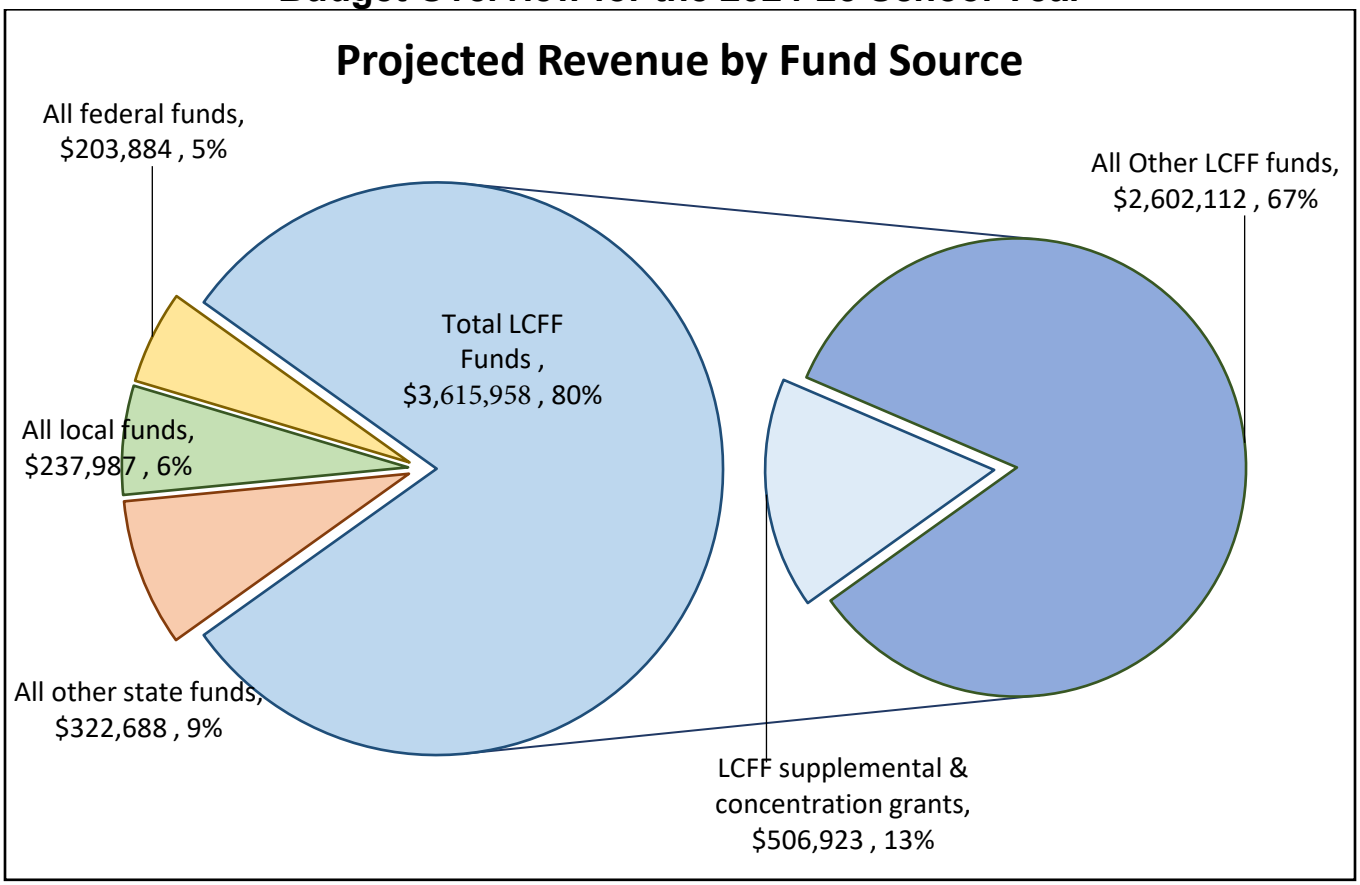
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Baker Valley Unified School District
CDS Code: 36-73858-0000000
School Year: 2024-25
LEA contact information:
Milan Stijepovic
Superintendent
milan_stijepovic@baker.k12.ca.us
(760) 733-4567

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

Budget Overview for the 2024-25 School Year

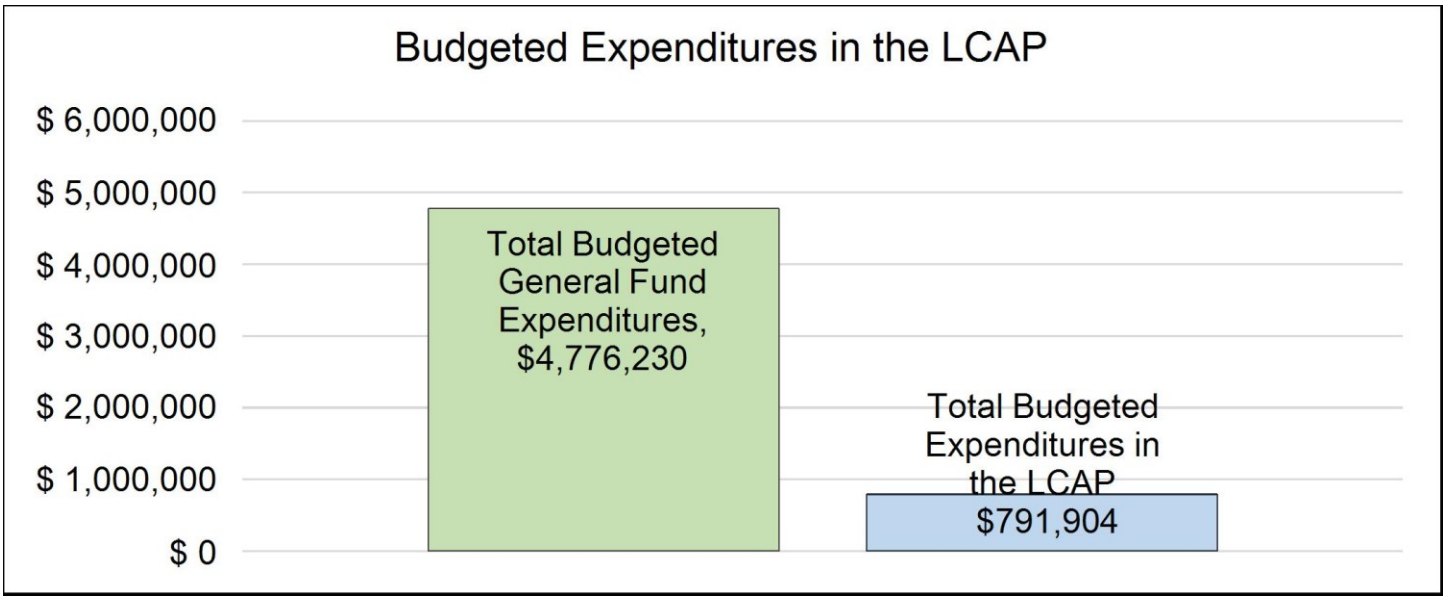


This chart shows the total general purpose revenue Baker Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Baker Valley Unified School District is $3,873,594, of which $3,615,958 is Local Control Funding Formula (LCFF), $322,688 is other state funds, $237,987 is local funds, and $203,884 is federal funds. Of the $3,109,035.00 in LCFF Funds, $506,923 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 Baker Valley Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Baker Valley Unified School District plans to spend $4,776,230 for the 2024-25 school year. Of that amount, $791,904 is tied to actions/services in the LCAP and $3,984,326 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

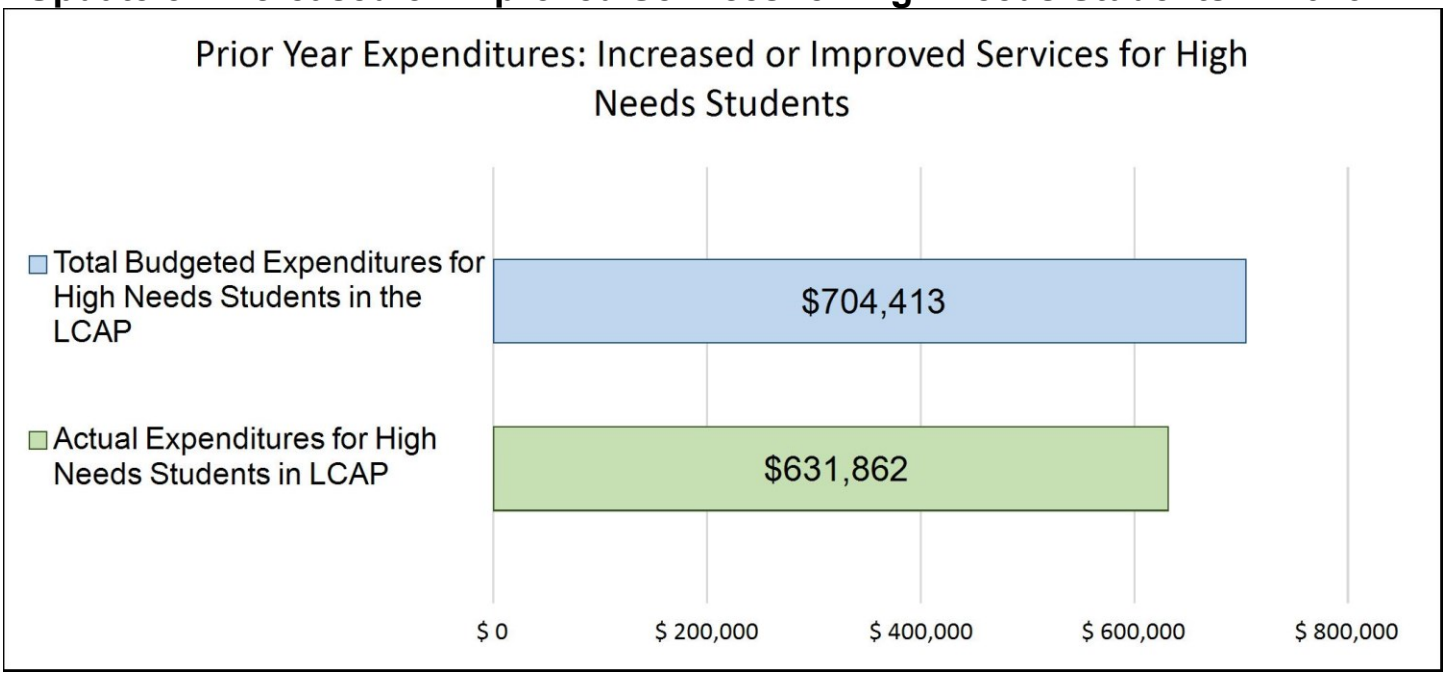
Administration, General Education, Special Education, and Capital Outlay.

