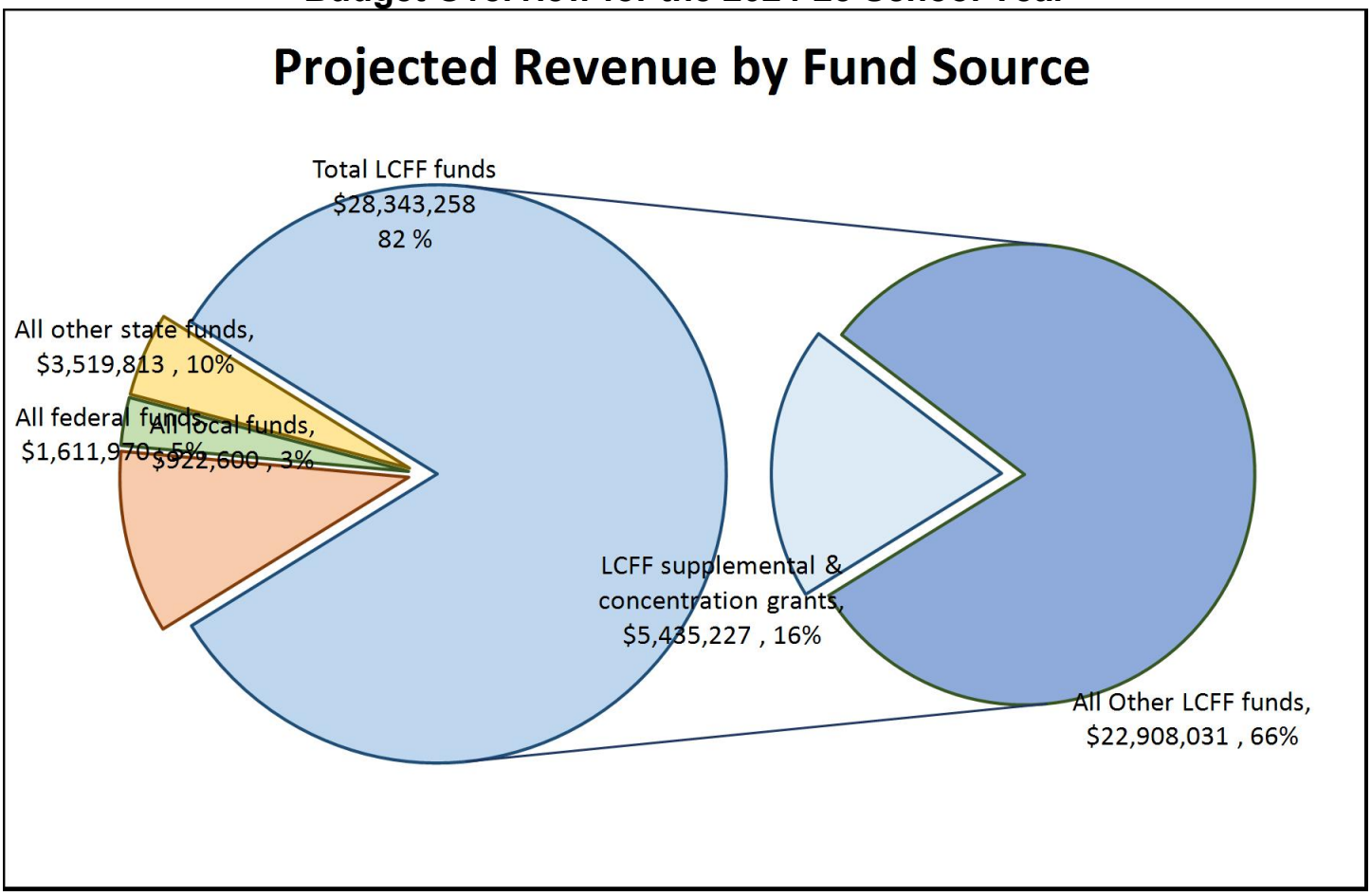
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bear Valley Unified School District
CDS Code: 36676370000000
School Year: 2024-25
LEA contact information:
Manny Marquez
Superintendent of Schools
linda_rosado@bearvalleyusd.org
(909)866-4631

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

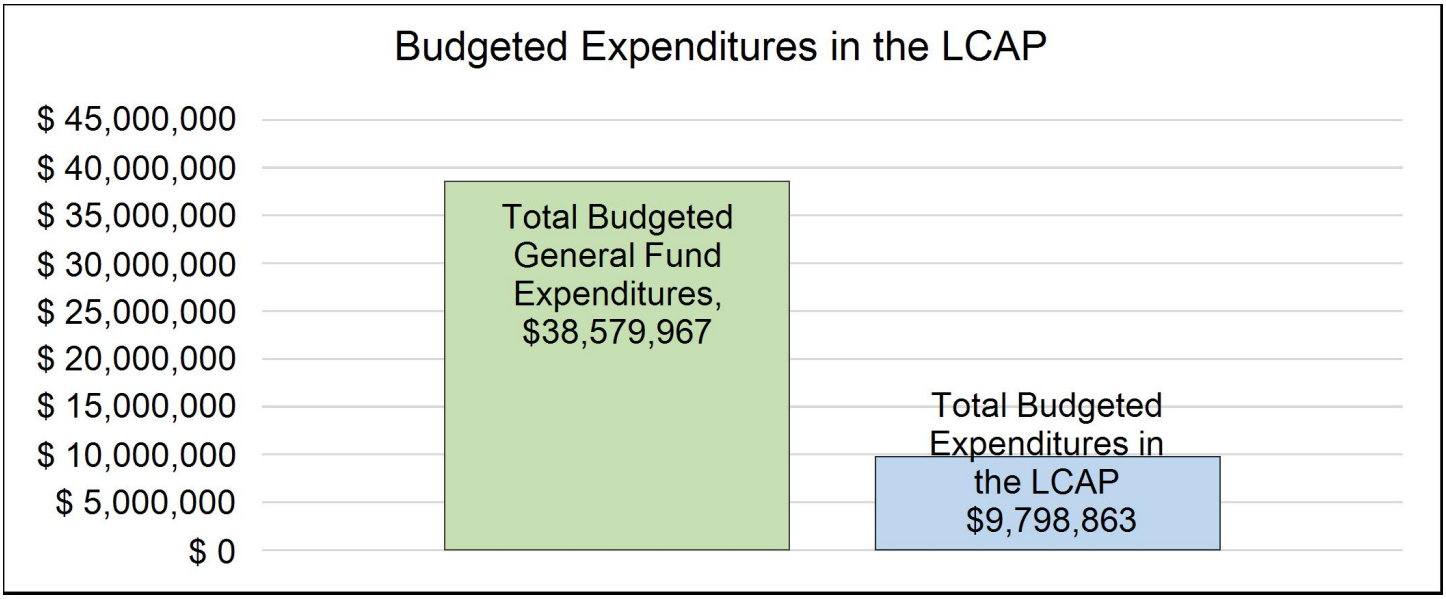


This chart shows the total general purpose revenue Bear Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bear Valley Unified School District is $34,397,641, of which $28,343,258 is Local Control Funding Formula (LCFF), $3,519,813 is other state funds, $922,600 is local funds, and $1,611,970 is federal funds. Of the $28,343,258 in LCFF Funds, $5,435,227 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 Bear 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: Bear Valley Unified School District plans to spend $38,579,967 for the 2024-25 school year. Of that amount, $9,798,863 is tied to actions/services in the LCAP and $28,781,104 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

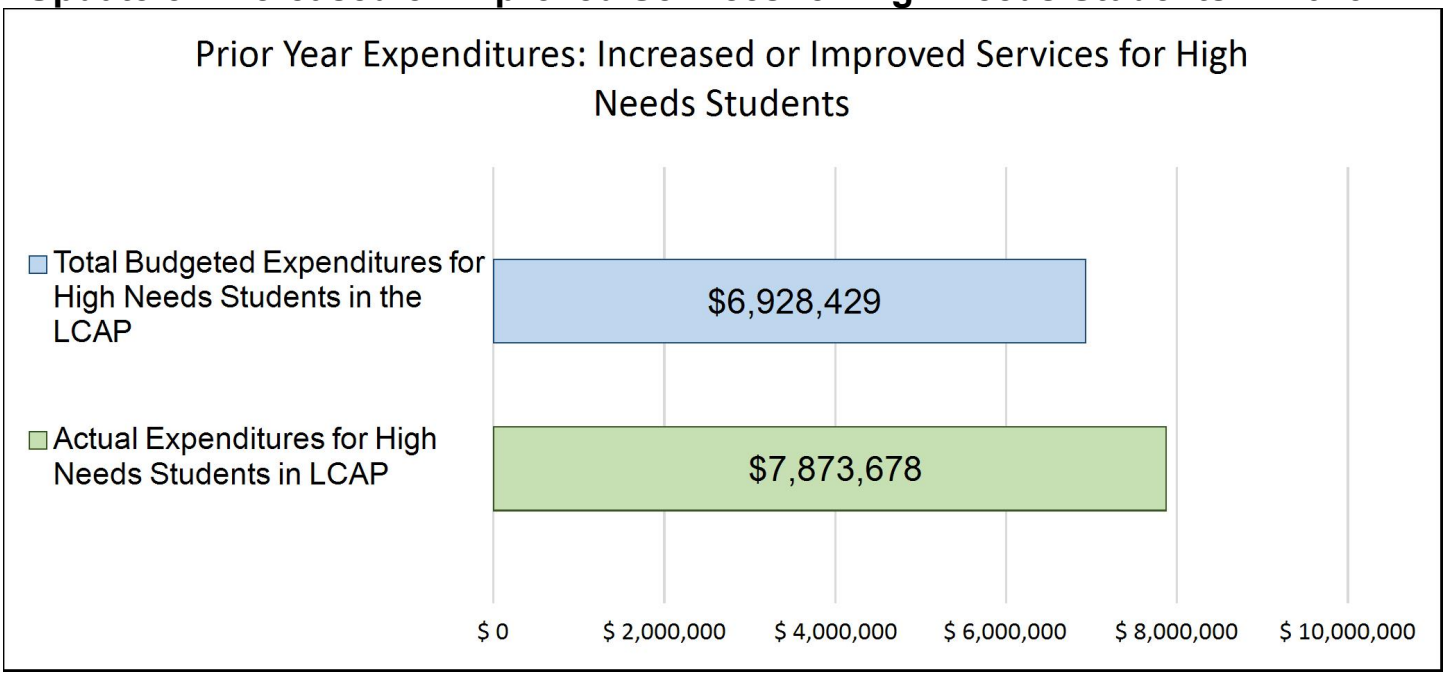
Total employee compensation increased in 2024-25.

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

In 2024-25, Bear Valley Unified School District is projecting it will receive $5,435,227 based on the enrollment of foster youth, English learner, and low-income students. Bear Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bear Valley Unified School District plans to spend $7,492,966 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 Bear 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 Bear 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, Bear Valley Unified School District's LCAP budgeted $6,928,429 for planned actions to increase or improve services for high needs students. Bear Valley Unified School District actually spent $7,873,678 for actions to increase or improve services for high needs students in 2023-24.

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
Bear Valley Unified School District	Manny Marquez Superintendent of Schools	manny_marquez@bearvalleyusd.org (909)866-4631

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Increase percent of students who are on track to graduate college and career ready State Priorities: 1- Basic Conditions of Learning, 2 - Implementation of State Standards; 4 - Pupil Achievement; 8 - Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G completion rate State Metric: Share of pupils that are college and career ready Local Metric: % completing UC/CSU required classes	2021: 38%	2022: 31% (local source projected)	2023: 36% (local source projected)	2023: 36%	55%
CTE pathway completion rate State Metric: Share of pupils that are college and career ready Local Metric: % of students taking CTE courses who completed a sequence of courses	2021: 11%	2022: 5% (local source projected)	2023: 19% (local source projected)	2023: 19%	20%
% of seniors seeking post secondary education Local Metric: Student Tracker	2020: 46%	2021: 47%	2022: 38%	2023: 38%	60%
% of students EAP ELA college ready	2019: 59%	2021: 61%	2022: 36%	2023: 42.5%	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Metric: Share of pupils determined prepared for college by EAP					
% of students EAP math college ready State Metric: Share of pupils determined prepared for college by EAP	2019: 34%	2021: 32%	2022: 12%	2023: 16.3%	55%
% of students with an AP Exam score of 3 or higher State Metric: Share of students that pass Advanced Placement exams with a 3 or higher	2020: 66%	2021: 55%	2022: 31%	2023: 44%	70%
% of students who feel well prepared for college and/or career after graduation Local Metric: Alumni Survey	2019: 58% of the students who responded 2020: Very limited response to the survey	2022: Did you have adequate access to information and guidance about post secondary choices: 81% yes Did you feel you were offered a quality education at BBHS? 76% yes	2023: Did you have adequate access to information and guidance about post secondary choices: BBHS: 61% yes; CT 43% yes. Did you feel you were offered a quality education in high school? BBHS: 69% yes; CT 29% yes	2023: Did you have adequate access to information and guidance about post secondary choices: BBHS: 61% yes; CT 43% yes. Did you feel you were offered a quality education in high school? BBHS: 69% yes; CT 29% yes 2024 data not yet available	70% of the students who respond

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students required to take remedial college classes in math of English Local Metric: Alumni Survey	2019: 29% 2020: very limited response to survey	Not a question on new survey (Metric deleted June 2022)	n/a	N/A	20%
Scaled score of 1 (exploration and research stage) to 5 (full implementation and sustainability) per BVUSD provision of professional learning opportunities and instructional materials Local Metric: Implementation of State Academic Standards Survey	2020-2021: Implementation of State Academic Standards Survey (scale of 1-5) BVUSD provided Professional Learning for learning standards and content: ELA: 4.3 ELD: 4.1 Math: 4.0 NGSS: 2.8 Social Science: 4.0 BVUSD provided materials for teaching the standards and content (scale of 1- 5) ELA: 4.2 ELD: 4.4 Math: 4.2 NGSS: 3.3 Social Science: 3.6	2021-2022: Implementation of State Academic Standards Survey (scale of 1-5) BVUSD provided Professional Learning for learning standards and content: ELA: 4.3 ELD: 4.1 Math: 4.3 NGSS: 2.8 Social Science: 3.9 BVUSD provided materials for teaching the standards and content (scale of 1- 5) ELA: 4.2 ELD: 4.0 Math: 4.2 NGSS: 3.4 Social Science: 3.8	2022-2023: Implementation of State Academic Standards Survey (scale of 1-5) BVUSD provided Professional Learning for learning standards and content: ELA: 4.5 ELD: 4.3 Math: 4.3 NGSS: 3.2 Social Science: 3.9 BVUSD provided materials for teaching the standards and content (scale of 1- 5) ELA: 4.5 ELD: 4.4 Math: 4.4 NGSS: 4.1 Social Science: 3.9	2023-2024: Implementation of State Academic Standards Survey (scale of 1-5) BVUSD provided Professional Learning for learning standards and content: ELA: 4.5, ELD: 4.3, Math: 4.2, NGSS: 3.2, Social Science: 4.3 BVUSD provided materials for teaching the standards and content (scale of 1- 5) ELA: 4.7, ELD: 4.4, Math: 4.4 NGSS: 4.4 Social Science: 4.4	BVUSD provided Professional Learning for learning standards and content: (scale of 1-5) ELA: 4.5 ELD: 4.5 Math: 4.5 NGSS: 4.5 Social Science: 4.5 BVUSD provided materials for teaching the standards and content: (scale of 1-5) ELA: 4.5 ELD: 4.5 Math: 4.5 NGSS: 4.5 Social Science: 4.5
% of students who will meet or exceed standards on CAASPP ELA (3rd-8th) State Metric: CAASPP ELA	2018-2019 (in percentages) 3rd: 57% 4th: 50% 5th: 43% 6th: 42% 7th: 38% 8th: 41%	2021: 3rd: 44% 4th: 34% 5th: 55% 6th: 36% 7th: 41% 8th: 41%	2022: (in percentages) 3rd: 51% 4th:47% 5th:46%; 6th:41%; 7th:36% 8th:43%	2023: (in percentages) 3rd: 43% 4th: 46% 5th: 52%; 6th: 37%; 7th: 47% 8th: 37%	3rd: 75% 4th: 75% 5th: 75% 6th: 75% 7th: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					8th: 75%
% of students who will meet or exceed standards on CAASPP math (3rd-8th) State Metric: CAASPP math	2018 - 2019 (in percentages) 3rd: 48% 4th: 39% 5th: 25% 6th: 29% 7th: 19% 8th: 25%	2021: (in percentages) 3rd: 40% 4th: 27% 5th: 25% 6th: 21% 7th: 26% 8th: 18%	2022: (in percentages) 3rd:40% 4th:36%; 5th: 31%; 6th:26 % 7th: 24% 8th: 27%	2023: (in percentages) 3rd:45% 4th:41%; 5th: 34%; 6th:31% 7th: 26% 8th: 25%	3rd: 60% 4th: 60% 5th: 60% 6th: 60% 7th: 60% 8th: 60%
Provide highly qualified and credentialed teachers trained in CA State Standard Implementation Strategies State Metric: Teacher Misassignment Rate	2021: 0%	2022: 0%	2023: 0%	2023: 0%	0%
% of students receiving instruction in CA State Standards with aligned materials	2021: 100%	2022:100%	2023: 100%	2024: 100%	100%

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.

BVUSD is dedicated to creating an educational path that leads to student success post graduation, either through college or a career and therefore continues to expand and offer programs that will prepare students for their futures. This goal also addressed the State Priorities of 1) Conditions of Learning, 4) Pupil Achievement, 7) Course Access, and 8) Other Pupil Outcomes.

Small class sizes, well trained and supported teachers, intervention supports, and paraprofessionals: Actions 1.1, 1.2, 1.3, 1.8, 1.9, 1.11, 1.12, and 1.19 were all implemented successfully and worked together to support teachers and student learning as evidenced by the positive growth in current data. Our commitment is to provide learning environments that are conducive to learning and believe smaller classes support that practice. The class size averages throughout the year were as follows: TK-3 (23); 4th-5th (29); 6th - 8th core classes (30); 9th-12th core classes (26). As well, we had four teachers in our intensive induction program where each teacher has a one on one coach with whom they meet weekly and work through independently selected inquiries as they focus on learning and implementing best teaching practices. All teachers were provided professional development with the CA Math project, CA Science project, Write from the Beginning, and Systematic Instruction in Phonics and Phonemic Awareness (SIPPS). Para professionals participated in multiple professional development sessions, including but not limited to: CSEA para-professional conference, crisis prevention institute, and Co Teaching. The main challenge faced with professional development was the shortage of substitutes but we were able to work around that with resident substitutes and class coverage agreements. In addition, each site (TK-8) had an Intervention Specialist with materials on campus who provided small group instruction, and expanded paraprofessional hours allowing for additional student support. Unfortunately, we were unable to offer after school transportation (Action 1.16) due to funding restrictions and lack of staffing, so there was a substantial difference in how we planned to implement versus how it was implemented. As well, while Action 1.17 was to expand the paraprofessional duty day, it was a challenge to hire and retain para professionals so the actual implementation was substantially different than what was planned.

