

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nueva Vista Language Academy

CDS Code: 15634040120139

School Year: 2022-23

LEA contact information:

Joshua Herrera

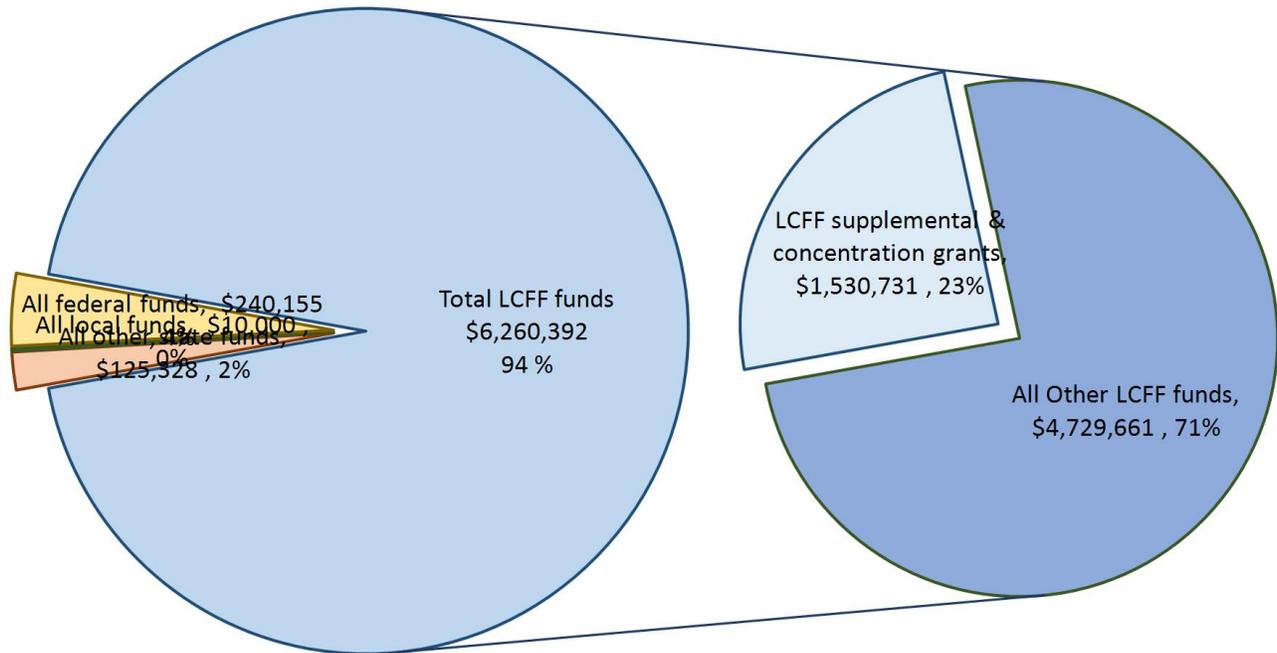
Principal

661-721-5070

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



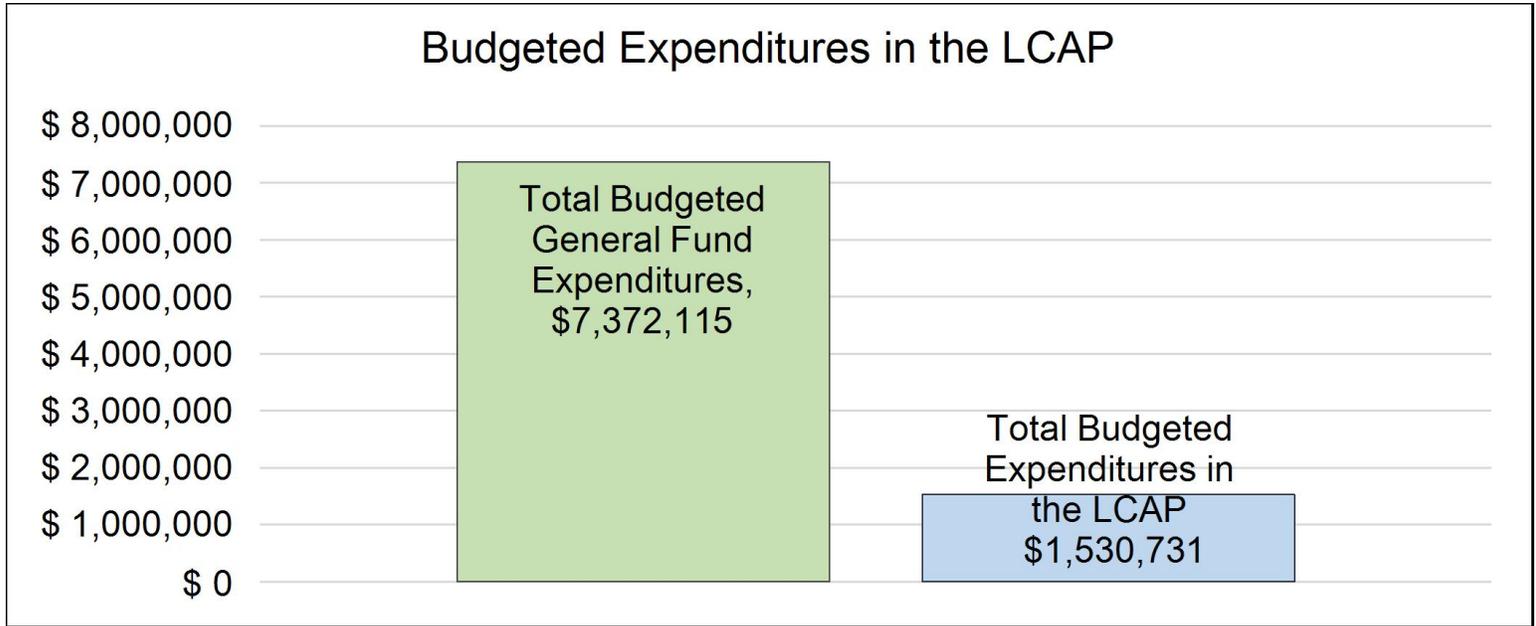
This chart shows the total general purpose revenue Nueva Vista Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nueva Vista Language Academy is \$6,635,875, of which \$6,260,392 is Local Control Funding Formula (LCFF), \$125,328 is other state

funds, \$10,000 is local funds, and \$240,155 is federal funds. Of the \$6,260,392 in LCFF Funds, \$1,530,731 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Nueva Vista Language Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Nueva Vista Language Academy plans to spend \$7,372,115 for the 2022-23 school year. Of that amount, \$1,530,731 is tied to actions/services in the LCAP and \$5,841,384 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Nueva Vista Language Academy plans to spend \$1,530,731 for the 2022-23 school year. Of that amount, \$1,530,731 is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: Title I, Lottery, ELOP, and unrestricted funds.

In addition to the funds that are allocated in the Local Control and Accountability Plan, the General Fund budget also includes allocations to increase or improve services for high needs students. The budget includes expenditures for expanded learning opportunities, after school intervention programs, supplemental instructional materials, additional staffing to support mental health and social and emotional learning and student enrichment programs (art, music, drama and mariachi). The General Fund also supports the core academic program by providing the staffing to maintain a staff to pupil ratio of 24:1 in grades TK-3rd and providing a vice principal of learning. Nueva Vista uses federal funds to staff reading intervention teachers and instructional aides by providing targeted professional development, assistance with lesson design and delivery, and resources to provide high quality integrated and designated instruction. Additionally, funds are utilized to maintain all facilities in good repair and provide personal protective equipment (PPE) to maintain a safe learning environment for students and staff.

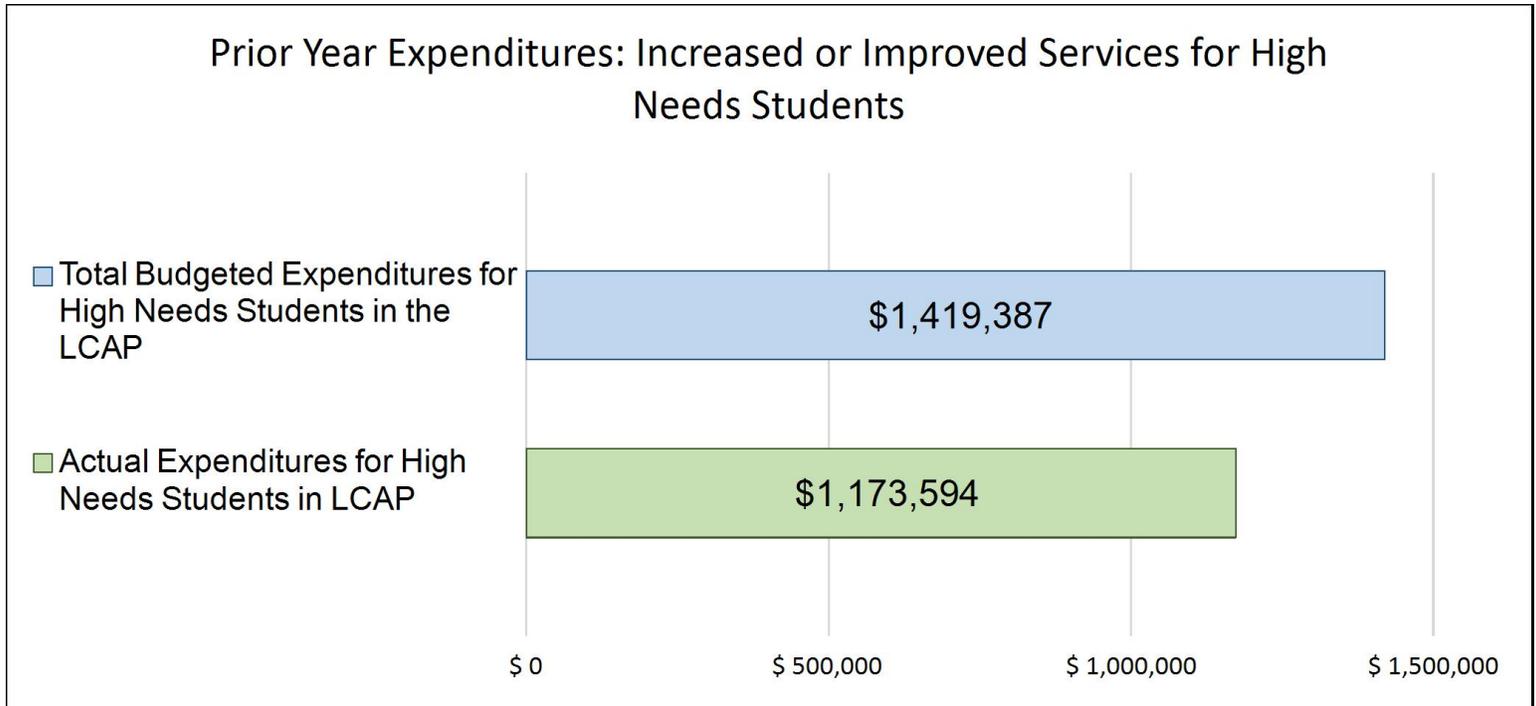
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Nueva Vista Language Academy is projecting it will receive \$1,530,731 based on the enrollment of foster youth, English learner, and low-income students. Nueva Vista Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Nueva Vista Language Academy plans to spend \$1,530,731 towards meeting this requirement, as described in the LCAP.