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

In 2024-25, Baker Valley Unified School District is projecting it will receive $506,923 based on the enrollment of foster youth, English learner, and low-income students. Baker Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Baker Valley Unified School District plans to spend $665,404 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Baker Valley Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Baker Valley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Baker Valley Unified School District's LCAP budgeted $704,413 for planned actions to increase or improve services for high needs students. Baker Valley Unified School District actually spent $631,862 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-72,551 had the following impact on Baker Valley Unified School District’s ability to increase or improve services for high needs students:

Actions were fully implemented but some did not cost as much as expected. Regardless, the district did exceed its percentage to increase or improve services for the 2023-24 fiscal year.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Baker Valley Unified School District	Milan Stijepovic Superintendent	milan_stijepovic@baker.k12.ca.us (760) 733-4567

Goals and Actions

Goal

Goal #	Description
1	Engaging Teaching and Learning: All students attain increasingly higher levels of academic achievement through grade level standard-based instruction, technology-rich classrooms that engage students in relevant, rigorous projects, and targeted support while expanding the educational opportunities for all students with a focus on our Homeless, socioeconomically disadvantaged and English Learner students. (Priority 1, Priority 2, Priority 4, Priority 5, Priority 8.)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Test Results for all Students including English Learners, Homeless, and Socioeconomically disadvantaged (Priority 4)	CAASPP Met or Exceeded Standards Results for Spring of 2019 ELA • All Students:20.5% • EL: 11.4% • Homeless: 21.2% • SE: 20.3% Math • All Students: 15.1% • EL: 4.5 % • Homeless: 12.8% • SE: 14.5%	CAASPP Met or Exceeded Standards Results for Spring of 2021 ELA • All Students: 27.1% • EL: 9.1% • Homeless: 25% • SE: 25% Math • All Students: 15.3% • EL: 3.1% • Homeless: 21.4% • SE: 17.3%	CAASPP Met or Exceeded Standards Results for Spring of 2022: ELA All Students: 10.77% EL: 2.5% Homeless: 9.68% SE: 10% Math All Students: 15.39% EL: 12.82% Homeless: 19.36% SE: 16% (CAASPP website)	CAASPP Met or Exceeded Standards Results for Spring of 2023: ELA All Students: 28.79% EL: 11.11% Homeless: No Data Available SE: 29.16% Math All Students: 13.64% EL: 8.34% Homeless: No Data Available SE: 12.5% (CAASPP website)	CAASPP Met or Exceeded Standards ELA • All Students: 37% • EL: 20% • Homeless: 35% • SE: 35% Math • All Students: 25% • EL: 15% • Homeless:32 % • SE: 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credentialed and Assignments (Priority 1)	SY 19/20 there was 1 misassignment and 2 credentialing errors	SY 21/22 there was 0 misassignment and 1 credentialing errors	SY 22/23 there was 0 misassignment and 0 credentialing errors	SY 23/24 There was 0 misassignments and 0 credentialing errors	100% credentialed teachers and 100% properly assigned teachers.
All Students will have access to State Standard Based aligned curriculum at all grade levels (Priority 1)	SY 19/20 75% of students had access to state standard based curriculum in every classroom for every subject	SY 21/22 100% of students had access to state standard based curriculum in every classroom for every subject	SY 22/23 100% of students had access to state standard based curriculum in every classroom for every subject	SY 23/24 100% of students had access to state standard based curriculum in every classroom for every subject	100% of students have access to state standard based curriculum
Attendance Rate (Priority 5)	Attendance Rate for the SY 19/20 was 95.04%	Attendance Rate for the SY 20/21 was 95.22%	Attendance Rate for the SY 21/22 was 92.76%	Attendance Rate for the SY 22/23 was 92.81%	Increase Attendance Rate to 96%
Chronic Absenteeism Rate (Priority 5)	The Chronic Absenteeism Rate for the SY 19/20 was 4.96%	The Chronic Absenteeism Rate for the SY 20/21 was 10.7%	The Chronic Absenteeism Rate for the SY 21/22 was 34.4%	The Chronic Absenteeism Rate for SY 22/23 was 28.9%	Decrease the Chronic Absenteeism Rate by 2%
ELD Reclassification Rate (Priority 4)	SY 19/20 less than 1% of our ELD students passed the ELPAC test and were reclassified.	SY 20/21 less than 0% of our ELD students passed the ELPAC test and were reclassified.	SY 21/22 2% of our ELD students were reclassified	SY 22/23 3.2% of our ELD students were reclassified	Increase reclassification rate by 5%
English Proficiency Based on ELPAC (Priority 4)	Spring of 2019 5.1% of EL students showed proficiency	Spring of 2021 6.78% of EL students were Proficient	2021-2022 ELPAC results - 15.57% of EL students showed proficiency	2022-2023 ELPAC results - 7.81% of EL students showed proficiency (CAASPP ELPAC Summative)	Increase proficiency rate by 5% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summer School Required Attendance (Local Metric)	Summer school has not taken place at BVUSD for the past 3 years. During the 2021 summer school program there are 28 elementary students and 3 middle school students that are attending because they are reading 2 or more grade levels below. We have 14 high school students (40%) that need summer school for credit recovery.	During the 2022 school year required Summer School Attendance Rate Base on desired outcome and local data: Elementary - 56% Middle - 67% High School - 37%	During the 2023 school year required Summer School Attendance Rate Base on desired outcome and local data: Elementary - 43% Middle - 42% High School - 20%	During the 2024 school year required Summer School Attendance Rate Base on desired outcome and local data: Elementary - 41% Middle - 45% High School - 18%	25% of elementary and middle school students required to attend summer school program based on 2 grade levels or below in reading. Reduce the number of High School students needing summer school to recover credits by 50%.
After School Enrollment and Attendance (Local Metric)	After School 2021 Enrollment: 38% Attendance: 86%	After School 2021 Enrollment: 38% Attendance: 86%	After School 2021/2022 Enrollment: 70% Attendance: 82%	After School 2022/2023 Enrollment: 72% Attendance:86%	BVUSD will have 30% enrollment in the after school program in the 1st year and then increase by 5% yearly. BVUSD after school program will achieve and maintain a 93% attendance rate.
Maintenance of current technology (Local Metric)	In SY 2020/2021 classroom devices are on average 3 years old. Teacher devices are on average 5	SY 2021/2022 • Student to device ratio is 1:1	SY 2022/2023 • Student to device ratio is 1:1	SY 2023/2024 • Student to device ration is 1:1	• All classrooms have a 1:1 ratio of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	years old. No modern technology (3D printer, Interactive touch smart boards, robotics) has been purchased for the school.	• Added 25 ipads to the elementary school • All teacher devices updated	• Added 10 ipads to the High School	• Updated 1 classroom computer set • All classroom have Interactive boards	devices for students. • All student devices are no more than 3 years old. • All teacher devices are no more than 5 years old • All classroom have interactive smart boards
Increase Professional Development Opportunities related to state standards for Staff. (Priority 2)	SY 2020/2021 it was identified that zero teachers or staff members have attended a conference or workshop for two years related to state standards.	SY 2021/2022 • 50% of teachers attended on site PD annually • 31% of teachers attended a conference or workshop • 15% of classified staff attended a conference or workshop	SY 2022/2023 • 86% of teachers attended on site PD annually • 31% of teachers attended a conference or workshop • 15% of classified staff attended a conference or workshop	SY 2023/2024 • 100% of teachers attended on site PD annually • 38% of teachers attended a conference or workshop • 15% of classified staff attended a conference or workshop	• 100% of teachers attend on site PD annually • 25% of certificated and classified staff have attended a conference or workshop annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accelerated Reader - Lexile Levels (Priority 8)	SY 2021/2022 • Local Data (Lexia) indicates that 73% of students showed at least 1 year's growth in reading level	SY 2021/2022 • Local Data (Lexia) indicates that 73% of students showed at least 1 year's growth in reading level.	SY 2022/2023 • Local Data (Lexia) indicates that 68% of students showed at least 1 year's growth in reading level.	SY 2023/2024 • Local Data (Lexia) indicates that 72% of students showed as least 1 years growth in reading level.	A minimum of 75% of elementary students will achieve one-year growth in reading level each year.
CAST Results (Priority 4)	SY 18/19 3.51% of students met or exceeded the science standards	SY 2020/2021 17.65% of students met or exceeded the science standard	SY 2021/2022 13.16% of students met or exceeded the science standard	SY 2022/2023 9.38% of students met or exceeded the science standard	25% of students meet or exceed the science standard
% of 11th Grade Students Scoring Met Standard or Above (Priority 4)	SY 18/19 ELA: 57.27% Math: 32.24%	SY 2020-/2021 ELA: 59.24% Math: 34.36%	SY 2021/2022 ELA: 30% Math: 40%	SY 2022/2023 ELA: 69.23% Math: 38.46% Science: 23.08%	ELA - 60% Math - 40%

Goal Analysis

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

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

In implementing goal 1, which was focused on Engaging Teaching and Learning, the district largely succeeded in sticking to its planned actions, though some differences in implementation were noted.

1. Curriculum, Instructional Support and Expanded Learning: Actions 1 and 5 were primarily focused on student instruction and academics for all students were implemented as planned with no substantive differences. The district successfully operated both an after school program and summer school program for all students and grades. The district was also successful in ensuring 100% of the student

population had access to curriculum. Although Action 1 is still in the adoption phase for new curriculum, the current curriculum is state standard approved and was adopted just 5 years ago.

2. Professional Development and Increase Staffing: Action 2 and 4 were focused on staffing, including staff development. These actions were implemented as planned with no substantive differences. Through locally gathered data, including Lexia and iReady, the district was able to show significant increase in student academic achievement which is attributed to increased staffing and professional development. The district was also able to identify a significant increase in staff members attending professional development sessions.

3. Instructional Support: Action 3 involved supplemental instruction programs to support our EL students. The LEA was able to implement this action as planned with no substantive differences. The ELPAC data shows that the implementation plan for this goal was successful and all EL students had access and the programs were integrated into the EL classes.

4. Technology: Action 6 was focused on technology. The action was implemented without substantive differences. The LEA was able to maintain the 1:1 student to device ratio as well as bring on additional classroom technology to the school.

5. Transportation: The primary difference in implementation was observed in action 7. While the school did provide transportation for most of the year, the only operational bus they had was out of service for several weeks for repairs. The district was able to provide transportation, but on a limited basis for several days during the school year. The lack of a bus for multiple days during the year resulted in a significant disruption to the planned transportation service.

Overall the implementation of Goal 1 was successful with substantial achievement in most actions. Most notably is the success with acquiring additional instructional support and providing expanded learning actions. The transportation offered the biggest challenge which was offset through effective communication with families so that they were able to get students to campus for the school day.

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

In Goal 1, actions 1 and 2 showed a significant difference is budgeted verses actual expenditures.

Action 1: The budgeted expenditure for action 1 was $15,000 which was intended to pay for new curriculum for the elementary school. The estimated actual expenditure was $539.00. The difference in spending in action 1 can be attributed to the district not identifying a new ELA curriculum for the elementary school. The school piloted 2 different ELA curriculums and is still in the process of piloting and identifying new ELA curriculum.

Action 2: The original funding for action 2 was $40,000 which was intended to pay for professional development was not fully spent. The estimated actual expenditure was $10,536.00. Although this action was implemented as planned and considered to be effective, the cost associated with sending staff to professional development was significantly less than expected.

All planned expenditures associated with all other actions in goal 2 were executed as planned.

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

Over the three-year LCAP cycle, the effectiveness of the specific actions towards achieving Goal 1 varied across different actions.

1. Curriculum, Instructional Support and Expanded Learning: (Actions 1 and 5) These actions were effective. The CAASPP data showed a significant increase in the ELA all student category during the three year LCAP cycle, our ELA all student category went from baseline of 20.5% met or exceeded the standard to our year three outcome of 28.79%. During the three year cycle we saw a significant decrease in students required to attend summer school (all schools) from year one (Elementary 56%, Middle School 67% and High School 37%) to year three (Elementary 41%, Middle School 45% and High School 18%). We have seen a significant increase in the after school enrollment and attendance from baseline of Enrollment: 38% Attendance: 86% to year 3 Enrollment: 72% Attendance: 86%. For the 3 year LCAP Cycle 100% of students had access to standard based curriculum. Our required summer school saw a significant drop

2. Professional Development and Increase Staffing: (Action 2 and 4) These actions were effective as evident of the increased percentage of staff members (both certificated and classified) attending professional development: Baseline was 0% of teachers or classified staff attended a conference or workshop and increased to 38% of teachers attended a conference or workshop and 15% of classified staff attended a conference or workshop in year 3. The data from CAASPP ELA scores shows a significant increase with all student group category which went from a baseline of 20.5% met or exceeded the standard to our year three outcome of 28.79% and although math went down slightly on our CAASPP scores: all students baseline - 15.1% to year three all students 13.64% met or exceeded standards, our CAST results showed growth from a baseline of 3.51% met or exceeded standard to year three 9.38% meat or exceeded standards.

3. Instructional Support: (Action 3) This action has been effective base on the growth over the three year period in both ELD reclassification rate and English proficiency. ELD reclassification rate grew by 2.2% from baseline of 1% to year 3 3.2%. Our English Proficiency grew by 2.81% for baseline 5.1% proficiency to year three 7.81% proficiency.

4. Technology: (Action 6): This action was effective and consistent with the desired outcome of maintaining a 1:1 ratio of student to devices. The district was also able update teacher devices that was 5 years old as well as placing new technology in all classrooms (Smart boards, interactive teacher podium)

5. Transportation: (Action 7) was somewhat effective. The district saw a slight decrease in their attendance rate from 95.04% to 92.81% with some of it being attributed to a lack of transportation on several day of the school year.

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

Goal 1 will remain with adjustments to the metrics and actions.

Metric:
The metrics in the 2024-25 LCAP are being revised to align more closely with our strategic objectives and accurately gauge our progress. This adjustment is crucial for ensuring effective performance tracking and enabling data-informed decisions to improve student outcomes. By refining these metrics, we intend to offer clearer insights into our achievements and identify areas for improvement.