Curriculum Licenses, Release time for planning, intervention materials, summer school, and library clerk extended hours: Actions 1.4, 1.5, 1.13, 1.14, and 1.18 were all implemented successfully as we continue to expand curricular offerings to students to best support their learning. Multiple programs provide diagnostic and progress monitoring assessments to enable teachers to individualize instruction at students' level of proficiency. As well, summer school provides additional opportunities for students at the secondary level for credit recovery, or additional instruction in ELA and math, and at the elementary level extra support as well as extended learning opportunities are implemented. We successfully implemented summer school grades 3 - 12 in 2023 and plan to expand to Kindergarten - 12 in 2024. The ability to keep the libraries open for extended periods of time has facilitated the use of these facilities for student access as well. We currently have a librarian at each site five days a week.

Student Tracker, AVID at BBHS, and BBHS and Chautauqua High School principal: Actions 1.6, 1.7, and 1.15 were implemented successfully as we continue to support our secondary students as we prepare them for post secondary learning. As evidence of the successes related to having these actions in place, there has been an increase in students completing A-G requirements, enrolling in post secondary programs, and completing Career Tech Education (CTE) pathways as examples that our students are going on after graduation to continue their education. The full time presence of a principal at both sites is vital to providing individual support and guidance as students

progress through their education and has proven successful with the administrator's connection to the students. The challenge remains related to the keeping up of the support that needs to be offered to so many students in terms of mental health, personal motivation, and desire to work toward future goals such as college or other post secondary educational opportunities in the face of personal or family struggles.

Intervention Support for Students with Disabilities: Action 1.10 was successfully implemented through the additional support of Education Specialist Instructional Aides. The instructional aides provided additional support through targeted small group intervention to students with disabilities. As a result, students with disabilities have shown growth in their academic achievement.

Overall, the actions listed in Goal 1 were successfully implemented. As the data indicates, our District is making progress in the areas of academic achievement and we continue to bring in new training and ideas to support the staff to enable them to provide the best educational experience for all students as we prepare them for their futures.

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 District's financial planning and expenditures were, for the most part, closely aligned. The budget was an accurate representation of planned expenditures other than a couple areas. Action 1.4, Curricular License costs have increased significantly and in an effort to best meet the needs of our students, we continue to find and add new supplemental materials to best support student learning. For example, IXL curriculum in ELA and math is now district wide as we have found it to be an effective tool for increasing targeted learning. Action 1.8, Professional Learning has also increased due to training added to support the addition of new curricular licenses as well as continuing with the CA Math project and CA Science project. Action 1.17, the expanded para- professional hours, was less than expected due to the difficulty in hiring and retaining para professional employees. There remains to be a high rate of turnover in many of the classified positions.

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

Small class sizes, well trained and supported teachers, intervention supports, and paraprofessionals: Actions 1.1, 1.2, 1.3, 1.8, 1.9, 1.11, 1.12, 1.17, and 1.19 showed an overall effectiveness based on state and local data. Many of our scores declined during COVID but are now starting to move in the right direction. Meet/Exceeds ELA CAASPP scores were at 47% (2019) with a slight decrease during COVID to 44% (2021), and then slight to 43% (2022), that was maintained at 43% (2023). However, scores are on the rise with 43% (2023) and are headed in the right direction. There was a similar decline in Math CAASPP scores, going from 31% (2019), to 26% (2021), increasing to 28% (2022), and then continued to rise to 31% (2023). CTE completion rate experienced a similar decline, going from 11% (2021) to 5% (2022) back up to 19% (2023). The A-G rate had a slight decline, but has come back up as it went from 38% (2021) to 31%(2022) back to 36% (2023) and AP Exams at 3+ went from 66% (2020), to 55% (2021), to 31% (2022) back up to 44% in (2023). Our graduation rates have remained steady, even during COVID, at Big Bear High School at 91.6% (2021) to 93.2% (2022) and 91% (2023). Chautauqua High School followed a

more common pattern of a decline during COVID, but showing recovery for 77.3% (2021), dropping to 56% (2022) and back up to 66.7% (2023).
At the Elementary level, local scores on iReady continue to improve. In Reading, from 2023 fall to 2024 winter assessment, the percentage of students scoring at grade level: 1st grade went from 7% to 25%, 2nd grade from 24% to 39%, 3rd grade from 44% to 55%, 4th grade from 23% to 32%, 5th grade from 26% to 44%. On the iReady math fall and winter assessment, students scoring at grade level: 1st grade went from 4% to 12%, 2nd grade went from 15% to 26%, 3rd grade went from 10% to 26%, 4th grade went from 14% to 24%, and 5th grade went from 16% to 32%.
At the 6th grade level, IXL was implemented to fidelity in 2023-2024 but the results are promising and the plan is to expand it to 7th and 8th grade in 2024-2025. In 6th grade, for those students and teachers who used the program as designed and with fidelity, showed between 1.5 to 2.0 years of growth in math.

Curriculum Licenses, Release time for planning, intervention materials, summer school, and library clerk extended hours: Actions 1.4, 1.5, 1.13, 1.14, and 1.18 contributed to the overall effectiveness of the increased academic scores as listed above. Offering after school interventions, in class intervention materials, summer school for credit recovery and extended library hours afforded students extra opportunities for the needed support to address any academic deficiencies.

Student Tracker, AVID at BBHS, and BBHS and Chautauqua High School principal: Actions 1.6, 1.7, and 1.15 demonstrated effectiveness as evidenced by the projected continued increase, post COVID years, of the meet/exceeds ELA EAP scores which were at 59% (2019) and continued up to 61% (2021), and then during COVID, dropped to 36% (2022). However, scores are on the rise with 43% (2023) and are headed in the right direction. There was a similar decline in Math EAP scores, going from 34% (2019), to 32% (2021), down to 12% (2022), but now are also headed in the right direction with 18% (2023). Our graduation rates have remained steady, even during COVID, at Big Bear High School at 91.6% (2021) to 93.2% (2022) and 91% (2023) and while the A-G rate also had a slight decline, it has come back up as it went from 38% (2021) to 31%(2022) back to 36% (2023). further evidence of the successful programs and personal attention afforded the sites with a full time principal covering both schools.
While enrollment in AVID overall has not greatly increased, the program now includes all four grade levels and the number of seniors in the program went from 4 in 2022 to 9 in 2023. In addition, multiple students have also had the opportunity to visit college campuses that they would not otherwise have been able to do.
While our students enrolling in post secondary schools (2 yr or 4 yr) has dropped from 47% (2021) to 38% (2022) and remained at 38% (2023),this may be due to the burden on the families and students related to the expense of college and the logistics of attending school off the mountain rather than a lack of preparation in our schools. In the locally administered Life Track survey, 71% of our 2023 graduates felt encouraged and ready to continue their education post graduation.

Intervention Support for Students with Disabilities: Action 1.10 was effective based on the overall increase in CAASPP scores for Students with Disabilities in ELA. All scores represent a combination of “meets and exceeds”. In 3rd grade, scores went from 17.7% (2019) to 31.3% (2023). 4th grade, scores went from 11.1% (2019) to 14.3 (2023), 5th grade from 18% (2019) to 17.6% (2023), 6th grade from 3.7% (2019) to 7.4% (2023), 7th grade from 0% (2019) to 0% (2023), and 8th grade from 7.1% (2019) to 13.3% (2023). All increased except for 7th grade, however they had been at 22% in 2022. For Math, 3rd grade, scores went from 17.7% (2019) meets/exceeds to 37.5% (2023). 4th grade from 11.1% (2019) to 19% (2023), 5th grade from 7.7% (2019) to 16.7% (2023), 6th grade from 3.9% (2019) to 7.1% (2023), 7th grade from 3% (2019) to 0% (2023), and 8th grade from 3.6% (2019) to 13.3% (2023). Again, all increased aside from 7th grade which was 16.7% in

2022. This continued progress over the past years highlights the success of the provided support and interventions as well as the training of the staff and the embracing of the inclusion model for our students with special needs.

After school transportation for intervention classes: Unfortunately, due to the difficulty in hiring and retaining bus drivers, Action 1.16 was not effectively implemented so will not be included in the LCAP next year unless we are fully staffed.

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.

Based on the input from leadership and multiple educational partners and an analysis of the data in local and state metrics showing that in general, we are increasing in academic performance and achievements, there will be no changes to the actions listed for Goal 1, except for Action 1.16, the provision of after school transportation for intervention classes. Because of the difficulty in fully staffing our transportation department, it is not feasible to provide this extra service. In the future, in the event we are fully staffed, this action will be reviewed to determine the feasibility of providing this service and including it in the Actions designed to promote academic success.
As for the metrics pertaining to state testing, we will be moving the CAASPP and EAP scores to be measured via Distance from Standard (DFS) as well as the percentage of students meeting and exceeding. As well, metrics are being added that include All students and student groups at school sites that had the lowest performance in ELA and math on the 2023 CA School Dashboard.

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	Goal 2: Provide an educational setting that is conducive to learning. State Priorities: 1 - Basic Services; 2 - Implementation of State Standards; 6 - School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate/Connectedness Local Metric: CA Healthy Kids Survey (administered every other year)	2019-2020 School Connectedness Score (combined "agree" and "strongly agree") 5th - 76% 7th - 56% 9th - 50% 11th - 58% (BBHS) 11th - 20% (CT)	2021-2022 School Connectedness Score (combined "agree" and "strongly agree") 5th - 71% 7th - 51% 9th - 50% 11th - 41% (BBHS) 11th - 17% (CT)	N/A; CA Healthy Kids Survey is administered every other year and will be administered in 2023-2024	2023-2024 School Connectedness Score (combined "agree" and "strongly agree") 5th - 62% 7th - 53% 9th - 54% 11th - 51% (BBHS) 11th - not enough students to create a report(CT)	School Connectedness Score (combined "agree" and "strongly agree") 5th - 75% 7th - 75% 9th - 75% 11th - 75% (BBHS) 11th - 65% (CT)
Continue to meet required class size reduction progress under LCFF (24:1) Local Metric: Average class size report in May of each year	2019-2020: maintained 22.4 to 23.1 on average	2021-2022: maintained 23.0 average	2022-2023: Maintained 23.0 average	2023-2024: Maintained 23:1 average	Below 24:1
District Suspension and Expulsion rates State Metric: LCAP defined Suspension Rate State Metric: LCAP defined Expulsion Rate	2019-2020: Suspension: 3.4%, Expulsion: .24%	2020-2021: Suspension: .60%, Expulsion: .10%	2021-2022: Suspension: 4.4 %; Expulsion: .4%	2023-2024: Suspension 5.1%; Expulsion .2%	Suspension: 2.5% Expulsion: .05%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Individual Site FIT reports State Metric: Overall Facility Rating Local Metric: FIT reports	October 2020 BBHS: 95.2% CT: 97.9% BBMS: 95.9% NS: 96% BLES: 98.3% FV: 97.9%	July 2021 BBHS: 98.1% CT: 97.9% BBMS: 95.98 NS: 95.8% BLES: 98.1% FV: 97.9%	September 2022 BBHS: 94.6% CT: 97.9% BBMS: 95.8% NS: 95.8% BLES: 98.1% FV: 97.9%	October 2023 BBHS: 94.6% CT: 97.9% BBMS: 95.8% NS: 98% BLES: 98.1% FV: 97.9%	All sites will continue to be greater than 95%

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.

BVUSD believes it is imperative to provide highly qualified and credentialed teachers trained in State Standards implementation strategies to support and educate our students in an environment that is conducive to learning. As well, the need to support our students in the area of social emotional learning and provide a safe learning environment is imperative to increasing achievement. This goal addresses the State Priorities of 1) Basic Services, 2) Implementation of State Standards, and 6) School Climate.

Safety Assistants, On Campus Intervention, Probation Officer, Assistant Principal at Big Bear Middle School: Actions 2.1, 2.6, 2.12, and 2.13 were implemented in various degrees as planned as support for students grades 6 - 12. Due to a need, after the beginning of the year the planned number of safety assistants was increased from three to five at both the Middle School and the High School (Action 2.1). The challenge has been to fill and retain employees in those positions. There were challenges with hiring a full time probation officer (Action 2.12) as well. We were unable to find one who was willing to drive to Big Bear which is substantially different from the implementation plan. This position was not filled this year but we did have an individual who came to Big Bear a couple times a month to deliver truancy notices and make home visits.
The On Campus Intervention program (Action 2.6) was implemented successfully at the high school as planned. This position was a great support to the AP and Principal as the staff member worked one on one with multiple students who struggled with behavioral issues at the high school and made personal connections with the students. Finally, the Assistant Principal at Big Bear Middle School (Action 2.13) was successfully implemented and was a valuable support for staff and students, acting as an additional resource for students throughout the day when discipline issues arose. This position allowed the counselor to focus on students' social emotional needs rather than discipline.

Days of Understanding and Social Emotional Curriculum: Days of Understanding (Action 2.2) was not implemented due to conflicts in the presenter's schedule and so was substantially different from what was planned. This program was moved to next year due to scheduling conflicts. However, a different program, "Every 15 Minutes" that addresses the dangers of drinking and driving was presented to the students

instead. Social Emotional Curriculum (Action 2.7) was implemented as planned and remains an important support to students as they navigate their educational and social growth. The challenge remains with the real time application of what is discussed by the students.

Supplemental support and Student Support Liaison: Actions 2.3 and 2.5 were successfully implemented as evidenced by the identification of 232 Homeless students and the distribution of close to $7000 in gift cards to mitigate food insecurity, and the distribution of a plethora of clothing items such as: shoes, snow boots, snow clothes, jackets, and gloves. The Student Support Liaison (Action 2.5) is the person responsible for identifying the needs of the students and ensuring that those needs are met.

Maintain health aides (at 6 hrs/day), Counselors at every site, and District Psychologists: Actions 2.4, 2.8, 2.9, and 2.10 were implemented successfully and were instrumental in providing the needed support of all students in the face of continued mental health struggles of many. Having staff available and dedicated to a specific site is a valuable resource for all students and creates a safe place at each school for students who struggle.

Maintain Universal Preschool (UPK) aides at each site: Action 2.11 was successfully implemented as we had full time aides in each classroom for the entire year. To ensure compliance with the required 12:1 ratio, an additional “roving” aide was hired to fill in if needed in the classrooms.

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.

Within this goal, there were a couple Actions with material differences between what was budgeted and estimated expenditures. Because of the increase of four safety aides (Action 2.1), $80,712.00 was spent when $41,246.00 had been budgeted. As well, the extra Universal PreKindergarten Aide (Action 2.11) that was hired to ensure compliance with the 12:1 ratio increased the estimated expenditure to $45,569.00 rather than the $30,000 budgeted. As well, Days of Understanding (Action 2.2) was not implemented and therefore the money was not spent and a Probation Officer (Action 2.12) was not hired and the county provided, through a county grant, personnel to implement limited services for truant notices and home visits.

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

Safety Assistants, On Campus Intervention, Probation Officer, Assistant Principal at Big Bear Middle School: While the safety assistants (Action 2.1) were present and On Campus Intervention program (Action 2.6) was implemented at the high school, and there was a full time Assistant Principal (Action 2.13) at the middle school, the data, on the surface, doesn’t appear to directly support the success of these actions as evidenced by the increase of suspension rates. The 2019 Dashboard data show 4.2%, but no suspension data was included on the Dashboard in 2020 and 2021, but compared to the 2022 and 2023 data, it was not much lower pre-pandemic. In 2022, the rate increased to 4.4%. In 2023, the rate continued to increase to 5.1% district wide. These increases can be connected to the challenges students faced as they struggled to re-engage with their teachers and peers after a year of learning at home. The lack of a Probation Officer (Action 2.12) also

contributed to the difficulty in locating missing students and mediating their behavior upon returning to the sites. However, there was improvement with certain student groups. BVUSD suspension rate for SWD reduced from 9.2% in 2019 to 7.8% in 2023 and Homeless went from 9.2% in 2019 to 9.0% in 2023.
The Expulsion rates did not increase at the same rate, but instead maintained a steady rate from .10% (2021) to .4% (2022), and back to .2% (2023). It is important to remember that the On Campus Intervention (Action 2.6) had only been in place for one year and therefore difficult to make determinations as to the effectiveness of this program. Anecdotally, the teachers and students who were directly influenced by this program attest to its benefit on behaviors and academics. Because of the increase in Middle School rates from 5.2% (2020) to 11.8% (2023), it is evident that additional support for this site is needed at this level, beyond keeping an Assistant Principal (Action 2.13) in place.

The Connectivity data for secondary sites per the Healthy Kids Survey did not show a significant increase, however it is moving in a positive direction. The Connectedness Score (combined “agree” and “strongly agree”) in 7th grade showed a slight increase from 56% (2020) to 51% (2022) and back to 53% (2024); 9th grade from 50% (2020) to 50% (2022) to 54% (2024); 11th grade from 58% BBHS (2020) to 41% BBHS (2022) back to 51% BBHS (2024) and 20% CT (2020) to 17% CT (2022) and in 2024, not enough students participated to generate a Connectedness score.

Days of Understanding and Social Emotional Curriculum: Actions 2.2 and 2.7 remain part of our curriculum, even though the suspension rates have increased. The reasoning behind keeping these supports in place lies with the need to continue to support our students in their emotional and mental health needs. In support of these Actions, there was an overall increase in Chronic Absenteeism as we returned to in person teaching in which was a struggle for many students but then a decrease in this past year in the three year Chronic Absenteeism rate from 20% (2021) to 34% (2022), back down to 29.6% (2023).

Supplemental support and Student Support Liaison: Actions 2.3 and 2.5 were implemented successfully as evidenced by the distribution of over $7000 in gift cards for food, articles of clothing such as jackets, boots, and backpacks. The Liaison makes personal phone calls to families to ensure they have what they need. The success of this position is evidenced by the District wide Chronic Absenteeism rate dropping from 34% (2022) to 29.6% (2023) and Homeless Absenteeism rate dropped slightly from 46.7% (2022) to 44.7% (2023).