In 2022-23, Nueva Vista Language Academy is projecting it will receive \$1,530,731 based on the enrollment of foster youth, English learners, and low-income students. Nueva Vista Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Nueva Vista Language Academy plans to spend \$1,530,731 towards meeting this requirement, as described in the LCAP. NVLA continues to work on addressing the academic and social emotional needs of students. As demonstrated by data on the California School Dashboard and local data, growth continues to be made by most subgroups, however; the growth has been limited and the district still has many students performing below grade level. Achievement gaps continue to exist for our unduplicated subgroups in the areas of ELA and mathematics. Our English learners and low income students continue to perform lower on state assessments when compared to "All Students" and fall below the state average. Because this data does indicate that unduplicated groups such as English Learners, foster youth, and McKinney-Vento students are achieving at lower levels than all students as a whole, these groups will continue to be prioritized for interventions and monitored closely. There is a need for additional targeted support based on specific reading needs for students. Supporting students through small group instruction with a focus on foundational reading skills, fluency, and comprehension at their instructional levels will be a key to increasing student achievement. In order to provide more intensive intervention for students who are in need of those skills, additional professional development will be needed along with content area experts to ensure that classroom teachers are supported with lesson design and delivery. Unduplicated students also show a high need for school connectedness. Nueva Vista Language Academy will provide resources to ensure that low income students feel more connected to school and improve overall attendance rates. In addition, feedback from staff and parents indicates a need for additional supports in the areas of Language Arts and Math specifically in providing technology resources, increasing access to literacy readiness and reading materials, access to programs that will increase exposure to college and career programs, and intervention to mitigate learning loss. While the actions within this LCAP are being provided schoolwide, they are designed to meet the needs of unduplicated students first. These actions will benefit all students, but they are critical to the success of low-income students, foster youth, and English Learners who do not have the same access to academic supports outside of the regular school day.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Nueva Vista Language Academy's LCAP budgeted \$1,419,387 for planned actions to increase or improve services for high needs students. Nueva Vista Language Academy actually spent \$1,173,594 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$136,080 had the following impact on Nueva Vista Language Academy's ability to increase or improve services for high needs students:

As a result of the COVID-19 pandemic, NVLA was not able to fully implement certain actions planned in the LCAP during the 2021-22 school year. For example, under Goal 1, the school had planned professional development and attendance to conferences for teachers, but due to travel restrictions, the teachers were unable to attend. NVLA faced many challenges staffing some positions and therefore had unspent dollars for planned positions. The school placed the students in cohorts in an effort to mitigate the spread of the COVID virus; as a result, the NVLA had to postpone offering electives as well as offering planned Saturday academies and after school intervention early in the school year. This also lead to unspent funds in Goal 3. In goal 2, NVLA had to cancel all planned field trips therefore there were leftover funds in this goal as well. Goal 3 also had unspent funds in some parent involvement actions due to cancellation of events and trainings due to COVID-19 restriction protocols.

Nueva Vista Language Academy intends to fully implement the actions within this LCAP during the 2022-2023 school year to ensure that students with high needs have increased and improved services.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nueva Vista Language Academy	Joshua Herrera Principal	jherrera@duesd.org 661-721-5070

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

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

Nueva Vista Language Academy (NVLA) values the input of all educational partners. Various groups were consulted to provide input and recommendations on how to address students' academic, social, emotional, and mental health needs as a result of the COVID-19 pandemic. Educational partner groups include: parents, teachers, students, administrators, principals, other school personnel, local bargaining units, and community members. All parents were invited to attend the stakeholder meeting at Nueva Vista. Stakeholder meetings were also held for special groups which included: Migrant, GATE, ELAC, School Site Council, Foster Youth, parents of students experiencing homelessness, and parents of students with exceptional needs. All meetings were held virtually and translation was provided for Spanish speaking parents. The main focus of the stakeholder meetings was to provide stakeholders the opportunity for input on the needs of students as a result of the COVID-19 pandemic. Educational partners had the opportunity to ask questions and to have meaningful conversations with district staff as well as with one another regarding the specific needs of their children. NVLA staff took careful notes of the conversations during these meetings which in part guided the creation of actions on how to utilize the additional funding. Additionally, surveys were sent to parents to ensure that they all had 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 4-6 were also provided with a survey as well as all staff which includes certificated and classified employees. Via the Community Alliance group, the district was also able to collect surveys from community members. Special efforts were made by district and site staff to reach out to parents and guardians of English Learners, Foster Youth, students with exceptional needs, and at risk students for their contributions as educational partners. Based on the feedback provided by all educational partners, the following is a summary of the feedback provided by specific stakeholder groups:

The GATE parent stakeholder group requested additional support staff during the school day to help with intervention during the school day and other functions such as additional supervision during breaks, lunches, and dismissal. They also voiced a need for additional mental health services for students. There was also a parent that voiced a need for additional health care and instructional aides for special student groups

that need extra support. Parents were grateful for the mitigating measures in place such as plexiglass dividers in all classrooms, mask policy, and social distancing rules. They encouraged the district to continue the practices.

English Learner parents have requested that psychologists, social workers, or nurses offer mental health services for the students. Parents reported social anxiety by some of their children and would like to have continued support for the mental health needs of their children. They have also requested to have additional personnel to be vigilant of and enforce social distance rules and appropriate use of PPE.

The Migrant Education Program parents requested that the district continue to provide appropriate PPE to students and staff. One member discussed an observation when dropping off their child at school. The parent stated that they noticed many students arrive to school without a mask. Those students were met at the front gate of the school by school personnel and were provided with a new mask for their use throughout the day. The parent wanted the district to continue to provide the school sites with sufficient masks to last the entire school year.

All stakeholder groups, including teachers, principals, other administrators, classified staff, community members, students, and bargaining units 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. They requested better access to WIFI so that they have uninterrupted access to online learning when needed during short term independent study and remote learning.

Stakeholder surveys indicate a high interest in having the district connect families to programs/supports for physical health such as COVID-19 testing and access to Personal Protective Equipment. There was also very high interest in having the school provide materials, programs, and resources that address learning loss.

The meetings with our educational partners took place in the spring of 2022 during a three month span from March through May, culminating with a survey collected at the end of May. NVLA will meet again with our educational partners beginning in May of 2022 to provide an update, evaluate current programs, and plan for next steps.

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

After a full school year of online learning due to the COVID 19 pandemic, Nueva Vista Language Academy transitioned to in-person instruction in August, 2021. In preparation to return to in-person instruction, NVLA consulted with educational partners to determine and prioritize the needs of all students, with special focus on low income, English learners, and foster youth. NVLA focused on providing different types of opportunities to mitigate learning loss after a full school year of online learning, while taking into consideration the physical and mental health needs of all students. With the additional concentration funds, NVLA was able to employ additional staff to provide direct services to students specifically in the areas of physical and mental health, which were areas of high concern for parents and staff.

NVLA has funded a physical education teacher to provide specialized services for elementary students in an effort to decrease the number of students falling within the obesity range. As reported by parents, many students became sedentary during the full school year of remote instruction. This has created a high need to focus and address the physical fitness and overall health of students. The physical fitness teachers are also implementing Social Emotional learning as part of their daily curriculum to help address mental health needs in conjunction with physical fitness needs as part of their overall wellness focus.

As part of the overall wellness focus, a health assistant has been funded to assist the school nurse with their efforts to enhance health services for all students. The health assistant is an integral part of the vaccination effort set forth by the district. They also assist in monitoring symptomatic students in the special care units and with contact tracing when a student has been identified as positive for COVID-19. The health assistant provide additional support in communicating with parents and educating students and staff on current COVID-19 guidelines. Additionally Health Assistants support families by linking them to resources in the community for additional COVID-19 testing and COVID-19 immunization clinics in the community setting.

As part of the robust instructional program offered by Nueva Vista Language Academy, NVLA provided the option for parents to choose to have their children participate in remote learning. In anticipation of staffing shortages throughout the school year, the district proactively hired full-time roving substitutes to help mitigate staff and substitute shortages. The district is able to utilize these roving substitute teachers at any one of the 12 campuses including Nueva Vista Language Academy.

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

Nueva Vista Language Academy met with its educational partners during the spring of 2022 to discuss the use of the additional funding received to support the recovery from the COVID-19 pandemic. As part of the process of writing the ESSER III Expenditure Plan, NVLA and the district met with educational partners over a three month period. During these meetings, the district provided a forum for parents to engage in meaningful conversations with school and district staff about the specific needs of their children. A parent meeting was hosted at NVLA and the district also met with special groups including: teachers, students, administrators, principals, other school personnel, local bargaining units, GATE, DELAC, DAC, Foster Youth, parents of students experiencing homelessness, and parents of students with exceptional needs. The discussions from these forums guided the creation of the actions within the ESSER III Expenditure plan. The district culminated the stakeholder engagement efforts with the distribution of a survey. This gave parents an additional opportunity to provide input regarding the use of the one-time funds. All meetings and the survey were also provided in Spanish to ensure that our Spanish speaking parents were also provided the opportunity for input. The Board of Trustees conducted a public hearing where the parents had an additional opportunity to provide input before the plan was formally adopted. The stakeholder meetings commenced in March, 2022 and ran through May of the same year. The survey was distributed and collected at the end of May, 2022. In addition, the district conducted two public hearings for the approval of the ESSER Safety Plan on July 19, 2021 and on December 13, 2021. The public hearing for the ESSER III Expenditure plan was held on October 26, 2021. The district provided its educational partners with the background information necessary to understand the use of the one-time federal funds to aide in the recovery of the COVID-19 pandemic, and also provided them multiple opportunities to engage in meaningful conversations and provide input on the use of the funds.

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

Nueva Vista Language Academy has worked arduously to continue to provide a high quality learning experience for all students while providing a safe learning environment for students. All students are provided with a robust and engaging learning experience. NVLA used the ESSER funds to reduce class sizes in first, second, fourth, fifth and sixth grade. With the class sizes at a manageable rate to help reduce the spread of COVID-19, NVLA was able to push instruction forward with hiring a vice principal of learning. This position is helping lead after school success academics in intervention and enrichment. Tutors have been hired to help run the after school academies along with providing stipends to teachers. To help in the classroom, NVLA employed kindergarten tutors along with a special education aide. As a district, we have been able to cover all teachers who were out due to the pandemic and we ensured all classes stayed open. Our attendance rate is at above a 90% rate, with students logging in online if they have been quarantined. Several NVLA teachers are offering a hybrid program to ensure students are able to stay safe at home, but still have access to their regular teacher and rigorous instruction. NVLA is also recognizing students for all of their hard work during the year. Students are able to earn student of the month and other awards each semester. Another success with these funds is in the area of technology. NVLA has provided each student with a one-to-one Chromebook to keep at school and another device to keep at home. Safety measures include having food distributions, providing staff with stipends to help with disinfecting, providing personal protective equipment and HVAC replacements. In addition, vaccination rates among all staff are above 94%.