Actions:
The below actions are new to this goal. All other action remain.

Action 1.8 - Elementary Math - Our elementary math was -125.1 Difference from Standard as indicated on the California Dashboard. The district identified this as a high needs area and developed this action to support and track our elementary students with their math.

Action 1.9 - Our district was identified as red on the California Dashboard for English Language Performance Indicator (ELPI) so the district developed this actions to support our English Learner and Long Term English Learner students.

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	Prepare students to successfully enter higher education and/or pursue a viable career path by providing all students equitable opportunities to access current and engaging instructional programs and by providing students the opportunities to experience and explore a variety of electives and enrichments that promote college and career readiness. (Priority 4, Priority 5, Priority 7)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The number of partnerships in place with local businesses for career exploration programs. (Local Metric)	SY 2021/2020 no partnerships with local business for career exploration	The COVID pandemic did not allow for BVUSD to establish meaningful partnerships with local businesses for career exploration during the 2021/2022 School Year.	2022/2023 - BVUSD has established 2 new partnership with MP Materials at the Mountain Pass Mine and the Local San Bernardino Fire Department. The partnership includes: student tours, career fair and CTE support course support.	2023/2024 - BVUSD established a new partnership with Equinox Goal Mine which is located at Castle Mountain Mine. The partnership includes career fair, financial support, tours and educational activities/materials.	BVUSD will establish partnerships with at least 3 local organizations.
College and/or trade school visits (Local Metric)	SY 2019/2020 2 college visits for High School Juniors	The COVID pandemic restrictions did not allow for college or trade school visits during the 2021/2022 School Year.	SY 2022/2023 - 1 Community College (Barstow Community College) and 1 University (San Diego State University) visit by the sophomore and junior class.	SY 2023/2024 - 1 Community College (Victor Valley College) 1 trade school (Paul Mitchell Salon) and 3 University (UNLV, UC Riverside and Cal Baptist University) visited by the	All high school students have the opportunity to visit at least 1 college or trade school per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Sophomore, Junior and Senior class.	
A-G Completion Rate (Priority 4)	SY 18/19 85.7% A-G Completion	SY 20/21 80% of the 2021 graduating class were A-G completers.	SY 2021/2022 92% of the 2022 graduating class were A-G completers.	SY 2022/2023. 100% of the 2023 graduating class were A-G completers.	Maintain 85% or higher completion rate
Number of CTE courses offered (priority 4)	No CTE courses were offered in the 2019/2020 or 2020/2021 school year	No CTE courses were offered during the 2021/2022 SY	No CTE courses were offered during the 2022/2023 SY	No CTE Courses were offered during the 2023/2024 SY	Offer at least 1 CTE Pathway at the High School.No
Middle School Drop Out Rate (priority 5)	2020/2021 school year our Middle School Drop Out Rate was 0%	2020/2021 school year our Middle School Drop Out Rate was 0%	2021/2022 school year our Middle School Drop Out Rate was 0%	2022/2023 school year our Middle School Drop Out Rate was 0%.	Maintain a 0% middle school Dropout rate.
High School Drop Out Rate (Priority 5)	2020/2021 school year our High School Drop Out Rate was 0%	2020/2021 school year our High School Drop Out Rate was 0%	2021/22 school year our High School Drop out rate was 0% (CA School Dashboard)	2022/2023 school year our High School Drop out rate was 0% (CA School Dashboard)	Maintain a 0% High School Drop Out Rate
Students Taking the SAT or ACT (Local Metric)	During the 2021/2022 SY 23% of 10th, 11th and 12th grade students took the SAT/ACT	2021/2022 SY 23% of 10th, 11th and 12th grade students took the SAT/ACT	2022/2023 SY 33% of 10th, 11th and 12th grade students took the SAT	2023/2024 SY 0% of 10th, 11th and 12th grade students took the SAT	30% of 10th, 11th and 12th grade students will take the SAT/ACT
Graduation Rate	2019-2020 80%	2020/2021 100%	2021/22 100%	2022/23 90.9%	Maintain a 95% Graduation Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(CA School Dashboard)	(CA School Dashboard)	
Passage of AP Courses with a score of 3 or higher	BVUSD did not offer AP courses during SY 20/21	BVUSD did not offer AP courses during SY 21/22	BVUSD did not offer AP Courses during SY22/23	BVUSD did not offer AP Courses during SY22/23	Offer AP classes by SY 2023/2024
College Courses Taken	2021/2022 SY 12.5% of the High School Students completed at least 1 college course	2021/2022 SY 12.5% of the High School Students completed at least 1 college course	2022/2023 SY 17.5% of the High School Students completed at least 1 college course	2023/2024 SY 33% of the High School Students completed at least 1 college course	During each school year, 25% of the High School student population completes at least 1 college course.

Goal Analysis

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

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

In implementing goal 2, which was focused on College and Career, the district largely succeeded in sticking to its planned actions, though some differences in implementation were noted.

1. Local Business Partners: Action 1 was focused on the development of local business partnerships. This action was implemented as envisioned with no substantive differences. The District was able to foster and build relationships with MP materials and Equinox Goal Mine. Both partners participated in student achievement activities at the school site as well as hosting tours at their sites.

2. College and Trade School Visits: Action 2 was focused on students visiting colleges and trade schools. This action was fully implemented as planned. The district was successful in finding a balanced mix of visits between UCs, CSUs and community colleges.

3. Dual Enrollment Courses on Campus: Action 3 was focused on dual enrollment courses offered on campus. This action was successfully implemented with several students taking courses on site with Barstow Community College.

4. Graduation Rate Increase: Action 4 was focused on the districts graduation rate. The action was implemented without substantive differences. One challenge that the district faced was the proper identification of students in CALPADS. With such small graduating classes, if one student is misidentified in CALPADS the graduation rate drops dramatically.

5. CTE Courses: Action 5 was focused on Career Technical Education course offering. The primary difference in implementation was observed in action 5. While the LEA did bring in some individual CTE aligned courses, they were unable to develop approved CTE pathways. As a rural remote district, finding qualified CTE teachers is very difficult and has created challenges when trying to implement this action.

Overall the implementation of Goal 1 was successful with substantial achievements in most actions. Most notably is the success with acquiring local business partners, the graduation rate and the A-G completion rate. The challenges face with the implementation of Action 5 will be a focus for the district in the coming LCAP.

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

In Goal 2, actions 3 and 4 showed a significant difference is budgeted verses actual expenditures.

Action 3: The budgeted expenditure for action 2 was $15,000 which was intended to pay for students to visit Colleges, Universities and Trade schools. The estimated actual expenditures for the year was $1,200. Although the district funded several college and university visit, most were local and did not require over night travel which reduced the cost significantly.

Action 4: The original funding for action 4 was $20,000 which was intended to pay for a high school counseling on line service and a credit recovery on line course program. The districts estimated actuals were just under $7,000. The earlier in the LCAP cycle, the district purchased and on line credit recovery program that had a multi year license which reduced the cost associated with this action.

All planned expenditures associated with all other actions in goal 2 were executed as planned.

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

Over the three-year LCAP cycle, the effectiveness of the specific actions towards achieving Goal varied across different actions.

1. Local Business Partners: (Action 1) This action was effective as evident in the increased number of local business partnerships that the district built. During the baseline year, the district did not have any established partnerships with local businesses but by year three the district had built and cultivated 3 new partnership.

2. College and Trade School Visits: (Action 2) This action was effective as evident in the number of college and trade schools that the district took students to tour. Over the 3 year span, the district took student students to visit 2 community colleges, 1 trade school and 4 universities.

3. Dual Enrollment Courses on Campus: (Action 3) This action was extremely effective as evident in the number of students that took college classes (dual enrollment) during the 3 year LCAP span. The percentage of high school students taking dual enrollment courses grew from 12.5 % to 33% exceeding the 25% desired outcome.

4. Graduation Rate Increase: (Action 4) This action was effective. As discussed earlier, during years 1 and 2, the district increased its graduation rate to 100%. The district saw a drop during year 3 which can be attributed to the small graduation class and one student being misidentified in CALPADS. The student moved out of state and the district's Student Information System did not transfer the data properly to CALPADs and the error was not identified by the district.

5. CTE Courses: (Action 5) This action was not fully implemented and therefore not effective. The ineffectiveness can be attributed to the challenges the district faced in finding CTE credentialed teachers to teach part time at a rural remote location creating the inability to implement a CTE pathway. The district did offer CTE courses, was not able to implement a pathway. The district will make changes to this action to identify way that they can bring CTE courses to the students at Baker High School.

Although the district encountered challenges implementing action 5, all other actions were effective resulting in marked progress toward the success of this goal. Most notably was the significant increase in students taking dual enrollment classes and the increase of students completing the A-G requirements

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

In response to the analysis of the actions and metric as well as the feedback from our educational partners, the district will make the following adjustments to the actions and metrics associated with this goal.

Metrics:
The metrics in the 2024-25 LCAP are being revised to align more closely with our strategic objectives and accurately gauge our progress. This adjustment is crucial for ensuring effective performance tracking and enabling data-informed decisions to improve student outcomes. By refining these metrics, we intend to offer clearer insights into our achievements and identify areas for improvement.

Actions:
1. Action 5 - CTE Courses: This action will be rewritten to identify individual CTE type courses and update the metrics to identify the approach to offer CTE type courses and not have a CTE Pathway.

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	Increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are experiencing homelessness, low-income or English language learners. Ensure school facilities are maintained and FITT identifies items and the site addresses them immediately to create a safe learning environment for all students. (Priority 1, Priority 4, Priority 6, Priority 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Test Results for all Students including English Learners, Homeless, and Socioeconomically disadvantaged (Priority 4)	CAASPP Met or Exceeded Standards Results for Spring of 2019 ELA - All Students:20.5% - EL: 11.4% - Homeless: 21.2% - SE: 20.3% Math - All Students: 15.1% - EL: 4.5 % - Homeless: 12.8% - SE: 14.5%	CAASPP Met or Exceeded Standards Results for Spring of 2021 ELA - All Students: 27.1% - EL: 9.1% - Homeless: 25% - SE: 25% Math - All Students: 15.3% - EL: 3.1% - Homeless: 21.4% - SE: 17.3%	CAASPP Met or Exceeded Standards Results for Spring of 2022: ELA All Students: 10.77% EL: 2.5% Homeless: 9.68% SE: 10% Math All Students: 15.39% EL: 12.82% Homeless: 19.36% SE: 16% (CAASPP website)	CAASPP Met or Exceeded Standards Results for Spring of 2023: ELA All Students: 28.79% EL: 11.11% Homeless: No Data Available SE: 29.16% Math All Students: 13.64% EL: 8.34% Homeless: No Data Available SE: 12.5% (CAASPP website)	CAASPP Met or Exceeded Standards ELA - All Students: 37% - EL: 20% - Homeless: 35% - SE: 35% Math - All Students: 25% - EL: 15% - Homeless:32% - SE: 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Negative Referrals (Local Metric)	2020 • 2021 Average less that 5 per class per year	2021 • 2022 Average classroom referral for all schools was less than 1.	2022 - 2023 The average classroom referral for all schools was less than 1.	2023 - 2024 The average classroom referral for all schools was less than 1.	Reduce the average yearly classroom referrals to no more than 3
Suspension Rate (Priority 6)	0% suspension rate for the 18/19 and the 19/20 school year	2020-2021 0% suspension rate	2021/22 0% suspension rate (CA School Dashboard)	2022/23 0% suspension rate (CA Scholl Dashboard)	Maintain the 0% suspension rate
Expulsion Rate (Priority 6)	0% expulsion rate for the 18/19 and 19/20 school year	2020-2021 0% expulsion rate	2021/22 0% expulsion rate (Local Data)	2022/23 0% expulsion rate (Local Data	Maintain the 0% expulsion rate
School Climate Survey (Priority 6)	There is not a baseline currently available for this Metric	In the 21/22 school year a Culture and Climate survey was not conducted.	In the 22/23 school year a Culture and Climate survey was not conducted.	In the 23/24 school year the California Healthy Kids survey was conducted with a 93% participation rate.	Conduct a yearly Culture and Climate survey for all educational partners (staff, student, families and community members) with a 95% participation rate.
School Facilities (Priority 1)	SY 19/20 FIT report showed several inaccuracies and omissions	During SY 21/22 a complete and accurate FIT report was conducted.	During SY 22/23 a complete and accurate FIT Assessment was conducted.	During SY 23/24 a complete and accurate FIT Assessment was conducted	Conduct an accurate FIT assessment yearly and use the results to guide our facilities maintenance program.

