as all staff which includes certificated and classified employees. Special efforts were made by district and site staff to reach out to parents and guardians of English Learners, Foster Youth, Special Education students, and at risk students for their contribution to this plan.

A summary of the feedback provided by specific stakeholder groups.

Based on the feedback provided by all stakeholder groups, the following is a summary of the feedback provided by specific stakeholder groups: English Learner parents have requested that psychologists, social workers, or nurses offer sessions prior to the beginning of in-person instruction to all students. The sessions would focus on social emotional health and answer any questions to reduce students' anxiety to return back to campus. They have also requested to have additional personnel to be vigilant of and enforce social distance rules and appropriate use of PPE. They have also suggested for the district to offer dance classes to get the kids physically active again. The Migrant parents requested opportunities for peer tutoring for older students. They stated that many of their children are not responding well to adult tutors and feel that perhaps they would be more comfortable if they were offered the choice of selecting a peer tutor. The GATE parent

stakeholder group emphasized the importance of continuing to provide enrichment opportunities for GATE students, especially during the summer academy. They actively support STEAM instruction and hands-on STEAM activities in the classrooms. They also expressed the need to expand AVID opportunities for students in lower grades. All stakeholder groups emphasized the importance of expanding the district's technology for students both in and out of the classrooms. They would like the students to keep devices at home to help with homework, while still providing devices for them at school. Many also expressed the need for the district to offer technology classes to all parents so that they can check their child's Google classrooms and the parent portal. Another topic of discussion was the importance of continuing the efforts to keep the campuses safe. Many requested extra supervision, especially during dismissal times. During the SSC and ELAC meeting, parents and community members requested increasing the hours of our instructional aides to 5.75 hours per day, hiring more instructional aides for first and second grade, ensuring the master schedule reflects time for small group instruction, continuing small class sizes, kindergarten classes at 20 students, and hiring another special education teacher or BCLAD certified teacher for special education. For goal two, parents and community members asked for Walkie talkies for all staff members, hiring a school social worker, ensuring students have access to uniforms if parents cannot afford uniforms, supplies to open the school safely (materials and supplies) for in person instruction, and updated bell system (Dukane) and having a set of learning materials at home and at school. For the third goal, parents and community members asked for virtual reality headsets to be used for science.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Delano Union School District places high value on the input of all stakeholder groups. As a result of all the stakeholder meetings with various groups, and a thorough review of all surveys received, the district has utilized the information to guide the creation of action items within this plan.

Goals and Actions

Goal

Goal #	Description
1	Nueva Vista Language Academy will work to provide a world class education through a supportive learning environment that sparks an attitude of inquiry and enthusiasm for learning to ensure student success in career and college readiness.

An explanation of why the LEA has developed this goal.

Based on state and local assessments, Nueva Vista Language Academy has identified the need to continue to increase the quality of instruction. NVLA will make a continued effort to retain fully credentialed teachers and provide appropriate training for all teachers to improve instruction. Teachers need continuous support to ensure that students are receiving the best academic learning experience. NVLA will focus on providing ongoing support for all teachers via professional development opportunities, one on one coaching, and different tiers of support in all content areas. The district will focus on mitigating learning loss as a result of the COVID-19 pandemic and an entire academic school year of distance learning. All professional development efforts will focus on supporting teachers to successfully provide tiered academic supports for students along with extra opportunities for learning for all students. Students will be given all resources and materials needed to ensure students make academic progress in all areas including reading, writing, language, mathematics and social studies.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 (a) - Basic Services • teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for the pupils they are	Nueva Vista Language Academy has 35 teachers that are fully credentialed and 5 that are not. This indicates that 87% of all teachers in the district are appropriately assigned and fully credentialed.				The desired outcome for the 2023-24 school year is that NVLA is able to have 98% of all teachers appropriately assigned and fully credentialed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
teaching					
Priority 1 (b) - Basic Services • every pupil in the school has sufficient access to the standards-aligned instructional materials	Based on the Williams Team review in 2020, Nueva Vista Language Academy received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams web page.				The desired outcome for the 2023-24 school year is to maintain a 100% sufficiency of standards-aligned textbooks.
Priority 1 (c) - Basic Services • school facilities are maintained in good repair	Based on the Facilities Inspection Tool form the Williams Team Review in 2020, Nueva Vista Language Academy received a rating of Exemplary.				The desired outcome for the 2023-24 school year is to maintain an Exemplary rating.
Priority 2 (a) - State Standards • the implementation of state board adopted academic content and performance	Nueva Vista Language Academy will implement all content standards. Based on daily principal observations, 90% of teachers are fully implementing the Common Core State Standards.				The desired outcome for the 2023-34 school year is 98% of teachers achieving full implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards for all students					
Priority 2 (b) - State Standards • how the programs and services will enable English learners to access the Common Core State Standards and English Language Development standards for purposes of gaining academic content knowledge and English proficiency	The English Language Development (ELD) standards are substantially implemented. Based on principal observations, 90% of the teachers are implementing the ELD standards during a designated ELD block. English learners receive daily Integrated and Designated ELD instruction using the adopted curriculum and the ELD standards, as evidenced by SBAC, ELPAC, local data, language re-designation data and teacher lesson plans.				The desired outcome for the 2023-24 school year is 98% substantial implementation by teachers during designated and integrated ELD.
Priority 4 (a) - Pupil Achievement • statewide assessments	Due to our current distance learning schedule, our annual test administration and related procedures will be different this year. We will be administering				The desired outcome for the 2023-24 school year is as follows: We will be administering the following