NVLA has had some challenges with support staff shortages, but they have been able to provide an extraordinary education, despite the challenges. There are some students who are not logging in when in quarantine because of environmental factors, but NVLA is conducting home visits and providing all resources possible.

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

Nueva Vista Language Academy has leveraged all available funding sources to support the goals and actions identified in the 2021-2022 Local Control and Accountability Plan, the Safe Return to In-Person Instruction and Continuity of Services Plan, and the ESSER III Expenditure Plan. The three plans are aligned to focus on mitigating learning loss, providing a safe learning environment for students and staff, and supporting student's academic, social, emotional, and mental health needs. In addition to maintaining operations and staff, ESSER funding is being used to augment direct services to students and is providing for an additional psychologist, social workers, temporary academic support personnel, intervention academies, instructional aides, and additional teachers to reduce class size. To address staffing shortages due to teacher quarantines and the lack of substitute teachers, the District has hired full-time roving substitute teachers for all school sites.

As addressed in the Safe Return to In-Person Instruction and Continuity of Services Plan, NVLA has implemented CDC recommendations regarding universal masking, hand washing, respiratory etiquette, physical distancing, cleaning, and contact tracing/quarantines. All three plans are aligned and include additional mitigating measures to keep students and staff safe. Student/staff desk barriers, daily temperature checks, breakfast and lunch in the classroom, block scheduling, recess cohorts, assigned bus seating, water bottle filling stations, additional disinfecting, and the installation of bipolar ionization units in all district facilities are some examples of how funds have been used to maintain a safe environment and further reduce to the risk of COVID-19 transmission in our schools. Prior to implementing a mandatory employee COVID vaccination policy, the District provided incentives to staff that voluntarily obtained their COVID-19 vaccination/booster. The District has also initiated a campaign and partnered with local pharmacies to host COVID vaccination clinics for students. ESSER funds are being used to provide gift cards for those students that have obtained their COVID vaccinations as a method of encouraging more parents to have their school age children vaccinated.

While NVLA has been able to safely maintain in-person instruction throughout the current school year, NVLA is also prepared to provide continuity of services should the school be required to close temporarily for COVID-19-related public health reasons in the future, as required in the Safe Return to In-Person Instruction and Continuity of Services Plan. Both LCAP and ESSER funding have been used for the purchase of laptops, chromebooks, hotspots, and related equipment to support in-person and distance learning. To ensure the continuity of instruction during student quarantines, ESSER funds are being used to fund stipends for classroom teachers to provide live zoom instruction for their students as part of the short term independent study program.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

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

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

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

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

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

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe

Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nueva Vista Language Academy	Joshua Herrera Principal	jherrera@duesd.org 661-721-5070

Plan Summary [2022-23]

General Information

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

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 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 shows 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.

2022-2023 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.

Engaging Educational Partners

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

Nueva Vista Language Academy values the input of all educational partner 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 educational partner 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 educational partner 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 for the 2022-2023 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 meetings were held with different groups. Educational partner groups include: parents, teachers, students, administrators, other school personnel, local bargaining units, and community members. All parents were invited to attend the meeting. Educational partner meetings were also held for special groups which included: Migrant, GATE, DELAC, DAC, Foster Youth families, bargaining units, principals and administrators. In addition, the district had consultations with the local SELPA to review the needs of students with exceptional needs. All meetings were held virtually and special sessions were provided for Spanish speaking parents. The 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 meetings was to provide educational partners 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 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, DAC, Special Education students, and at risk students for their contribution to this plan.

In addition to reviewing stakeholder input, the Superintendent also reviewed the School Plan for Student Achievement to ensure the LCAP goals and actions are addressing the needs of all students.

A summary of the feedback provided by specific educational partners.

Based on the feedback provided by all educational partner groups, the following is a summary of the feedback provided by specific 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 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 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, DAC and ELAC meetings, 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.

All stakeholder groups including teacher, principals, administrators and classified staff, emphasized the importance of expanding technology for students both in and out of the classrooms. They would like to keep devices at home to help with homework and after school support. Teachers communicated the need to provide Google Certification opportunities as well as continuous opportunities for professional development in various platforms utilized for instruction.

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

Nueva Vista Language Academy places high value on the input of all educational groups. As a result of all the 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. Parents vocalized the need for mental health support for students before the beginning of the 2022-2023 school year and ongoing support throughout the entire year. As a result, the district will redirect funding to ensure that social workers and marriage family therapist are available to make student connections prior to the beginning of the school year to offer support and emotional reassurance to return to in-person instruction. Services will be principally directed to serve unduplicated subgroups. The parents also reported a concern of how their children were inactive for an entire school year and requested extra efforts by the school to keep the students more physically active during the upcoming school year. The district will hire additional physical education teachers to have one on the NVLA campus. In addition, the district will offer folklorico dancing after school to all students in the district wishing to participate. Both parents and school personnel, such as teachers, administrators and classified discussed the need to continue to increase and improve technology in our district. As a result, the district will continue to allocate funding for software, devices, and infrastructure so that students have access to all of their technology needs. Additionally, the school will purchase additional devices for both students and teachers so that they are able to keep the current technology set up at home and have additional devices at school to eliminate students and

teachers having to carry the devices to and from school. This will facilitate homework completion and will additionally have students prepared in the event of a need to shift to distance learning.

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. The expected outcome of this goal is to increase the quality of instruction and services for students to promote higher levels of academic achievement to ensure students are ready for college, careers and beyond.

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. Priority 1 was developed to continue to ensure quality teachers are fully credentialed and are fully implementing priority 2, which is access to Common Core standards. Based on the California School Dashboard data, the English learner and socio-economically disadvantaged subgroups are in the yellow performance level in both ELA and math, while the students with disabilities subgroups do not have data in the student groups. As specified in Metric 4 (a) below, 46% of the following students are performing well below grade level: English learners, special education, socio-economically disadvantaged, and students experiencing homelessness. The data, along with stakeholder input has guided the creation of this goal and its corresponding actions. Furthermore, after a full school year of distance learning, NVLA will continue to focus on efforts to support all teachers through professional development and training opportunities and working with academic coaches to provide students with the best learning strategies to meet their learning needs. 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	Nueva Vista Language Academy has 35 teachers that are fully credentialed	Nueva Vista Language Academy continues to have 35 teachers that are fully			The desired outcome for the 2023-24 school year is that NVLA is able to have 98% of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by the CALPADS report 4.1 and local data from human resources 	<p>and 5 that are not. This indicates that 87% of all teachers in the district are appropriately assigned and fully credentialed.</p>	<p>credentialed and 5 that are not. This indicates that 87% of all teachers in the district are appropriately assigned and fully credentialed.</p>			<p>all teachers appropriately assigned and fully credentialed.</p>
<p>Priority 1 (b) - Basic Services</p> <ul style="list-style-type: none"> every pupil in the school has sufficient access to the standards-aligned instructional materials as measured by the Williams Team review report on curriculum sufficiency of materials 	<p>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.</p>	<p>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.</p>			<p>The desired outcome for the 2023-24 school year is to maintain a 100% sufficiency of standards-aligned textbooks.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 1 (c) - Basic Services</p> <ul style="list-style-type: none"> school facilities are maintained in good repair as measured by the Facility Inspection Tool 	Based on the Facilities Inspection Tool form the Williams Team Review in 2020, Nueva Vista Language Academy received a rating of Exemplary.	Based on the Facilities Inspection Tool form the Williams Team Review in 2020, Nueva Vista Language Academy received a rating of Exemplary. For the 2021-2022 school year, NVLA opened a new school library and updated flooring in four classrooms.			The desired outcome for the 2023-24 school year is to maintain an Exemplary rating.
<p>Priority 2 (a) - State Standards</p> <ul style="list-style-type: none"> the implementation of state board adopted academic content and performance standards for all students as measured by classroom observations 	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.	Nueva Vista Language Academy will implement all content standards. Based on daily principal observations, 100% 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.
Priority 2 (b) - State Standards	The English Language Development (ELD) standards are substantially	The English Language Development (ELD) standards are substantially			The desired outcome for the 2023-24 school year is 98% substantial