Maintain health aides (at 6 hrs/day), Counselors at every site, and District Psychologists: When determining the effectiveness of Actions 2.4, 2.8, 2.9, and 2.10, it is imperative that individual sites are taken into consideration. For the All Student Groups district wide, the suspension rates increased over the three year reporting of student outcomes. The challenge remained in that students are dealing with an exacerbated level of mental and emotional stresses. However, in looking at site specific rates, Chautauqua High School’s suspension rates went from 17.2% (2020; CDE Dataquest) to 3.0% (2021- virtual learning year; CDE Dataquest) to 20% (reengaging back to school; 2022 CA Dashboard) and back down to 6.6% (2023 CA Dashboard). Big Bear High School is also beginning to move in a positive direction after a suspension rate increase: 5.5% (2020; CDE Dataquest) to .4% (2021- virtual learning year; CDE Dataquest) to 7.2% (2022 CA Dashboard) down to 6.8% (2023 CA Dashboard). The challenge was at the Middle School level with the suspension rate going from 5.2% (2020; CDE Dataquest) to 1.3% (2021-virtual learning year; CDE Dataquest) to 6% (2022 CA School Dashboard) to 11.8% (2023 CA School Dashboard).

Maintain Universal Preschool (UPK) aides at each site: Action 2.11 was effective as evidenced by the maintenance of the 12:1 ratio required by the state throughout the entire 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.

For the 2024-2025 LCAP, these Actions were reviewed and adjusted accordingly. We will continue to work toward hiring safety assistant positions (Action 2.1) until they are filled as the safety of our students is a top priority. “Days of Understanding” (Action 2.2) will no longer include the Middle School as it was decided that this program needed to remain unique to the high school due to the level of the training and topics discussed. Due to the ending of restricted state funds, the On Campus Intervention (Action 2.6) will no longer be a position at BBHS but a different approach to on campus suspension will be taken as a program staffed with existing staff. The Middle School Assistant Principal position (Action 2.13) will remain at the Middle School but will no longer be listed on the LCAP as it is not funded by Supplemental and Concentration Grant monies and has become a permanent position in the District. Instead, a Dean of Students position (Goal 2, Action 2.12) at one of the elementary schools will be added to the LCAP due to the increasing number of enrollments at North Shore Elementary and the need for more student support on campus. The hiring of a Universal Preschool TK Aide (Action 2.11) has taken place as well and will remain a permanent position not funded by Supplemental and Concentration Grant monies, so will not be listed on the LCAP in the future.

In terms of the metrics used to measure district progress, the CA Healthy Kids Survey and the connectedness rate will no longer be used as it is only administered every other year, and the desire is for more relevant and current data. In 2022-2023, a Comprehensive Counseling Survey was created locally and will be administered annually so that survey will take the place of the CHKS starting in 2024-2025. This will pertain to Actions 2.1, 2.2, 2.4, 2.5, 2.7, 2.8, 2.9. 2.12. As well the metric related to the Probation Officer (Action 2.11) will change from CHKS and suspension/expulsion rate to suspension/expulsion rate and chronic absenteeism. As well, metrics are being added that include All students and student groups at school sites that had the lowest performance in ELA and math on the 2023 CA School Dashboard.

The desired outcome for the Suspension and Expulsion data will be changed to better reflect obtainable goals aligned with state suspension levels at 3.5% (2023 CA Dashboard) and state expulsion levels at .1% (2023 CDE Dataquest).

Overall, the implementation of Goal 2 was somewhat successful. We will continue to support students as much as possible as they navigate through difficult social and emotional situations. The focus is to provide a safe environment where students feel welcome and able to learn.

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	Goal 3: Increase engagement level of students and families State Priorities: 3 - Parent and Family Enagement; 4 - Pupil Achievement; 5 - Pupil Engagement; 8 - Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate State Metric: Middle School Dropout Rates	2020: 0%	2021: 1.8%	2022: 0%	2023: 0%	0%
High School Dropout Rate State Metric: High School Dropout Rates	2020: 2.9%	2021: 1.6%	2022: BBHS - 0.16%; CT - 6.38%	2023: BBHS - 7.53%; CT - 12.8%	2.0%
High School Graduation Rate State Metric; High School Graduation Rates	2021: BBHS 91.6%; CT: 77.3%	2022: BBHS 93.2%; CT: 56%	2023: BBHS 98%; CT 85% (local projection) (2023 State Grad Rates have not been determined at this time.	2023: BBHS 98%; CT 85%	BBHS 95%; CT 85%
District Attendance Rate State Metric: School Attendance Rates Local Metric: District Attendance Rates	2020: 93.6%	2022: 89.7%	2023: 89%	2024 (as of April): 90.1%	97%
LCAP defined Chronic Absenteeism Rate State Metric: LCAP	2020: 21%	2022: 11%	2023: 33.7%	2023: 29.6%	Less than 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
defined Chronic Absenteeism Rate Local Metric: District LCAP defined Chronic Attendance Rates					
% of TK - 8 attendance at Parent Conference and Decision Making meeting Local Metric: attendance at Parent conferences	2021: Done virtually; attendance not tracked; will set base line in 2021- 2022	2022: (Will be changing how this metric is measured to the active users on the District Wide App) District Wide app users: 2792	2023: District Wide app users (as of May, 2023): 4740	2024: District Wide app users (as of May, 2024): 4733	85% 5000 District Wide app users (Desired outcome of 5000 users for 2023-2024 was changed in June 2023)
% of Parents attendance at Back To School Night/Decision Input meeting Average number of parents attending Back to School Night/Decision input meeting (% changed to number of parents, June 2023)	2020: Attended virtually, attendance not tracked; will set base line in 2021-2022	2021: BBHS Back to School night: 24 parents per class, on average BBMS Back to School night: 123 parents attended Baldwin Lane Elementary: 269 parents in attendance North Shore Elementary: 390 parents in attendance	2022 BBHS Back to School night: 24 parents average per class; BBMS Back to School night: 22 parents average per class; Baldwin Lane Elementary: 224 parents attended North Shore Elementary: 300 parents attended; Fallsvale: 35 parents attended	No longer using this measure as a metric for the 2024 school year.	85% BBHS and Middle School: 25 parents on average per class Elementary Schools: 75% of each sites enrollment number Baldwin Lane: 294 parents North Shore: 397 parents Fallsvale: 54 parents (Desired outcome for 2024 changed in June, 2023)
% of student meeting 5/6 Healthy Fitness Zones Local Metric:	2019: 5th: 49% 7th: 65% 9th: 74%	(Only participation rate reported for this	2022: 87% Participation	2023: 87.1%	5th: 75% 7th: 75% 9th: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Physical Fitness Test in grades 5, 7, and 9		year) 2022: 87% Participation			

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.

As we have conversations regarding student learning and the importance of making sure our students are attending school, we continue to work to improve attendance rates and reduce chronic absenteeism by providing engaging and innovative opportunities for all students. This goal addresses the State Priorities of 3) Parent and Family Engagement, 4) Pupil Achievement, 5) Pupil Engagement, and 8) Pupil Outcomes.

One to One Technology: Action 3.1 was implemented successfully as new chrome books are continually purchased to serve the needs of all students in order to maintain the one to one ratio.

Stem Opportunities, Career Tech Education (CTE), Project Lead the Way, Music/Drama/Choir/Art, Dual Enrollment, eSports: Actions 3.2, 3.3, 3.4, 3.8, 3.13, 3.14 were all implemented successfully. BVUSD's goal is to offer classes for students that are engaging, hands-on, and enriching for students' educational experiences. The added CTE classes (Action 3.3) and continued Music/Drama/Choir/Art teacher (Action 3.8), and Dual Enrollment classes (Action 3.13) were recent additions to the offerings and were well attended by students. Dual enrollment will be more robust in 2024-2025 as more classes continue to be offered for students to gain college credit as well as high school credits. eSports (Action 3.14) was also new this year and will continue to grow, based on student feedback. The challenge for a small school to find the balance of classes to offer versus the number of students enrolled is ever present, however, the feedback from the students suggests a continuum of growth over the next couple of years in each program.

Expanded College Awareness, Transportation, College and Career exploration: Actions 3.5, 3.7, 3.10, and 3.12 were all implemented successfully. Multiple trips were made to colleges (Action 3.5) such as UCLA, Crafton Hills, Point Loma, San Diego State and Palomar College where students were given the opportunity to explore the campuses, the programs offered, and the tenets of college life. Transportation (Actions 3.7, 3.10) was provided to students for athletic competitions, which proved to be very successful as the BBHS Boys Basketball Team advanced to State Finals, the last time being in the 1970s. The challenge for transportation was the difficulty of hiring enough staff to do all the driving. Because of a shortage of bus drivers, transportation to several of the trips outside of Big Bear Lake was provided by an outside bus company. The exploration of college opportunities on Xello (Action 3.12) continues to inspire freshmen students to begin the process of choosing colleges and future careers.

Enrichment/Intervention, Sensory tools: Action 3.6 was successfully implemented for this year. Enrichment/Intervention (Action 3.6) was offered before, during, and after school at elementary and middle school sites. The challenge was that transportation was not offered this year, however, many students were still able to attend and the numbers did not drop significantly. The purchase of Sensory Tools (Action 3.9) was implemented successfully as planned with the purchase of weighted blankets, sensory room items, and flexible seating.

Achievement Initiative (A2A): Action 3.11 was successfully implemented this year, as an attendance monitoring program that automatically generates attendance letters to parents of students who are absent. This program is used primarily by each site's registrar to monitor student attendance.

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.

Within this goal, there were a couple Actions with material differences between what was budgeted and estimated expenditures. Transportation (Actions 3.7) was budgeted at $70,000 but $150,856 was expended due to the need to hire outside agencies to transport students to events outside of Big Bear because of our staffing shortages. Sensory tools for Students with Special Needs (Action 3.9) was budgeted for $5000, however other restricted funding sources were used to purchase items to support our students with special needs so this amount was not expended.

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

One to One Technology: Due to the increase in the use of technology in classrooms, this Action 3.1 continues to remain effective across the district. As evidence of the effectiveness, the Chronic Absentee data shows a decrease from 35.8% (2022) to 31.7% (2023). Due to COVID, and the lack of dashboard data in 2020 and 2021, the 2022 Chronic Absenteeism rate provides the post-COVID baseline. Though improvement has been show from 2022 to 2023, this remains higher than pre-COVID Chronic Absenteeism data of 14.6% (2019).

Stem Opportunities, Career Tech Education (CTE), Project Lead the Way, Music/Drama/Choir/Art, Dual Enrollment, eSports: Actions 3.2, 3.3, 3.4, 3.8, 3.13, 3.14 are proving to be effective over time as measured by the Chronic Absenteeism rate going from 14.6% (2019 CA Dashboard) to 20% (2021 CDE Dataquest) to 34% (2022 CA Dashboard), back down to 29.6% (2023 CA Dashboard). As well the Attendance rate is on the way back up after an initial drop when students returned to campuses from 93.6% (2021) to 89.7% (2022) back to 90.2% (2023) and is remaining at 90% as of April, 2024 (local data source). Graduation rates are beginning to come back up from a drop for Chautauqua High School from 77.3% (2021 CALPADS) down to 58.8% (2022) and back up to 67.5% (2023). For Big Bear High School, graduation rates are steady at 91.6% (2021 CALPADS) to 94.7% (2022) and 91.1% (2023). While the percentages are not improving at the optimal rate, they are remaining stable.

Expanded College Awareness, Transportation, College and Career exploration: Actions 3.5, 3.7, 3.10, and 3.12 continue to be effective based on anecdotal evidence of college trips taken (Action 3.5) and the successful athletic program (Action 3.7) maintained at BBHS. Based

on the National Student ClearingHouse data (Student Tracker), the percentage of students enrolling in college (either University or Community College) was 46% (2020), 47% (2021), 38% (2022) and remained at 38% (2023), but this may be more due to financial constraints related to the cost of college and transportation to college campuses as there are no colleges in Big Bear Lake. There is, however, a 82% persistence rate for students who return for a second year of college. In the locally administered "Life Track" Survey, 71% of our 2023 graduates felt encouraged and ready to continue their post graduate education. As a district we will continue to promote a college going atmosphere.

Enrichment/Intervention, Sensory tools: The afterschool program (Action 3.6) has been effective for middle school and elementary students as evidenced by increasing CAASPP scores in multiple grade levels over the past three years from 2021 to 2023. All percentages represent the combination of “meets and exceeds” on the CAASPP assessment. In particular, ELA at 4th grade went from 34% to 46%, 7th grade from 41% to 47% in 2023. In math, all grades levels have shown growth across the board, in particular elementary and 8th grade. From 2021 - 2023, 3rd grade went from 38% to 45%, 4th grade from 27% to 41%, 5th grade from 25% to 34%, and 8th grade from 18% to 25%.
For our Students with Disabilities (Action 3.9), CAASPP scores increased significantly in multiple grade levels as well. In ELA from 2021 to 2023, 3rd grade went from 8.3% to 31.3%, 4th grade from 10.7% to 14.4%, 5th grade from 11.1% to 17.7%, and 8th grade from 9% to 13.3%. In math, 3rd grade went from 7.7% to 37.5%, 5th from 0% to 16.7%, and 8th grade from 4.8% to 13.3%. This general trend is evidence of the importance of added support for students in addition to the regular school day as well as the purchase of tools (Action 3.9) that positively impact the ability of students to focus.

Achievement Initiative (A2A): This attendance monitoring program (Action 3.11) has remained successfully implemented as a tracking system for students as evidenced by the recent drop in chronic absenteeism overall from 33.7% (2022) to 29.6% (2023).

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

There is one change to the Actions planned for 2024-2025, as the Achievement Initiative (Action 3.11) will no longer be purchased. While this program was successful in the past, due to the cost and the districts’ ability to now access the same monitoring capability in a program we already have, our student information system, there is no longer a need to have a separate attendance monitoring system.
There is also a change in the metric used to measure parent engagement and involvement in decision making processes at the site. In the past we have used the number of parents attending parent conferences and Back to School nights at each site. We are changing the metric to instead be the results of specific questions (10 -12) on the Parent and Family Engagement Reflection Tool. The questions ask parents to rate BVUSD’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making (question 10), in providing all families with the opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community (question 11) and in providing opportunity to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district level (question 12).
As well, metrics are being added that include All students and student groups at school sites that had the lowest performance in Chronic Absenteeism on the 2023 CA School Dashboard.

Project Lead the Way (Action 3.4) will be measured by only attendance and graduation rates and will no longer include chronic absentee and CAASPP math scores as metrics. Sensory Tools for students with special needs (Action 3.9) will be measured by attendance and CAASPP scores, and will no longer include chronic absenteeism as a metric. Xello Career and College Planning program (Action 3.12) and Dual Enrollment classes (Action 3.13) will be measured by Student Tracker and will no longer include attendance and chronic absenteeism as metrics. The Esports program (Action 3.14) will be measured by attendance and will no longer include chronic absenteeism and graduation rate metrics. The revision of these metrics were determined to better reflect the direct implementation of each action. As well, the desired outcome for the District Attendance rates and Chronic Absenteeism will be changed to better reflect obtainable goals aligned with state levels.

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	Goal 4: Increase the percentage of English Learners who graduate College and Career Ready. State Priority: 4 - Pupil Achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of English Learners designated as College and Career Ready State Metric: CCI	2020: Prepared - 5% Approaching - 5% Not - 90%	2021: CA Dashboard did not make this designation for this year	2022: CA Dashboard did not make this designation for this year.	2023: 7.1% Prepared	2020: Prepared - 30% Approaching - 30% Not - 40%
% of English Learner students being reclassified State Metric: English Learner Reclassification (CALPADS)	2021: 8%	2022: 4%	2023: 4% (local data source)	2023: 5.5%	30%
% of students at a 3 and 4 ELPAC proficiency level State Metric	2021: Level 4 - 31% Level 3 - 33% Level 2 - 27% Level 1 - 8%	2021: Level 4 - 31% Level 3 - 33% Level 2 - 27% Level 1 - 8% 2022: Scores were not yet available.	2022: Level 4 - 14% Level 3 - 39% Level 2 - 29% Level 1 - 17%	2023: Level 4 - 12%; Level 3 - 41%; Level 2 - 30% ; Level 1 - 28%	2024:Level 4 - 40% Level 3 - 40% Level 2 - 15% Level 1 - 5%
% of Long Term English Learners State Metric:	2020: 29%	2021: 32%	2022: 42%	2023: 19%	15%

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.

BVUSD is committed to ensuring the success of ALL students and to provide them with choices to further educational pursuits upon graduation. This goal addresses the State Priorities 4) Pupil Achievement.

District and Site English Learner coordinators, Bi Lingual aides, Supplemental materials: Actions 4.1, 4.2, 4.4 and 4.6 were partially implemented as most positions were filled and retained for the entire year. It continues to be a challenge to hire and retain Bi Lingual aides (Action 4.6) and for the middle school, the position was flown all year and not until early spring was an applicant hired. As our English Learner population continues to grow, it is imperative that there are personnel in place to support and facilitate the students' assimilation into BVUSD. The District and Site coordinators (Actions 4.1 and 4.2) work to support teacher instruction with additional software and/or training (Action 4.4) as well as organize and facilitate state testing.

DELAC, ELAC and Parent Education classes: Actions 4.3 and 4.7 were implemented successfully as evidenced by the increased attendance at these meetings. Parents are able to come and learn about the respective sites as well as general information about the District, and how to support their children in their education. Information is shared about how to check their child(ren)'s grades and attendance, state testing, and resources available to English Learners. Parent input is sought in terms of what is needed for them to feel supported and welcomed at the sites.

Ellevations Software: Action 4.5 was implemented successfully as an English Learner monitoring system where CAASPP and ELPAC scores, along with grades and additional enrollment data is stored and available to all teachers. As well, there is a "strategies" component available for teachers that enables them to individualize instruction based on EL student's level of proficiency in English.

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 District's financial planning and execution closely align except for the purchase of supplemental instructional materials (Action 4.4) where $16,000 was budgeted and only $12,150 was spent.

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

Across the board, our English Learners have struggled over the past three years. Multiple discussions have taken place to determine the best way to approach increasing support and/or meeting the needs of our English Learners.

District and Site English Learner coordinators, Bi Lingual aides, Supplemental materials: While the achievement data does not reflect the work that is done by our EL support personnel, they cannot be classified as "ineffective". These positions in Actions 4.1, 4.2, 4.4 and 4.6,

support teachers and English Learners in the classroom, set up and facilitate initial and summative testing, monitor reclassified student progress, and provide additional support when teachers are asking for it. The data is not showing a dramatic decrease, but is not showing significant growth. The percentage of students scoring a 3 (moderately developed) or 4 (well developed) combined on the ELPAC test went from 64% (2021) to 51% (2022) to 43% (2023). The College and Career Indicator (CCI) designated in 2020 showed 5% Prepared, 5% Approaching, and 90% Not prepared. In 2021 and 2022 these areas were not defined by student groups. In 2023, 7% were Prepared, 4% Approaching, and 89% Not Prepared. The Reclassification rate was 8% (2021), 4% (2022), and 6% (2023). And finally, the % of Long Term English Learners went from 29% (2020) to 32% (2021), 35% (2022) and down to 19.2% (2023). The maintenance of these actions continue to be needed and essential to providing support for our English Language Learners.