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the following assessments: IXL Diagnostic, and STAR Reading and Math by Renaissance. ALL STUDENTS- English Language Arts: • On/Above Grade Level Percentage:30.9% • Near Grade Level Percentage:21.65% • Below Grade Level Percentage:20.95% • Far Below Grade Level Percentage: 26.5% Math: • On/Above Grade Level Percentage: 25.65% • Near Grade Level				assessments: IXL Diagnostic, and STAR Reading and Math by Renaissance. ALL STUDENTS- English Language Arts: • On/Above Grade Level Percentage:40.9% • Near Grade Level Percentage:31.65% • Below Grade Level Percentage:10.95% • Far Below Grade Level Percentage: 16.5% Math: • On/Above Grade Level Percentage: 35.65% • Near Grade Level Percentage: 34.75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Percentage: 24.75% • Below Grade Level Percentage: 23.5% • Far Below Grade Level Percentage: 26.15% ENGLISH LANGUAGE LEARNERS- English Language Arts: • On/Above Grade Level Percentage:11.75% • Near Grade Level Percentage:22.85% • Below Grade Level Percentage:27.15% • Far Below Grade Level Percentage: 38.65%				• Below Grade Level Percentage: 13.5% • Far Below Grade Level Percentage: 16.15% ENGLISH LANGUAGE LEARNERS- English Language Arts: • On/Above Grade Level Percentage:21.75% • Near Grade Level Percentage:32.85% • Below Grade Level Percentage:17.15% • Far Below Grade Level Percentage: 28.65% Math:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math: • On/Above Grade Level Percentage:14.9% • Near Grade Level Percentage:23.25% • Below Grade Level Percentage:26.1% • Far Below Grade Level Percentage: 35.64% STUDENTS WITH DISABILITIES- English Language Arts: • On/Above Grade Level Percentage:12.1% • Near Grade Level Percentage:10.65% • Below Grade Level				• On/Above Grade Level Percentage:24.9% • Near Grade Level Percentage:33.25% • Below Grade Level Percentage:16.1% • Far Below Grade Level Percentage: 25.64% STUDENTS WITH DISABILITIES- English Language Arts: • On/Above Grade Level Percentage:22.1% • Near Grade Level Percentage:20.65% • Below Grade Level Percentage:14.25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Percentage:24.25% • Far Below Grade Level Percentage:53.05% Math: • On/Above Grade Level Percentage:16.7% • Near Grade Level Percentage:21.1% • Below Grade Level Percentage:27.3% • Far Below Grade Level Percentage:45.45% SOCIO-ECONOMICALLY DISADVANTAGED- English Language Arts: • On/Above Grade Level				• Far Below Grade Level Percentage:43.05% Math: • On/Above Grade Level Percentage:26.7% • Near Grade Level Percentage:31.1% • Below Grade Level Percentage:17.3% • Far Below Grade Level Percentage:35.45% SOCIO-ECONOMICALLY DISADVANTAGED- English Language Arts: • On/Above Grade Level Percentage:38.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Percentage:28.1% • Near Grade Level Percentage:22.55% • Below Grade Level Percentage:22.55% • Far Below Grade Level Percentage: 26.85% Math: • On/Above Grade Level Percentage:22.75% • Near Grade Level Percentage:24.7% • Below Grade Level Percentage:25.85% • Far Below Grade Level Percentage:26.65% FOSTER STUDENTS (Not enough data to				• Near Grade Level Percentage:32.55% • Below Grade Level Percentage:12.55% • Far Below Grade Level Percentage: 16.85% Math: • On/Above Grade Level Percentage:32.75% • Near Grade Level Percentage:34.7% • Below Grade Level Percentage:15.85% • Far Below Grade Level Percentage:16.65% FOSTER STUDENTS (Not enough data to report, must have at least 15 students)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
report, must have at least 15 students)					
Priority 4 (b) - Pupil Achievement • percentage of pupils who have successfully completed courses that satisfy the requirement for entrance to the University of California or California State University	Not Applicable				Not Applicable
Priority 4 (c) - Pupil Achievement • percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or	Not Applicable				Not Applicable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs of study that align with SBE-approved career technical education standards and framework					
Priority 4 (d) - Pupil Achievement • the percentage of pupils who have successfully completed both types of courses described in subparagraphs (b) and (c)	Not Applicable				Not Applicable
Priority 4 (e) - Pupil Achievement • the percentage of English learner pupils who have	Not Applicable				Not Applicable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
progress towards English proficiency as measured by the English Language Proficiency Assessments for California					
Priority 4 (f) - Pupil Achievement • English learner reclassificatio n rate	Not Applicable				Not Applicable
Priority 4 (g) - Pupil Achievement • percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	Not Applicable				Not Applicable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 (h) - Pupil Achievement • percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	Not Applicable				Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Professional Development for Common Core Standards, English Language Development, and Technology instruction will be provided as follows: • weekly grade level time for planning, to improve instructional practice, lesson design and refining assessment practices in CCSS in ELA and Math, Social Studies and ELD • Provide sub teachers for K-2 in Dual Immersion and K-1 for mainstream teachers to protect instructional time during assessments (1 day per trimester; total cost of 30 sub days; 10 subs working one day each trimester. ($5,000 budgeted)		Yes