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> 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 as measured by classroom observations 	<p>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.</p>	<p>implemented. Based on principal observations, 95% 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. We will continue to have ELD professional development.</p>			<p>implementation by teachers during designated and integrated ELD.</p>
<p>Priority 4 (a) - Pupil Achievement</p> <ul style="list-style-type: none"> statewide assessments as measured by statewide assessment data in English Language 	<p>Due to our current distance learning schedule, our annual test administration and related procedures will be different this year. We will be administering the following assessments: IXL Diagnostic, and STAR</p>	<p>Our annual test administration and related procedures will be different this year. We will be administering the following assessments: STAR Reading and Math by Renaissance for third through sixth grade</p>			<p>The desired outcome for the 2023-24 school year is as follows:</p> <p>We will be administering the following assessments: IXL Diagnostic, and STAR Reading and Math by</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Arts and Math	<p>Reading and Math by Renaissance.</p> <p>ALL STUDENTS- English Language Arts:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage:3 0.9% Near Grade Level Percentage:2 1.65% Below Grade Level Percentage:2 0.95% Far Below Grade Level Percentage: 26.5% <p>Math:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage: 25.65% Near Grade Level Percentage: 24.75% Below Grade Level 	<p>students.</p> <p>ALL STUDENTS- English Language Arts:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage:3 0.9% Near Grade Level Percentage:2 1.65% Below Grade Level Percentage:2 0.95% Far Below Grade Level Percentage: 26.5% <p>Math:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage: 25.65% Near Grade Level Percentage: 24.75% Below Grade Level 			<p>Renaissance.</p> <p>ALL STUDENTS- English Language Arts:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage:4 0.9% Near Grade Level Percentage:3 1.65% Below Grade Level Percentage:1 0.95% Far Below Grade Level Percentage: 16.5% <p>Math:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage: 35.65% Near Grade Level Percentage: 34.75% Below Grade Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Below Grade Level Percentage: 23.5% Far Below Grade Level Percentage: 26.15% <p>ENGLISH LANGUAGE LEARNERS-</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage:1 1.75% Near Grade Level Percentage:2 2.85% Below Grade Level Percentage:2 7.15% Far Below Grade Level Percentage: 38.65% <p>Math:</p> <ul style="list-style-type: none"> On/Above Grade Level 	<p>Percentage: 23.5%</p> <ul style="list-style-type: none"> Far Below Grade Level Percentage: 26.15% <p>ENGLISH LANGUAGE LEARNERS-</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage:1 1.75% Near Grade Level Percentage:2 2.85% Below Grade Level Percentage:2 7.15% Far Below Grade Level Percentage: 38.65% <p>Math:</p> <ul style="list-style-type: none"> On/Above Grade Level 			<p>Percentage: 13.5%</p> <ul style="list-style-type: none"> Far Below Grade Level Percentage: 16.15% <p>ENGLISH LANGUAGE LEARNERS-</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage:2 1.75% Near Grade Level Percentage:3 2.85% Below Grade Level Percentage:1 7.15% Far Below Grade Level Percentage: 28.65% <p>Math:</p> <ul style="list-style-type: none"> On/Above Grade Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> On/Above Grade Level Percentage:1 4.9% Near Grade Level Percentage:2 3.25% Below Grade Level Percentage:2 6.1% Far Below Grade Level Percentage: 35.64% <p>STUDENTS WITH DISABILITIES-</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage:1 2.1% Near Grade Level Percentage:1 0.65% Below Grade Level 	<p>Percentage:1 4.9%</p> <ul style="list-style-type: none"> Near Grade Level Percentage:2 3.25% Below Grade Level Percentage:2 6.1% Far Below Grade Level Percentage: 35.64% <p>STUDENTS WITH DISABILITIES-</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage:1 2.1% Near Grade Level Percentage:1 0.65% Below Grade Level Percentage:2 4.25% 			<p>Percentage:2 4.9%</p> <ul style="list-style-type: none"> Near Grade Level Percentage:3 3.25% Below Grade Level Percentage:1 6.1% Far Below Grade Level Percentage: 25.64% <p>STUDENTS WITH DISABILITIES-</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage:2 2.1% Near Grade Level Percentage:2 0.65% Below Grade Level Percentage:1 4.25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Percentage:2 4.25%</p> <ul style="list-style-type: none"> Far Below Grade Level Percentage:5 3.05% <p>Math:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage:1 6.7% Near Grade Level Percentage:2 1.1% Below Grade Level Percentage:2 7.3% Far Below Grade Level Percentage:4 5.45% <p>SOCIO-ECONOMICALLY DISADVANTAGED-</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage:2 8.1% 	<ul style="list-style-type: none"> Far Below Grade Level Percentage:5 3.05% <p>Math:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage:1 6.7% Near Grade Level Percentage:2 1.1% Below Grade Level Percentage:2 7.3% Far Below Grade Level Percentage:4 5.45% <p>SOCIO-ECONOMICALLY DISADVANTAGED-</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage:2 8.1% 			<ul style="list-style-type: none"> Far Below Grade Level Percentage:4 3.05% <p>Math:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage:2 6.7% Near Grade Level Percentage:3 1.1% Below Grade Level Percentage:1 7.3% Far Below Grade Level Percentage:3 5.45% <p>SOCIO-ECONOMICALLY DISADVANTAGED-</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> On/Above Grade Level Percentage:3 8.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Percentage:2 8.1% <ul style="list-style-type: none"> Near Grade Level Percentage:2 2.55% Below Grade Level Percentage:2 2.55% Far Below Grade Level Percentage: 26.85% Math: <ul style="list-style-type: none"> On/Above Grade Level Percentage:2 2.75% Near Grade Level Percentage:2 4.7% Below Grade Level Percentage:2 5.85% Far Below Grade Level Percentage:2 6.65% FOSTER STUDENTS	<ul style="list-style-type: none"> Near Grade Level Percentage:2 2.55% Below Grade Level Percentage:2 2.55% Far Below Grade Level Percentage: 26.85% Math: <ul style="list-style-type: none"> On/Above Grade Level Percentage:2 2.75% Near Grade Level Percentage:2 4.7% Below Grade Level Percentage:2 5.85% Far Below Grade Level Percentage:2 6.65% FOSTER STUDENTS (Not enough data to report, must have at			<ul style="list-style-type: none"> Near Grade Level Percentage:3 2.55% Below Grade Level Percentage:1 2.55% Far Below Grade Level Percentage: 16.85% Math: <ul style="list-style-type: none"> On/Above Grade Level Percentage:3 2.75% Near Grade Level Percentage:3 4.7% Below Grade Level Percentage:1 5.85% Far Below Grade Level Percentage:1 6.65% FOSTER STUDENTS (Not enough data to report, must have at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Not enough data to report, must have at least 15 students)	least 15 students)			least 15 students)
Priority 4 (b) - Pupil Achievement <ul style="list-style-type: none"> 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			Not Applicable
Priority 4 (c) - Pupil Achievement <ul style="list-style-type: none"> percentage of pupils who have successfully completed courses that satisfy the requirements for career technical 	Not Applicable	Not Applicable			Not Applicable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
education sequences or programs of study that align with SBE-approved career technical education standards and framework					
Priority 4 (d) - Pupil Achievement <ul style="list-style-type: none"> the percentage of pupils who have successfully completed both types of courses described in subparagraphs (b) and (c) 	Not Applicable	Not Applicable			Not Applicable
Priority 4 (e) - Pupil Achievement <ul style="list-style-type: none"> the percentage 	Not Applicable	Not Applicable			Not Applicable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of English learner pupils who have progress towards English proficiency as measured by the English Language Proficiency Assessments for California					
Priority 4 (f) - Pupil Achievement <ul style="list-style-type: none"> English learner reclassification rate as measured by local data 	Not Applicable	Not Applicable			Not Applicable
Priority 4 (g) - Pupil Achievement <ul style="list-style-type: none"> percentage of pupils who have passed an advanced placement examination 	Not Applicable	Not Applicable			Not Applicable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with a score of 3 or higher					
Priority 4 (h) - Pupil Achievement <ul style="list-style-type: none"> percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness 	Not Applicable	Not Applicable			Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Professional Development for Common Core Standards, English Language Development, and Technology instruction will be provided as follows: <ul style="list-style-type: none"> 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 	\$51,893.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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. • 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.) • 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) • 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. • 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. • 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. • Late Start professional development will be provided to all staff. • Professional development in the area of Math, Reading, Writing and language provided by Tulare Office of Education and the Kern County Superintendent of Schools. 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. 		

Action #	Title	Description	Total Funds	Contributing
		<p>With nearly 49% of the student population classified as English learners, NVLA places top priority on offering high quality integrated and designated instruction to all English learners, newcomers, reclassified students, immigrant students, long term English learners and expanding level students. Students will be supported through ongoing and frequent data analysis to identify needs. Teachers will receive ongoing training on language acquisition strategies to incorporate during both integrated and designated instruction for English learners. In addition, NVLA will offer a specialized class for newcomer students to accelerate language acquisition (housed at another site)</p> <ul style="list-style-type: none"> • 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) • Reading and Math Data talk preparation (6 hours per grade level; per year; total cost of 36 hours for teachers per year) • Employ a resource teacher to fund other programs as needed. • 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. <p>Much of this goal will be funded through Title I. funds.</p> <p>Priority 1, 2, 4</p> <p>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</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>backgrounds.</p> <p>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.</p>		
1.2	Supplemental Materials, Field Trips and Assemblies	<p>NVLA will increase the amount of field experiences to provide an equitable education.</p> <p>Each quarter we will hold an assembly that correlates to curriculum</p> <p>We will have an author visit and purchase materials and supplies to ensure the event supports learning and reading.</p> <p>Math, science and language experiences will be provided on and off campus when available.</p> <p>Career Day Event offered to all K-6 students.</p> <p>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.</p> <p>Kindergarten- Murray Farms (Fall) and CALM (Spring)</p> <p>First Grade- Pioneer Village (Fall) and Murray Farms (Spring)</p> <p>Second Grade- Theater Disney Nature Film (Fall) and Fresno Zoo (March/Spring)</p> <p>Third Grade- VT Ranch (October/Fall) and Kern County Fair (March/Spring)</p> <p>Fourth Grade- Windwolves (Fall) and VT Ranch (February/Spring)</p> <p>Fifth Grade- California Science Center (Fall) and Griffith Observatory (Spring)</p>	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Priority 1, 2, 4</p> <p>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.</p>		
1.3	Parent Education/Informative Meetings	<p>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.</p> <p>These events will include, but are not limited to: providing parents handouts, information and newsletters; Community Resources Egg 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.</p> <p>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</p>	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>invited . We will invite PIQUE/parent education programs to hold an educational class.</p> <p>We will also purchase any other supplies, materials and all other items to ensure we meet this action</p> <p>Childcare will be provided by classified staff. Refreshments and incentives will be provided to ensure highest participation rate.</p> <p>Priority 4</p> <p>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</p>		
1.4	Success Academy	<p>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.</p> <p>Session 1 from 8/29/2022-10/7/2022 (five 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)</p> <p>Session 2 from 1/23/2022-3/3/2022 (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)</p> <p>Session 3 from 3/14/2022-4/28/2022 (four week session; day is assessment /and last week is assessment with incentive on the</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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)</p> <p>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.</p> <p>Much of this goal will be funded through Title I. funds.</p> <p>Priority 1, 2, 4</p> <p>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.</p>		
1.5	Learning Software	<p>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.</p> <p>Pilot Estrellita online reading platform.</p>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Much of this goal will be funded through Title I. funds.</p> <p>Priority 1, 2, 4,</p> <p>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.</p>		
1.6	Class Size Reduction/ DI Teachers	<p>NVLA will reduce class sizes in 4th through 6th grade to increase opportunities for specialized and differentiated instruction. (Grade 4th/5th; 28:1 Student: Teacher).</p> <p>Class size reduction will also apply to first and second grade and may continue to the 2022-2023 school year.</p> <p>Dual Immersion Teachers salary for 2-kindergarten, 2-first grade, 2-second grade, 2-third grade, 2-fourth grade, 1-fifth grade, 1-sixth grade.</p> <p>Priority 1, 4</p> <p>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 D.</p>	\$245,796.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Instructional Aides	<p>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.</p> <p>Priority 1, 2, 4</p> <p>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.</p>	\$119,737.00	Yes
1.8	Reading Intervention Teacher	<p>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 planning time to be available before or after school to provide services to our most needy students.</p> <p>Priority 2, 4</p> <p>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</p>	\$129,011.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.