DELAC, ELAC and Parent Education classes: Actions 4.3 and 4.7 are in place to provide relevant and current information out to the English Learner family. In the past, it was a challenge to encourage parents to attend the DELAC and ELAC meetings due to work schedules and family commitments. In 2023, an additional Parent Education class was added to the traditional DELAC and ELAC meetings. The success of this program is in the number of participants. Parents are able to come and learn about the respective sites as well as general information about the District and more importantly bring their questions and concerns to the meeting which are addressed in Spanish. The first quarterly meeting had approximately 20 participants (parents, students, and family members) and the third meeting had approximately 35, and the fourth meeting had approximately 32 participants.

Ellevations software: Action 4.5 provides a place for all related data and continues to track and monitor our English Learners, even after students have been reclassified, and remains an effective tool for teachers and coordinators.

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 light of the data shared above, changes needed to be made. Additional actions for the 2024-2025 LCAP include an increase in the budget for instructional materials (Action 4.4) to include iPads for ease of translation for non-English speakers. Specialized training will be implemented as teachers adjust to the rapidly increasing number of EL students in their classes. Funding from the California Community Schools Partnership Program (CCSPP) will fund an English Learner Parent Liaison (Action 4.7) to facilitate non English speaking parents to the structure and processes related to educational practices in the United States. As well, the English Learner Parent Education meetings (Action 4.7) has been renamed and is now the Family Based English Tutoring (Action 8.8 in 2024-2025 LCAP).

District Wide English Learner Coordinator (Action 4.1) effectiveness will be measured by the reclassification rate and will no longer include CCI, ELPAC scores, and long term English Learner rate. Site English Learner Coordinator (Action 4.2) effectiveness will be measured by reclassification rates and ELPAC, and will no longer include % of Long Term English Learners. The Purchase of instructional supplies (Action 4.4) will be measured by ELPAC and reclassification and will no longer include CCI. Bi-lingual aides (Action 4.6) will be measured by ELPAC scores, CAASPP, and reclassification rates and will no longer include % of Long Term English Learners.

The metric of the percent of Long Term English Learners will remain in Goal 4 and used to measure the effectiveness of the Ellevations program (Action 4.5) and the English Learner Parent/Community Liaison (Action 4.7) and the Family Based English Tutoring program (Action 4.8). As well, the Metric designating the ELPAC levels 3 and 4 will be changed to reflect the English Learner Progress Indicator (ELPI) which will measure the percent of students who are making progress toward English proficiency as that is how it is reported by the CA Dashboard.

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
Bear Valley Unified School District	Manny Marquez Superintendent of Schools	manny_marquez@bearvalleyusd.org (909)866-4631

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.

Bear Valley Unified School District is in the San Bernardino Mountains, 70 miles from Los Angeles, 6,700 feet above sea level. There are approximately 20,000 full time residents in the valley and our median income is $45,000. 71% of our students qualify for Free and Reduced lunches, 71% of our students are socioeconomically disadvantaged/English Learners/Foster Youth, and 15% of our students are English Language Learners. Our district serves students, TK – 12, in a variety of settings with two elementary schools, one TK - 8th school, one middle school, one comprehensive high school, and one continuation high school. In addition to the traditional brick and mortar setting, we offer Independent Study options at the elementary and middle school, where students meet with a credentialed teacher once a week for the core subject instruction with the opportunity to participate in specific class instruction, special events, field trips, and sports at their respective site. At the high school level, students have a hybrid option where students can take some classes on campus and some in an independent setting with a credentialed teacher. Additionally, our Bear Valley Virtual Academy allows students to do all their work online with a credentialed teacher, overseen by a Bear Valley teacher who meets with students once a week. Virtual Academy students are also encouraged to participate in special events with their respective grade levels. Our commitment is to meet the needs of ALL our students and have them graduate college and career ready with multiple options for post-secondary education, whether at a 4-year University, a 2-year community college, a vocational school, or a particular career path.

For the 2024-2025 school year, Chautauqua High School has been identified as an Equity Multiplier School.

Reflections: Annual Performance

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

In reviewing the data and reflecting on our educational practices there have been notable successes and areas of progress within our educational community.

In terms of success, there is a positive trend or continuity in students completing A-G requirements (2022: 31%; 2023: 36%), enrolling in post-secondary programs (2022: 38%; 2023: 38%), and successfully completing Career Tech Education (CTE) pathways (2022: 5%; 2023: 19%). This trend indicates a promising trajectory for our students' post-graduation endeavors. Our graduation rates have remained stable, showing resilience even amidst challenging circumstances. Additionally, although there was a slight decline in the A-G completion rate, it has rebounded from 31% in 2022 to 36% in 2023.

In academic performance, 11th grade meets/exceeds ELA EAP scores, which declined during COVID, have shown improvement from 36% in 2022 to 43% in 2023. Similarly, Math EAP scores, after experiencing a decline, are now on the rise, increasing from 12% in 2022 to 18% in 2023. At the 6th - 8th grades, the scores of the IXL program (an online math intervention giving extra support to fill in gaps in math concepts) have shown improvement in math scores as well. From the beginning diagnostic given in Fall to the most recent administration, most students have shown between 1.5 years to 2 years of growth.

There's been a significant improvement in CAASPP scores for students with disabilities across various grade levels in both ELA and Math. Most notably in ELA 3rd grade from 25%; -65 DFS (2022) to 31%; -48% DFS (2023), 5th grade from 13%; -87 DFS (2022) to 17.7%; -81 DFS (2023) and in math at 3rd grade from 6.3%; -96 DFS (2022) to 37.5%; -17 DFS (2023), 4th grade from 0%; -111 DFS (2022) to 19%; -88 DFS (2023) and 8th grade from 2.9%; -155 DFS (2022) to 13.3%; -154 DFS (2023). This improvement underscores our commitment to inclusive education and tailored support for all learners.

At the Elementary level, local scores on iReady continue to improve. In Reading, from 2023 fall to 2024 winter assessment, the percentage of students scoring at grade level: 1st grade went from 7% to 25%, 2nd grade from 24% to 39%, 3rd grade from 44% to 55%, 4th grade from 23% to 32%, 5th grade from 26% to 44%. On the iReady math fall and winter assessment, students scoring at grade level: 1st grade went from 4% to 12%, 2nd grade went from 15% to 26%, 3rd grade went from 10% to 26%, 4th grade went from 14% to 24%, and 5th grade went from 16% to 32%.

Engagement levels are increasing as evidenced by a reduction in Chronic Absenteeism and an increase in Attendance. Despite an initial increase in chronic absenteeism during the pandemic, there has been a positive shift, with the rate decreasing from 34% in 2022 to 29.6% in 2023 (2023 CA School Dashboard). And for Attendance Rate recovery, following an initial drop post-pandemic, the attendance rate has shown signs of recovery, climbing from 89.7% in 2022 to 90.2% in 2023 and maintaining 90% as of April, 2024 (local data resource).This indicates efforts towards enhancing student engagement and support mechanisms, and successful interventions to re-engage students in the school environment.

Another area of success is the growth of the Dual Enrollment program. In January, 2023, Big Bear High School added the option of Dual Enrollment classes for students. While this program was offered in the evenings in the past, enrollment continued to decline so the classes were moved to online and eventually discontinued. Now the classes are offered during the school day during one to two periods to open it up to more students (Goal 3 - Action 3.12 on 2024-2025 LCAP). In 2023-2024, 18 students enrolled in the program and completed college level classes, but for 2024-2025, 114 students have enrolled as we continue to advertise and encourage students to graduate with college credits.

There has been success with our English Learners as well. Despite fluctuations, there has been a slight improvement in the reclassification rate, increasing from 4% in 2022 to 6% in 2023. The Reclassification criteria has been modified to allow for more avenues of competency which should enable more students to be reclassified in 2024. Reclassification indicates progress in English language proficiency and

readiness to participate fully in academic instruction alongside native English-speaking peers. While there has been a decline in the percentage of students scoring a 3 or 4 combined on the ELPAC test, it's noteworthy that efforts to assess English language proficiency continue as well there has been a significant increase in English Learner enrollment since the beginning of this year with many of them having had no formal schooling in English or they come to the district as non - English speakers.This data provides valuable insights into areas where additional support may be needed to enhance language acquisition and proficiency among ELs.

In spite of several successes, challenges do remain.

Despite improvements in certain metrics, only 7% of ELs are designated as "Prepared" according to the College and Career Indicators on the 2023 CA Dashboard. Addressing the factors contributing to this designation, such as academic readiness and access to resources, remains a priority for ensuring equitable opportunities for all students. The maintenance of existing support structures and initiatives remains crucial for providing ongoing assistance to English Language Learners. Sustained efforts are necessary to address the diverse needs of this student population and facilitate their academic and linguistic development.

Another area of concern indicated on the 2023 CA Dashboard is the suspension rate for various student groups. For the 2023 school year, the District Wide rate was 5.1%, while Foster Youth was at 15%, Homeless at 9%, SocioEconomically Disadvantaged Students at 6.3% and Students with Disabilities were at 7.8%. While each student groups' rates dropped from 2022, there is still the need to address this issue. In order to mitigate this challenge, BVUSD incorporated an On Campus Intervention (OCI) program at Big Bear High School. Additional safety assistants have been hired throughout the year for the Middle School and High School (Goal 2: Action 2.1 in the 2024-2025 LCAP). Counselors are placed at each individual site (Goal 2: Actions 2.8, 2.9, 2.10) for extra support for students with mental health or social emotional needs and teachers continue to use the district adopted Social Emotional Curriculum in the classroom.

In summary, while there have been improvements in multiple areas, fluctuations indicate the need for sustained efforts in supporting students academically. There are gaps that remain in achievement, particularly among certain grade levels or student populations. Addressing these gaps requires targeted interventions and resources to ensure equitable outcomes for all students.

Schools within the LEA that have received RED on one or more state indicators on the 2023 Dashboard. These scores represent the "ALL" student group.
ELPI
North Shore Elementary. Big Bear High School
Chronic Absenteeism
Baldwin Lane Elementary, Fallsvale School
Suspension
Big Bear Middle School

Student groups within the LEA that received RED on one or more state indicators on the 2023 Dashboard:

English Learners:
Math

Foster Youth:
Suspension
Homeless:
ELA
Math
Suspension
Students with Disabilities:
ELA
Math

Multi Race:
Suspension

Student Groups within a school that received RED on one or more state indicators on the 2023 Dashboard:

Baldwin Lane Elementary:
Chronic Absenteeism - Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Fallsvale Elementary -
Chronic Absenteeism - Socioeconomically Disadvantaged, White
North Shore Elementary:
ELPI - English Learners
Math - Students with Disabilities
Chronic Absenteeism - Multiple Races
Big Bear Middle School
ELA - Homeless, Students with Disabilities
Math - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Suspension - Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Chronic Absenteeism - English Learners, Homeless

Big Bear High School
ELPI - English Learners
Math - Socioeconomically Disadvantaged, Hispanic
Suspension - Homeless

Differentiated Assistance:
Homeless - ELA, Math, Suspension

Equity Multiplier School:

Chautauqua High School

Comprehensive Intervention and Support (CSI) School:
Chautauqua High School - Low Performing

Reflections: Technical Assistance

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

The 2023 California School Dashboard shows our Homeless student group as eligible for Differentiated Assistance as they received lowest performance outcomes for Pupil Achievement (ELA -71.6 DFS; Math -120.4 DFS) and Suspension rate (9%).

On Tuesday, February 27, 2024 the entire leadership team (all principals, and two Executive Directors) participated in the Differentiated Assistant meetings facilitated by San Bernardino County Superintendent of Schools to conduct a root cause analysis to determine the challenges involved with these students and how to best support our Homeless population. During the root cause analysis process, issues related to the lack of attendance and therefore the limited access to learning and connectivity to the schools was discovered so the District improvement Team developed a Plan, Do, Study, Act.
Our Student Support Liaison has created a detailed spreadsheet, by site, with each individual Homeless student listed for the purpose of ensuring the needs of each student is being met. The largest issue is attendance which leads to lack of achievement. If the students are not in school, their learning cannot progress. We are tracking each student, their attendance rate, student group, state test scores, suspension rates, what interventions/enrichments in which they are involved, access to mental health services, and any basic needs they may have. We believe with this focused attention to each individual, principals and counselors will be better equipped to intervene or support as needed. The Director of Student Services is the lead for this process and meets regularly with the Program Specialist at San Bernardino County Schools to give updates on our progress. Goal 1: Actions 1.12, 1.18 and Goal 2: Actions 2.3, 2.5, 2.8, 2.9. 2.10 all work together to ensure these students receive what they need to be academically successful and supported in their social and emotional needs.

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.

On the 2023 CA School Dashboard, Chautauqua High School (CT) was identified as a Comprehensive Support and Improvement (CSI) school for Low Performing in the 2022-2023 school year.

Support for Identified Schools

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

When Chautauqua High School was first identified for CSI in 2019-2020, in order to develop the CSI plan, we used a multifaceted framework which integrated the American School Counselor Association's (ASCA) comprehensive schools counseling program and the Collaborative for Academic, Social, and Emotional Learning (CASEL) to address students' needs with a focus on social emotional learning, mental health, trauma informed practices, increasing engagement and attendance, and decreasing student suspensions. Multiple partners were engaged in development of the plan to address suspensions thus low academic performance, meetings were held with counselors, administrators, safety assistants, and district support staff to conduct a root cause analysis to determine the challenges faced by our CT students. In discussion with partners, it was determined that these students were in need of a full time support person for guidance and social emotional support to also promote connectivity, attendance, and a positive school culture. This had previously been a resource inequity as Chautauqua did not have a full time counselor dedicated to their site so it was decided to maintain the full time Licensed social worker position for constancy from year to year. Multiple data points were used (including but not limited to Youth Truth and CA Healthy Kids surveys) and the plan was developed based on the evidence based practices listed above and implementation decisions were made based on the use of the frameworks derived from ACSA and CASEL.

In April 2024, The Youth Truth Survey was administered to all students to determine current context. This survey assessed student opinions in six different areas: Student Engagement, Academic Rigor, Relationships with Teachers, Relationships with Peers, School Culture, and College and Career Readiness. A comparison was made between the 2022-2023 survey and the 2023-2024 survey to identify continuing needs. In 2024, 79% (59% in 2023) of the students believed they tried their best at school and 53% (45% in 2023) said they enjoyed coming to school. 71% (56% in 2023) believe that they have to work hard to get a good grade while 44% (24% in 2023) believe the work that they do for their classes makes them really think. 68% (38% in 2023) of the students believe that their teachers want them to use their thinking skills, and 56% (32% in 2023) believe that they are learning to correct their mistakes. 38% (24% in 2023) feel like a part of their school's community, 75% (53% in 2023) of students believe that most adults at school treat them with respect, and 31% (24% in 2023) believe that most students at school treat adults with respect. And finally, 47% (29% in 2023) of students feel that if they are upset or stressed, they have an adult with whom they can talk. The students' response in these areas have greatly increased which is evidence that having a consistent Licensed Clinical Social Worker for the past two school years has been of tremendous value.

In April 2024, as part of the CT Needs Assessment, a survey was emailed to all students enrolled in Chautauqua High School. There were 13 students that answered the questionnaire. The needs assessment asked students about their knowledge using a scale of Strongly Agree, Agree, Disagree and Strongly Disagree in 4 different areas: School Concerns, College and Career Concerns, Personal Concerns, and areas of stress. Each section went into more depth to assess the level of concern regarding the understanding of credit recovery options, effective time management skills, self-advocacy skills, graduation requirements, developing resumes, scholarship opportunities, post-high school opportunities, managing personal relationships, coping with anxiety and depression, having community-based resources, managing feelings surrounding college admission, mental health, expectations, and financial stress. 15% of the respondents were in 12th grade, 46% were in 11th grade, and 39% were in 10th grade. 54% of students felt that they needed more information regarding time management. 77% of respondents needed more information regarding graduation requirements. 62% of students did not feel that they had any concerns regarding self-advocacy or the ability to communicate a problem. 69% of students felt that they needed more information about resumes. 69% felt that

they needed more information regarding scholarships and 77% felt that they needed more information regarding FAFSA/CA Dream Act. 69% agreed that they need more information regarding scholarships and developing a resume. 77% felt that they needed more information about community college. 69% did not feel that they had concerns about connecting with friends. 77% disagreed that they needed more information or support about getting along with family members. 77% did not feel they needed information about dating or relationship issues. 69% disagreed that they had concerns about feeling depressed or sad and 92% did not feel that they needed any additional support or resources. In regards to stress, 46% of students were stressed about college admission, 92% were stressed about the uncertainty of their future, 85% were stressed about their time management but 77% were not stressed by social media.

Chautauqua's Clinical Social Worker presented on FAFSA/CA Dream Act, Community Colleges and Trade Schools on 12/6/2023 and 1/30/2024. In addition, students had the opportunity to attend the College and Career Fair on 10/4/2023, and we had a presentation from the Workforce Innovation Opportunity Act on 11/15/2023 and the Department of Rehabilitation on 5/7/2024 to provide our students with additional support and services post-high school. We also have Mr. Michael Natzic from Hilltop Securities, Community Bank and Wealth Management Group doing a Financial Literacy series for our students beginning 4/24/2024. For the interpersonal issues that our students experience, the Clinical Social Worker meets with students to help them discuss and process those issues.

This data and the ensuing discussion led to the continuation of the use of CSI grant money to support all Chautauqua students with a Licensed Social Worker, which seemed to be more in line with the needs of the students. She is dedicated to offering trauma and mental health support, Social Emotional Learning, and individualized support for students' personal growth, needs indicated in the surveys and student data.

Monitoring and Evaluating Effectiveness

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

The Chautauqua High School Clinical Social Worker will review attendance, academic and discipline data from the school's data system in addition to reviewing the school's improvement plan to inform and identify students' needs and to evaluate the effectiveness of interventions put in place. Intentionally collecting and using data from a variety of perspectives allows the CT Clinical Social Worker to identify the goals of the program, track student change, assess the program's interventions and demonstrate the positive outcomes of the school counseling program to important partners - students, parents, teachers, administrators, and community leaders. When evaluating CT Clinical Social Worker and staff interventions through the use of data driven decision-making, data is assessed in three primary categories: process, perception and outcome data. This data is reviewed by partners including the CT leadership team. The Chautauqua High School's Leadership Team and School Site Council (SSC) are the groups that work together to oversee the implementation and monitoring of the CSI plan. The School Leadership Team includes the administration and teachers. These two teams review all relevant data to set School Plan for Student Achievement (SPSA) goals. Chautauqua High School's Leadership team meets weekly while the School Site Council meets quarterly to review data, progress, and respond to new needs.