Action #	Title	Description	Total Funds	Contributing
		- Extended planning time for each grade level (no more than 6 hours per teacher, per year; total cost of 144 hours per year to pay 24 teachers.)($6,060 budgeted) - Two, 2-hour articulation meetings (four hours total per year) this year in the areas of Mathematics, ELA, ELD, Social Studies and Writing. (total cost of 96 hours to pay 24 teachers) ($4,013 budgeted) - Math coaches model lessons for all K-6 and SpEd teachers in the area of "Putting It All Together" math strategies or other identified needs. (3 subs required to cover classrooms; 2 days of modeling; total cost of 6 subs.($1,003 budgeted) - ELA/ELD coaches model lessons for all K-6 and SpEd teachers in the area of reading and language strategies or other identified needs. (3 subs required to cover classrooms; 2 days of modeling; total cost of 6 subs.($1,003 budgeted) - Technology coaches continue to train and model lessons to K-6 and SpEd staff (3 subs required to cover classrooms; 1 day of modeling; total cost of 3 subs. ($500 budgeted) - Late Start professional development will be provided to all staff. (BUDGET) - Professional development in the area of Math, Reading, Writing and language provided by Tulare Office of Education and the Kern County Superintendent of Schools. ($5,000 for five days of professional development for the trainer (three days of PD and two days of consultation; three full days or 432 hours for teachers to participate in the professional learning. ($18,062 +$5,000 fee budgeted) - Reading and Math Data Presentations at the end of each trimester (4 subs needed for two days per trimester; total cost of 24 sub days) ($4,013 budgeted) - Reading and Math Data talk preparation (6 hours per grade level; per year; total cost of 36 hours for teachers per year) ($1,503 budgeted) - Employ a resource teacher to fund other programs as needed.		

Action #	Title	Description	Total Funds	Contributing
		• Purchase materials/supplies that enhance quality first instruction in ELA, ELD, Mathematics and 21st Century learning including all supplies and resources needed for professional development. Materials will also be made available for home learning kits along with learning kits in the classroom. Much of this goal will be funded through Title I. funds. Priority 1, 2, 4 The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principle 1, Element E; Principle 2, Element A, B, and D; Principal 3, Element B; Principal 4, Element A.		
2	Supplemental Materials, Field Trips and Assemblies	NVLA will increase the amount of field experiences to provide an equitable education. Each trimester we will hold an assembly that correlates to curriculum (three assemblies with the total cost of $3,000) We will have an author visit and purchase materials and supplies to ensure the event supports learning and reading. (total cost of $4,000) Math, science and language experiences will be provided on and off campus when available. Career Day Event offered to all K-5 students. (total budget of $2,000)		Yes

Action #	Title	Description	Total Funds	Contributing
		NVLA will provide academic field trips for all students with special focus on unduplicated students. This action may be modified to meet the goal in a different way including virtual field experiences and hands on learning. Kindergarten- Murray Farms (Fall) and CALM (Spring) First Grade- Pioneer Village (Fall) and Murray Farms (Spring) Second Grade- Theater Disney Nature Film (Fall) and Fresno Zoo (March/Spring) Third Grade- VT Ranch (October/Fall) and Kern County Fair) (March/Spring) Fourth Grade- Windwolves (Fall) and VT Ranch (February/Spring) Fifth Grade- California Science Center (Fall) and Griffith Observatory (Spring) We will purchase supplemental technology, materials, supplies and programs that support the instruction of Common Core State Standards in English Language Arts, Math, ELD, Next Generation Science, Social Studies and Technology. Priority 1, 2, 4 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principle 1, Element B and Principle 2, Element B.		
3	Parent Education/Informative Meetings	NVLA will increase parent education opportunities in ELA, Mathematics, Science and Technology for the benefit of enhancing the learning of unduplicated students. We will purchase materials to enhance the workshops provided and will pay staff (certificated and classified) to provide the parent education. These events will include, but are not limited to: providing parents handouts, information and newsletters; Community Resources Egg		Yes