Goal Analysis

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

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

In implementing goal 3, which was focused on student safety and the culture and climate, the district largely successful in reaching that goal as indicated by all associated metric. Although significant improvement toward goal success was seen, there was some differences in implementation of actions.

1. Additional Staffing: Action 1 was primarily focused on increasing certificated staffing to reduce the teacher to student ratio. was implemented without any substantive differences. The associated metrics shows that the reduced class sizes had a positive impact.

2. Positive and Safe School Environment: Action 2 was fully implemented without any substantive differences. The student data (suspensions and expulsions) shows a safe environment for the districts students and staff. The implementation of the annual FITT indicates a facilities and grounds are safe and functional for all staff and students.

Overall the implementation of Goal 3 was successful with substation achievement in most actions. Most notably is the success with reducing the combo classrooms from 2 -1 and the safety of the students and staff show a healthy climate and culture.

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 districts financial planning and execution closely aligned. The budget was a reliable predictor of actual expenses, indicating effective financial management and adherence to budgetary constraints.

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

Over the three-year LCAP cycle, the effectiveness of the specific actions towards achieving Goal 1 was shown by the aligned metrics as being effective.

1. Additional Staffing: (Action 1) This action has been effective base on the CAASPP EL scores in Math and ELA. Although the scores have been up and down over the 3 year period, our EL students have grown from year one to year three in both Math (Year 1: 3.1% - Year 3: 8.34%) and ELS (Year 1: 9.1 - Year 3: 11.11).

2. Positive and Safe School Environment: (Action 2) This action was effective as evident in our school climate data. The district remained at 0% for both suspension and expulsions and maintained a less than 1 referral per classroom over the three year LCAP period.

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

No changes will be made to any actions or metrics in Goal 3

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
4	Increase parent and community involvement by improving communication, ensuring transparency and keeping them informed and connected. (Priority 3)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation with BVUSD PAC and ELPAC	SY 2019/2020 There was little to no community participation in the PAC or ELPAC at BVUSD	Because of the COVID Pandemic, All but 1 PAC and ELPAC meetings were held virtually with 0 participation.	SY 22/23 BVUSD held one PAC and one ELPAC meeting this year with minimal attendance at each event (PAC 2 ELPAC 4).	SY 23/24 BVUSD held one PAC and one ELPAC meeting this year with minimal attendance at each event. (PAC 2 ELPAC 3)	BVUSD will have an active and Engaged PAC and ELPAC that meets quarterly with increased attendance at each meeting by 25% annually
Parent and Community Participation in school sponsored activities and events, especially for our English Learners and Socioeconomically disadvantaged students	Because of the COVID Pandemic, 2 events were held during the 21/22 SY that parents and community members were allowed to attend Revised May 2022	Because of the COVID Pandemic, 2 events were held during the 21/22 SY that parents and community members were allowed to attend.	SY 22/23 BVUSD held multiple events during the school year, including: 2 movie nights, 1 Family Craft Night, Fall Carnival, Turkey Trot, and the Baker2vegas events.	SY 23/24 BVUSD held multiple events during the school year, including: 3 movie nights, 2 Family Craft Night, Fall Carnival, Turkey Trot, and the Baker2vegas and Family Support and Engagement night (Food and clothing handout)	5 family events per year
Parent and Community Communication	SY 21/22 Digital sign was installed Parent Teacher conferences at the elementary	SY 21/22 Digital sign was installed Parent Teacher conferences at the elementary	SY 22/23 Parent teacher conference at the elementary level remained at 92% while the Middle and	SY 23/24 Parent teacher conference at the elementary level remained steady at just over 90% while	Provide monthly newsletters. Install a digital school sign Increased participation in parent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	level 92% attendance, Middle and High School 62% attendance Revised May 2022	level 92% attendance, Middle and High School 62% attendance	High School Parent Teacher Conference dropped to 33%	the Middle and High School Parent Teacher Conference increased to 38%.	teacher conferences to 80% or better at all schools

Goal Analysis

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

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

In implementing goal 4, which was focused on parent and community involvement, the district was largely successful in reaching that goal as indicated by all associated metric. Although significant improvement toward goal success was seen, there was some differences in implementation of actions.

1. Parent and Community Communication: Action 1 was primarily focused on Parent and Community Communications was implemented without any substantive changes. Local data indicates that over the 3 year LCAP period, communication with parents and community members has increase in both methods and instances.

2. Parent and community involvement: Action 2 was fully implemented without any substantive differences. Local data indicates that the schools and district has increased the number of parent and community events over the 3 year LCAP period.

Overall the implementation of Goal 4 was successful with substantial achievement in both actions. Most notably is the success with the increase in parent and community events.

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 districts financial planning and execution closely aligned. The budget was a reliable predictor of actual expenses, indicating effective financial management and adherence to budgetary constraints.

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

Over the three-year LCAP cycle, the effectiveness of the specific actions towards achieving Goal 4 was shown by the aligned metrics as being effective.

1. Parent and Community Communication: (Action 1) This action was effective. Local data indicates that over the 3 year LCAP period, significant improvements were made to increase parent communication, including a digital sign that is updated daily. The district has seen the attendance at parent teacher conferences remain steady for our elementary school with baseline of 92% attendance, Year 1 - 92% attendance, Year 2 - 92% attendance and year 3 - 90% attendance.

2. Parent and community involvement: Action 2 was fully implemented without any substantive differences. Local data indicates that the schools and district has increased the number of parent and community events over the 3 year LCAP period. Our parent and community events went from 2 events at baseline and year 1 because of COVID restrictions to year 2 we held 6 events and year 3 we held 9 events.

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.

No Changes will be made to any actions or metrics in Goal 4.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Baker Valley Unified School District	Milan Stijepovic Superintendent	milan_stijepovic@baker.k12.ca.us (760) 733-4567

Plan Summary [2024-25]

General Information

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

Baker Valley Unified School District is a very small rural district with 138 students Preschool – 12th grade. The district operates one elementary school, one junior high school, and one high school, as well as a preschool and an adult education program all within the same campus with approximately 28 employees. The district and all schools are located in Baker, Ca with a population of just over 700. Baker is located in San Bernardino county between Barstow, California and Las Vegas, Nevada and is situated adjacent to interstate 15. Baker is a service community that supports travelers on interstate 15 between Los Angeles and Las Vegas with gas stations and fast food restaurants. The largest employer and the main source of funding for the school district is MP Materials. MP Materials owns and operates Mountain Pass, the only integrated rare earth mining and processing site in North America. Baker Valley Unified School District serves a community that has an overall unduplicated student count of 81.45% that breaks down as 81.3% Socioeconomically Disadvantaged, 47.8% English Learners and 0% Foster Youth. Baker Valley Unified School District is a Community Eligibility Program district where all students receive a free breakfast and lunch.

Reflections: Annual Performance

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

The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Districtwide
English Learner Progress

Academic Engagement
Chronic Absenteeism - English Learners

School Sites - All Student Groups showing the lowest performance levels

Baker Elementary
Academic Performance: Mathematics (All Students)

Baker Valley Unified School District's performance on the 2023 Dashboard showed a mix of achievements and areas for growth. Notably, the English Learner Progress indicator was marked in red, indicating significant challenges, with only 34.5% making progress and a decline of 32.2% . In contrast, measures such as Suspension Rate demonstrated success, maintaining a 0% suspension rate, reflecting a positive and safe school environment .

Successes:

The district maintained exceptional control over disciplinary measures with a continuous 0% rate in suspensions and expulsions .
Improvements were seen in the English Language Arts and Mathematics scores for English Learners, though they still remain a challenge .

Challenges:

English Learner Progress was notably poor, receiving a red performance level on the Dashboard. This indicates a crucial area for targeted intervention .
Chronic absenteeism, marked in orange on the Dashboard, was another significant challenge with 28.9% chronically absent, showing a decline of 5.5% .

Reflections: Technical Assistance

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

1. San Bernardino Superintendent of School:
The San Bernardino County Superintendent of Schools provides technical assistance to the district by providing a Program Manager that supports small school districts to address their unique challenges and needs.

2. Differentiated Assistance:

The 2023 California School Dashboard shows our English Learner student group as eligible for Differentiated Assistance as they received lowest performance outcomes for English Language Performance Indicator (34.5%) and Chronic Absenteeism (38.3%).

District leaders, site principals and teachers have participated in Differentiated Assistance meetings to establish root causes for the challenges our students are encountering with attendance and behavior concerns. Through this process a plan has been developed to address concerns and implementation of a plan for success is underway. We will provide additional health services to train faculty and staff in trauma-informed practices to create a safe and supportive learning environment that recognizes and addresses the impact of trauma our EL

students (Goal 1 Action 2). Currently we only have 1 day a week that our counselor is on site, we are adding an additional counseling day to address the socio- emotional concerns that may contribute to suspensions and attendance (Gal 3 Action 2). The district has formed a collaborative relationship with Desert Mountain Children's Center (a local agency) to provide support for our EL students to improve conflict resolution skills. The Differentiated assistance team meets regularly to monitor attendance data closely and works to intervene early when there are signs of possible chronic absenteeism. The Administration collaborates with counselors, parents, social workers, and other personnel to provide support for our students in a timely manner. Our District Improvement Team meets bi-monthly and shares progress regularly to San Bernardino County Superintendent of Schools.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All Educational Partners	Educational Partners were notified of the 2024/2025 LCAP engagement activities through several means of communication, including letters, District website, District all call system and district digital sign. During all engagement sessions, any educational partner's input was presented, discussed as a group, and decisions made as a group as to changes to the LCAP goals and actions associated with the goals. An LCAP Survey was developed to gather community input regarding views on academics, school culture and climate, college and career readiness as well as educational partner engagement. The Survey was sent to all educational partners through an email with a link to the survey on April 29, 2024 and closed on May 10, 2024.
Parents representing Students at all school sites (English Learners, Socioeconomically disadvantaged, Foster Youth, Students with Disabilities)	LCAP development and input meeting was held in person on May 6th 2024. During the meeting, the district discussed their vision and mission and their strategic plan. The District presented an overview of the 2023 California Dashboard along data from local indicators, including iReady and Accelerated Reading. The District also provided attendees with the anticipated LCFF funding amount as well as additional funding sources. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The discussion was focused on input from the parents regarding goals, actions and metrics that should be kept, revised or

Educational Partner(s)	Process for Engagement
	removed when developing the 2024/2025 LCAP. Parents were encouraged to discuss concerns with the district to provide feedback.
Principal, Certificated, Classified Staff Members, Union Representatives	LCAP development and input meeting was held in person on May 8th. During the meeting, the district discussed their vision and mission and their strategic plan. The District presented an overview of the 2023 California Dashboard along data from local indicators, including iReady and Accelerated Reading. The District also provided attendees with the anticipated LCFF funding amount as well as additional funding sources. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The discussion was focused on input from the staff members regarding goals, actions and metrics that should be kept, revised or removed when developing the 2024/2025 LCAP. Staff members were encouraged to discuss concerns with the district to provide feedback.
BVUSD students	LCAP development and input meeting was held in person on April 30th 2024. During the meeting, the district discussed their vision and mission and their strategic plan. The District presented an overview of the 2023 California Dashboard along data from local indicators, including iReady and Accelerated Reading. Students were also interviewed by the administration in March in their classes. The District also provided attendees with the anticipated LCFF funding amount as well as additional funding sources. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The discussion was focused on input from the students regarding goals, actions and metrics that should be kept, revised or removed when developing the 2024/2025 LCAP. Students were encouraged to discuss concerns with the district to provide feedback..
Community Members	Family and Community Engagement Activities: Informal meeting with individual and community groups at sporting events, drop off / pick up, Baker2Vegas event.
Parent Representative groups	The 2024/2025 LCAP draft was presented parent groups representing Students at all school sites (English Learners, Socioeconomically disadvantaged and Students with Disabilities) May 20th. No comments were submitted so the Superintendent did not provide written responses.

Educational Partner(s)	Process for Engagement
SELPA Consultation	The 2024-2025 LCAP Draft was presented to the Desert Mountain SELPA on May 30, 2024 for consultation and feedback.
Governing Board Community Members	The 2024/2025 LCAP draft was posted publicly on the district website on June 3, 2024. The 2024-25 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 13, 2024, for public hearing.
Governing Board	Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 8, 2024
Governing Board Community Members	The 2024/2025 LCAP was adopted at a regularly scheduled Board of Education meeting on June 20, 2024.