At the beginning of the school year, the CT Clinical Social Worker utilizes a comprehensive needs assessment with questions sourced from the American School Counselor Association in order to establish baseline data, identify areas that need the most support, prioritize time, inform direct/indirect services and resources to high-needs areas. This assessment also acts as a screener to identify students at risk for

poor outcomes, identify students who may need targeted support or intervention (ie. chronic behavioral issues, emerging adjustment problems), and identify personal strengths/wellness as well as risk factors/emotional distress. Information will be shared with educational partners (i.e. administration and teachers) as needed and if appropriate. The Social Worker analyzes data responses and will follow up with students accordingly.

Universal SEL Curriculum: Chautauqua High School will reduce suspension and expulsion by implementation of School-Connect (Optimizing the High School Experience). Through SEL, students acquire social skills that contribute to the reduction of risky behavior and reduced need for disciplinary actions such as suspension and expulsion, further affecting the development of their academic skills by being in consistent attendance. By focusing on promoting a positive environment, students are more apt and able to improve their depth of knowledge and understanding of the California State Standards. Before starting the School-Connect Curriculum, the Clinical Social Worker will give an initial assessment that will be used to create baseline data. Assessment provides baseline information on student understanding, comprehension, and familiarity with the CASEL five competencies of social emotional learning that will be discussed and practiced in the School-Connect Lessons. Data will be collected and reviewed to track student progress from beginning to end of the program and to inform improvements if needed.

College and Career: In order to meet the LEA/LCAP goal of increasing the percent of students who are on track to graduate college and be career ready, the CT Clinical Social Worker will be implementing strategic informational student workshops, collaborating with school staff, offering evidence-based aptitude/career assessments, and partnering with local community members. The CT leadership team is working to create a college-going and career-ready culture/climate on the CT campus. “College Talk Thursdays” are being implemented in order to have a committed day each week to discuss college/career readiness in order to better prepare students for post-graduation opportunities. Workshop presentations focus on topics such as FAFSA and Financial Aid, California Community Colleges, Degree for Transfer, California College Promise Grants, Career Education and Exploration, Military Options, Life Skills, and Career Preparation (ie. interviewing, resume drafting, networking, etc.).

In addition to the implementation of the SEL programs and college conversations, the Clinical Social Worker will continue to monitor student progress through grades, academic progress, attendance, and suspension data. Parent conferences are formally held at the end of the first quarter, but informally on a continuous basis. All educational partners, students, parents, teachers and administrators are kept informed regarding these metrics and additional interventions put in place based on need. Note: Some of these processes to monitor student progress may change as the Clinical Social Worker brings new ideas and strategies and needs the freedom to implement them based on data and relationships with students.

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
Parent Advisory Committee: Socioeconomically Disadvantaged, English Learners, Students with Disabilities	On November 9, 2023, the Superintendent met with several parents in person from different student groups to give input into the needs of their children. This meeting was in person at the District Office. The 2023-2024 Actions and Services were presented and suggestions asked for as to additional needs to promote student success. On May 23, 2024, a 2024-2025 LCAP draft was presented with a request for any final comments. As no comments were submitted from the PAC, there was not a written response from the Superintendent.
LCAP committee: Certificated and Classified staff, administration, parents, students, Union Representation	On January 18, 2024, an invitation was sent via email to parents, staff, SELPA representative, and community members to attend an LCAP meeting in person as they had been involved in the development of the 2023-2024 LCAP. At this meeting the districts' mission and vision was shared as well a review of the 2023-2024 LCAP. Goals , Metrics, State Priorities, and available resources were reviewed. The CA DashBoard, CAASPP scores for student groups as well as additional outcomes regarding attendance, College and Career Readiness, Graduation rates, A-G Completion rates, CTE Pathway completion and AP scores were presented. As well, Actions and Services were reviewed as a reflection of this committee's input from last year. Additional opportunities for methods for gathering input for the 2024-2025 LCAP were shared, such as future meetings and surveys that would be sent out.

Educational Partner(s)	Process for Engagement
DELAC committee	0n January 24, 2024, at a regularly scheduled in person DELAC meeting, the 2023-2024 LCAP was reviewed with English Learner families. A specific focus was on Goal 4 which references support for EL students. The District Mission and Vision were reviewed as well as the Goals and Actions and Services. A discussion was held as to what additional support the participants felt was needed for their students to have a successful educational experience. On May 23, a 2024-2025 LCAP draft was presented with a request for any final comments. As no comments were submitted from the PAC, there was not a written response from the Superintendent.
Equity Multiplier educational partners Teachers, parents, counselor, site and district adminstrators	On January 30, 2024, an in person meeting was held at Chautauqua High School. Based on data regarding Chautauqua High School's (CT) mobility rate of > than 25% and the socioeconomically disadvantage rate of > than 70%, it was explained that CT was identified as an Equity Multiplier school. As CT was in the middle of a WASC review, a needs assessment study had already taken place and student data outcomes were shared with the educational partners. A discussion was had regarding the use of the funding that is provided due to this designation. Because of this process and the discussions, a separate goal was created for Chautauqua High School and Actions included to better support the learning and ensuing success of CT students.
School Site Staff Meetings Site specific teachers, classified staff, site and district administration	At each school site, LCAP information was presented to the entire school staff in person during a regularly scheduled staff meeting. (February 1, 2024 - North Shore Elementary; February 5, 2024 - Big Bear High School/Chautauqua High School; February 8, 2024 - Baldwin Lane Elementary; March 4, 2024 - Big Bear Middle School; March 14, 2024 - Fallsvale School (via zoom for this school only). At these meetings, the districts' mission and vision was shared as well a review of the 2023-2024 LCAP Goals , Metrics, State Priorities, and available resources were reviewed. The CA DashBoard, CAASPP scores for student groups as well as additional outcomes regarding attendance, College and Career Readiness, Graduation rates, A-G Completion rates, CTE Pathway completion and AP scores were presented. Actions and Services were reviewed and discussed.

Educational Partner(s)	Process for Engagement
	A Survey to all BVUSD employees was sent April 1 to allow employees to make suggestions regarding additional Actions and Service that need to be added, modified, or eliminated.
Leadership meetings All site Administration and District Administration	At a regularly scheduled Leadership meeting on February 6, 2024, there was a review of the 2023-2024 LCAP Goals, Metrics, State Priorities, and available resources. The CA DashBoard, CAASPP scores for student groups as well as additional outcomes regarding attendance, College and Career Readiness, Graduation rates, A-G Completion rates, CTE Pathway completion and AP scores were presented. Actions and Services were reviewed and a discussion of each one's effectiveness and whether or not it should be kept, modified, or eliminated.
Big Bear High School students	On February 21, 2024, five sections of History classes of 25 plus sophomores in each were presented with the 2023-2024 LCAP. The goals were reviewed as well as many of the Actions and Services. At that point, students broke into small groups to talk about and look at each goal and identify what was working and what needed to be modified or eliminated. Before the period was over, a group discussion was held to share out about each goal. There were several actions on the current LCAP that were a direct result of these conversations from last year and this was also shared with the students.
All Educational Partners: Parents representing schools through out the District English Learner, Low Income, Students with Disabilities, Foster Youth, Homeless, SELPA representative (May 16)	On March 14, 2024 another meeting was held consisting of many of the same participants who had participated on other meetings as well as several new participants. This was advertised on Facebook, the District app, and the District Website. This meeting was about gathering additional input for each Goal. A general meeting was held to cover the Four Goals and the Actions and Services for each on the 2023-2024 LCAP. At that time, they broke up into smaller groups to discuss and complete a questionnaire pertaining to each Goal and what needed to be added, modified, or eliminated in terms of Actions and Services. At the end of the meeting, a group discussion was held, ideas were shared, and questions asked.

Educational Partner(s)	Process for Engagement
	On April 1, 2024 a LCAP Parent Survey was sent out to all parents through the Student Information Parent Portal with a link in case they were unable to attend the in person meeting. On May 16, 2024, a 2024-2025 LCAP draft (the same draft that was then presented on May 23 to the Parent Advisory committee) was presented with a request for any final comments. As no comments were submitted from the PAC, there was not a written response from the Superintendent.
Governing Board Community Members	The 2024-2025 LCAP draft was posted publicly on the district website on June 10, 2024. The 2024-2025 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 17, 2024, for the Public Hearing.
Governing Board	Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 21, 2024.
Governing Board Community Members	The 2024-2025 LCAP draft 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 following Action will be part of the 2024-2025 LCAP based on Educational Partner input, a budgetary resources review, and focus areas on the LCAP.

In response to the request of the educational partners at the Equity Multiplier school and as a result of the Western Association of Schools and Colleges (WASC) committee's recommendations, and due to the recent influx of English Learners, a Bilingual Aide position will be filled to support the students, some of whom do not speak English. Having a Bilingual aide will increase student connection and provide opportunities for small groups or individualized instruction to better support our English Learner population. (Goal 5: Actions 5.1 Hire a Bilingual Aide)

In response to the continued request for more vocational hands-on classes, the Career Tech Education pathways will continue to include an Arts/Media/Entertainment pathway. Both a Media Arts and Digital Graphic Design class will continue to be offered and will incorporate into the curriculum the management and facilitation of our new Stadium's recently purchased electronic scoreboard. This will allow students access to potential career opportunities in the digital arena upon graduation.

(Goal 3 Action 3.3: Career Tech education (CTE) classes)

In response to the feedback from the English Learner community, every effort will be made to hire additional bilingual aides to address the growing population of English Learners in our schools. There was also a request to bring back a program that used to function in the district that offered parents of English Learners lessons on learning English, ideas on how parents can help their children, and support for these families. It was called Family Based English tutoring (FBET) and it was a great support to new families to the district as well as returning families and their English learners. Additionally, there was a request for a bilingual “go to” adult that parents of English Learners could lean upon for support with their students. The English Learner Parent Liaison will facilitate the Family Based English Tutoring program for the purpose of supporting parents of EL students as they navigate the education system with their students. Meetings will focus on how to help students with homework, familiarize parents with the Local Education Agencies (LEA) processes for enrollment, grading, and reclassification processes. Conversational English will be taught to support the families.
(Goal 4: Action 4.6 Bilingual aides; Action 4.7: English Learner Parent Community Liaison; Action 4.8 Family Based Tutoring Program)

In response to multiple educational partners expressing concerns regarding student behaviors and social emotional issues with their children, the position of a Dean of Students was created to be housed at the largest Elementary site (North Shore). The Dean of students serves as a leader in support of the site administrator. This role will integrate strong models of relationship development, collaborative learning along with conflict resolution skills through managing student behavior that allows our students to thrive in their learning environments and promote a positive culture.
(Goal 2: Action 2.12 Dean of Students at North Shore Elementary School)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase percent of students who are on track to graduate college and career ready.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

BVUSD is dedicated to creating an educational path that leads to student success post graduation, either through college or a career and therefore continues to expand and offer programs that will prepare students for their futures.

We continue to analyze CAASPP data. The need continues to provide support for these students. Educational partners continue to provide requests of extra support for struggling students in core areas. To meet that concern we continue to keep lower class sizes (Action 1.2), before, during, and after school interventions opportunities (Action 1.10, 1.12, 1.13), K - 12th grade summer school (Action 1.14) and maintain aide hours (Action 1.17) to support students and teachers on a daily basis. We have also added targeted interventions that accelerate learning such as IXL math support and continue to use i-Ready, and Renaissance STAR for monitoring growth. In addition, Edgenuity is a credit recovery program that also allows students to make up classes in order to meet the graduation requirements (Action 1.4).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	A-G completion rate State Metric: Share of pupils that are college and career ready Local Metric: % completing UC/CSU required classes	2023 All - 36% EL - 15% SED - 24%			All - 60% EL - 30% SED - 30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS					
1.2	CTE pathway completion rate State Metric: % of students who completed a sequence of courses Source: CALPADS	2023 All - 19%			30%	
1.3	% of seniors seeking post secondary education Local Source: Student Tracker	2023 All - 38%			60%	
1.4	% of students EAP ELA college ready (District) (meets/exceeds standards) Source: CDE Dataquest	2023 (11th grade only) All - 42.5% meets/exceeds SWD- 6.7% meets/exceeds HMLS - 0% meets/exceeds			District (11th grade) All - 60% HMLS - 35% SWD- 20%	
1.5	% of students EAP math college ready (District)(meets/exceeds standards) Source: CDE Dataquest	2023 (11th grade only) All - 16.3% meets/exceeds EL - 0% meets/exceeds SWD- 0% meets/exceeds HMLS - 0% meets/exceeds			2023 District (11th grade) All - 35% meets/exceeds EL - 10% meets/exceeds SWD- 10% meets/exceeds	
1.6	% of students EAP math college ready (BBHS)(meets/exceeds standards)	2023 (11th grade only) Big Bear High School SED - 9.7 % meets/exceeds			Big Bear High School SED - 20% meets/exceeds	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CDE Dataquest	HI - 7.1% meets/exceeds			HI - 20% meets/exceeds	
1.7	Distance from Standard on CAASPP ELA (High School) Source: CA School Dashboard	2023 (11th grade only) All: -30 DFS SWD: -147 DFS HMLS: -101 DFS			District (11th grade) All: 10 DFS) HMLS: -60 DFS SWD: -110 DFS)	
1.8	Distance from Standard on CAASPP math (High School) Source: CA School Dashboard	2023 (11th grade only) All: -130 DFS EL: -210 DSF SWD: -243 DFS HMLS: -120.4 DFS			All: -98 DFS EL: -158 DSF SWD: -183 DFS HMLS: -90 DFS	
1.9	Distance from Standard on CAASPP math (High School) Source: CA School Dashboard	2023 (11th grade only) Big Bear High School SED: -229 DFS HI: -167 DFS			SED: -172 DFS HI: -126 DFS	
1.10	% of students with an AP Exam score of 3 or higher Source: College Board	2023 All - 44%			60%	
1.11	% of students who felt they had adequate access to information and guidance about their post secondary choices and plans. Local Source: Life Track	2023 Big Bear High School - 62% Chautauqua High School - 43%			Big Bear High School - 90% Chautauqua High School - 90%	
1.12	Local Metric: Implementation of State	2024: Implementation of State Academic			Implementation of State Academic	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Academic Standards Survey Scaled score of 1 (exploration and research stage) to 5 (full implementation and sustainability) per BVUSD provision of professional learning opportunities and instructional materials Source: Implementation of State Academic Standards Survey	Standards Survey (scale of 1-5) BVUSD provided Professional Learning for learning standards and content: ELA: 4.5, ELD: 4.3, Math: 4.2, NGSS: 3.2, Social Science: 4.3 BVUSD provided materials for teaching the standards and content (scale of 1- 5) ELA: 4.7, ELD: 4.4, Math: 4.4 NGSS: 4.4 Social Science: 4.4			Standards Survey (scale of 1-5) BVUSD provided Professional Learning for learning standards and content: ELA: 5.0, ELD: 5.0 Math: 5.0, NGSS: 5.0, Social Science: 5.0 BVUSD provided materials for teaching the standards and content (scale of 1-5) ELA: 5.0, ELD: 5.0, Math: 5.0, NGSS: 5.0, Social Science: 5.0	
1.13	% of students who will meet or exceed standards on CAASPP ELA (3rd-8th, 11th) District Source: Data quest	2023: District All - 43.2% meets/exceeds HMLS - 0% meets/exceeds SWD - 12.1% meets/exceeds			All - 60% HMLS 20% SWD - 20%	
1.14	% of students who will meet or exceed standards on CAASPP ELA (6th - 8th) Source: CA School Dashboard	2023: Big Bear Middle School SWD - 6.3% meets/exceeds HMLS - 0% meets/exceeds			Big Bear Middle School HMLS - 20% SWD - 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Distance from Standards (DFS) on CAASPP ELA (3rd-8th, 11th) - District Source: CA School Dashboard	2023: District All: -21.3 DFS HMLS: -71.6 DFS SWD: -105.3 DFS			All: -16 DFS HMLS: -54 DFS SWD: -80 DFS	
1.16	Distance from Standards (DFS) on CAASPP ELA (6th - 8th) - Middle School Source: CA School Dashboard	2023: Big Bear Middle School HMLS: - 89.5 DFS SWD: -146 DFS			Big Bear Middle School HMLS: -65 DFS SWD: -110 DFS	
1.17	% of students who will meet or exceed standards on CAASPP math (3rd-8th, 11th) Source: CA School Dashboard District	2023: All - 31.1% meets/exceeds EL - 6.4% meets/exceeds HMLS - 0% meets/exceeds SWD - 12.8% meets/exceeds			All - 50% EL - 15% HMLS - 15% SWD - 25%	
1.18	% of students who will meet or exceed standards on CAASPP math (3rd-5th) Source: CA School Dashboard	2023: North Shore SWD - 21% meets/exceeds			North Shore SWD - 30%	
1.19	% of students who will meet or exceed standards on CAASPP math (6-8)	2023: Big Bear Middle School EL - 3.7% meets/exceeds			Big Bear Middle School EL - 15% HMLS - 15% SED - 30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	HMLS - No dashboard data generated SED - 17.5% meets/exceeds SWD - 6.35% meets/exceeds HI - 15.9% meets/exceeds			SWD - 25% HI - 25%	
1.20	Distance from Standards (DFS) on CAASPP math (3rd-8th, 11th) Source: CA School Dashboard	2023: District All: -59.8 DFS EL: -117.5 DFS HMLS: -120.4 DFS SWD: 159.1 DFS			All: -45 DFS EL: -88 DFS HMLS: -90 DFS SWD: 119 DFS	
1.21	Distance from Standards (DFS) on CAASPP math (3rd - 5th) Source: CA School Dashboard	2023; North Shore SWD :-154.1 DFS			North Shore SWD : -116 DFS	
1.22	Distance from Standards (DFS) on CAASPP math (6th - 8th) Source: CA School Dashboard	2023; Big Bear Middle School EL: -125.2 DFS HMLS: -139 DFS SED: -102.1 DFS SWD: -175.2 DFS HI: -107 DFS			Big Bear Middle School EL: -94 DFS HMLS: -104 DFS SED: -77 DFS SWD: -132 DFS HI: - 81 DFS	
1.23	% of students receiving instruction in CA State Standards with aligned materials	2023: 100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard (local indicator)					
1.24	Rate of Teacher Misassignment Source: CA Dashboard (local indicator)	2023: 6%			0%	
1.25	Class size reduction progress under LCFF (24:1) Local Source: Average class size report in May of each year	2024: Maintained 23:1 average			Below 24:1 average	
1.26	% of K-2 students at or above grade in ELA as measured by iReady benchmark assessment.	2023: Grade 1: 25% at or above grade level Grade 2: 39% at or above grade level			Grade 1: 35% at or above grade level Grade 2: 49% at or above grade level	
1.27	% of K-2 students at or above grade in Mathematics as measured by iReady benchmark assessment.	2023: Grade 1: 12% at or above grade level Grade 2: 26% at or above grade level			Grade 1: 22% at or above grade level Grade 2: 36% at or above grade level	
1.28	% of 1-2 Fallsvale students at or above grade level in ELA as measured by iReady benchmark assessment. Source: Local Assessment (iReady) % of 3-8 Fallsvale students met or exceed	2023: Fallsvale (Grades 1-2) Grade 1: 78% Grade 2: 73% Fallsvale (Grades 3-8) ELA EL: No Data Available LI: -21.6 DFS FY: No Data Available			Fallsvale School iReady (Grades 1-2) Grade 1: 80% Grade 2: 80% ELA SBAC (Grades 3-8) LI: -10 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards as measured by SBAC ELA. Source: CA Dashboard					
1.29	% of 1-2 Fallsvale students at or above grade level in Mathematics as measured by iReady benchmark assessment. Source: Local Assessment (iReady) % of 3-8 Fallsvale students met or exceed standards as measured by SBAC Mathematics. Source: CA Dashboard	2023: Fallsvale (Grades 1-2) Grade 1: 68% Grade 2: 71% Fallsvale (Grades 3-8) Math EL: No Data Available LI: -5.7 DFS FY: No Data Available			Fallsvale School iReady (Grades 1-2) Grade 1: 80% Grade 2: 80% ELA SBAC (Grades 3-8) LI: 5 DFS	