Action #	Title	Description	Total Funds	Contributing
		Hunt, Kindergarten orientation and blast off, parent and community promotional materials, parade participation, Police Block Parties, Latino Family Literacy and enrichment, Parent University/Halloween math/reading night, Math Council, Make-and-Take materials events, back to school night, parent conferences and open house, Student Assistance Meetings, College Campus visits with meals and transportation provided. NVLA will provide informative meetings for parents and students to address issues such as behavior, communication, bullying, and other educational related topics. Coffee with the Principal will be held three times a year. Outside consultants and education specialists will be invited ($1,000 for the year). We will invite PIQUE/parent education programs to hold an educational class. We will also purchase any other supplies, materials and all other items to ensure we meet this action Childcare will be provided by classified staff. Refreshments and incentives will be provided to ensure highest participation rate. Priority 4 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principle 1. Element A, D, and E		
4	Success Academy	NVLA will provide interventions in the area of English Language Arts and Math. After School Success Academy– K-6 will provide intensive intervention in reading, language arts and mathematics.		Yes

Action #	Title	Description	Total Funds	Contributing
		Session 1 from 9/3/2019-10/3/2019 (six week session; day is assessment and last week is assessment with incentive on the last day of Success Academy; (20 positions total; 120 hours of prep. total for session 1; 240 hours of direct student contact total for session 1) Session 2 from 1/21/2020-2/27/2020 (six week session; day is assessment /and last week is assessment with incentive on the last day of Success Academy; (20 positions total; 120 hours of prep. total for session 2; 240 hours of direct student contact total for session 2) Session 3 from 4/9/2020-5/2/2020 (four week session; day is assessment /and last week is assessment with incentive on the last day of Success Academy; (20 positions total; 80 hours of prep. total for session 3; 160 hours of direct student contact total for session 3) Summer Academy for Dual Immersion and Mainstream; 7 teaching positions including 3 DI, 3 Mainstream and 1 enrichment teacher; 2 clerks, one admin/designee; Include all curriculum, supplies, incentives and program needed materials. The main funding source for Excellence Academy and Language Boot Camp will be via Title I and Title III funds, but support staff, and materials will be funded through LCAP funds. Much of this goal will be funded through Title I. funds. Priority 1, 2, 4 The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socio-economic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principle 1, Element E; Principle 2, Element A, B, and D; Principle 3, Element B; Principle 4, Element A.		

Action #	Title	Description	Total Funds	Contributing
5	Learning Software	NVLA will purchase software licenses in the area of English Language Arts, Math, Science, Social Studies, Technology and English Language Development for the benefit of enhancing the instruction of unduplicated students. Software licenses can include, but are not limited to: MobyMax, Adobe spark, AR, United Streaming, PIPO, ABC Mouse, Newsela, Brain Pop, Explorapedia, Starfall, Reading A-Z, ESGI and Epic! This goal includes applications to run Chromebooks and Ipads. Pilot Estrelita online reading platform. Much of this goal will be funded through Title I. funds. Priority 1, 2, 4, The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element B and Principle 2, Element D.		Yes
6	Class Size Reduction	NVLA will reduce class sizes in 4th through 5th grade to increase opportunities for specialized and differentiated instruction. (Grade 4th/5th; 28:1 Student: Teacher). During the 2021-2022 school year, class size reduction will also apply to first and second grade and may continue to the 2022-2023 school year.		Yes

Action #	Title	Description	Total Funds	Contributing
		Priority 1, 4 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principle1, Element B and Principle 2, Element D.		
7	Instructional Aides	NVLA will support the instructional program with 4 kindergarten instructional aides. The aides could support 1st-5th grade classes for intervention support in ELD, math facts, and early reading intervention. Based on learning loss and once back to in-person instruction, NVLA may hire more instructional aides to help with learning and small groups. Priority 1, 2, 4 The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principle 2, Element A; Principle 3, Element B.		Yes
8	Reading Intervention Teacher	NVLA will provide funds for a site ELA/ELD literacy and math specialist to provide targeted reading intervention for our lowest performing 1st-3rd graders. The specialist will work with all students but will give priority to the following subgroups: English language learners and students who come from low socioeconomic backgrounds. The specialist may be asked to modify		Yes

Action #	Title	Description	Total Funds	Contributing
		planning time to be available before or after school to provide services to our most needy students. Priority 2, 4 The above goals will be met with a special focus on our un-duplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principle 3, Element B		

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.