The following is a breakdown of the actual actions implemented for the 2021-2022 school year for goal one. First, NVLA had 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. They provide sub teachers for K-2 in Dual Immersion and K-1 for mainstream teachers to protect instructional time during assessments. Teachers were given extended planning time. Their vice principal of learning model lessons and provided professional learning for all K-6 and SpEd teachers in the area of reading and language strategies or other identified needs. NVLA continued to increase parent education opportunities in ELA, Mathematics, Science and Technology for the benefit of enhancing the learning of unduplicated students. NVLA provided 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. NVLA was able to reduce class sizes in 4th through 6th grade to increase opportunities for specialized and differentiated instruction. During the 2021-2022 school year, class size reduction will applied to first and second grade and will continue to the 2022-2023 school year. NVLA was able to support the instructional program with 4 kindergarten instructional aides. The aides supported 1st-5th grade classes for intervention support in ELD, math facts, and early reading intervention. NVLA provided funds for a site ELA/ELD literacy and specialist to provide targeted reading intervention for our lowest performing 1st-3rd graders.

Due to the complexity of the COVID-19 pandemic, many of our actions had differences this year. First, NVLA did not hold two, 2-hour articulation meetings (four hours total per year) this year in the areas of Mathematics, ELA, ELD, Social Studies and Writing. The district used the math coaches in supporting distance learning, so they were unavailable to model math lessons. NVLA did not hold any contracts with the Tulare Office of Education or Kern County Superintendent of schools as planned. Instead, the vice principal of learning and site leadership provided support for teachers throughout the year. Next, NVLA did not increase the amount of field experiences to provide an equitable education. This year with summer school, NVLA decided to team up with the district summer school program. The program will be online, so NVLA teachers will be able to support students via the Zoom platform.

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

The actual expenditures for goal one was targeted and many of the actions were completed with expenditures matching the plan. For goal one, NVLA did not offer as much professional learning through contracts, but rather provided professional learning from site administration. \$23,062 was budgeted for professional development from the Tulare Office of Education or Kern County Superintendent of Schools. For goal one, action two, NVLA was not able to host field experiences for students because of the pandemic. \$4,085 was not spent on the field experiences, but the plan for the 2022-2023 is to implement this goal.

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

Professional learning was different this year because of the pandemic. In person meetings were not permitted for the first part of the year, so a lot of money was saved because we were able to meet during work hours on Zoom platforms. Metric 1 is still an area of growth at 87% of teachers are fully credentialed. Professional learning will be a priority as we continue to support new teachers. Much of the remaining money from professional development was spent on providing substitute teachers so administration can provide support during the day. Teachers were able to create data driven action plans, differentiate instruction and ensure lessons were targeted to meet standards of instruction. These plans continue to support Metric 2 for Common Core Standards and meeting the needs of English language learners. Goal one, action six focuses on class size reduction and dual immersion teachers. Because of this goal, we were able to keep small class sizes to help with the spread of COVID-19 during the pandemic. The maximum classroom size this year was 25, which is the maximum number of students who fit in a classroom following physical distancing. Based on learning loss and once back to in-person instruction and Metric 4 showing that 20.95% of students are reading below grade level and 26.5% of students are reading far below grade level, NVLA may hire more instructional aides to help with learning and small groups. This year we were able to maximize the use of our instructional aides. The aides supported K-5th grades in small group instruction with support from the reading intervention teacher.

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.

NVLA will continue to create a master plan and provide support for teachers and staff through site leadership and county offices of education. Professional development opportunities will be mapped out and the use of substitute teachers will be implemented. Teachers will be able to plan with their grade level and complete peer observations around their data driven action plans. We will continue to increase more parent education opportunities as the pandemic will allow. NVLA will increase their summer and winter programs to match the diversity of the district and provide the same opportunities for students. The site leadership team and data suggests adding an additional reading intervention teacher is necessary to reduce learning gaps in reading.

With nearly 49% of the student population classified as English learners, NVLA places top priority on offering high quality integrated and designated instruction to all English learners, newcomers, reclassified students, immigrant students, long term English learners and expanding level students. Students will be supported through ongoing and frequent data analysis to identify needs. Teachers will receive ongoing training on language acquisition strategies to incorporate during both integrated and designated instruction for English learners. In addition, NVLA will offer a specialized class for newcomer students to accelerate language acquisition (housed at another site).

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

Goals and Actions

Goal

Goal #	Description
2	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. The expected measurable outcome for this goal is an increase in student attendance rates, decreased suspension rates and increased levels of student connectedness.

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.

For priority /metric 6, urrent data collected from CALPADS, SIS platforms, CA Healthy Kids Survey, the California School Dashboard, and local surveys, indicates that students need additional support to increase connectedness and student participation. The current attendance rate in priority/metric 5 is 98.25% and the chronic absentee rate is 5.8%. NVLA will make all efforts to encourage students to improve school attendance and be an active participant in their learning. 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%

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 <ul style="list-style-type: none"> the efforts the school district makes to 	For each event held virtually, about fifty percent of parents attend the sessions. In person events will be analyzed by sign in sheets.	NVLA will increase parent involvement nights for the 2022-2023 school year. Each event held virtually, about fifty percent of parents attend the sessions. In person events will			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
<p>seek parent input in making decisions for the school district and each individual school site as measured by a review of participation logs</p>		<p>be analyzed by sign in sheets. No data this school year due to COVID-19 protocol restrictions.</p>			
<p>Priority 3 (b) - Parental Involvement and Family Engagement</p> <ul style="list-style-type: none"> • how the school district will promote parental participation in programs for low income, English learner and foster youth pupils as measured by a review of attendance logs 	<p>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</p>	<p>For SSC meetings, NVLA had quorum for each meeting and had at least 20 participants at each meeting.</p>			<p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	number of parents involved in ELAC, DELAC, SSC, re-designation meetings and/or school site activities.				
<p>Priority 3 (c) - Parental Involvement and Family Engagement</p> <ul style="list-style-type: none"> how the school district will promote parental participation in programs for students with exceptional needs as measured by a review of local attendance logs for IEPs 	<p>Parents of students with exceptional needs were provided with opportunities to be involved in their child’s education and 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.</p>	<p>100% of all parents who have students with disabilities or special needs attended all individualized meetings including IEP meetings, Student Assistance Team meetings and Section 504 meetings.</p>			<p>100% of all parents who have students with disabilities or special needs will attend all individualized meetings including IEP meetings, Student Assistance Team meetings and Section 504 meetings.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 5 (a) Pupil Engagement</p> <ul style="list-style-type: none"> school attendance rates as measured by local data from SIS platform 	<p>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 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.</p>	<p>Positive absence rates are being calculated and in process because of independent study contracts. An updated rate will be available at the end of the 2021-2022 school year. For the 2021-2022 school year, NVLA had a chronic absenteeism rate of 5.04%, which is up from the 2019-2020 California Dashboard. This is because of the pandemic and students being on quarantine. Students who are chronic and not related to COVID-19 were referred to district SARB.</p>			<p>Nueva Vista Language Academy will hold an average daily attendance rate of 98% or higher with the focus on chronic absenteeism rates.</p>
<p>Priority 5 (b) Pupil Engagement</p> <ul style="list-style-type: none"> chronic absenteeism rates as measured by 	<p>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</p>	<p>For the 2021-2022 school year, NVLA had a chronic absenteeism rate of 5.04%, which is up from the 2019-2020 California Dashboard.</p>			<p>Nueva Vista Language Academy will have a chronic absenteeism rate of 3% or lower, which means students will be absent more than</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
local data from SIS platform	school. Nueva Vista works daily to conduct home visits, provide incentives for students and works with our district SARB team.	This is because of the pandemic and students being on quarantine. Students who are chronic and not related to COVID-19 were referred to district SARB.			10 percent of the total days enrolled.
Priority 5 (c) Pupil Engagement <ul style="list-style-type: none"> middle school dropout rates 	Not Applicable	Not Applicable			Not Applicable
Priority 5 (d) Pupil Engagement <ul style="list-style-type: none"> high school dropout rates 	Not Applicable	Not Applicable			Not Applicable
Priority 5 (e) Pupil Engagement <ul style="list-style-type: none"> high school graduation rates 	Not Applicable	Not Applicable			Not Applicable
Priority 6 (a) School climate <ul style="list-style-type: none"> pupil suspension rates as measured by 	Due to being on distance learning and because of the positive choices our students have been making at home, we have not suspended	Nueva Vista Language Academy maintains a 0% suspension rate, but will follow district and education code			Nueva Vista Language Academy will try to maintain a 0% suspension rate, but will follow district and education code

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
local data from SIS platform	any students for the 2020-2021 school year. Our suspension rate is 0%	guidelines for student behavior.			guidelines for student behavior.
Priority 6 (b) School climate <ul style="list-style-type: none"> pupil expulsion rates as measured by local data from SIS platform 	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 maintains a 0% expulsion rate, but will follow district and education code guidelines for student behavior.			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 <ul style="list-style-type: none"> other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness as measured by the CA Healthy Kids Survey 	Each year Nueva Vista Language Academy asks parents to participate in a PBIS survey and a Healthy Schools Survey. Due to the closure, we do not have comparative data.	The MTSS School Climate Survey was recently administered in April of 2022. A total of 218 3rd-6th grade students completed the survey. According to the elementary school climate survey one of the most pressing areas which needed improvement included the statement, "I feel like I do well in school" with a score of 2.88. A statement in which students rated an area of strength			Nueva Vista Language Academy will ensure all students feel connected to school and are motivated.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		included, "My school wants me to do well" with a score 3.71. It is our main objective to continue to provide students with the opportunity to grow and excel academically, socially and emotionally in a positive and safe environment.			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTSS	<p>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)</p> <p>Administration will be trained in restorative practices and will be provided other resources to ensure students follow the Nueva Way.</p> <p>Provide at least one county level training for teachers (consultant and 144 teacher hours)</p> <p>Meeting and training will be provided for noon duty supervisors at least three times per year (30 hours total of noon duty pay).</p> <p>MTSS team will be able to meet six times/ once per month (up to five members) to plan and prepare to ensure students follow the Nueva Way. (30 total teacher hours)</p>	\$27,449.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Purchase materials and supplies to continue the Second Step program and social/emotional health</p> <p>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)</p> <p>Teachers will be provided materials and supplies to encourage positive behavior choices such as prize box materials</p> <p>We will contract with KCSOS to hire an AmeriCorps Mentor to service our Tier II/III students.</p> <p>If needed, NVLA will hire a full time or part time social worker to work with our Tier II/III students</p> <p>The school will also provide extra incentives for following the Nueva Way by holding raffles, field trips, or having special treats</p> <p>Students and parents will be provided with increased access to mental health services</p> <p>Purchase technology, supplemental materials, supplies and programs that support the instruction and practice of Nueva Way and the above actions.</p> <p>Services will be principally directed with special focus placed on requiting unduplicated pupils.</p> <p>Priority 5, 6</p> <p>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</p>		