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	Tk - 3rd Grad Span Adjustment	Additional teachers will be hired to ensure TK - 3 small class sizes of 24:1 and allow more one to one interaction, small group instruction, and intervention to promote increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores (M1.13, 1.15, 1.17. 1.18. 1,20, 1.21). This action is principally directed to Low Income, English Learners, and Foster Youth.	$1,988,917.00	Yes
1.2	Increase instructional support	Instructional support will be increased with the maintenance of ten additional teachers to facilitate 4th - 12th class size averages of 30:1 to allow more one to one interaction, small group instruction and intervention to promote increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores (M1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22). This action is principally directed to Low Income, English Learners, and Foster Youth..	$2,139,349.00	Yes
1.3	Teacher Induction Program	All new teachers will participate in an induction program for the purposes of providing one to one mentoring during their first two years and to facilitate improved instructional strategies and practices in the classroom. The expected outcomes are that all students will receive instruction from highly qualified teachers to improve academic achievement as measured by CAASPP scores (M1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22).	$10,000.00	No
1.4	Curricular Licenses and Subscriptions	All teachers will have access to supplemental curriculum materials for the purpose of providing intervention support for primarily Low Income, English Learners, and Foster Youth based on need. The expected outcome is increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores (M1.13, 1.14, 1.15, 1.16, 1.17, 1.18,	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.19, 1.20, 1.21, 1.22) . *iReady Licenses (Grades 2- 5): A reading supplemental program that supports struggling readers *Accelerated Reader (Grades 1-6): a supplemental online reading program that promotes fluency and comprehension •Edgenuity (grades 9-12): an online program for credit recovery and additional classes not offered in the core curriculum *IXL supplemental support for math and ELA (grades 6-8). This action is principally directed to Low Income, English Learners, and Foster Youth.		
1.5	Release time for teacher collaboration and curriculum planning	All grade level and content area teachers will collaborate three times a year to create pacing guides and assessments, analyze student data, share best practices and instructional strategies for the purpose of increasing student achievement and standards mastery in core content areas as measured by CAASPP scores (M1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22).	$5,000.00	No
1.6	Administer Life Track Senior survey	The Life Track program will track High School graduates' post secondary educational experiences and provide relevant data for the purpose of informing our practices and provided opportunities to support students post graduation pursuits. The expected outcome is an increase percentage of students attending post secondary institutions as measured by Student Tracker data (M1.3)	$2,400.00	No
1.7	Advancement Via Individual Determination (AVID)	Select teachers will be implementing the Achievement Via Individual Determination (AVID) program with freshmen through seniors for the purpose of providing extra support to students preparing to pursue a college education upon graduation. The expected outcome will be an increase in students completing A-G requirement (M1.1), increased graduation rates (M3.3), and ELA and math CAASPP scores (M1.4, 1.5, 1.6, 1.7, 1.8, 1.9). This action is principally directed to Low Income, English Learners, and Foster Youth.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Professional Learning Opportunities	All teachers, TK - 12, will participate in professional learning opportunities (Kagan strategies, Write From the Beginning, Artificial Intelligence (AI)) to support teachers in intervention strategies and classroom practices to meet the needs of struggling students for the purpose of increasing math and ELA scores as measured by CAASPP scores (M1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22). This action in principally directed to Low Income, English Learners, and Foster Youth.	$45,000.00	Yes
1.9	Independent Study Teachers	Independent Study teachers will offer an alternative to daily in class instruction (independent study) to ensure students have access to curriculum. Outcomes will be measured by graduation rates (M3.3) , A-G completion (M 1.1), and ELA and math CAASPP scores (M1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22). This action is principally directed to Low Income, English Learners, and Foster Youth.	$350,000.00	Yes
1.10	Intervention support for Students with Disabilities	Education Specialist Teacher Aides will provide additional instructional assistance to the classroom teacher for the students with disabilities through small group intervention and support for the purpose of increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores (M1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22).	$1,000.00	No
1.11	Professional Learning opportunities for paraprofessionals	Para-professionals will be provided professional learning opportunities by attending the CSEA Para-Professional annual conference and certificate program through DM SELPA for the purpose of supporting students by providing more skills and expertise to the para professionals as they work with students in the classroom. The expected outcome will be increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores (M1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22)	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Intervention Support Personnel	Certificated Elementary Intervention Specialists will provide extra support for students who struggle in math and ELA with small groups and one on one tutoring for the purpose of increasing student achievement and standards mastery in Math and ELA as measured by CAASPP scores (M1.18, 1.21, 1.26, and 1.27). This action is principally directed to Low Income, English Learners, and Foster Youth.	$510,000.00	Yes
1.13	Provide Intervention materials	District will purchase supplemental intervention materials for Fallsvale such as Systematic Instruction for Phonemic and Phonics Instruction (SIPPS), A-Z Learning, Reflex Math etc. for teacher's use with students to provide individual and small group targeted instruction for the purpose of increasing student achievement and standards mastery in Math and ELA as measured by CAASPP and iReady benchmark scores (M1.28, 1.29). This action is principally directed to Low Income, English Learners, and Foster Youth.	$15,000.00	Yes
1.14	Summer School	Teachers will provide either credit recovery (9th - 12th) or accelerated learning (K - 8th) opportunities in the core content areas to promote increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores (M1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22) and increased high school graduation rates (M3.3). This action is principally directed to Low Income, English Learners, and Foster Youth.	$100,000.00	Yes
1.15	Big Bear High School/Chautauqua Continuation High School Principal	The Principal over the two schools will be working with students at Chautauqua Continuation High School for the purpose of facilitating their participation in the Career Tech Education (CTE) program at the comprehensive high school, working with students to facilitate credit recovery if needed, and monitoring attendance data of all unduplicated students. The expected outcome will be an increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores (M1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9). This action is principally directed to Low Income, English Learners, and Foster Youth.	$105,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.16	Maintain Expanded Para-professional hours (5 hours a day)	Para professionals will provide extra support for students who struggle in math and ELA with small groups and one on one tutoring for the purpose of increasing student achievement and standards mastery in math and ELA as measured by CAASPP scores (M1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22). The extended hours will add to the availability for teachers to this student support. This action is principally directed to Low Income, English Learners, and Foster Youth at all grade levels and sites.	$55,000.00	Yes
1.17	Maintain Library clerks at five hours a day for five days a week	Library clerks will work with and provide support for all students to facilitate their reading levels with the appropriate reading materials accessed at the site library for the purpose of increased student achievement and standards mastery in ELA as measured by CAASPP scores (M1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22).	$90,000.00	No
1.18	Math Interventionist at Big Bear Middle School	A Middle School Intervention Specialists will provide extra support for students who struggle in math. This provides the opportunity for small class sizes and targeted interventions for the purpose of increasing student achievement and standards mastery in Math and ELA as measured by CAASPP scores (M1.13, 1.14, 1.15, 1.16, 1.17, 1.19, 1.20, 1.22). This action is principally directed to Low Income, English Learners, and Foster Youth.	$168,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Provide an educational setting that is conducive to learning.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Due to the necessary implementation of CA State Standards aligned curriculum and a review of our CAASPP and local assessment data, it is imperative to provide highly qualified and credentialed teachers trained in California State Standards implementation strategies to support and educate our students in an environment that is conducive to learning. As well, the need to support our students in the area of social emotional learning is imperative to increasing achievement.

In fall of 2023, all site counselors administered a student survey to all students to ascertain the levels of concerns and areas of social emotional need. At Big Bear High School, all students were asked if they felt the need for more information regarding their ability to connect with their friends and family and coping strategies in dealing with levels of anxiety or depression. The percentages reported include all respondents who answered strongly agree/agree. 28% felt they needed more support on connecting with friends, 26% needed more support for getting along with family members, 32% needed strategies for dealing with sadness and depression, and 42% expressed a need for strategies to deal with anxiety and stress. At Chautauqua High School, 31% felt they needed more support on connecting with friends, 23% needed more support for getting along with family members, 31% needed strategies for dealing with sadness and depression, and 8% expressed a need for strategies to deal with anxiety and stress. At Big Bear Middle School the percentages reported include all respondents who answered strongly agree/agree. 60% felt they needed more support on connecting with friends, 57% needed more support for getting along with family members, 47% needed strategies for dealing with sadness and depression, and 63% expressed a need for strategies to deal with anxiety and stress. At the elementary level, the questions were different but addressed the same social emotional needs. The percentages reported include all respondents who answered strongly agree/agree. 76% of K - 5th grade students said they liked school. 58% said they feel safe at school. 78% like the way they are. 73% said they feel like they belong in their classroom and school community. And 58% said they were able to almost always/frequently control their emotions.

District wide, we continue to recognize that increased mental and social emotional needs of students is a reality. To address the social emotional needs of all students, counselors at every site will be maintained (Action 2.8, 2.10) as well as a Licensed Clinical Social Worker at the Continuation high school (Action 2.9). To continue to meet the academic and social needs of all our students and facilitate the interaction with the counselors and classroom teachers, we maintain a Social Emotional Curriculum district wide as supplemental support (Action 2.7).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Climate Survey Source: Comprehensive Counseling Survey (TK - 12)	2024 Elementary: (agree/strongly agree) K/1/2 % of students that like school: 80% % of students that feel safe at school: 74% 3rd - 5th % of students that feel like they belong: 73% % of students that feel safe at school: 42% Middle School: % of students needing help with • connecting with friends - 60% • connecting with family - 57% • dealing with sadness/depression - 47% • dealing with anxiety - 63% Big Bear High School: % of students needing help with • connecting with friends - 28% • connecting with family - 26%			Elementary: (agree/strongly agree) K/1/2 % of students that like school: 85% % of students that feel safe at school: 85% 3rd - 5th % of students that feel like they belong: 85% % of students that feel safe at school: 85% Middle School: % of students needing help with • connecting with friends - 25% • connecting with family - 25% • dealing with sadness/depression - 25% • dealing with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• dealing with sadness/depression - 32% • dealing with anxiety - 42% Chautauqua High School • connecting with friends - 31% • connecting with family - 23% • dealing with sadness/depression - 31% • dealing with anxiety - 8%			anxiety - 25% Big Bear High School: % of students needing help with • connecting with friends - 10% • connecting with family - 10% • dealing with sadness/depression - 20% • dealing with anxiety - 20% Chautauqua High School% of students needing help with: • connecting with friends - 10% • connecting with family - 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					• dealing with sadness/ depression - 20% • dealing with anxiety - 5%	
2.2	Suspension rates (District) Source: CA School Dashboard	2023 Suspension Rate District All: 5.1% FY: 15% HMLS: 9% MR: 8.9%			Suspension Rate District All: 3.5% FY: 10% HMLS: 5% MR: 5%	
2.3	Suspension rates (High School) Source: CA School Dashboard	2023: BBHS All Students: 6.8% HMLS: 12.5%			BBHS HMLS: 5%	
2.4	Suspension rates (Middle School) Source: CA School Dashboard	2023: BBMS HMLS: 18.8% SED: 15% SWD: 16.4% HI: 12.4%			BBMS HMLS: 5% SED: 10% SWD: 10% HI: 5%	
2.5	District Expulsion rates	2023:			Expulsion Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Metric: (Dataquest: CA Department of Education)	Expulsion Rate: All: .2%			All: .1%	
2.6	School facilities are maintained in good repair. Source: October 2023 Overall Facility Rating Local Metric: FIT Report	October 2023: Overall Facility Rating Local Metric: FIT report BBHS: 94.6% CT: 97.9% BBMS: 95.8% NS: 98% BLES: 98.1% FV: 97.9%			Overall Facility Rating Local Metric: FIT report BBHS: 100% CT: 100% BBMS: 100% NS: 100% BLES: 100% FV: 100%	

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	Safety Assistants at Big Bear High School and Big Bear Middle School	Maintain Campus Safety Assistants at BBHS (five 8 hour employees) and BBMS (four 6 hour employees) will be on campuses for the purpose of facilitating and monitoring a safe environment for all students during the school day. The expected outcome would be an increase in the percent of student who feel safe as measured by the Comprehensive Counseling Survey (Metric 2.1) and a reduction in suspension/expulsion rates (M2.2, 2.3, 2.4) at the secondary level.	$259,877.00	No
2.2	Days of Understanding	"Days of Understanding" is a two day activity for all students led by a guest speaker for the purpose of addressing tolerance, bullying, and inclusion on the high school campus. The expected outcome is the increase in the percent of students feeling connected to the site as measured by the Comprehensive Counseling Survey (Metric 2.1) and the decrease of suspension/expulsion rates (M2.2, 2.3, 2.4).	$9,000.00	No
2.3	Provide access to supplemental supports	District employees (Health clerks, school nurse, front office staffs) provide access to food cards, gas cards, clothing, shoes, hygiene products, school supplies and incentives for students in small groups for social skills, emotion management, and peer leadership for the purpose of enabling students to feel comfortable at school and have access to resources if needed. The expected outcome is an increase in the percent of students that feel connected and safe (M2.1) which leads to a decrease in Chronic Absenteeism (M3.5). This action is limited to Low Income and Foster Youth students.	$2,500.00	Yes
2.4	Health Aides	Health Aides at each school site attend to the needs of all students who require minor medical attention and assist office staff in the monitoring of immunization records for the purpose of maintaining a safe and healthy environment for students on campus. Hours were expanded to six hours a day in 2023 to better meet the needs of students. The expected outcome is an increase in the percent of students that feel connected and safe at their site as measured by the Comprehensive Counseling Survey (M2.1).	$182,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Student Support Services	Student Support Liaison works with the Department of Behavioral Health (DBH), Lutheran Social Services, and other local support agencies for the purpose of meeting the social emotional and mental health needs of students. The expected outcome is a decrease in Chronic Absenteeism (Metric 3.5). This action is limited to Low Income and Foster Youth.	$95,000.00	Yes
2.6	Maintain On Campus Intervention program	The Students at School (SAS) program will continue to include an On Campus Intervention space for all students at BBHS for the purpose of allowing in house campus suspension that integrates counseling, academic support, and substance abuse curriculum. The expected outcome is a decrease in suspension/expulsion rates (M2.3, 2.5).	$0.00	No
2.7	Social Emotional Learning curriculum	Teachers will use the district adopted Social Emotional Learning (SEL) curriculum district wide (TK - 8 Second Step; 9th - 12th School Connect) for the purpose of instructing the students in social emotional skills needed to improve school climate and culture. The expected outcome is an increase in the percent of students that feel connected to their site as measured by the Comprehensive Counseling Survey (M2.1)and a reduction in suspension/expulsion rates (M2.3, 2.4, 2.5).	$10,000.00	No
2.8	Elementary Counselors at each Baldwin Elementary School and North Shore Elementary	A full time Elementary Counselor will be at each of the two elementary sites (North Shore/Baldwin Lane) who will work with elementary students for the purpose of supporting them in academics and meeting the increasing need of social emotional and mental health support. The expected outcome is an increase in the percent of students that feel connected to their site as measured by the Comprehensive Counseling Survey (M2.1).	$255,000.00	No
2.9	Social Worker at Chautauqua High School	A full time Licensed Clinical Social Worker will work with students for the purpose of supporting them in academics, college and career pursuits, and meeting the increasing need of social emotional and mental health support. The expected outcome is an increase in the percent of students that feel	$122,700.00	No