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

The process of engaging with our educational partners in the development of the LCAP provided the district with input regarding the needs of our students. Areas of emphasis that were heard through meetings, discussions, and surveys have resulted in the addition of specific goals and actions.

Our parents and teachers expressed concern that our elementary students are not reading at grade level standards and that additional interventions are necessary to provide students with the skills needed. Parents are pleased with the EL Teacher working with the elementary students and the progress the students are making. (Goal 1 Action 1)

Parents and teachers expressed concerns regarding more electives for middle school and high school students. To address this concern an action has been included in the LCAP to implement more elective courses to meet student needs. (Goal 1 Action 3)

Teachers and paraprofessionals indicated that they need professional development to help them support our student's academic success. (Goal 1 action 2)

Educational partner feedback from our staff, students, and parents indicated the need for updated and working technology that supports our student's academic success. (Goal 1 Action 6)

Parents of our SED students continue to express concern about their ability to get their kids to school when we do not have transportation. Continued bussing is a necessity for our students and families. (Goal 1 Action7)

Our parents and students expressed the need for the district to build more educational partnerships to help facilitate our graduates into a career path. (Goal 2 Action 1)

Teachers, staff, students and parents expressed the need to continue to offer college courses on campus during the day. Families expressed that they would not be able to get their students to the local community college, over 60 miles away, to take classes. (Goal 2 Action 3)

Educational Partner feedback from students, community members and families showed a desire to increase our CTE offerings within the district. (Goal 2 Action 5

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Engaging Teaching and Learning: All students attain increasingly higher levels of academic achievement through grade level standard-based instruction, technology-rich classrooms that engage students in relevant, rigorous projects, and targeted support while expanding the educational opportunities for all students with a focus on our Homeless, socioeconomically disadvantaged and English Learner students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal aligns with the California Schools Dashboard ELA Students: -55.9DFS; Math All Students: -83.7 DFS. The alignment between the LCAP and the Dashboard allows staff and educational partners to draw a direct line between academic performance and the goals and actions identified in the LCAP. The academic achievement of our students is a top priority at Baker Valley Unified School districts and we use state and local assessment data as a method to measure growth and drive curriculum. Once we identified the goal, we designed actions that are data driven to support the goal. Actions are supported and guided by the metrics associated with them. The district continues to strive to maintain our 0 teacher misassignments and ensuring our students are receiving instruction based on state adopted content and performance standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA and Math Difference From Standard (DFS) California Dashboard	2022-23 District: ELA All Students: -55.9DFS EL: -80.7DFS SED: -57.3 DFS			District: ELA All Students: -45 DFS EL: -55 DFSD SED: -45 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math All Students: -83.7 DFS EL: -89.9 DFS SED: -92.3 DFS Baker Elementary: ELA All Students: -83.8DFS EL: -112.47DFS SED: -83.6DFS Math All Students: -125.1 DFS EL: -139.8 DFS SED: -130.4 DFS			Math All Students: -70 DFS EL: -70 DFS Homeless: SED: -70 DFS Baker Elementary: ELA All Students: -73DFS EL: -92DFS SED: -73DFS Math All Students: -105 DFS EL: -109 DFS SED: -105 DFS	
1.2	Access to State Standard Based aligned curriculum at all grade levels. Percentage Rate California Dashboard	2022-23 100% of students had access to state standard based curriculum in every classroom for every subject.			100% of students had access to state standard based curriculum in every classroom for every subject.	
1.3	Attendance Rate Percentage Rate Local Indicator (Student Information system)	2022-23 All Students: 92.81% EL: 91.7% SED: 92.32%			All Students: 95% EL: 95% SED: 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Chronic Absenteeism Rate Percentage California Dashboard	2022-23 District All Student: 28.9% EL: 38.3 SED: 30%			All Students: 15% EL: 15% SED: 15%	
1.5	ELD Reclassification Rate Percentage Local Indicator: Student Information System (SIS) - Infinite Campus	2022-23 District: EL - 3.2% Elementary: 0% LTEL - 0%			District EL: 13% Elementary: 10% LTEL - 10%	
1.6	English Proficiency Progress Percentage Rate California Dashboard	2022-2023 District EL - 34.5% Elementary EL - 14.3% District LTEL - 50% Elementary LTEL - 0%			District EL - 45%% Elementary EL - 30%% District LTEL - 60% Elementary LTEL - 20%	
1.7	Technology Device to Student Ratio Local Metric (inventory documents)	2023-24 Student to device ratio is 1:1			Student to device ratio is 2:1	
1.8	Accelerated Reader Lexile Levels	2023-24 Elementary -			Elementary All Students: 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of Students showing 1 years growth Local Indicators	All Students: 72% EL Students: 62% SED Students: 71% Middle/High School - New metric, baseline will be established in year 1. Local Data			EL Students: 80% SED Students: 80% Middle/High School - New metric, baseline will be established in year 1.	
1.9	CAST Results Percentage of students who met or exceeded standard	SY 2022-23 All Students - 9.38% 5th Grade - 0% 8th Grade - Student group too small, not percentage give to protect student identification 11th Grade - 23.8% California Dashboard 2023			All Students - 15% 5th Grade - 15% 8th Grade - No Baseline, target will be established after baseline is established 11th Grade - 30%	
1.10	CAASPP - MATH DFS Grades 3,4, and 5	SY 2022-23 Baker Elementary All Students: -125.1 DFS SED: -130.4 DFS EL: -139.8 DFS			Baker Elementary All Students: -100 DFS SED: -100 DFS EL: -100 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Credentialed and Assignments Number of misassignments and Credential errors Local metrics - CALPADS	2023-2024 0 misassignments 0 credentialing errors			0 misassignments 0 credentialing errors	
1.12	Implementation of state board adopted academic content and performance standards California Dashboard (local Indicators)	2022/23 100% of classes have implemented state board adopted academic content and performance standards			100% of classes have implemented state board adopted academic content and performance standards	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Classroom Materials	Site administration will evaluate and provide curriculum (including ELD curriculum and materials), instructional materials, and resources that support high quality instruction for all students, to increase proficiency in all subject areas as measured by M1.1, M1.2, M1.5, M1.6 M1.9	$10,000.00	No
1.2	Professional Development	School site administration will provide teachers and staff the opportunity to attend professional development to implement a more engaging, collaborative, and interactive learning environment for all students, which will be principally directed for our socioeconomically disadvantaged and EL students to increase both ELA and math scores and well as increase reclassification rate and ELPI score . This action will be measured by M1.1, M1.5, M1.6 and M1.8	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Instructional Support Programs	Site administration will provide supplemental ELD support programs (Educeri, Rosetta Stone, Learning Paths, text to speech options) that will be used in the ELD program for language acquisition so that our EL and LTEL students will increase EL proficiency and increase EL reclassification rates as measured by M1.5 and M1.6	$5,000.00	Yes
1.4	Increase Staffing	School administration will continue to provide additional staff (certificated teacher and paraprofessional) to support reading instruction and additional ELD instructional support at the elementary level. This action will be provided to all students, principally directed towards EL and SED students in order to increase ELA and reading proficiency. This action will be measured by M1.1, M1.5, M1.6 and M1.8	$150,000.00	Yes
1.5	Expanded Learning	Site administration will provide for expanded learning opportunities in the form of after school instructional programs and summer school at all school sites. This action will be provided to all students in order to increase ELA and Math proficiency as measured by M1.1	$100,000.00	No
1.6	Technology	Site administration will purchase additional student devices to increase the ratio to 2:1 and purchase supplemental technology devices to provide additional technology access to students (Pilot X interactive podiums, Active Floor systems) to support increase scores in math and ELA. This action is principally directed toward socioeconomic disadvantaged and EL students and will be measured by M1.1 and M1.7	$50,000.00	Yes
1.7	Transportation	The superintendent will ensure the district has reliable and available transportation for our socioeconomically disadvantaged students. This action will be provided to all students but principally directed towards transportation for our SED students will play a vital role in maintaining our attendance rate as a district and reducing chronic absenteeism as measured by M1.3 and M1.4	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Elementary Math	Site administration will provide supplemental Math support programs (ExactPath) that will be used in the elementary school to support our all students to increase math proficiency as measured by M1.10	$1,000.00	No
1.9	EL and LTEL specific professional development	The Superintendent will provide access to professional development for teachers and bilingual aids to support our EL and LTEL students with language acquisition, including academic language, to increase English Language Proficiency scores and the district reclassification rate as measured by M1.5 and M1.6	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Prepare students to successfully enter higher education and/or pursue a viable career path by providing all students equitable opportunities to access current and engaging instructional programs and by providing students the opportunities to experience and explore a variety of electives and enrichments that promote college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