Action #	Title	Description	Total Funds	Contributing
		also tied to the English language Roadmap Principal 1, Element C and E		
2.2	Student Needs and Home Visits	<p>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.</p> <p>Home visits for students with intensive behavioral needs. Services will be principally directed with special focus placed on requiring unduplicated pupils and parents. Offer supports to families as available in the district and community.</p> <p>Priority 5, 6</p> <p>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.</p>	\$1,000.00	Yes
2.3	Positive School Culture	<p>NVLA will promote a positive school culture by providing culture building activities for students, staff and parents.</p> <p>We will have two staff meetings off campus to build school culture, once in the fall and once in the spring.(\$2500)</p>	\$8,967.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>We will have two rallies per year, one for SBAC results at the beginning of the year and one for SBAC kickoff. (\$500 total)</p> <p>We will offer after school clubs and activities such as Fitness Club (\$2,000), two movie nights per year (\$500), Robotics Club (\$5,000), Phoenix Writing Club (\$250), Folklorico Club (\$2,000+), Drama Club (\$5,181 budgeted), Cost of Stipends to run clubs.</p> <p>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)</p> <p>We will also purchase any other supplies, materials and all other items to ensure we meet this action of having a positive school culture. Services will be principally directed with special focus placed on requiring unduplicated pupils and parents.</p> <p>Priority 6</p> <p>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</p>		
2.4	Incentives and Activities	<p>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.</p> <p>Staff members will be given a beginning of the year T-Shirt and a T-Shirt as part of an incentive for perfect attendance.</p>	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This year we will contract out to have games permanently painted onto the outdoor cement play area and purchase supplies for daily use.</p> <p>K-5 students will participate in at least one community service project.</p> <p>We will purchase shirts for students as attendance, academic and behavior incentives.</p> <p>We will purchase supplies to welcome students back on the first day of school and after winter break.</p> <p>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.</p> <p>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.</p> <p>Purchase materials and supplies to ensure we implement the 2022-2023 schoolwide theme of "NVLA is Digging Deeper"</p> <p>Services will be principally directed with special focus placed on requiring unduplicated pupils and parents.</p> <p>Priority 5 and 6.</p> <p>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.</p>		

Action #	Title	Description	Total Funds	Contributing
2.5	Parent Involvement	<p>NVLA will provide opportunities for parent involvement. Activities will include: First day of school/welcome back celebration Grandparent's Day Pan con padres Lunch With Your Child Fall Carnival Christmas performances Father/Daughter and Mother/Son Dances Family Movie Nights Gingerbread making Incentives for Parent/Teacher Conferences Mother's Day Tea Paint Nights Purchase a griddle for Taco events and breakfasts for parents and staff.</p> <p>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. Services will be principally directed with special focus placed on requiting unduplicated pupils and parents.</p> <p>Priority 3</p> <p>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.</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	School Environment	<p>Purchases/upgrades that improve school environment, safety and culture:</p> <p>Bathroom beautification.</p> <p>In the cafeteria and outside of the campus add signage, banners and flags.</p> <p>Upgrade the library with new books, shelves, tables, chairs, carpet, signage, decorations and resources and technology to ensure students and parents have access to an equitable education and learning environment.</p> <p>Replace the chain link fence to wrought iron for added security and movement of gates.</p> <p>Purchase bookshelves/ learning furniture, learning tables, student desks, student chairs, etc.</p> <p>Services will be principally directed with special focus placed on requiring unduplicated pupils.</p> <p>Priority 6</p> <p>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.</p>	\$10,000.00	Yes
2.7	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

Action #	Title	Description	Total Funds	Contributing
		<p>The vice principal of learning is an option in this action to promote academics and support student learning. This position will support new teachers and all teachers.</p> <p>Additional duties will include providing additional services such as increased connection and outreach to families of unduplicated students.</p> <p>Priority 5, 6</p> <p>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.</p>		
2.8	Noon Duty	<p>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.</p> <p>Services will be principally directed with special focus placed on requiring unduplicated pupils.</p> <p>Priority 6</p> <p>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</p>	\$29,014.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Health Services	<p>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.</p> <p>NVLA will employ a health services clerk.</p> <p>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 who will ensure that services are principally directed to unduplicated students.</p> <p>Priority 5</p> <p>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 D</p>	\$77,903.00	Yes
2.10	Resource Clerk and Librarian	<p>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.</p>	\$150,226.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Priority 3</p> <p>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.</p>		

Goal Analysis [2021-22]

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

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

The following is a breakdown of the actual actions implemented for the 2021-2022 school year for goal two. First, NVLA's MTSS team met several times throughout the year as part of the site leadership team. Field expectation assemblies and behavior matrix assemblies were conducted throughout the year to reduce behavior as part of tier one interventions. Incentives were planned throughout the year and Fun Friday was implemented for weekly classroom behavior incentives. Site administration met with noon duty aides throughout the year and held training for school safety. The Second Step social and emotional program was implemented school wide and teachers were given extra lessons created by administration. Teachers were given expenses to purchase materials for their tier one behavior incentives in the classroom. NVLA contracted with AmeriCorp and worked with tier two and three students. Funding for student needs was a huge success. Students were provided uniforms, shoes and school supplies as needed. NVLA was able to host several rallies throughout the year honoring student growth and achievement. We promoted involvement in competitions such as Spelling Bee, Science Fair, Oral Language Festival and Speech/Essay competitions.

Due to the complexity of the COVID-19 pandemic, many of our actions had differences this year. First, NVLA was not able to participate in a full staff training for MTSS and school safety. The safety plan was created and implemented by the site leadership team. For action two, all of the objectives were met, but the expenditures needed to be increased to meet the action. In action three, NVLA was not able to host two off campus site meetings to improve school culture. The support of the noon duty aides was a huge asset this year. Their hours were increased this year.

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

The first difference in materials was the contract with AmeriCorps. The price increased from \$14,000 to \$19,000. For action one, more funding was needed to meet the needs of our growing population, spending \$14,151 on supplies and resources to meet action one, which is about \$3,000 above the planned budget. The original LCAP allocated \$18,000 in action three, but allocations changed to \$15,000. With the reduction of funding, this year we did not have special clubs like robotics and folklorico. Much of the funding from action six was not used this year because of the complexity of the pandemic. The district is working on a remoderniation, which may cover many of the details in this action. \$11,000 from action six will be used by the end of the year to install the Dukane system and help with fence upgrades.

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

For priority/metric 6 and having a 0% suspension and expulsion rate, the MTSS action was fully implemented besides staff training. With the pandemic, it was difficult to meet with staff throughout the year and hold professional learning. However, professional learning was provided for our Social and Emotional program and for noon duty supervisors. Action two was a huge success. Students in need were provided uniforms, socks, and school supplies as needed. We will increase the amount of funding for this goal next year to better serve the student population. One of NVLA's best strengths is the school culture, which is shown in metric/priority 3. Students at NVLA feel loved, valued and honored. The staff has great relationships with each other, parents and students. Action seven is having a vice principal support students social and emotional health. This year the vice principal was instrumental in ensuring students felt safe. The vice principal held weekly club meetings with tier two students and did goal setting. The school nurse and health assistant ensured we had healthy students attend school and kept the spread of COVID-19 to a minimum on campus. For metric/priority 5, NVLA's chronic absenteeism rate is 5.04%, which is an increase as part of the pandemic.

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.

NVLA has made huge growth in goal two, but will continue to make improvements. First, the contract with KCSOS AmeriCorp Mentor will no longer be implemented next year. Instead, NVLA will work with district leadership to hire another social worker or school psychologist. NVLA will prioritize school safety and ensure the MTSS team is meeting as outlined in the LCAP and creating systems to support student behavior by increasing the budget to meet the needs of our diverse population. This year, we may increase the amount of expenses for clothing and uniforms for students. Each week we have several students and families asking for uniforms and shoes. Next year we will increase the funding for action two and three, which focus on positive school culture and activities. We will continue to increase the hours of noon duty aides to 5.75 hours as needed.

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

Goals and Actions

Goal

Goal #	Description
3	Nueva Vista Language Academy will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement and increase access to a broad course of study including Science, Technology and the Arts and promoting higher levels of parent engagement.

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. This goal was also developed based on data from priority/metric 8. 37% of students in third through sixth grade are reading at our above grade level. Based on stakeholder input, there is a need to provide students more experiences and enrichment opportunities in STEAM. The actions within this goal will allow for students to review hands-on experiences. this will provide unduplicated pupils to attain hands on learning opportunities. Low income students have less access to experience STEAM activities, especially outside of the school day. This goal will allow equitable access for all students to receive hands-on STEAM instruction during the school day and opportunities for hands-on STEAM activities outside of the classroom through extended day opportunities and field trips. The overall quality of instruction will improve leading to increased access to a broad course of student and parent engagement.