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

> Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students at Nueva Vista Language Academy will be provided a safe and secure learning environment that is engaging and stimulating and supports all students.

An explanation of why the LEA has developed this goal.

The Nueva Vista Language Academy places top priority on providing all students a learning environment where they feel safe and connected. Addressing mental health needs and providing social emotional learning opportunities play an important part of creating a positive learning environment in every classroom. The actions within this goal support the NVLA's efforts and commitment to provide all students, especially unduplicated subgroups, with social emotional and mental health support as part of their learning experience. This goal not only encompasses school safety, but the culture of the school as a whole.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 (a) - Parental Involvement and Family Engagement • the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	For each event held virtually, about fifty percent of parents attend the sessions. In person events will be analyzed by sign in sheets.				For each event, 80% of targeted families will participate. Outcome will be analyzed by sign in sheets.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 (b) - Parental Involvement and Family Engagement • how the school district will promote parental participation in programs for low income, English learner and foster youth pupils	English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. Stakeholder meetings were held at each school site and all parents were invited to attend, including the parents of unduplicated pupils. Stakeholder meetings were also held with special subgroups such and Migrant, DELAC, and GATE. The district increased the number of parent engagement activities for English Learners and other subgroups as evidenced by the number of parents involved in ELAC, DELAC, SSC, re-designation meetings and/or school site activities.				For each event, 80% of targeted families (broken down by subgroups of migrant students, GATE students, low income families, foster youth and English language learners) will participate. Outcome will be analyzed by sign in sheets.
Priority 3 (c) - Parental Involvement and Family Engagement • how the school	Parents of students with exceptional needs were provided with opportunities to be involved in their child's education and				100% of all parents who have students with disabilities or special needs will attend all individualized

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
district will promote parental participation in programs for students with disabilities	school activities. Through regular communications, parents were encouraged to attend IEP meetings as well as meetings and trainings offered through state agencies such as Kern Regional Center and H.E.A.R.T.S. Connection. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.				meetings including IEP meetings, Student Assistance Team meetings and Section 504 meetings.
Priority 5 (a) Pupil Engagement • school attendance rates	Each week NVLA receive a detailed report on our attendance and Social and Emotional indicators for our students. According to our district attendance clerk, Nueva Vista holds a average daily attendance rate of 98.25%. For the 2% who are not marked as present, this is				Nueva Vista Language Academy will hold an average daily attendance rate of 98% or higher with the focus on chronic absenteeism rates.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	usually because of home environment. NVLA does home visits, provides incentives, meets with parents and students to ensure we do everything possible to get students connected to their teachers.				
Priority 5 (b) Pupil Engagement • chronic absenteeism rates	Nueva Vista has a chronic absenteeism rate of 5.8% or 34 students. These students have missed more that 10% of the days enrolled in school. Nueva Vista works daily to conduct home visits, provide incentives for students and works with our district SARB team.				Nueva Vista Language Academy will have a chronic absenteeism rate of 3% or lower, which means students will be absent more than 10 percent of the total days enrolled.
Priority 5 (c) Pupil Engagement • middle school dropout rates	Not Applicable				Not Applicable
Priority 5 (d) Pupil Engagement	Not Applicable				Not Applicable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• high school dropout rates					
Priority 5 (e) Pupil Engagement • high school graduation rates	Not Applicable				Not Applicable
Priority 6 (a) School climate • pupil suspension rates	Due to being on distance learning and because of the positive choices our students have been making at home, we have not suspended any students for the 2020-2021 school year. Our suspension rate is 0%				Nueva Vista Language Academy will try to maintain a 0% suspension rate, but will follow district and education code guidelines for student behavior.
Priority 6 (b) School climate • pupil expulsion rates	Due to being on distance learning and because of the positive choices our students have been making at home, we have not expelled any students for the 2020-2021 school year. Our expulsion rate is 0%.				Nueva Vista Language Academy will try to maintain a 0% expulsion rate, but will follow district and education code guidelines for student behavior.
Priority 6 (c) School climate	Each year Nueva Vista Language Academy asks				Nueva Vista Language Academy will ensure all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	parents to participate in a PBIS survey and a Healthy Schools Survey. Due to the closure, we do not have comparative data.				students feel connected to school and are motivated.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS	NVLA's Nueva Way Team, with support by the site administration will provide professional development, coaching and support to site staff in Behavioral, Social Emotional and Academic Intervention Tiers (MTSS) and to promote school safety. One full-staff safety training will be provided (Fall; total cost of 144 teacher hours and 100 classified hours) Administration will be trained in restorative practices and will be provided other resources to ensure students follow the Nueva Way. ($1000) Provide at least one county level training for teachers ($1,000 for consultant and 144 teacher hours) Meeting and training will be provided for noon duty supervisors at least three times per year (30 hours total of noon duty pay). MTSS team will be able to meet six times/ once per month (up to five members) to plan and prepare to ensure students follow		Yes