Action #	Title	Description	Total Funds	Contributing
		connected to their site as measured by the Comprehensive Counseling Survey and a reduction in suspension/expulsion rates.		
2.10	Counselors and Psychologists	Three full time Counselors (two at Big Bear High School and one at Big Bear Middle School) and two Psychologists will ensure that students have equal access to all curriculum and resources for the purpose of providing support via counseling for social and emotional well being and placing students in intervention if needed. The expected outcome will be an increase in connectedness to the sites (M2.1) resulting in a decrease in suspension/expulsion rates (M2.3, 2.4, and 2.5).	$600,000.00	No
2.11	Probation Officer	The Probation Officer will work with all principals and students for the purpose of providing intervention when needed for behavioral and/or attendance issues. The expected outcome would be an increase in the percent of students who feel safe and connected to school as measured by a reduction in suspension/expulsion rates (M2.3, 2.4) and a decrease in Chronic Absenteeism (M3.5).	$30,000.00	No
2.12	Dean of Students at North Shore Elementary	Due to increased enrollment and continuing social emotional needs of all students, for the purpose of providing additional support to the Principal to deal with students needs, the position of Dean of Students has been created and filled.The expected outcome will be a reduction in suspension/expulsion rates as well as an increase in students connection to the site as measured by the annual Comprehensive Counseling Survey (M2.1).	$159,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase engagement level of students and families	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Educational partner input and current data demonstrate the need to increase student engagement. As attendance data is analyzed, there is the need to increase attendance rates and reduce chronic absenteeism rates (2020: Attendance - 94%; Chronic Absenteeism - 17%; 2021: Attendance: 91%; Chronic Absenteeism - 21%; 2022 Attendance - 86%; Chronic Absenteeism 11%; 2023 Attendance 89%, Chronic Absenteeism: 29.6%; 2024 (as of April) Attendance: 90.1%. The School Connect Team meets monthly with the principal and attendance clerks to identify specific students/families who are struggling. This team is also working in tandem with the school site staff and counselors to contact students on an individual basis to determine the challenges to their attendance and to help staff understand the importance of creating a school experience that engages both parents and the students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Middle School Dropout Rate Source: CALPADS	2023 0%			0%	
3.2	High School Dropout Rate Source: CALPADS	2023: BBHS 7.53% CT 12.8%%			BBHS: 1% CT: 5%	
3.3	High School Graduation Rate Source: CA School Dashboard	2023: BBHS: 91.1% CT: 67.5%			BBHS: 95% CT: 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Attendance Rate Source: Local data	2024 (April): All: 92.1% Elementary: 93.2% Middle School: 89.4% High School: 90.1%			95%	
3.5	Chronic Absenteeism Rate Source: CA School Dashboard	2023: All: 29.6% EL: No Data Available LI: 36.4% FY: No Data Available			All: 20%	
3.6	Chronic Absenteeism Rate (Elementary) Source: CA School Dashboard	2023: BLES All: 31.8% LI: 39% SWD: 36.4% HI: 37.1% NS: MR: 43.3% FV: All: 28% SED: 28.9% White: 20.4%			BLES SED: 30% SWD: 30% HI: 30% NS: MR: 30% FV: SED: 20% White: 10%	
3.7	Chronic Absenteeism Rate (Middle School) Source: CA School Dashboard	2023: BBMS All: 29.1% EL: 21.7% LI: 34% HMLS: 39.3%			BBMS EL: 15% HMLS: 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Engagement Survey for Parents Source: CA School Dashboard Local Indicators 1-5 scale of Implementation - 1: Exploring, 2: Beginning, 3: Initial, 4: Full 5: Sustainable	2024: BVUSD builds capacity in parents to engage in advisory groups/decision making: 3.3 BVUSD provides opportunities for parents to give input: 3.2 BVUSD provide parents opportunities for parents to plan family engagement activities: 3.1			BVUSD builds capacity in parents to engage in advisory groups/decision making: 5 BVUSD provides opportunities for parents to give input: 5 BVUSD provide parents opportunities for parents to plan family engagement activities: 5	
3.9	% of Students Designated as College and Career Ready (Source: CA School Dashboard College and Career Indicator)	2023: All students: 22% LI: 15.8% EL: 7.1% FY: No Data Available			All students: 32% LI: 25.8% EL: 17.1% FY: No Data Available	
3.10	% of students completing CSU/UC a-g course requirements and a CTE Pathway. Source: 2023 CA Dashboard CCI Indicator	2023: All: 17.3%			All: 28%	

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	One to one technology	The District will issue a chrome book or ipad to ensure access to the curriculum and increase achievement via engagement. The expected outcome is growth in ELA/literacy and the English Learner Progress Indicator (M1.15, 1.17). Through increased academic achievement and growth, student attendance improves decreasing Chronic Absenteeism (M3.5, 3.6, 3.7). This action is principally directed to Low Income, English Learners, and Foster Youth.	$300,000.00	Yes
3.2	Science, Technology, Engineering, and Math (STEM) at every site	Each site will offer Science, Technology, Engineering, and Math (STEM) opportunities for the purpose of engaging students and exposing them to a variety of courses. The expected outcomes are an increase in student attendance rates (M3.4) and a decrease in chronic absenteeism (M3.7).	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Career Technical Education classes	High school students will have the opportunity to enroll in Career Technical Education (CTE) classes to build college and career pathways for the purpose of providing options for post - secondary educational opportunities for our students. The expected outcome is an increase in the percent of students college and career ready as measured by the College and Career Indicator (M1.2, 3.9, 3.10). This action is principally directed to Low Income students, English Learners, and Foster Youth.	$50,000.00	Yes
3.4	Project Lead the Way Engineering Class	Big Bear High School students may enroll in Project Lead the Way: Principles of Engineering class for the purpose of participating in hands-on experiences in the fields of Physics and math (annual program fee) to expand their opportunities in post secondary educational pursuits. The expected outcome is an increase in engagement as measured by attendance rates (M3.4) and graduation rates (M3.3).	$3,200.00	No
3.5	Expand college and career awareness	BVUSD will provide middle school and high school students opportunities to participate on field trips to four year universities and community colleges for the purpose of expanding college and career awareness and promoting options for post secondary educational options. The expected outcome will be an increased in college and career readiness as measured by the College and Career indicator (M3.9), and an increase in the percent of seniors seeking post secondary education as measured by the Student Tracker (M1.3). This action is principally directed to Low Income, English Learners, and Foster Youth.	$5,000.00	Yes
3.6	Intervention and Enrichment opportunities	Teachers will offer enrichment (yoga/dance/music/coding/art etc) and intervention (math/ELA) opportunities at North Shore Elementary, Baldwin Lane Elementary, and Big Bear Middle School for after school two days a week for the purpose of providing engaging curriculum and academic support. The expected outcome is an increase in engagement as measured by attendance rates (M3.4) and decrease chronic absenteeism (M3.5, 3.6, 3.7). This action is principally directed to Low Income, English Learners, and Foster Youth.	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Athletic League transportation	The district will provide league transportation for sports teams at Big Bear Middle School and Big Bear High School for the purpose of supporting student engagement and academic performance as students must maintain a 2.0 to participate. The expected outcome will be an increase in attendance rates (M3.4), decrease in high school drop out rate (M3.2) , and a decrease in chronic absenteeism (M3.7). This action is principally directed to Low Income, English Learners, and Foster Youth.	$70,000.00	Yes
3.8	Offer Music/Choir/Drama/Art	The District will offer Music/Drama/Choir/Art classes to students either as a class or after school enrichment program for the purpose of increasing student engagement in classes outside the core curriculum. The expected outcome will be an increase in graduation rate (M3.3) as well as a decrease in chronic absenteeism (M3.5, 3.6, 3.7). This action is principally directed to Low Income, English Learners, and Foster Youth.	$375,000.00	Yes
3.9	Sensory Tools for Students with Special Needs including Flexible seating options	The District will provide sensory tools and flexible seating options to students with disabilities for the purpose of enhancing the learning experience of students with special needs and providing alternative stimulation to facilitate academic learning and growth in the classroom. The expected outcome are increased attendance rates (M3.6) and increased academics as measured by CAASPP scores (M1.7, 1.8, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1,20, 1.21, 1.22).	$2,000.00	No
3.10	Annual Transportation	The District will continue to supplement the allotted base funding to ensure transportation for students thus eliminating any potential barriers of access to school. As well, it provides home to school transportation to mitigate chronic absenteeism and provides opportunities for students to participate in extra curricular activities outside of the school day. The expected outcome is students will be able to compete at competitions such as robotics competition, choral competitions, and typical field trips and attend school on a daily basis and for the purpose of decreasing drop out rate, increasing attendance, and reducing chronic absenteeism rates (M3.2, 3.4, 3.5, 3.6, and 3.7). This action is principally directed to Low Income, English Learners, and Foster Youth.	$1,200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Xello College and Career planning and exploration program (9- 12)	Counselors and select teachers will implement the purchased program called Xello to facilitate career exploration, college searches, and develop four year plans for the purpose of increasing the engagement level of students as they progress through their secondary education and on to post graduation opportunities. The expected outcome is a increase in the percent of students pursuing post secondary education as measured by Student Tracker (M 1.3).	$3,500.00	No
3.12	Dual Enrollment classes	In partnership with San Bernardino Community College, students at the high school will have access to dual enrollment classes for the purpose of providing students the opportunity to obtain high school credit as well as community college units upon completion. The expected outcome is an increase is students pursuing post secondary education as measured by Student Tracker (M1.3).	$5,000.00	No
3.13	Esports program	Big Bear High School and Big Bear Middle School will implement an after school program for the purpose of providing extra curriculum activities that promote student engagement as well as additional college and career opportunities. The expected outcome is an increase in engagement as measured by a decrease in chronic absenteeism (M3.5, 3.6, 3.7). This action is principally directed to Low Income, English Learners, and Foster Youth.	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase the percentage of English Learners who graduate College and Career Ready.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

BVUSD is committed to ensuring the success of ALL students and to provide them with choices to further educational pursuits upon graduation.
Our English Learners continue to need support in the rigorous academic program preparing them for College and Careers after they graduate. (2023: ELPAC Level 3/4: 43%, and 7% designated as College and Career Prepared), To facilitate this goal and monitor and support our English Learners, we continue to maintain a District Wide English Learner Coordinator (Action 4.1), Site English Learner coordinator (Action 4.2), and implement Ellevations software to offer a "Strategies" component as curriculum support for teachers as they differentiate instruction for English Learners in the classroom (Action 4.5).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of English Learners designated as College and Career Ready Source: CA School Dashboard CCI Indicator	2023: 7.1% Prepared			15%	
4.2	English Learner Reclassification Rate Source: CA School Dashboard	2023: 5.5%			15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	% of students showing progress in English Language Proficiency Indicator (ELPI) Source: CA School Dashboard	2023: 39.2% NSES All: 30.7% BBHS All: 34.3%			50% NSES All: 40% BBHS All: 45%	
4.4	% of Long Term English Learners Source: CDE Dataquest	2023: 19%			10%	
4.5	% of Long Term English Learners showing progress in English Language Proficiency Indicator (ELPI) Source: CDE Dataquest	2024: 23.3%			50%	

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	District Wide English Learner Coordinator	The District Wide English Learner Coordinator will monitor English Learners district wide and and their academic progress, provide professional learning opportunities in English language aquisition for teachers district wide, facilitate the District English Learner Advisory Committee (DELAC), and coordinate all ELPAC testing for the purpose of providing needed support for the students. The expected outcome of this action is an increase in the reclassification rate (M4.2). This action is limited to English Learners.	$9,200.00	Yes
4.2	Site English Learner Coordinators at each site	Site Coordinators will monitor progress and support EL students at their respective sites. They will provide professional learning opportunities in ELD strategies, coordinate ELPAC testing, and facilitate quarterly English Learner Advisory Council (ELAC) for the purpose of supporting English Learners academic progress. The expected outcome is an increase in the reclassification rates (M4.2), and an increase in the % of students at level 4 on the ELPAC (M4.3). This action is limited to English Learners.	$9,920.00	No
4.3	Quarterly ELAC and DELAC meetings	The District will hold ELAC and DELAC meetings for the purpose of keeping students and families informed of school practices and procedures, academic related processes such as applying for colleges, and provide a venue for parents of English Learners to ask questions and ask for clarification. The expected outcome is an increase in the percent of English Learners designated as college and career Ready as measured by the College and Career Indicator (M4.1). This action is limited to English Learners.	$300.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Supplemental instructional supplies to support English Learners	The District will purchase supplemental instructional supplies and materials to specifically support English Learners (Rosetta Stone, library books in Spanish, translated text books) for the purpose of additional support and instruction for English Learner's academic achievement. The expected outcome of this action is an increase in the percent of English Learners at level 4 on the ELPAC (M4.3) and an increase in the reclassification rate (M4.2). This action is limited to English Learners.	$10,000.00	No
4.5	Ellevations software	The District will purchase Ellevations software, a monitoring system for English Learners and Long Term English Learners for the purpose of supporting English Learners in the areas of academic achievement. District and Site coordinators will use to track and monitor English's progress. The expected outcome is an increase in reclassification rates (M4.2) and a decrease in the percent of Long Term English Learners (M4.4). This action is limited to English Learners.	$2,000.00	No
4.6	Bi-lingual aides	Bi-lingual aides, under the direction of the classroom teacher, will work in small groups or one on one with English Learners for the purpose of providing additional academic support. The expected outcome of this action is an increase in the percent of English Learners at level 4 on the ELPAC (M4.3, 4.5) and an increase in the reclassification rate (M4.2). This action is limited to English Learners.	$80,000.00	Yes
4.7	English Learner Parent Community Liaison	The Bear Valley Unified School District-wide English Learner (EL) Parent Liaison will serve as a vital link between English Language Learner families and the school district. The primary responsibility of this role is to facilitate effective communication and collaboration between EL parents/guardians and the district, ensuring that they are well informed about their child's education, resources, and opportunities. The expected outcome of this position is an increase in the reclassification rate (M4.2, 4.5) and a decrease in the % of Long Term English Learners (M4.4).	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.8	Family Based English Tutoring program	The English Learner Parent Liaison will facilitate the Family Based English Tutoring program for the purpose of supporting parents of EL students as they navigate the education system with their students. Meetings will focus on how to help students with homework, familiarize parents with the Local Education Agencies (LEA) processes for enrollment, grading, and reclassification processes. Conversational English will be taught to support the families. The expected outcome is the increase in reclassification rates (M4.2, 4.5) and a decrease in the percent of Long Term English Learners (M4.4). This action is limited to English Learners.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	In the 2024-2025 school year, Chautauqua High School will improve for all student groups the Graduation Rate and the % of students designated as "prepared" on the College and Career Indicator including Socioeconomic Disadvantaged (SED) students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In 2024, Chautauqua High School was identified as an Equity Multiplier School due to the Mobility rate above 25% (CT: 61.8%) and the Socioeconomically Disadvantaged percent is greater than 70% (CT: 78.57%). Of particular concern is that all students and the Socioeconomically Disadvantaged students group both show as the lowest performing groups in the College and Career Indicator. All student groups Graduation Rate (2023: 67.5%) and the % of students designated as "prepared" on the College and Career Indicator (2023: Very Low) including Socioeconomic Disadvantaged (SED) students. After meeting with relevant educational partners such as site and district administration, teachers, parents, and individual students on needs assessment, the needs of the growing population of English Learners were identified. The challenge is that three enrolled at Chautauqua who were not English speakers. The implementation of a bi-lingual aide who would be able to focus specifically on the growing population of English Learners would enhance these students' academic progress. This position would allow for small groups and individual support for English Learners as they navigate the educational system as well as encourage a connection to the school improving the graduation rate of English Learners and ALL students as well as the percent designated at "prepared" on the College and Career Indicator.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate of Chautauqua High School Source: CA School Dashboard	2023: All: 67.5% EL: not enough students to generate data LI: 67.6%			All: 85% EL: not enough students to generate data LI: 85% FY: not enough students to generate data	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: not enough students to generate data W: 60%			W: 85%	
5.2	% of Students designated as College and Career Ready Source: CA School Dashboard	2023: All: 0% prepared SED: 0% prepared			All: 20% prepared SED: 20% prepared	
5.3	% of English Learners showing progress on the English Language Proficiency Indicator Source: CDE Dataquest	2023: EL: 0% Well Developed			EL: 25% Well Developed	

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
5.1	Bi Lingual Support	The District provide additional support by hiring an Bi-Lingual aide, under the direction of the classroom teacher, will work in small groups or one on one with English Learners for the purpose of providing additional academic support. The outcome of this action is to increase the graduation rate (M5.1) and the percent of students designated as College and Career Ready (M5.2) and percent of English Learners showing progress on the ELPI (M5.3).	$30,000.00	No
5.2	Provision of additional literary supports	The District will purchase Novel sets to implement literacy groups, discussion forums, and extended writing assignments pertaining to the readings. This action addresses all students but is primarily to directed to SED students for the purpose of providing academic opportunities to increase learning. The outcome of this action is to increase the percent of students who are college and career ready on the CA Dashboard indicator (M5.2).	$3,000.00	No
5.3	Purchase Supplemental materials for English Learners.	The District will purchase supplemental instructional supplies and materials to specifically support English Learners (Rosetta Stone, library books in Spanish, translated text books) for the purpose of additional support and instruction for English Learner's academic achievement. The expected outcome of this action is an increase the Graduation Rate (M5.1), the percent of students designated as Prepared in the College and Career Indicator (M5.2), and the increased progress shown by English Learners on the ELPI (M5.3).	$3,000.00	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
$5435227	$528629

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
24.506%	0.000%	$0.00	24.506%