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 <ul style="list-style-type: none"> a broad course of study including courses described for grades 1 to 6 	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	For the 2021-2022 school year, 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.			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
<p>and/or the adopted course of study for grades 7 to 12, as applicable as measured by daily and master schedules.</p>	<p>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 instruction each week, which was an increase from the previous year where students participated in art every other week.</p>				
<p>Priority 7 (b) Course Access</p> <ul style="list-style-type: none"> programs and services developed and provided to low income, English learner and foster youth pupils as measured by program enrollment data 	<p>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.</p>	<p>Nueva Vista Language Academy continues to ensure 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.</p>			<p>Expected outcome for 2023-2024 school year is to continue to have 100% access for low income, English learner and foster youth students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 7 (c) Course Access</p> <ul style="list-style-type: none"> Extend to which pupils have access and are enrolled in programs and services developed and provided to individuals with exceptional needs as measured by program enrollment data 	<p>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 extended day, ASES, Summer School and additional programs and services offered by the District. Evidenced through class schedules and program attendance records.</p>	<p>Actual outcome for 2021-2022 school year is to continue to have 100% access for students with disabilities.</p>			<p>Expected outcome for 2023-2024 school year is to continue to have 100% access for students with disabilities.</p>
<p>Priority 8 Pupil Outcomes</p> <ul style="list-style-type: none"> Addresses pupil outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of 	<p>ARI Data. 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%</p>	<p>STAR Data Near or Above level. As a school for the 202-2022 school year, the number of students who are reading at grade level is 37%. The following is a breakdown by grade level. Reading data is a direct relation to pupil outcomes for adopted course of study.</p>			<p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
study for grades 7 to 12, as applicable and measured by local data	5th grade: 82% 4th grade: 77% 3rd grade: 65% 2nd grade: 50%	6th grade: 40% 5th grade: 36% 4th grade: 38% 3rd grade: 36%			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Science and Engineering	<p>NVLA will continue to promote advancement in Science by offering Science Focus days (\$2,000 budget for year), provide a stipend for Science Fair Site Coach and provide supplies for Science Fair participation/incentives.</p> <p>Promoting of Science education for students in fifth grade by supporting participation in Scicon camp for students (paid for by district funds)</p> <p>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.</p> <p>Adding resources and materials into the science lab.</p> <p>Staff training on unwrapping the science standards.</p> <p>Modeling lessons by the coaches implementing the science standards.</p> <p>Special focus will be placed on unduplicated students.</p> <p>Priority 7</p>	\$8,629.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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</p>		
3.2	Technology	<p>Purchase of technology equipment and infrastructure as stipulated in the District's Technology Plan to enhance daily classroom instruction.</p> <p>Promoting K-6 Classrooms to continue the implementation of Google Classroom, including professional development [i.e. workshops/ conferences in Google Apps for Educators (GAPE)]</p> <p>Purchase new smart TV's, laptops and all other needed devices/materials.</p> <p>Upgrade of the Dukane System or technology that would allow teachers to allow media to support instruction.</p> <p>K-1 will be provided with age-appropriate technology devices.</p> <p>Classroom/campus computers/Chromebooks and iPads that are outdated will be replaced/upgraded.</p> <p>Add another color copier to help with physical distancing. Add color printers to the grade level chairs classrooms.</p> <p>Special focus will be placed on unduplicated students.</p> <p>Priority 7</p> <p>The above goals will be met with a special focus on our unduplicated students including our foster student, homeless students, English</p>	\$31,971.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>language learners, and students who come from low socioeconomic backgrounds.</p> <p>To support our English language learners, this action is also tied to the English Language Roadmap Principle 2, Element F and G.</p>		
3.3	Arts	<p>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</p> <p>Expanding participation in the arts to all students by offering band/music along with choir (cost of 0.5 band teacher and materials/supplies)</p> <p>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.</p> <p>Provide salaries and benefits for Dual Immersion teachers.</p> <p>Continue with "dia de la cultura", expand to include a food fair</p> <p>Staff will use their expertise in improving/translating curricular materials for the Dual Immersion program</p> <p>Special focus will be placed on unduplicated students.</p> <p>Priority 7</p> <p>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</p>	\$566,135.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Physical Education Teacher	<p>Due to the high number of students in the obesity range based on the California Physical Fitness Test, NVLA will employ a half time physical education teacher with the option to have a full time teacher based on funding and need.</p> <p>All materials and supplies for the program will be tied to this goal.</p> <p>Special focus will be placed on unduplicated students. The goal may be paid out of a different funding source.</p> <p>Priority 7</p> <p>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</p>	\$30,000.00	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.

The following is a breakdown of the actual actions implemented for the 2021-2022 school year for goal two. First, NVLA promoted science throughout the year with science planning days. In addition, the theme for the year encouraged science each quarter with the magic of science shows. This year we continued to fund a site science coach. For action two, we were able to purchase new Chromebooks as needed to keep up to date for student use. We added televisions to several classrooms to complete. Headsets were ordered for students to replace that were no longer working. We also purchased Ipads for the scholar and intervention classrooms. For action three, the art

consultant worked three days per week to provide hands-on art instruction. Students learned new art techniques and the history around many paintings.

One of the differences this year was the training of unwrapping the standards. Because of the complexity with COVID-19, this training will be done in the 2022-2023 school year for the majority of the staff. The science coach and vice principal of learning was able to secure substitutes for the fifth grade teachers to dive into standards. Science camp at Scicon did not happen this year because of the pandemic. This action will be added to next year pending district approval to travel for field trips. We also did not purchase virtual reality headsets because we were not given ordering guidance from the curriculum developers. For action two, training for staff on Google was not provided, but will be moved to next year. The funds for this was used to purchase more Chromebooks. For action three, all of the goals were met.

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

This year we spent \$18,384 dollars on goal three. For action one, allocated dollars for bussing for Scicon of \$2,000 was spent on science supplies for the science lab and for the magic of science shows. For action two, \$29,572 were spent on this goal. The funding of \$1,000 for professional development was allocated to ordering more Chromebooks. \$50,000 for the Dukane system was written in the LCAP, but funding was not allocated to the action. The funding for the Dukane system will be spent through unrestricted funds. For action three, \$460,074 was budgeted for the action, and all funds were expended to meet the goal.

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

This year goal three, action one was a huge success. Priority/Metric 7 is marked at 100% implementation. Next year we plan on going deeping with the arts and sciences. Throughout the year students learned about the magic of science through many science shows and experiments led by the vice principal. Training was provided to the fifth grade team on unwrapping the standards along with mentoring sessions from the science coach. Professional development was provided to first grade on using probes to check for understanding. Priority 8 is still a huge area of growth for NVLA with 37% of students who are reading at grade level. The following is a breakdown by grade level: 6th grade: 40%, 5th grade: 36%, 4th grade: 38% and 3rd grade: 36%. Action two was also a huge accomplishment for Nueva Vista. All students have Chromebooks to use at home and another device in the classroom. Each classroom has all of the technology needed for 21st century learning including TVs, webcams, document cameras, desktops, laptops, and student Chromebooks. For action three, the art consultant worked three days per week to provide hands-on art instruction. Students learned new art techniques and the history around many paintings. Band instruction has been very engaging for students. Parents of students in K-2 have been asking to expand the band program, which may be approved by the district superintendent.

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.

Next year we will incorporate more hands-on learning with field trips to Scicon and to hit our theme of “digging deeper.” In addition, more professional development will be given to teachers in the area of science and assessment. We will continue to train staff in unwrapping the science standards. We will continue to install the Dukane system and order Ipads for kindergarten through first grade. Next year our goal is to hire a full time band teacher and expand our dual immersion program by adding another fifth grade dual immersion teacher.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,530,731	\$194,733.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.36%	7.86%	\$354,602.00	40.22%

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

Required Descriptions

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

Professional Development- Funds for professional development have been principally directed to meet the needs of English learners, foster youth and low-income students. Teachers will receive training to carefully analyze data and use the results to ensure that students are provided with appropriate intervention opportunities. While the needs of all students are considered when planning professional development and training for teachers and staff, the district recognizes that English learners, foster youth and low-income students will need additional support and interventions. The teachers will receive training to equip them with the knowledge and strategies to plan appropriate lessons and strategies to meet the needs of these students. Having all teachers trained and provided with knowledge and strategies to assist unduplicated pupils will provide the students opportunities to excel.

Reading Intervention Teacher- English learners require constant monitoring to ensure that they are progressing appropriately in language acquisition. This action is principally directed to meet the needs of English learners and pupils from other subgroups that are also classified as English learners. This action will be effective in meeting the learning goals for these students as they will have constant data analysis and will be provided with extra support to meet their individual needs.

Instructional Aides- Under the guidance of the classroom teacher, the instructional assistants will be able to work with foster youth, English learners, and low income students in small group settings to provide additional assistance. This action will provide unduplicated pupils the opportunity to receive reinforcement in their instruction and provide them with an additional opportunity to receive intervention within the school day.

Success Academy- Student intervention academies will be offered to all students, but funds from this action will be principally directed to unduplicated pupils. The needs of these students will be addressed through these academies in an effort to mitigate loss of learning. This action will be effective in meeting the goal of these students by providing very targeted interventions and allow them extended opportunities for success.

Learning Software- Funds for learning software have been principally directed to meet the needs of English learners, foster youth and low-income students. Teachers will receive training in any new programs. While the needs of all students are considered when planning to purchase learning software, NVLA recognizes that English learners, foster youth and low-income students will need additional support and interventions.

Supplemental Materials- Funds for all supplemental materials have been designed to meet the needs of English learners, foster youth and low-income students. All materials and activities will meet the needs of all students, but emphasis will be on English language learners, foster youth, and low-income students who need additional support and intervention.

Parent Education- Offering parent training and ensuring that all trainings and meetings are translated into Spanish will ensure that parents of English learners stay informed and are active participants in their child's education. Great efforts are made so that parents of unduplicated pupils participate in parent training and meetings. NVLA will make extra efforts to reach out to unduplicated parents to provide assistance with technology to ensure connectivity. Upon the return to in-person instruction, parents of unduplicated students will continue to be a priority when conducting any parent training or meeting. This will provide the students with better opportunities for success in their learning.

Class Size Reduction/Dual Immersion Program- Grade span adjustment is typically provided for all students in grades K-3. This action allows NVLA to provide grade span adjustment to some upper grade classrooms that are impacted with English learners or other groups of students with high needs. This action will allow for smaller classes and will therefore allow teachers to provide instruction in smaller group settings to allow for interventions within the school day. The Dual Immersion program will support English learners, foster youth and all other unduplicated students.

Multi-Tiered Systems of Supports- Maintaining a safe school will benefit all students including unduplicated pupils. Training of staff will include strategies to support unduplicated pupils and making sure that they are sensitive to the specific needs of these groups.

Student Needs and Home Visits- Unduplicated pupils are considered first for support services under this action. Many students are unable to attain personal care items or clothing. This action will ensure that unduplicated students have all items needed to attend school and have academic success.

Positive School Culture- This action focuses on suspensions, expulsions, and overall school climate. The students are exposed to many opportunities to encourage a positive school climate. The needs of unduplicated students were considered first since they often don't have access to some of the opportunities offered through this action such as field trips, motivational speakers, etc.

Incentives and Activities- This action focuses on suspensions, expulsions, and overall school climate. The students are exposed to many opportunities to encourage a positive school climate. The needs of unduplicated students were considered first since they often don't have access to some of the opportunities offered through this action such as field trips, motivational speakers, etc.

Parent Involvement- Offering parent involvement opportunities and ensuring that all training and meetings are translated into Spanish will ensure that parents of English learners stay informed and are active participants in their child's education. Great efforts are made so that parents of unduplicated pupils participate in parent training and parent involvement activities. NVLA staff will make extra efforts to reach out to unduplicated parents to provide assistance with technology to ensure connectivity. Upon the return to in-person instruction, parents of unduplicated students will continue to be a priority when conducting any parent training or meeting. This will provide the students with better opportunities for success in their learning.

School Environment- Maintaining a safe school will benefit all students including unduplicated pupils. Training of staff will include strategies to support unduplicated pupils and making sure that they are sensitive to the specific needs of these groups.

Vice Principal- Funds for this action have been principally directed to meet the needs of unduplicated subgroups; English learners, foster youth, and low-income students. Although all students will benefit from this action, unduplicated subgroups will have priority for services. Having extra support for students in the area of social emotional learning and behavior choices will equip students with coping mechanisms and strategies to improve their overall mental health which will translate to greater academic gains. Unduplicated subgroups will be carefully monitored through these goals and connected to extra support from school services and community agencies if needed.

Noon Duty- Unduplicated students will receive priority for services from the noon duty aides. Unduplicated students placed in this class will receive additional support for tiered intervention opportunities through small groups and playground interventions. This action will help meet the academic and behavior needs of unduplicated pupils.

Health Services- While all students will benefit from health services, unduplicated pupils will receive priority of services as many do not have access to regular healthcare or insurance. Funding for this action will allow for students to have immediate access to healthcare and by keeping the students healthy, they will have better opportunities for academic success.