Action #	Title	Description	Total Funds	Contributing
		the Nueva Way. (30 total teacher hours) Purchase materials and supplies to continue the Second Step program and social/emotional health ($3,000) Fun Friday will be held nearly every week to encourage students to follow the Nueva Way. Administration and teachers will alternate leading the events. (20 weeks planned by administration; total cost $5,000) Teachers will be provided materials and supplies to encourage positive behavior choices such as prize box materials ($3,000) We will contract with KCSOS to hire an AmeriCorps Mentor to service our Tier II/III students. ($14,000) If needed, NVLA will hire a full time or part time social worker to work with our Tier II/III students (cost TBD) The school will also provide extra incentives for following the Nueva Way by holding raffles, field trips, or having special treats ($4,000) Students and parent will be provided with increased access to mental health services Purchase technology, supplemental materials, supplies and programs that support the instruction and practice of Nueva Way and the above actions. Priority 5, 6 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principal 1, Element C and E		

Action #	Title	Description	Total Funds	Contributing
2	Student Needs and Home Visits	Additional costs incurred for clothing, uniforms, shoes, health needs, dental eye wear, or any other need to ensure students have access to a high quality, equitable education. Home visits for students with intensive behavioral needs, focusing on the EL, SPED, and Foster population. Offer supports to families as available in the district and community. Priority 5, 6 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners. This action is also tied to the English language roadmap Principle 1, Element C and D and Principle 4, Element B.		Yes
3	Positive School Culture	NVLA will promote a positive school culture by providing culture building activities for students, staff and parents. We will have two staff meetings off campus to build school culture, once in the fall and once in the spring.($2500) We will have two rallies per year, one for SBAC results at the beginning of the year and one for SBAC kickoff. ($500 total) We will offer after school clubs and activities such as Fitness Club ($2,000), two movie nights per year ($500), Robotics Club ($5,000),		Yes

Action #	Title	Description	Total Funds	Contributing
		Phoenix Writing Club ($250), Folklorico Club ($2,000+), Drama Club ($5,181 budgeted), Cost of Stipends to run clubs. We will also promote involvement in competitions such as Math team, Battle of the Books, Track and Field, Spelling Bee, Science Fair, Oral Language Festival and Speech/Essay competitions with special focus will be placed on recruiting unduplicated student parents. ($1000) We will also purchase any other supplies, materials and all other items to ensure we meet this action of having a positive school culture. Priority 6 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element C		
4	Incentives and Activities	NVLA will provide Incentives and Activities for staff, students and parents/guardians. The purpose is to promote adherence to school expectations (Nueva Way/RISE UP/MTSS), to celebrate good / improved attendance and foster school pride and encourage participation in our educational events. Staff members will be given a beginning of the year T-Shirt and a T-Shirt as part of an incentive for perfect attendance. ($600 for beginning shirts and $1,000 for incentive shirts) This year we will contract out to have games permanently painted onto the outdoor cement play area and purchase supplies for daily use. ($5,000)		Yes

Action #	Title	Description	Total Funds	Contributing
		K-5 students will participate in at least one community service project. We will purchase shirts for students as attendance, academic and behavior incentives. ($3,000) We will purchase supplies to welcome students back on the first day of school and after winter break. ($1,000) We will purchase supplies, books, decorations and materials for Read Across America which will include a small token of appreciation for celebrity readers, students and staff. ($2,500) Awards will be given at each trimester and for meeting goals which includes medals, trophies, plaques, certificates, balloons, yard signs, and items that correlate with the award such as toys for SBAC incentives and to go along with other awards. ($6,000) Purchase materials and supplies to ensure we implement the 2021-2022 schoolwide theme of "The Greatest School on Earth!". Priority 5 and 6. The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element B, C and D.		
5	Parent Involement	NVLA will provide opportunities for parent involvement. Activities will include: First day of school/welcome back celebration Grandparent's Day (total budget of $1,000) Pan con padres ($500) Lunch With Your Child (total budget of $100) Fall Carnival (Total budget of $1,000)		Yes