There are very few resources to support college and career ready students in Baker, CA. This goal was developed to ensure the district is focused on our students' next phase after high school. The actions associated with this goal ensures we take necessary steps to prepare our students. The integration of local businesses into the school is a top priority of this goal. Developing relationships with local business partners allows our students to interact with these business leaders and gain a better understanding of what career fields are available in the local area after graduation. The metrics and actions grouped together will ensure the district remains focused on developing college and career ready students. According to the California Dashboard, our CCI indicator in 36.4%. This goal is also aligned with the A-G California Standards. As the district builds new local business partnerships, it is imperative that we understand our students and the skills that they posses. To do this, the district will administar the Armed Service Vocational Aptitude Battery (ASVAB) to our high school students to help up align our partnerships with our students skill set.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Community Partnerships Number of Partnerships Local Metric - District Partnership Tracking Sheet	2023-2024 BVUSD has established partnerships with at least 3 local organizations.			BVUSD will establish partnerships with 10 local and regional industries for career explorations	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	College and/or Trade School Visits Number of Visits Local Metric - District Field Trip Request	2023-2024 4 colleges visited			4 colleges visited	
2.3	A-G Completion Rate Percentage Rate CALPADS	2022-2023 All - 90% EL - 86% SED - 88%			All - 95% EL - 95% SED - 95%	
2.4	CTE Courses offered Number of Courses Offered Local Metric - District Master Schedule	2023-2024 No CTE courses were offered			3 courses	
2.5	Middle School Drop Out Rate Percentage Rate Local Metric - Student Information System	2023-2024 All Students - 0% EL - 0% SED - 0%			All Students - 0% EL - 0% SED - 0%	
2.6	High School Drop Out Rate Percentage Rate Data Quest	2022-2023 All Students - 0% EL - 0% SED - 0%			All Students - 0% EL - 0% SED - 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Students Taking the SAT or ACT Percentage Rate Local Metric - Sign up sheets	2023-2024 All Students - 30% EL - 45% SED 28%			All Students - 50% EL - 50% SED 50%	
2.8	Graduation Rate Percentage Rate California Dashboard	2022-2023 All Students - 90.9% EL - Not Significant for data SED - Not Significant for data			All Students - 100% EL - 100% SED - 100%	
2.9	College Courses Taken Percentage Rate Local Metric - Dual Enrollment Tracking System	2023-2024 All Students - 25% EL - 37% SED - 31%			All Students - 75% EL - 80% SED - 80%	
2.10	High School Students Taking the ASVAB Assessment Percentage Rate Local Metric - ASVAB Registration Tracking System	2024-2025 All Students - (Baseline est. in yr. 1) EL - (Baseline est. in yr. 1) SED - (Baseline est. in yr. 1)			All Students - Targeted outcome will be determined once baseline is established EL - Targeted outcome will be determined once baseline is established SED - Targeted outcome will be	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					determined once baseline is established	
2.11	Students have access to and are enrolled in a broad course of study Percentage Rate California Dashboard (Local Indicators)	2022/23 100% of students have access to and are enrolled in a broad course of study.			100% of students have access to and are enrolled in a broad course of study.	
2.12	Students who have passed an advanced placement examination with a score of 3 or higher. Percentage Local Indicator - Master Schedule	2023/24 0 % Baker does not offer AP courses			0 % Baker does not offer AP courses	
2.13	Students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education (CTE) sequences or programs of study. Percentage Data Quest	2022/23 0% Baker did not offer CTE courses or programs			All - 50% EL - 50% SED - 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Local Business Partnerships	Site administration will develop partnerships with local businesses (including MP Materials, local emergency responders, US Park Service) to allow for students to identify local career opportunities and career pathways. While this action will benefit all students, it is principally directed to Socioeconomically Disadvantaged and English Learners to provide post graduate opportunities. As measured by M2.1, M2.8 and M2.10.	$19,921.00	Yes
2.2	Student College and Trade School Visits	Administration, teachers and staff will provide college and career information, counseling support and provide opportunities for students and	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		families to explore college and career opportunities. While all students will benefit from this action, it is principally directed to our EL and SED students as measured by M2.2, M2.6, M2.7, M2.8 and M2.10.		
2.3	Dual Enrollment Opportunities	Site administration will continue to maintain instructional opportunities for students to enroll and complete college level courses with Barstow Community College. While all students will benefit from this action, it is principally directed to our EL and SED students as measured by M2.3, M2.6, M2.8 and M2.9.	$22,000.00	Yes
2.4	Increase Graduation Rate	Site administration will provide students academic plans for high school to ensure students are on track for graduation. While this action benefits all students, it is principally directed to our EL students as measured by M2.5, M2.6 and M2.8	$7,000.00	Yes
2.5	CTE Courses	Site administration will provide high school students the opportunity to enroll in CTE courses to increase students' college and career readiness. While all high school students will benefit from this action, it is principally directed to Socioeconomically Disadvantaged and English Learner students as measure by M2.4, M2.6 and M2.8.	$23,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are experiencing homelessness, low-income or English language learners. Ensure school facilities are maintained and FITT identifies items and the site addresses them immediately to create a safe learning environment for all students. (Priority 1, Priority 4, Priority 6, Priority 8).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed with the safety and mental well being of our students in mind. The safety of our students is a top priority of the District. Part of the development of a safe school is ensuring our infrastructure is well maintained. Through surveys and community engagement, parents and students expressed concerns for the physical safety of students based on the school failing infrastructure. Through our yearly FITT inspection we have identified areas of need. Along with the infrastructure, the mental well being of our students is a top priority. This goal was developed to meet that challenge head on and ensure our students have a sense of belonging. We pride ourselves on the relationships we build with our students. This goal will ensure we continue building relationships while at the same time ensuring our students have access to the mental health services they need. The actions and metric of this goal grouped together will ensure both the physical, mental and emotional health of our students. The actions metrics will help ensure our staff is connected with our students, both academically and emotionally. This goal was established to coincide with the data retrieved by all educational partners and meetings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP ELA and Math Difference From Standard (DFS) California Dashboard	2022-23 ELA All Students: -55.9DFS EL: -80.7DFS SED: -57.3 DFS			ELA All Students: -45 DFS EL: -55 DFS SED: -45 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math All Students: -83.7 DFS EL: -89.9 DFS SED: -92.3 DFS			Math All Students: -70 DFS EL: -70 DFS SED: -70 DFS	
3.2	Negative Referrals Number of Referrals per Academic year Local Metric - Student Information System	2023-24 Average 3 classroom referrals this academic year			Reduce classroom referrals to less than two.	
3.3	Suspension Rate Percentage Rate California Dashboard	2022-23 Suspension Rate All Students: 0% EL Students: 0% SED Students: 0%			All Students: 0% EL Students: 0% SED Students: 0%	
3.4	Expulsion Rate Percentage Rate Data Quest	2022-23 Expulsion Rate All Students: 0% EL Students: 0% SED Students: 0%			All Students: 0% EL Students: 0% SED Students: 0%	
3.5	Student Survey Percentage	2023-24 Engaged Teaching and Learning:			Engaged Teaching and Learning: (VS) - 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Indicator - Survey Results	Very Satisfied (VS) - 7.69% Satisfied (S) - 50% Somewhat Satisfied (SS) - 38.47% Not Satisfied (NS) - 3.84% College and Career Readiness: VS - 15.38% S - 23.08% SS - 50% NS - 11.54% Positive Culture/Healthy Environment: VS - 11.54% S - 26.92% SS - 19.23% NS - 42.31% Parent and Community Engagement: VS - 19.23% S - 73.07% SS - 7.7% NS - 0%			(S) - 70% (SS) - 10% (NS) - 0% College and Career Readiness: VS - 25% S - 50% SS - 25% NS - 0% Positive Culture/Healthy Environment: VS - 30% S - 40% SS - 20% NS - 10% Parent and Community Engagement: VS - 30% S - 70% SS - 0% NS - 0%	
3.6	School Facilities FIT Completion	2023-24			100% of sites have a FIT assessment conducted.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Data - Annual FIT report	100% of sites have a FIT assessment conducted.				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Additional Staffing	Site administration will provide additional teaching staff to reduce the student to teacher ratio in the classroom. This action will allow for a more focused approach to our classroom ELD integration allowing for the growth of our EL students with a better support system for teachers and staff in the general education classrooms. While small class size benefits all	$256,483.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, this action will principally support our EL students by allowing for additional instructional support in ELA and math as measured by M3.1		
3.2	Campus Climate	Administration will continue to develop and implement strategies and best practices to ensure our student discipline rate remains low. The implementation of these strategies and best practices will provide support to our students, staff and families to help identify potential issues with students and engage that student with the support needed as measured by M3.2, M3.3, M3.4 and M3.6	$12,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase parent and community involvement by improving communication, ensuring transparency and keeping them informed and connected. (Priority 3)	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was designed to encourage active participation from our families and community. We have seen a steady decline in parent and community engagement at the school sites, reduced attendance at Parent Teacher Conferences (elementary went from 86% attendance to 82% attendance in 2023/24). The actions associated with this goal will help develop and foster a collaborative relationship with our families and encourage active participation with the schools. The actions and metrics grouped together will ensure the district leadership remains focused on parent and community involvement through open communication.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Participation with BVUSD PAC and ELPAC Number of attendees Local Indicator - Sign in Sheets	2023-24 PAC - 2 ELPAC - 0			PAC - 10 ELPAC - 10	
4.2	Family Events Number of Events Per Year Local Metric - Scheduled Events	2023-24 5 Family events were held			8 Family Events Held	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent and Community Communication	The Administration will ensure relevant, engaging communication with parents and the community is conducted regularly to ensure our families have updated and relevant information regarding school and district activities. This action will create a positive relationship with families and ensure they are aware of school activities and functions as measured by M4.1	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Parent and Community Involvement	Site administration will continue to engage parents and the community in school sponsored events. The district, schools, teachers and parents are able to better support our lower socioeconomic students and families to bring awareness about all community events at the school sites as measured by M4.1 and M4.2.	$1,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$506923	$62213