Resource and Librarian Clerks- Funds for this action have been principally directed to meet the needs of unduplicated subgroups; English learners, foster youth, and low-income students. Although all students will benefit from this action, unduplicated subgroups will have priority for services. Having extra support for students will be an effective way of meeting the goals of these students. Unduplicated subgroups will be carefully monitored through these goals and connected to extra support from school services and community agencies if needed.

Science/Engineering- All unduplicated subgroups will be offered the opportunity to attend SCICON as 5th and 6th graders completely free of charge. Students will have the opportunity to receive hands-on science education. This opportunity free of charge will be prioritized for unduplicated pupils to ensure that they are able to participate. Hands-on activities and learning will be especially important for the education of our English learners to better comprehend the science education standards.

Technology- Equitable access to technology is of utmost importance. NVLA has focused on providing a device to each student to use at home. In addition, the district has provided students with hotspots to ensure connectivity. Technology funds have been principally directed to ensure that unduplicated subgroups have equal access to technology and hotspots for connectivity.

Arts- unduplicated students often do not have the opportunity to experience visual and performing arts in their home life. Funds from this action will ensure that all unduplicated pupils are provided with art, dance, band, choir, piano, violin, and folklorico dancing. This action will allow unduplicated pupils to become well-rounded students with access to the visual and performing arts.

Physical Education- Services for this action have been principally directed to meet the needs of unduplicated subgroups; English learners, foster youth, and low-income students. Physical education teachers will place a high focus on Social Emotional Learning throughout their daily instruction. Providing unduplicated pupils with extra support in SEL during their physical education class will be an effective way of meeting the goals of these students because they will be trained to identify the needs of each student and have the ability to provide specific strategies to increase learning

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

Nueva Vista Language Academy will utilize the Supplemental and Concentration funds to provide services to all students with more intensive and targeted researched based intervention during school, after school and during targeted academies. The services will be principally directed for all underachieving subgroups with specific focus on low income, foster youth and English Learners. The funds will also be utilized to improve teacher and administrator capacity and knowledge by providing staff with administrative professional development opportunities. In addition, through the use of more effective monitoring by the district's data specialist, NVLA will better observe the effectiveness of initiatives for this targeted subgroup. English Learners and in particular Long Term English Learner achievement will be a priority. Coaches will continue to assist the teachers with lesson design and curriculum planning. They will also be provided with training and researched based coaching techniques. The implementation of the ELD standards and NGSS will be a priority focus. The implementation of PBIS/MTSS will continue along with the presence of intervention teachers. The addition of a Marriage Family Therapist and social workers will help address the needs of Tier 2 and 3 students and will provide assistance in implementing social emotional learning throughout the school day to meet the mental health needs of our unduplicated pupils. The program will be in full implementation this school year under the vice principal. They will work hand in hand with school psychologists to ensure the three tiers of implementation. They will also serve as liaisons to foster youth students and our homeless students. These funds will provide increased and improved services and strategies to specifically target at risk students while still meeting the social and emotional learning needs of all students. Funds will also be allocated for class size reduction to provide targeted assistance to unduplicated students and students with disabilities. NVLA will continue to focus on early literacy skills through the support of the literacy specialist. NVLA will also begin to address more specifically the needs of students with disabilities with the district Special Education academic coach. All new teachers will continue to receive training and support of all district initiatives. With the addition of the elementary physical education teachers, students will be supported with health and wellness education and physical education literacy. Technology will continue to be priority with the continued support of two technology coaches. All Kindergarten classes will continue to be provided with an instructional aide in order to assist with the implementation of full day Kinder. The focus on all funds are principally directed to provide needed services to all pupils including unduplicated counts.

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

The additional concentration funds will be used to add an additional dual immersion teacher and a full time band teacher.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:33

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,530,731.00				\$1,530,731.00	\$1,345,606.00	\$185,125.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	English Learners Foster Youth Low Income	\$51,893.00				\$51,893.00
1	1.2	Supplemental Materials, Field Trips and Assemblies	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
1	1.3	Parent Education/Informative Meetings	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
1	1.4	Success Academy	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
1	1.5	Learning Software	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
1	1.6	Class Size Reduction/DI Teachers	English Learners Foster Youth Low Income	\$245,796.00				\$245,796.00
1	1.7	Instructional Aides	English Learners Foster Youth Low Income	\$119,737.00				\$119,737.00
1	1.8	Reading Intervention Teacher	English Learners Foster Youth Low Income	\$129,011.00				\$129,011.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	MTSS	English Learners Foster Youth Low Income	\$27,449.00				\$27,449.00
2	2.2	Student Needs and Home Visits	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.3	Positive School Culture	English Learners Foster Youth Low Income	\$8,967.00				\$8,967.00
2	2.4	Incentives and Activities	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
2	2.5	Parent Involvement	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.6	School Environment	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.7	Vice Principal	English Learners Foster Youth Low Income					
2	2.8	Noon Duty	English Learners Foster Youth Low Income	\$29,014.00				\$29,014.00
2	2.9	Health Services	English Learners Foster Youth Low Income	\$77,903.00				\$77,903.00
2	2.10	Resource Clerk and Librarian	English Learners Foster Youth Low Income	\$150,226.00				\$150,226.00
3	3.1	Science and Engineering	English Learners Foster Youth Low Income	\$8,629.00				\$8,629.00
3	3.2	Technology	English Learners Foster Youth Low Income	\$31,971.00				\$31,971.00
3	3.3	Arts	English Learners Foster Youth Low Income	\$566,135.00				\$566,135.00
3	3.4	Physical Education Teacher	English Learners Foster Youth	\$30,000.00				\$30,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,729,661.00	1,530,731	32.36%	7.86%	40.22%	\$1,530,731.00	0.00%	32.36 %	Total:	\$1,530,731.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,530,731.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$51,893.00	
1	1.2	Supplemental Materials, Field Trips and Assemblies	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$2,000.00	
1	1.3	Parent Education/Informative Meetings	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$1,000.00	
1	1.4	Success Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$10,000.00	
1	1.5	Learning Software	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language	\$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Academy		
1	1.6	Class Size Reduction/ DI Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$245,796.00	
1	1.7	Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$119,737.00	
1	1.8	Reading Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy Fourth and Fifth Grade	\$129,011.00	
2	2.1	MTSS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$27,449.00	
2	2.2	Student Needs and Home Visits	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$1,000.00	
2	2.3	Positive School Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$8,967.00	
2	2.4	Incentives and Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$15,000.00	
2	2.5	Parent Involvement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$10,000.00	
2	2.6	School Environment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language	\$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Academy		
2	2.7	Vice Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy		
2	2.8	Noon Duty	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$29,014.00	
2	2.9	Health Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$77,903.00	
2	2.10	Resource Clerk and Librarian	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$150,226.00	
3	3.1	Science and Engineering	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$8,629.00	
3	3.2	Technology	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Nueva Vista Language Academy	\$31,971.00	
3	3.3	Arts	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$566,135.00	
3	3.4	Physical Education Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nueva Vista Language Academy	\$30,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,419,387.00	\$1,173,594.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	\$65,132.00	\$118,771
1	1.2	Supplemental Materials, Field Trips and Assemblies	Yes	\$6,000.00	\$845
1	1.3	Parent Education/Informative Meetings	Yes	\$1,000.00	\$1,825
1	1.4	Success Academy	Yes	\$14,401.00	\$603
1	1.5	Learning Software	Yes	\$6,000.00	\$0
1	1.6	Class Size Reduction/ DI Teachers	Yes	\$235,497.00	\$233,980
1	1.7	Instructional Aides	Yes	\$104,810.00	\$110,855
1	1.8	Reading Intervention Teacher	Yes	\$142,945.00	\$139,996
2	2.1	MTSS	Yes	\$27,449.00	\$33,769
2	2.2	Student Needs and Home Visits	Yes	\$1,000.00	\$3,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Positive School Culture	Yes	\$18,024.00	\$15,000
2	2.4	Incentives and Activities	Yes	\$20,000.00	\$30,000
2	2.5	Parent Involvement	Yes	\$15,000.00	\$14,647
2	2.6	School Environment	Yes	\$20,000.00	\$3,590
2	2.7	Vice Principal	Yes		\$0
2	2.8	Noon Duty	Yes	\$29,014.00	\$69,968
2	2.9	Health Services	Yes	\$73,856.00	\$76,595
2	2.10	Resource Clerk and Librarian	Yes	\$144,643.00	\$137,162
3	3.1	Science and Engineering	Yes	\$8,629.00	\$19,323
3	3.2	Technology	Yes	\$38,096.00	\$29,487
3	3.3	Arts	Yes	\$404,084.00	\$134,178
3	3.4	Physical Education Teacher	Yes	\$43,807.00	\$0

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,528,196.00	\$1,419,387.00	\$1,173,594.00	\$245,793.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	\$65,132.00	\$118,771.00		
1	1.2	Supplemental Materials, Field Trips and Assemblies	Yes	\$6,000.00	\$845.00		
1	1.3	Parent Education/Informative Meetings	Yes	\$1,000.00	\$1,825.00		
1	1.4	Success Academy	Yes	\$14,401.00	\$603.00		
1	1.5	Learning Software	Yes	\$6,000.00	\$0.00		
1	1.6	Class Size Reduction/ DI Teachers	Yes	\$235,497.00	\$233,980.00		
1	1.7	Instructional Aides	Yes	\$104,810.00	\$110,855.00		
1	1.8	Reading Intervention Teacher	Yes	\$142,945.00	\$139,996.00		
2	2.1	MTSS	Yes	\$27,449.00	\$33,769.00		
2	2.2	Student Needs and Home Visits	Yes	\$1,000.00	\$3,000.00		
2	2.3	Positive School Culture	Yes	\$18,024.00	\$15,000.00		
2	2.4	Incentives and Activities	Yes	\$20,000.00	\$30,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Parent Involvement	Yes	\$15,000.00	\$14,647.00		
2	2.6	School Environment	Yes	\$20,000.00	\$3,590.00		
2	2.7	Vice Principal	Yes		\$0.00		
2	2.8	Noon Duty	Yes	\$29,014.00	\$69,968.00		
2	2.9	Health Services	Yes	\$73,856.00	\$76,595.00		
2	2.10	Resource Clerk and Librarian	Yes	\$144,643.00	\$137,162.00		
3	3.1	Science and Engineering	Yes	\$8,629.00	\$19,323.00		
3	3.2	Technology	Yes	\$38,096.00	\$29,487.00		
3	3.3	Arts	Yes	\$404,084.00	\$134,178.00		
3	3.4	Physical Education Teacher	Yes	\$43,807.00	\$0		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,512,405.00	1,528,196.00	0.00	33.87%	\$1,173,594.00	0.00%	26.01%	\$354,602.00	7.86%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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