Action #	Title	Description	Total Funds	Contributing
		Christmas performances (total budget of ($1,000) Father/Daughter and Mother/Son Dances ($1,000 budget) Family Movie Nights (Total budget of $500) Gingerbread making (Total budget of $500) Incentives for Parent/Teacher Conferences (Total budget of $500 per year) Mother's Day Tea ($1,000) Paint Nights ($250 Per class + Supplies) Purchase a griddle for Taco events and breakfasts for parents and staff. ($500) In addition to other events that will increase parent involvement at our school site. In addition to the above the cost does not include extra supplies, materials, refreshments and daycare services as needed. Priority 3 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless, English language learners and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element A, C and Principle 4, Element B.		
6	School Environment	Purchases/upgrades that improve school environment, safety and culture: Bathroom beautification. In the cafeteria and outside of the campus add signage, banners and flags. Upgrade the library with new books, shelves, tables, chairs, carpet, signage, decorations and resources and technology to ensure		Yes

Action #	Title	Description	Total Funds	Contributing
		students and parents have access to an equitable education and learning environment.		
		Replace the chain link fence to wrought iron for added security and movement of gates.		
		Purchase bookshelves/ learning furniture, learning tables, student desks, student chairs, etc.		
		Priority 6		
		The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element D; Principle 2, Element D and Principle 3, Element B.		
7	Vice Principal	The vice principal is employed to promote student safety and to conduct SAT meetings to provide special assistance and guidance to unduplicated pupils. The vice principal provides ongoing staff development on MTSS and restorative justice practices.		Yes
		Priority 5, 6		
		The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element C.		

Action #	Title	Description	Total Funds	Contributing
8	Noon Duty	NVLA will continue to promote student safety and visibility by employing Supervision Aides and Crossing guards before school, at recess, lunch, after school and for special events. Aides will create and implement activities during lunch breaks to help eliminate safety issues and promote a positive school culture. Priority 6 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language Roadmap Principal 1, Element C		Yes
9	Health Services	NVLA will expand the duties of the nurses to enhance parent communication and the health and safety of the students, including attendance. The nurses and the health services clerk will serve as liaisons for the school site and provide parent and staff training. Training topics will include EpiPen's, chronic disease management, HIV/AIDS for students, CPR and AED. NVLA will employ a health services clerk. Nurses will continue to train all front office staff and administrators in CPR and AED. The nurses will be trained by the Director of Health Services in the following areas: HIV/AIDS, growth and development classes with special attention to unduplicated students, and any other areas that need professional development. Priority 5 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English		Yes

Action #	Title	Description	Total Funds	Contributing
		language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English language roadmap Principal 1, Element D		
10	Resource Clerk and Librarian	NVLA will support parent participation and learning opportunities for students by employing resource clerks and librarians. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours. They will also serve as a liaison for parents of unduplicated pupils. Priority 3 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 1, Element D and E.		Yes

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Nueva Vista Language Academy will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology and the Arts.

An explanation of why the LEA has developed this goal.

Nueva Vista Language Academy's mission is to create high achieving scholars, with a special emphasis on 21st century learning with opportunities in science, technology and the arts. This goal was developed to ensure funding an data collection is completed to ensure students have multiple opportunities throughout the year to learn science and art skills and have the technology needed to achieve a broad course of study.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7 (a) Course Access • a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable	For the 2020-2021 school year, and even through distance learning, 100% of students had access to all areas of study listed in our outcomes including language arts, math, science, social studies, PE, art and music. The method of instruction did change this year, but we are proud that subjects like art and band continued even through distance learning. Students received art				Expected outcome for 2023-2024 school year is to continue to have 100% access for all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	instruction each week, which was an increase from the previous year where students participated in art every other week.				
Priority 7 (b) Course Access • programs and services developed and provided to low income, English learner and foster youth pupils	Nueva Vista Language Academy ensures 100% of unduplicated students have access to all available programs and resources. For our after school program, the Student Assistance Team works to ensure our most needy students have first access to the POWER program. These students also have access to the Migrant program and GATE.				Expected outcome for 2023-2024 school year is to continue to have 100% access for low income, English learner and foster youth students.
Priority 7 (c) Course Access • programs and services developed and provided to students with disabilities	For the 2020-2021 school year,100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to				Expected outcome for 2023-2024 school year is to continue to have 100% access for students with disabilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	extended day, ASES, Summer School and additional programs and services offered by the District. Evidenced through class schedules and program attendance records.				
Priority 8 Pupil Outcomes • Addresses pupil outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable	As a school for the 2020-2021 school year, the number of students who are reading at grade level is 73%. The following is a breakdown by grade level. Reading data is a direct relation to pupil outcomes for adopted course of study. 6th grade: 77% 5th grade: 82% 4th grade: 77% 3rd grade: 65% 2nd grade: 50%				Expected outcome for the 2023-2024 school year is that the number of students who are reading at grade level increase to a minimum of 80% for grades K-6.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Science and Engineering	NVLA will continue to promote advancement in Science by offering Science Focus days ($2,000 budget for year), provide a stipend for		Yes