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
24.763%	0.000%	$0.00	24.763%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Professional Development **Need:** The 2023 CA School Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) showed All Students: -55.9DFS SED: -57.3 DFS EL: -80.7DFS	The 2023 CA School Dashboard data highlights significant academic disparities for English Learner (EL) and Socioeconomically Disadvantaged (SED) students, particularly in English Language Arts (ELA) and Math. To address these gaps, our district is implementing a comprehensive professional development program for teachers and staff, targeting the unique needs of EL and SED students. This program focuses on culturally responsive teaching, differentiated instruction, and effective use of supplemental materials, aiming to	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LTEL: In order to protect student privacy, data is suppressed because fewer than 11 students tested. The 2023 CA Dashboard shows student outcomes on the CAASPP Math showed All Students: -83.7 DFS EL: -89.9 DFS SE: -92.3 DFS LTEL: In order to protect student privacy, data is suppressed because fewer than 11 students tested. The data demonstrates a disparity between the All Student group our EL/LTEL student group and our SED students on the CAASPP. This highlights the need for us to provide professional development for our teachers and staff so that they can engage in collaborative and interactive learning environments, specifically for our EL and SED students. Educational partner feedback from our staff indicates that they need professional development that helps them stay current on best practices for creating a learning environment that supports our student's academic success. **Scope:** LEA-wide	enhance instructional practices and foster an inclusive learning environment. Research indicates that professional development tailored to teachers' needs significantly improves student outcomes, especially for disadvantaged groups (Darling-Hammond et al., 2017). The professional development program includes specialized training in language acquisition strategies, culturally relevant pedagogy, and data-driven instruction. Teachers will receive ongoing support through coaching and collaborative planning sessions, enabling them to implement these strategies effectively. Additionally, the district is investing in supplemental materials, such as bilingual resources and technology-enhanced learning tools, to support differentiated instruction. For example, incorporating adaptive learning software can provide personalized practice and immediate feedback, which is crucial for EL and SED students who often require additional support to achieve academic proficiency. Although the professional development program targets EL and SED students, it is implemented district-wide to ensure that all educators are equipped with the skills and knowledge to address diverse student needs. This approach promotes equity by raising the overall quality of instruction and creating a more supportive learning environment for all students. Furthermore, when teachers collaborate and share best practices, it fosters a culture of continuous improvement, benefiting the entire school community. By investing in professional development, the district demonstrates its commitment to closing	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		achievement gaps and providing high-quality education for every student.	
1.4	**Action:** Increase Staffing **Need:** The 2023 CAASPP ELA scores for Baker Elementary reveal significant disparities in student achievement, particularly among English Learner (EL) and Socioeconomically Disadvantaged (SED) students. All students scored -83.8 DFS, while EL students scored -112.47 DFS, and SED students scored -83.6 DFS. Additionally, Accelerated Reader data shows that 72% of all students demonstrated one year of growth in reading, compared to 62% of EL students and 71% of SED students. This indicates a pressing need to address the achievement gap for EL and SED students, who are performing below their peers. Educational partner feedback underscores their concern for our ELA and reading scores. Educational partners have expressed concerns about the insufficient academic progress of EL and SED students and have highlighted the need for additional instructional support. To address these disparities, we propose adding a dedicated teacher and paraprofessional to focus on ELA and reading for EL and SED students. This action aims to provide intensive, differentiated instruction to improve literacy outcomes and ensure equitable educational opportunities for all students.	Providing additional staff for reading and ELA improvement at Baker Elementary is a crucial step in addressing the significant academic disparities faced by English Learner (EL) and Socioeconomically Disadvantaged (SED) students. The 2023 ELA CAASPP scores reveal that EL students are particularly struggling, with a -112.47 DFS, compared to -83.8 DFS for all students and -83.6 DFS for SED students. This stark difference highlights the need for targeted intervention. By increasing the number of specialized reading teachers and ELA support staff, the school can offer more personalized and effective instruction. Research indicates that one-on-one or small group tutoring significantly improves reading outcomes for struggling students (Shanahan, 2018). These additional staff members can focus on differentiated instruction tailored to the unique linguistic and socio-economic challenges that EL and SED students face, thereby fostering a more inclusive and supportive learning environment. Furthermore, the integration of supplemental materials and programs, such as leveled reading books and adaptive learning software, will enhance the learning experience for these students. Accelerated Reader scores show that 62% of EL students and 71% of SED students exhibit one year's growth, which is below the 72% for all students. With dedicated ELA support staff, the school can implement evidence-based interventions such as guided reading and phonics	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	instruction, which have been proven to accelerate reading proficiency (National Reading Panel, 2000). Providing this support on a school wide basis ensures that all students benefit from enhanced reading and ELA programs, fostering equity and addressing systemic disparities. By targeting EL and SED students within a broader framework, the district not only meets their specific needs but also promotes overall academic excellence and inclusivity, thereby aligning with the district's commitment to closing the achievement gap and supporting every student's success.	
1.6	**Action:** Technology **Need:** Parent and community feedback identified that our socioeconomically disadvantaged students do not have access to computers or technology when at home to access resources and curriculum. The 2023 CA School Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) showed All Students: -55.9DFS SED: -57.3 DFS EL: -80.7DFS The 2023 CA Dashboard shows student outcomes on the CAASPP Math showed All Students: -83.7 DFS EL: -89.9 DFS	The initiative to provide additional student devices and updated classroom technology is a pivotal step in addressing the unique needs of SED and EL students within our district. Research has consistently shown that equitable access to technology is crucial for closing the achievement gap between SED and EL students and their peers. By ensuring that every student has access to personal devices, we are not only leveling the playing field but also enhancing their ability to engage with the curriculum in a more meaningful way. This approach is supported by studies indicating that technology integration in the classroom can significantly improve student performance and engagement, particularly among students from low-income backgrounds (Warschauer & Matuchniak, 2010). While this initiative specifically targets the EL and SED population, the decision to implement it on an LEA-wide basis reflects our commitment to equity and inclusivity. Providing these resources	This action will be measured by the metrics identified in theaction description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SE: -92.3 DFS The data demonstrates a disparity between the All Student group EL students and our SED students on the CAASPP. This highlights the need for us to technology for our student to take home so they can engage in their academics while outside of the classroom. Educational partner feedback from our staff, students, and parents indicated the need for updated and working technology to help them create a learning environment that supports our student's academic success through engaging collaborative and interactive learning environments. **Scope:** LEA-wide	universally helps to foster a more cohesive and collaborative learning environment, where all students, regardless of their socio-economic status, can benefit from enhanced educational opportunities. This LEA-wide approach also ensures that no student is left behind, promoting a culture of shared responsibility and mutual support across the district. By investing in updated classroom technology and additional student devices, we are not only addressing the immediate needs of our EL and SED students but also laying the foundation for long-term academic success and digital literacy for all students.	
1.7	**Action:** Transportation **Need:** Local Data indicates that when the district does not have a bus to transport students (maintenance issues, driver issues) than our socioeconomic students attendance rate drops. Our SED student population struggles with transportation which has a direct impact on their attendance rate and chronic absenteeism Student chronic absenteeism is currently 28.9% District wide and SED at 30%.	Providing reliable transportation to and from school is crucial in addressing the educational needs of SED students. Ensuring that Transportation is consistently available can mitigate these attendance issues, fostering a stable educational environment for SED students and improving overall attendance rates. Providing transportation extends beyond merely getting students to school; it encompasses a broader commitment to creating an equitable learning environment. By ensuring that SED students have reliable transportation, the district supports their consistent participation in	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The district's attendance rate for all students is 92.7%. Although the district's attendance rate has seen improvement in the elementary schools, we are still below our pre-pandemic rates. During parent engagement opportunities, it has been shared that without the bus, SED parents would struggle to get their students to school, and therefore, our attendance rate is impacted when busing isn't available. **Scope:** LEA-wide	educational programs, access to supplemental materials, and engagement with highly qualified teachers. For instance, students benefit from continuous learning without interruptions, making full use of the district's educational resources. Research has shown that regular school attendance is linked to higher academic achievement and better long-term educational outcomes. Moreover, consistent attendance allows students to participate in after-school programs and extracurricular activities, which are crucial for development and often inaccessible to those without reliable transportation. Offering transportation on an LEA-wide basis, despite targeting SED students, ensures that all students can benefit. This holistic approach supports inclusivity and equity, allowing the district to address broader attendance issues while specifically targeting the needs of SED students. By implementing such comprehensive transportation solutions, the district demonstrates a commitment to removing barriers to education, thereby promoting better academic performance and fostering a supportive and inclusive school community.	
2.1	**Action:** Local Business Partnerships **Need:** Currently has built a partnerships with the local mine only. SED and EL students face unique challenges that can hinder their access to	Building local business partnerships is essential for addressing the unique needs of Socioeconomically Disadvantaged (SED) students in TUSD. By establishing these partnerships, the district can create a bridge between the classroom and the workforce, providing SED students with exposure to diverse career options, mentorship,	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	meaningful educational opportunities and career pathways. Compared to their peers, English Learners (EL) and Socio-Economically Disadvantaged (SED) students often lack exposure to diverse career options, mentorship, and networking opportunities, which are critical for academic and professional success. Research indicates that EL and SED students frequently face systemic barriers, including limited access to resources and support systems that facilitate career exploration and development. For instance, a study by the American Institutes for Research highlights that EL students often have fewer opportunities to engage in extracurricular activities that provide career insights and skills development (Cervantes & Hanson, 2013). Additionally, the National Center for Education Statistics reports that SED students are less likely to have access to mentors and professional networks, which are essential for career advancement (NCES, 2019). Addressing these disparities is crucial to ensuring that all students have equitable opportunities to succeed in their future careers. They may also experience limited access to resources such as internships, job shadowing programs, and industry-relevant certifications. These disparities contribute to a lack of readiness for post-secondary education and the workforce, leading to lower employment rates and income levels among EL and SED individuals. During education partnership meetings, they highlighted the critical need to bridge this gap	and networking opportunities that they might not otherwise have access to. These partnerships can lead to internships, job shadowing programs, and industry-relevant certifications, all of which are crucial for enhancing the readiness of SED students for post-secondary education and the workforce. Partnerships could include providing supplemental materials and resources, such as access to technology or industry-specific training, to further support SED students in their educational and career goals. Research has shown that such partnerships can have a positive impact on SED students. For example, a study by the National Association of State Directors of Career Technical Education Consortium found that students who participate in career and technical education (CTE) programs, which often involve partnerships with local businesses, are more likely to graduate from high school, enroll in post-secondary education, and have higher earnings. Another study by the U.S. Chamber of Commerce Foundation found that students who participate in internships are more likely to secure employment and have higher earnings than those who do not. Providing these opportunities on an school wide level, rather than just targeting EL and SED students, is important for several reasons. First, it promotes equity by ensuring that all students, regardless of their background, have access to these valuable resources and opportunities. Second, it benefits the entire community by	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	by establishing strong, deep rooted partnerships with local industry and government agencies. They emphasized that such partnerships would not only provide EL and SED students with exposure to various career pathways but also create opportunities for internships, mentorship programs, and potentially job placements. By fostering these partnerships, BVUSD can ensure that EL and SED students have access to the resources and support needed to pursue their educational and career goals successfully. These disparities underscore the urgent need to prioritize building local business partnerships to address the unique needs of EL and SED students and provide them with equitable opportunities for success. **Scope:** Schoolwide	strengthening the local economy and workforce. Finally, it helps to create a culture of collaboration and partnership between the district and local businesses, which can lead to long-term benefits for all educational partners involved.	
2.2	**Action:** Student College and Trade School Visits **Need:** Baker Valley is an rural remote district that does not have a college or university. Our students do not have access to visit and explore college or trade schools. 2023 California Dashboard indicates only 36.4% (11 students)of all students are considered 'prepared' for college and career readiness, and 28% (9 students) of students	Addressing this gap, Baker Valley's initiative to provide college and trade school visits is pivotal in increasing student awareness and enabling them to make informed decisions about their post-secondary education and career choices. The college and trade school visit program will include several key components to ensure its success and address the specific needs of EL and SED students. Firstly, the program will involve teachers who will accompany students on these visits, offering guidance and support throughout the process. Supplemental materials, such as	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	who qualify as SED and 19% (6 students) of EL students are considered prepared for college and career readiness. Many EL and SED students lack the resources to travel outside the city limits, and the school providing these visits increases student awareness so that they can make informed decisions about their college choices, ensuring they select the best institution for their academics and/or skills. Feedback provided by educational partners stated a need to increase student exposure to colleges and trade schools, increasing the number of students who will continue their educational journey. **Scope:** Schoolwide	brochures, informational packets, and virtual tours, will be provided to prepare students for their visits and help them understand what to expect. Additionally, workshops and seminars will be conducted before and after the visits to reinforce the information learned and assist students in the application process. Research indicates that students who have the opportunity to visit college campuses are more likely to pursue higher education. For example, a study by the American Council on Education found that campus visits significantly influence students' college enrollment decisions, particularly for first-generation college students and those from low-income backgrounds. Providing these visits on an school wide basis, despite targeting SED and EL students, ensures that all students benefit from increased exposure to higher education opportunities. This inclusive approach fosters a culture of college and career readiness throughout the district, promoting higher aspirations and academic achievement for all students. By implementing this program, Baker Valley aims to bridge the gap in college and career readiness, ultimately increasing the number of students who will continue their educational journey and succeed in their chosen fields.	
2.3	**Action:** Dual Enrollment Opportunities **Need:** The Baker Valley Unified School District recognizes the significant challenges our students face in accessing higher education opportunities due to the lack of a local	The Baker Valley Unified School District (BVUSD) has made significant strides in addressing the educational needs of our most vulnerable student populations, particularly English Learner (EL) and Socioeconomically Disadvantaged (SED) students, through the provision of dual enrollment courses. These courses, offered in partnership with colleges and universities, allow students to	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	community college or trade school within a 70-mile radius. For the 2023/24 school year, 25% of all students participated in dual enrollment college courses. However, a higher percentage of English Learner (EL) students (37%) and Socioeconomically Disadvantaged (SED) students (31%) took advantage of these opportunities, indicating a strong demand and reliance on these programs among our most vulnerable populations. Educational partners have highlighted the importance of continuing and expanding dual enrollment courses, particularly to support EL and SED students who lack the ability to attend night or weekend classes due to transportation and economic constraints. These students disproportionately benefit from accessible college-level courses that can be taken during the regular school day, providing them with essential pathways to post-secondary success and career readiness. Addressing this need is crucial for closing the educational achievement gap and ensuring equitable opportunities for all students in our district. **Scope:** Schoolwide	earn college credits while still in high school, effectively bridging the gap to higher education. For the 2023/24 school year, the data highlights a notable trend: 37% of EL students and 31% of SED students participated in dual enrollment programs, compared to 25% of the overall student population. This increased participation rate among EL and SED students underscores the critical role these programs play in meeting their unique needs. Specific components of the dual enrollment program have been tailored to support EL and SED students effectively. BVUSD has implemented additional teacher support, including professional development focused on culturally responsive teaching and strategies for supporting EL students in college-level coursework. Supplemental materials, such as bilingual resources and tutoring services, ensure that language barriers do not hinder academic progress. The district also provides logistical supports, such as transportation to partner institutions and access to technology, addressing the barriers that SED students often face in pursuing higher education. Research by the Community College Research Center (CCRC) indicates that dual enrollment programs significantly increase the likelihood of college attendance and completion, particularly for underrepresented groups . These targeted supports ensure that EL and SED students can fully benefit from the opportunities dual enrollment provides.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		BVUSD offers dual enrollment programs on a school wide basis to foster an inclusive educational environment that elevates the overall academic standard. While these programs particularly target EL and SED students due to their higher demand and reliance, providing them district-wide ensures equity and access for all students. By integrating dual enrollment opportunities across the district, BVUSD promotes a culture of academic excellence and college readiness, setting a high standard for all students to aspire to. This comprehensive approach not only addresses the immediate educational needs of EL and SED students but also cultivates a more inclusive and supportive academic community, benefiting the district as a whole.	
2.5	**Action:** CTE Courses **Need:** Baker Valley Unified School District din not offer CTE courses in the 2023/2024 school year Feedback from educational partners shared their concerns regarding the limited CTE courses offered at Baker Valley Unified. **Scope:** Schoolwide	A robust Career Technical Education (CTE) program is crucial for addressing the needs of EL and SED students in Baker Valley as it equips them with practical skills that lead to meaningful career opportunities. By offering a variety of CTE courses aligned with State Board of Education standards, Baker High School ensures that students graduate with valuable skills ready for the workforce. Specific areas of the program, such as providing a range of CTE courses in fields like child development, manufacturing and law enforcement, ensure that students have diverse options to explore their interests and talents. Additionally, offering industry-standard equipment and materials, qualified teachers, and relevant supplemental materials enriches the learning	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		experience and prepares students for real-world job demands. Research indicates that CTE programs significantly benefit EL and SED students by improving graduation rates and post-graduation employment prospects. According to a study by the Association for Career and Technical Education (ACTE), 91% of high school graduates who earned 2-3 CTE credits enrolled in college, entered the military, or found employment within a year. By providing a comprehensive CTE program, the district addresses the immediate needs of EL and SED students and benefits the entire school by fostering a skilled, career-ready workforce.	
3.1	**Action:** Additional Staffing **Need:** The 2023 CA School Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -65.9 Distance from Standard (DFS), English Learners (EL) scored -115.2 DFS, and Socioeconomic Disadvantaged students scored -71.5 DFS. CAASPP Math for All Students is -105.3 DFS, EL scored -149.7 and SED -109.4. The data demonstrates a disparity between the All Student group and EL and SED students, thus highlighting the need for this actions. Educational partner feedback highlights a critical need for additional academic support and resources tailored to the unique	In response to the identified need, providing smaller class sizes is a strategic approach to address these academic challenges and support our students' diverse needs. Research has shown that smaller class sizes can lead to increased student achievement, particularly for disadvantaged students, as they allow for more individualized instruction and closer teacher-student interactions (Nye, Hedges, & Konstantopoulos, 2001). By implementing smaller class sizes, we can offer a more personalized learning experience that caters to the specific needs of our students. For example, teachers can provide targeted support and interventions for students struggling with foundational skills in ELA and Math. In a smaller classroom setting, teachers can utilize supplemental materials and differentiated instruction techniques to ensure that all students,	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	challenges faced our EL and SED students. Parents, teachers, and community members have stressed the importance of after-school tutoring programs, increased access to technology, and enhanced counseling services to address academic and socio-emotional needs. Utilizing CAASPP data, the district aims to implement these targeted actions to close the achievement gaps and ensure equitable educational opportunities for all students. **Scope:** LEA-wide	including those with unique learning needs, receive the appropriate level of challenge and support. Furthermore, smaller class sizes enable teachers to employ formative assessments more effectively, allowing them to identify and address learning gaps promptly. The decision to provide smaller class sizes on an LEA-wide basis, despite targeting SED students, ensures that all students benefit from this supportive environment. This approach not only promotes equity by giving disadvantaged students the extra help they need but also fosters a culture of excellence and high expectations across the district. Research indicates that while smaller class sizes are particularly beneficial for disadvantaged students, all students can experience improvements in academic outcomes, engagement, and behavior when class sizes are reduced (Glass & Smith, 1979). Therefore, by investing in smaller class sizes, the district is committing to the academic success and wellbeing of every student, creating a more inclusive and supportive educational environment for all.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Instructional Support Programs **Need:** The districts English Language Proficiency dropped from 15.57% in 2022 to 7.81% in 2023 and our reclassification rate is 2.3%, much less than the goal of 5%. Our EL student are falling behind academically as show by the CAASPP 2023 data: English Language Arts (ELA) All Students: -55.9DFS EL: -80.7DFS LTEL: In order to protect student privacy, data is suppressed because fewer than 11 students tested. The 2023 CA Dashboard shows student outcomes on the CAASPP Math showed All Students: -83.7 DFS EL: -89.9 DFS LTEL: In order to protect student privacy, data is suppressed because fewer than 11 students tested. The data demonstrates a disparity between the All Student group our EL/LTEL student group on the CAASPP. This highlights the	The CAASPP data reveals significant achievement gaps in both English Language Arts (ELA) and Mathematics between our EL and LTEL and All Student Group. To address these disparities, the District is implementing an instructional support programs designed to provide targeted support to our EL and LTEL students. This initiative is informed by educational research and tailored to address the specific academic needs identified during our educational partner engagement sessions. By incorporating instructional support programs, we are enhancing our existing instructional programs with focused interventions that include, specialized materials, and personalized learning opportunities. For example, the programs will integrate adaptive learning technologies that provide real-time feedback and individualized learning paths, ensuring that each student receives instruction at their appropriate level.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	need for us to provide additional curriculum support for our EL students. Educational partner feedback from our staff indicates that they need professional development that helps them stay current on best practices for creating a learning environment that supports our student's academic success. **Scope:** Limited to Unduplicated Student Group(s)		
1.9	**Action:** EL and LTEL specific professional development **Need:** Baker Valley USD has a significant EL population. Teacher and staff indicated that they need additional professional development in English Language Development Strategies. Local and state indicators show that we have seen a decrease in both ELPI scores and very little growth in our reclassification rate. The 2022 reclassification rate for our EL population was 2% and we saw a slight increase to 3.5% in 2023. In 2022 our ELPI was 49.2, a decline to 34.5% in 2023. When looking at our LTEL population, the reclassification rate for 2022 and 2023 was 0%. The ELPI in 2022 was **Scope:**	Addressing the identified needs of BVUSD's EL population necessitates comprehensive professional development in English Language Development (ELD), including specialized training in Specially Designed Academic Instruction in English (SDAIE) and Universal Access strategies. Specific program components should include workshops and seminars focusing on effective SDAIE methods, such as integrating hands-on activities, visual aids, and real-world examples into instruction to make content more accessible to EL students. Teachers can also benefit from learning how to scaffold instruction, providing gradual support as students develop language proficiency and content knowledge. Incorporating Universal Access strategies, which make curriculum and instruction accessible to diverse learners, is equally crucial. This can include techniques like providing multiple means of representation, engagement, and expression. For	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	example, teachers can use multimedia resources, offer choice in assignments, and encourage collaborative learning to support EL students' language development and academic success. Research underscores the importance of targeted professional development in ELD, SDAIE, and Universal Access. Studies by Calderón and Slavin (2001) and Saunders and Goldenberg (2010) highlight how such training can lead to improved outcomes for EL students, including higher academic achievement and increased reclassification rates.	
2.4	**Action:** Increase Graduation Rate **Need:** The California Dashboard data for the 2022-2023 school year indicates a graduation rate of 90.9% for all students, compared to 83% for English Learner (EL) students. This disparity highlights the need for targeted support to improve graduation rates among our EL population. Educational partners have expressed concern about the unique challenges faced by EL students, including language barriers and limited access to academic resources. In addition, Baker, being a remote community, offers few job opportunities for students right out of high school, exacerbating the need for our EL students to complete their education and be prepared for broader opportunities. **Scope:**	To address this gap, our district is committed to providing increased graduation support tailored to the unique needs of EL students. This initiative includes comprehensive academic and social-emotional supports designed to ensure EL students are not only able to meet graduation requirements but also prepared for post-secondary success. Supplemental instructional materials, including bilingual resources and technology tools, are also essential components of our strategy. These materials help bridge the language gap, allowing EL students to access curriculum content more effectively. Additionally, after-school tutoring programs provide targeted academic support, helping students with homework, test preparation, and comprehension of classroom material. Studies indicate that such interventions can lead to substantial improvements in academic performance and graduation rates among EL students (August & Shanahan, 2006).	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	Though these supports are specifically designed to meet the needs of EL students, they are implemented on a school wide basis to foster an inclusive environment and ensure equitable access to resources. By integrating these supports across the district, we create a cohesive and supportive learning community where all students, including those not identified as EL, can benefit from the enhanced resources and practices. This approach not only addresses the immediate needs of EL students but also promotes a culture of high expectations and academic excellence for all students, ultimately contributing to the overall success of our educational system.	