Action #	Title	Description	Total Funds	Contributing
		Science Fair Site Coach and provide supplies for Science Fair participation/incentives. Promoting of Science education for students in fifth grade by supporting participation in Scicon camp for students (paid for by district funds) Purchase supplemental curriculum and devices that improve the science and engineering opportunities for the students of Nueva Vista. Including supplies for one-to-one kits and virtual reality headsets. Adding resources and materials into the science lab. Staff training on unwrapping the science standards. Modeling lessons by the coaches implementing the science standards. Priority 7 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 2, Element A, B, C, D and F		
2	Technology	Purchase of technology equipment and infrastructure as stipulated in the District's Technology Plan to enhance daily classroom instruction. Promoting K-6 Classrooms to continue the implementation of Google Classroom, including professional development [i.e. workshops/ conferences in Google Apps for Educators (GAFE)] Purchase new smart TV's, laptops and all other needed devices/materials.		Yes

Action #	Title	Description	Total Funds	Contributing
		Upgrade of the Dukane System or technology that would allow teachers to allow media to support instruction. (est. $50,000) K-1 will be provided with age-appropriate technology devices. (est. $75,000 for K-1 iPads) Classroom/campus computers/Chromebooks and iPads that are outdated will be replaced/upgraded. Add another color copier to help with physical distancing. Add color printers to the grade level chairs classrooms. Priority 7 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 2, Element F and G.		
3	Arts	NVLA will continue to promote advancement in the arts through expanding participation of the current art program to make it the full year. Art Consultant - provides art instruction tied to writing to K-6 students (total cost of $18,000 per year + $8,000 for total supply budget for year) Expanding participation in the arts to all students by offering band/music along with choir (cost of 0.5 band teacher and materials/supplies) Continuing to Offer a Dual Immersion program K-6; expanding to 2 classes in Kinder, 2 classes in First Grade, 2 classes in second grade, 2 classes in third grade and 2 two classes in fourth grade.		Yes

Action #	Title	Description	Total Funds	Contributing
		Provide salaries and benefits for Dual Immersion teachers. (cost tentative) Continue with "dia de la cultura", expand to include a food fair (total budget of $2,000+) Staff will use their expertise in improving/translating curricular materials for the Dual Immersion program ($1,000 budgeted for teachers with one or less years of experience in the DI setting) Priority 7 The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English language learners, and students who come from low socioeconomic backgrounds. To support our English language learners, this action is also tied to the English Language Roadmap Principle 2, Element A, B, C, D and F		

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.83%	$1,419,387

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

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

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Totals:	Total Personnel	Total Non-personnel
Totals:		

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Development					
1	2	English Learners Foster Youth Low Income	Supplemental Materials, Field Trips and Assemblies					
1	3	English Learners Foster Youth Low Income	Parent Education/Informative Meetings					
1	4	English Learners Foster Youth Low Income	Success Academy					
1	5	English Learners Foster Youth Low Income	Learning Software					
1	6	English Learners Foster Youth Low Income	Class Size Reduction					
1	7	English Learners Foster Youth Low Income	Instructional Aides					
1	8	English Learners Foster Youth Low Income	Reading Intervention Teacher					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	MTSS					
2	2	English Learners Foster Youth Low Income	Student Needs and Home Visits					
2	3	English Learners Foster Youth Low Income	Positive School Culture					
2	4	English Learners Foster Youth Low Income	Incentives and Activities					
2	5	English Learners Foster Youth Low Income	Parent Involement					
2	6	English Learners Foster Youth Low Income	School Environment					
2	7	English Learners Foster Youth Low Income	Vice Principal					
2	8	English Learners Foster Youth Low Income	Noon Duty					
2	9	English Learners Foster Youth Low Income	Health Services					
2	10	English Learners Foster Youth Low Income	Resource Clerk and Librarian					
3	1	English Learners Foster Youth Low Income	Science and Engineering					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Technology					
3	3	English Learners Foster Youth Low Income	Arts					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$0.00	$0.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
1	2	Supplemental Materials, Field Trips and Assemblies	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
1	3	Parent Education/Informative Meetings	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
1	4	Success Academy	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
1	5	Learning Software	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
1	6	Class Size Reduction	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
1	7	Instructional Aides	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Reading Intervention Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy Fourth and Fifth Grade		
2	1	MTSS	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
2	2	Student Needs and Home Visits	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
2	3	Positive School Culture	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
2	4	Incentives and Activities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
2	5	Parent Involement	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
2	6	School Environment	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
2	7	Vice Principal	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
2	8	Noon Duty	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
2	9	Health Services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
2	10	Resource Clerk and Librarian	Schoolwide	English Learners Foster Youth	Specific Schools: Nueva Vista Language Academy		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	1	Science and Engineering	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
3	2	Technology	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nueva Vista Language Academy		
3	3	Arts	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: 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:

- o **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.

  - o **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.

  - o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.