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

Not Applicable

Additional Concentration Grant Funding

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

We are a basic aid funded district and as such did not receive the additional 15% to our concentration funding. We are a concentration school so our concentration funds was increased by 155 but the funds were added from our base grant. The additional concentration funding we used to retain our current staff that provided support to our unduplicated student population. This action supports Goal 1, Action 4 and Goal 3 action 1.

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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2047132	506923	24.763%	0.000%	24.763%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$680,904.00	$110,000.00	$1,000.00	$0.00	$791,904.00	$625,404.00	$166,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum and Classroom Materials	All	No			All Schools	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
1	1.2	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$4,000.00	$4,000.00				$4,000.00	
1	1.3	Instructional Support Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.4	Increase Staffing	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Elementary	Ongoing	$150,000.00	$0.00	$150,000.00				$150,000.00	
1	1.5	Expanded Learning	All Students with Disabilities	No			All Schools	Ongoing	$100,000.00	$0.00		$100,000.00			$100,000.00	
1	1.6	Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	1 Year	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.7	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$50,000.00	$70,000.00	$120,000.00				$120,000.00	
1	1.8	Elementary Math	All	No			Specific Schools: Elementary School	Ongoing	$1,000.00	$0.00			$1,000.00		$1,000.00	
1	1.9	EL and LTEL specific professional development	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
2	**2.1**	Local Business Partnerships	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Baker High School	Ongoing	$19,921.00	$0.00	$19,921.00				$19,921.00	
2	**2.2**	Student College and Trade School Visits	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: High School	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
2	**2.3**	Dual Enrollment Opportunities	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: High School	Ongoing	$20,000.00	$2,000.00	$22,000.00				$22,000.00	
2	**2.4**	Increase Graduation Rate	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High School	Ongoing	$3,000.00	$4,000.00	$7,000.00				$7,000.00	
2	**2.5**	CTE Courses	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Middle and High School	Ongoing	$23,000.00	$0.00	$23,000.00				$23,000.00	
3	**3.1**	Additional Staffing	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$256,483.00	$0.00	$256,483.00				$256,483.00	
3	**3.2**	Campus Climate	All	No			All Schools	Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
4	**4.1**	Parent and Community Communication	All	No			All Schools	Ongoing	$2,000.00	$500.00	$2,500.00				$2,500.00	
4	**4.2**	Parent and Community Involvement	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	

2024-25 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
2047132	506923	24.763%	0.000%	24.763%	$665,404.00	0.000%	32.504 %	**Total:**	$665,404.00
								LEA-wide Total:	$430,483.00
								Limited Total:	$17,000.00
								Schoolwide Total:	$217,921.00

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	1.2	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$4,000.00	
1	1.3	Instructional Support Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
1	1.4	Increase Staffing	Yes	Schoolwide	English Learners Low Income	Specific Schools: Elementary	$150,000.00	
1	1.6	Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$50,000.00	
1	1.7	Transportation	Yes	LEA-wide	Low Income	All Schools	$120,000.00	
1	1.9	EL and LTEL specific professional development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
2	2.1	Local Business Partnerships	Yes	Schoolwide	English Learners Low Income	Specific Schools: Baker High School	$19,921.00	
2	2.2	Student College and Trade School Visits	Yes	Schoolwide	English Learners Low Income	Specific Schools: High School	$3,000.00	
2	2.3	Dual Enrollment Opportunities	Yes	Schoolwide	English Learners Low Income	Specific Schools: High School	$22,000.00	

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 (%)
2	2.4	Increase Graduation Rate	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High School	$7,000.00	
2	2.5	CTE Courses	Yes	Schoolwide	English Learners Low Income	Specific Schools: Middle and High School	$23,000.00	
3	3.1	Additional Staffing	Yes	LEA-wide	English Learners	All Schools	$256,483.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$722,413.00	$635,603.00

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**	Curriculum and Classroom Materials	No	$15,000.00	539.00
1	**1.2**	Professional Development	Yes	$40,000.00	10536.00
1	**1.3**	Instructional Support Programs	Yes	$21,000.00	19420.00
1	**1.4**	Increase Staffing	Yes	$122,096.00	120000.00
1	**1.5**	Expanded Learning	Yes	$18,317.00	18000.00
1	**1.6**	Technology	No	$2,000.00	2000.00
1	**1.7**	Transportation	Yes	$140,000.00	120000.00
2	**2.1**	Local Business Partnerships	Yes	$17,000.00	15800.00
2	**2.2**	Student College and Trade School Visits	Yes	$15,000.00	719.00
2	**2.3**	College Courses on BVUSD Campus	Yes	$16,000.00	18000.00
2	**2.4**	Graduation Rate Increase	Yes	$20,000.00	5589.00

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)
2	**2.5**	CTE Courses	Yes	$20,000.00	23000.00
3	**3.1**	Additional Staffing	Yes	$242,000.00	245000.00
3	**3.2**	Positive and Safe School Environment	Yes	$10,000.00	12000.00
4	**4.1**	Parent and Community Communication	Yes	$23,000.00	25000.00
4	**4.2**	Parent and Community Involvement	No	$1,000.00	0

2023-24 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)
514,023	$704,413.00	$631,862.00	$72,551.00	0.000%	0.000%	0.000%

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	1.2	Professional Development	Yes	$40,000.00	10536.00	0.0%	
1	1.3	Instructional Support Programs	Yes	$21,000.00	19420.00	0.0%	
1	1.4	Increase Staffing	Yes	$122,096.00	120000.00	0.0%	
1	1.5	Expanded Learning	Yes	$18,317.00	1800.00	0.0%	
1	1.7	Transportation	Yes	$140,000.00	135000.00	0.0%	
2	2.1	Local Business Partnerships	Yes	$17,000.00	15800.00	0.0%	
2	2.2	Student College and Trade School Visits	Yes	$15,000.00	719.00	0.0%	
2	2.3	College Courses on BVUSD Campus	Yes	$16,000.00	18000.00	0.0%	
2	2.4	Graduation Rate Increase	Yes	$20,000.00	5587.00	0.0%	
2	2.5	CTE Courses	Yes	$20,000.00	23000.00	0.0%	
3	3.1	Additional Staffing	Yes	$242,000.00	245000.00	0.0%	
3	3.2	Positive and Safe School Environment	Yes	$10,000.00	12000.00	0.0%	
4	4.1	Parent and Community Communication	Yes	$23,000.00	25000.00	0.0%	

2023-24 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)
2,034,868	514,023	5.36%	30.621%	$631,862.00	0.000%	31.052%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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