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
1.1	**Action:** Tk - 3rd Grad Span Adjustment **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the CAASPP scores are significantly lower than all students. (2023: All students - 43% ELA meets/exceeds and 31% Math meets/exceeds; Low Income - 34% ELA meets/exceeds and 23% Math meets/exceeds;	To address the identified needs of our unduplicated population we are providing extra teachers and proven research-based intervention methodology to support smaller class sizes providing opportunities for targeted instruction. All grades TK-3 remain below the 24:1 mandated class size. We have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' academic scores will increase at a greater rate to close the achievement	This actions 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
	English Learners - 9% ELA meets/exceeds and 6% Math meets/exceeds, Foster Youth - 20% ELA and 0% math. These data points demonstrate the need for the District to implement multiple intervention strategies. As well, input from administration and teachers stressed the need for smaller class sizes, as preparation for the K-2nd grades as well as 3rd grade, to better facilitate small group and individualized instruction and provide focused opportunities to promote standards mastery. **Scope:** Schoolwide	gap between the unduplicated population and all students. While these services are available to unduplicated students to address and accelerate learning, we want all students to have equal access to increased services to provide consistency with the curriculum being delivered and that is why this action is schoolwide and for all students, TK - 3rd.	
1.2	**Action:** Increase instructional support **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the CAASPP scores are significantly lower than all students. (2023: All students - 43% ELA meets/exceeds and 31% Math meets/exceeds; Low Income - 34% ELA meets/exceeds and 23% Math meets/exceeds; English Learners - 9% ELA meets/exceeds and 6% Math meets/exceeds, Foster Youth - 20% ELA and 0% math.). These data points demonstrate the need for the District to implement multiple intervention strategies. As well, input from administration and teachers stressed the need for smaller class sizes to better facilitate small group and individualized	To address the identified needs of our unduplicated population we are providing extra teachers and proven research-based intervention supports to support smaller class sizes providing opportunities for targeted instruction such as 1 to 1 instruction, small learning groups, differentiated instruction, enhanced classroom management, and strong teacher to student relationships. We have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' academic scores will increase at a greater rate to close the achievement gap between the unduplicated population and all students. While these services are available to unduplicated students to address and accelerate learning, we want all students to have equal access to increased services to provide consistency with the curriculum being delivered	This actions 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
	instruction and provide focused opportunities to promote standards mastery. **Scope:** Schoolwide	and that is why this action is schoolwide for all students, 4th - 12th grades.	
1.4	**Action:** Curricular Licenses and Subscriptions **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the CAASPP scores are significantly lower than all students. (2023: All students - 43% ELA meets/exceeds and 31% Math meets/exceeds; Low Income - 34% ELA meets/exceeds and 23% Math meets/exceeds; English Learners - 9% ELA meets/exceeds and 6% Math meets/exceeds; Foster Youth - 20% ELA and 0% math.). These data points demonstrate the need for the District to implement multiple intervention strategies. As well, input from administration and teachers stressed the need for additional targeted instructional materials to provide added support for all students to further promote standards mastery. **Scope:** LEA-wide	To address the identified need of our unduplicated student population, we recognize the need for supplemental curriculum to enable teachers to provide targeted and individualized instructional opportunities and provide additional monitoring of student progress. The close monitoring of student progress is vital in order to address and mitigate any gaps. While these services are available to unduplicated students to address and accelerate learning, we want all students to have equal access to increased services to provide consistency with the curriculum being delivered and that is why this action is LEA wide and for all students. We have reviewed the data to prioritize and target the needs of unduplicated students and expect that their academic scores will increase at a greater rate to close the achievement gap between the unduplicated population and all students and that this action will address and accelerate their learning.	This actions 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
1.7	**Action:** Advancement Via Individual Determination (AVID) **Need:** Conditions, or Circumstances: In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the CAASPP scores are significantly lower than all students. (2023: All students - 43% ELA meets/exceeds and 31% Math meets/exceeds; Low Income - 34% ELA meets/exceeds and 23% Math meets/exceeds; English Learners - 9% ELA meets/exceeds and 6% Math meets/exceeds; Foster Youth - 20% ELA and 0% math.). From 2022 to 2023, the District average of students completing A-G went from 29% to 36%, Low Income went from 23% to 24%, and English Learners went from 13% to 15%. From 2022 to 2023, the District graduation rate went from 91% to 85.6%, Low Income students went from 91% to 86.3% and English Learners went from 84% to 96.4%, and there were not enough Foster Youth to generate data. While scores are moving in a positive direction in many places, the District continues to believe we need to keep a close watch on this data due to gaps in scores in CAASPP and A-G rates. Input from the LCAP Committee, administration, parents and students, it was determined that the continued focus on strategies taught in the AVID program (writing, inquiry, collaboration, organization, and reading) and the exposure to colleges and the application process were	Provision of the AVID program, targeting unduplicated students, allows for concentrated focus on preparing students for college and career with specialize support for students who may be the first to aspire to attend college, who need help navigating college paperwork, grants and possible scholarships, who have not been aware of post secondary graduation college options as well as focus on skills that foster independence and problem solving. While this action is primarily directed to unduplicated students, we believe that all students should have equal access to this information and educational opportunities to promote academic achievement and post secondary planning.	This actions 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
	necessary to promote post secondary educational opportunities. **Scope:** Schoolwide		
1.8	**Action:** Professional Learning Opportunities **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the CAASPP scores are significantly lower than all students. (2023: All students - 43% ELA meets/exceeds and 31% Math meets/exceeds; Low Income - 34% ELA meets/exceeds and 23% Math meets/exceeds; English Learners - 9% ELA meets/exceeds and 6% Math meets/exceeds; Foster Youth - 20% ELA and 0% math.). These data points demonstrate the need for the District to implement multiple intervention strategies. In consultation with administration and teachers, it was determined that additional professional development in intervention strategies in both English Language Arts and math facilitates teachers' abilities to determine learning gaps and learn targeted strategies to mitigate the achievement levels. **Scope:** LEA-wide	To address the need of our unduplicated population we are providing additional professional development in intervention strategies such as writing, phonics, cooperative learning strategies, thinking maps and close reading to promote academic success in English Language Arts. In the area of math, additional professional development is offered on instructional strategies in cooperation with the CA Math Project, small group and targeted instruction. Training in these areas enhances teachers' ability to diagnose gaps and individualize students needs to address the learning gap. We have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' academic scores will increase at a greater rate to close the achievement gap between the unduplicated population and all students.While these services are available to unduplicated students to address and accelerate learning, we want all students to have equal access to increased services to provide consistency with the curriculum being delivered and that is why this action is LEA-wide for all students	This actions will be measured by the metrics identified in the action description.
1.9	**Action:** Independent Study Teachers	The Independent Study program offers one to one relationships between teachers and students, and	This actions will be measured by the metrics

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
	Need: In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the CAASPP scores are significantly lower than all students. (2023: All students - 43% ELA meets/exceeds and 31% Math meets/exceeds; Low Income - 34% ELA meets/exceeds and 23% Math meets/exceeds; English Learners - 9% ELA meets/exceeds and 6% Math meets/exceeds; Foster Youth - 20% ELA and 0% math.) From 2022 to 2023, the District average of students completing A-G went from 29% to 36%, Low Income went from 23% to 24%, and English Learners went from 13% to 15%. From 2022 to 2023, the District graduation rate went from 91% to 85.6%, Low Income students went from 91% to 86.3% and English Learners went from 84% to 96.4%, and there were not enough Foster Youth to generate data. While scores are moving in a positive direction in many places, the District continues to believe we need to keep a close watch on this data due to gaps in scores in CAASPP and A-G rates. With input from LCAP committee members, administration, teachers, and students, is was determined that for some students, a more flexible and individualized instructional model meets their needs better than daily classroom attendance. This provides the opportunity for students to meet one on one, with a flexible schedule, and completing classwork at home with support from their teacher.	focused attention on academics and post secondary pursuits. As well, the independent study option allows students who are unable to attend 5 days a week to be able to graduate with A-G classes completed. As well, having independent study options provide access to credit recovery classes, a flexible schedule, and individualized instruction and monitoring for struggling students. While these services are available to unduplicated students to address and accelerate learning, we want all students who may have mitigating circumstances that prevent them from following a traditional schedule, to have equal access to increased services to provide consistency with the curriculum being delivered and that is why this action is LEA-wide for all students	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: LEA-wide		
1.12	**Action:** Intervention Support Personnel **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students with LCAP committee members (staff, administration, parents), we learned that the CAASPP scores are significantly lower than all students. (2023: All students - 43% ELA meets/exceeds and 31% Math meets/exceeds; Low Income - 34% ELA meets/exceeds and 23% Math meets/exceeds; English Learners - 9% ELA meets/exceeds and 6% Math meets/exceeds; Foster Youth - 20% ELA and 0% math.). These data points demonstrate the need for the District to implement multiple intervention strategies. With input from LCAP committee meetings, administration, parents, and students there is always a request for more support for struggling students in the form of additional personnel to provide additional opportunities for small groups and individualized instruction, before, during, and after school. **Scope:** Schoolwide	To address the identified need of our unduplicated population we are providing additional intervention support personnel in the elementary grades to provide more opportunities for small group instruction, reinforcement of standards (vocabulary, writing, reading comprehension), and individualized instruction within the classroom. These services are offered TK - 5, to best prepare students when they reach 3rd grade testing. We have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' academic scores will increase at a greater rate to close the achievement gap between the unduplicated population and all students. While these services are available to unduplicated students to address and accelerate learning, we want all students to have equal access to increased services to provide consistency with the curriculum being delivered and that is why this action is schoolwide for all students grades TK - 5.	This actions 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
1.13	**Action:** Provide Intervention materials **Need:** In analyzing the needs, conditions, and circumstances of Fallsvale unduplicated students, we learned that the CAASPP scores are lower than all students for Low Income students. (2023: All students - 72% ELA meet/exceed and 31% Math meets/exceeds; Low Income - 71% ELA meets/exceeds and 24% Math meets/exceeds; English Learners - none; Foster Youth - none). These data points demonstrate the need for the District to implement multiple intervention strategies. As well, input from administration and teachers stressed the need for additional targeted instructional materials to provide added support for all students to further promote standards mastery. **Scope:** Schoolwide	Fallsvale is located outside Big Bear Valley area and is not able to participate in afterschool intervention programs provided at the other elementary schools and middle school, separate intervention materials will be purchased such as Systematic Instruction for Phonemic and Phonics Instruction (SIPPS), A-Z Learning, Reflex Math etc. for teacher's use with students to provide individual and small group targeted instruction for the purpose of increasing student achievement and standards mastery in Math and ELA. While these services are available to unduplicated students to address and accelerate learning, we want all students to have equal access to increased services to provide consistency with the curriculum being delivered and that is why this action is schoolwide for all students at Fallsvale School.	This actions will be measured by the metrics identified in the action description.
1.14	**Action:** Summer School **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students with administration and teachers input, we learned that the CAASPP scores are significantly lower than all students. (2023: All students - 43% ELA meets/exceeds and 31% Math	To address the identified needs of our unduplicated population, we are providing the offering of Summer School K-11th grade to provide accelerated learning opportunities to increase student achievement. While these services are available to unduplicated students to address and accelerate learning, we want all students to have equal access to increased services to provide consistency with the opportunity to accelerate learning and increase	This actions 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
	meets/exceeds; Low Income - 34% ELA meets/exceeds and 23% Math meets/exceeds; English Learners - 9% ELA meets/exceeds and 6% Math meets/exceeds; Foster Youth - 20% ELA and 0% math.). These data points demonstrate the need for the District to implement multiple intervention strategies. With input from LCAP committee meetings, administration, parents, and students, summer school is requested for the purpose of better preparing students for the next grade level with accelerated learning opportunities (K - 8) or a chance for credit recovery (9-12). **Scope:** Schoolwide	standards mastery so this action is offered school-wide.	
1.16	**Action:** Maintain Expanded Para-professional hours (5 hours a day) **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students with input from administration and teachers, we learned that the CAASPP scores are significantly lower than all students. (2023: All students - 43% ELA meets/exceeds and 31% Math meets/exceeds; Low Income - 34% ELA meets/exceeds and 23% Math meets/exceeds; English Learners - 9% ELA meets/exceeds and 6% Math meets/exceeds; Foster Youth - 20% ELA and 0% math.). These data points demonstrate the need for the District to	To address the needs of our unduplicated population we are providing extra support for teachers in classroom with our para professionals to increase targeted small group and individual instruction opportunities. In addition, the para-professional has the opportunity to provided 1:1 and/or small group tutoring to students that need additional academic support. This is provided LEA wide due to the needs at every grade level. While these services are available LEA-wide to all students, we have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' academic scores will increase at a greater rate to close the achievement gap between the unduplicated population and all students. While these services are available to unduplicated students to address	This actions 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
	implement multiple intervention strategies. With input from LCAP committee meetings, administration, parents, and students there is always a request for more support for struggling students in the form of additional personnel to provide multiple opportunities for small groups and individualized instruction during the school day. **Scope:** LEA-wide	and accelerate learning, we want all students to have equal access to increased services to provide consistency with the curriculum being delivered and that is why this action is LEA wide for all students.	
1.18	**Action:** Math Interventionist at Big Bear Middle School **Need:** In analyzing the needs, conditions, and circumstances of unduplicated Big Bear Middle School students with input from administration and teachers, we learned that the CAASPP scores are significantly lower than all students. (2023: All students - 38% ELA meets/exceeds and 26% Math meets/exceeds; Low Income - 30% ELA meets/exceeds and 20% Math meets/exceeds; English Learners - 6% ELA meets/exceeds and 1% Math meets/exceeds; Foster Youth - 0% ELA and 0% math). These data points demonstrate the need for the District to implement multiple intervention strategies. With input from LCAP committee meetings, administration, parents, and students there is always a request for more support for struggling students in the form of a smaller	To address the needs of our unduplicated population extra support is provided to students who struggle in math with a smaller class size that allows for small group and individualized instruction. Targeted instruction based on individually identified gaps in standards mastery or concept learning and a review of the eight mathematical practices. We have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' academic scores will increase at a greater rate to close the achievement gap between the unduplicated population and all students. While these services are available to unduplicated students to address and accelerate learning, we want all students to have equal access to increased services to provide consistency with the curriculum being delivered and that is why this action is schoolwide for all students grades 6th - 8th.	This actions 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
	class size to allow for small groups and individualized instruction in math during the school day. **Scope:** Schoolwide		
3.1	**Action:** One to one technology **Need:** In 2023, 43.2% of All students met/exceeded standards in ELA / Literacy while 34.3% of Low Income, 23.8% of English Learners, 0% of Foster Youth met/exceeded standards. Low academic achievement and lack of growth leads to frustration and an increase in absenteeism. Chronic absenteeism has proven to be a challenge district wide, specifically unduplicated students with deficiencies in literacy. In 2023, 29.6% of all students were chronically absent while 35.3% of Low Income, 24% of English Learners, 41.7% of Foster Youth were chronically absent. With input from administration and teachers, it was decided that access to their own Chromebooks would increase student achievement by providing access to technology and the imbedded resources available that many unduplicated students would not otherwise have access to. Through increased student achievement and success, chronic absenteeism will decrease, as well as, increased engagement, responsibility, and accountability on the part of the students as all curriculum can be accessed online.	At BVUSD, a majority of the curriculum is online and teachers use Google Classroom to inform students of assignments, assessments, and other needed information. To ensure access to unduplicated students, each student is assigned a Chromebook in order for students to access curriculum at school and at home, BVUSD provides chrome books or ipads to all students. While one to one technology is available LEA-wide to all students, we have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' with full access to technology will facilitate the reduction of chronic absenteeism to close the gap between the unduplicated population and all students. While one to one technology is available to the unduplicated population, we want all students to have equal access to online curriculum and assignments for consistency across curriculum and equal opportunities to accelerate learning so this action is LEA wide.	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: LEA-wide		
3.3	**Action:** Career Technical Education classes **Need:** According to the 2023 CA Dashboard, the percent of students college and career ready (All - 22%, Low Income 15.8%, English Learner 7.1% and there were not enough Foster Youth to generate data). LCAP committee members, primarily students and parents, requested the maintenance and expansion (if possible) of the Career Technical Education classes as a means to prepare students for vocational pursuits and interests beyond high school. **Scope:** Schoolwide	The expanded CTE program has grown to include multiple sections of Transportation, Medical Core, and Arts/Media/Entertainment, all three provide opportunities to explore post secondary options. This year an Arts/Media/Entertainment pathway was added as well as an ESports after school club. Anecdotally, participation in CTE Pathway courses increase student engagement by allowing students to select a course of study based on student interest, while at the same time, providing relevance to post secondary career goals. CTE programs equip students with technical skills that are directly applicable to various industries, preparing them for immediate entry to the workforce. For unduplicated students, who may face financial barriers to higher education, these skills provide a crucial pathway to gainful employment after high school. While CTE classes are available to the unduplicated population, this action is being provided schoolwide to ensure equal access, consistency of class offerings and equal opportunities to accelerate learning.	This action will be measured by the metrics identified in the action description.
3.5	**Action:** Expand college and career awareness **Need:** The number of students seeking post secondary education as measured by National Student Clearing House (Student Tracker) in 2022 and 2023 was reported as an average of 38% for both years of our graduates, which	The District is committed to enhancing a college-going culture that supports increasing graduation rates and college and careers readiness for our low income and English language students. As part of this commitment, both Big Bear High School and Chautauqua High School, are certified as official AVID sites, operate field trips to nearby universities and community colleges. These visits aim to broaden students' awareness of post-	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
	was a decrease from the 2021 data of 46%. College/Career Levels, 22% of All students were prepared, 15.8% of Low Income students, 7.1% of English Learners and there were not enough Foster Youth to generate data. Requests from administration, parents, teachers, and students included the need for multiple opportunities for exposure to community colleges and universities, instruction on the college application process, how to fill out the FASFA, as well as guest speaker sharing their experiences in the work force. **Scope:** Schoolwide	secondary options and inspire them to pursue higher education. Additionally, the District hosts guest speakers who provide insights into various career paths and educational opportunities beyond high school. These initiatives target grades 6-12 and are designed to promote conversations and planning for post-secondary educational experiences. Students and families are provided guidance in the college application and financial aide process. While these opportunities are available to unduplicated students, they are offered schoolwide to ensure that all students have equal access and can be benefit from these enriching experiences.	
3.6	**Action:** Intervention and Enrichment opportunities **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that there is a need to address attendance and chronic absenteeism. This is based on Chronic Absenteeism Rates (All Students: 29.6%; Baldwin Lane Elementary: LI 39%; Fallsvale: LI 28.9%; Big Bear Middle School: EL 21.7%). These data points demonstrate the need for the District to implement multiple intervention strategies to improve student attendance and engagement. With input from LCAP committee meetings, administration, parents, and students there is	To address the identified needs of our unduplicated population we are providing after school intervention/enrichment to grades K-8 for extended instructional time to further improve student engagement and attendance. Enrichment programs provide opportunities for unduplicated students to develop skills and interests that may not be fully explored with the standard curriculum. These programs are essential for creating access to opportunities and mitigating the disadvantages that unduplicated students often face due to limited access and resources. We have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' increased engagement through access to new opportunities via the enrichment programs will increase attendance and	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
	always a request for more support for struggling students in the form of additional intervention and resources to support student attendance. **Scope:** Schoolwide	improve academic achievement. While intervention and enrichment are available to the unduplicated population, enrichment programs are offered schoolwide to ensure equal access to these opportunities for the expansion of their learning.	
3.7	**Action:** Athletic League transportation **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that there is a need to address the attendance and engagement of Middle and High School students. In 2023, High School Drop Out Rates (Big Bear High School: 7.53%; Chautauqua High School: 12.8%). Chronic Absenteeism Rate (All Students: 29.1%, LI: 34%). When reviewing this action with the LCAP committee, most parents shared that transportation removes a barrier in participating in athletics. This is very important to their student athlete and provides motivation to maintain grades and attendance and that this action was vital for maintenance of the culture of the school. **Scope:**	Past research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out (Lamborn et al, 1992; Finn, 1993; National Center for Education Statistics: Extra Curricular Participation and Student Engagement, 1995). Participation in athletic programs can encourage attendance and participation in class as a 2.0 GPA is required for athletes. We have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' chronic absenteeism will decrease at a greater rate than all students. While these experiences are available to the unduplicated population, the action is being provided schoolwide, as we want all students to have equal access to these opportunities for travel to athletic events and the opportunity to participate in activities outside the school day..	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
	Schoolwide		
3.8	**Action:** Offer Music/Choir/Drama/Art **Need:** In 2023, 29.6% of All students were chronically absent while 35.3% of Low Income, 24% of English Learners, 41.7% of Foster Youth were chronically absent. Even though English Learners are moving in a positive direction, Chronic absenteeism has proven to be a challenge district wide. According to the 2023 CA School Dashboard, the graduation rate of All students was at 85.6%, the graduation rate of Low Income students at 86.3%, English Learners at 96.4% and there were not enough Foster Youth to generate data, the District still believes we need to keep a close watch on these student groups. For All students, the graduate rate dropped from 90.1% and these data points demonstrate the need for outreach services for our Low Income, and Foster Youth. While English Learner Graduation rate was higher than the rate for All students, it is important to continue to support their educational experience, as requested by English Learner parents during the LCAP Committee meeting. When this information was shared at the LCAP committee meeting, administration, staff, parents, and students all stressed the importance of keeping and expanding music and drama throughout the district as it provides additional learning beyond the core curriculum and promotes student engagement.	Past research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out (Lamborn et al, 1992; Finn, 1993; National Center for Education Statistics: Extra Curricular Participation and Student Engagement, 1995).. Along with the Art classes offered during the day, there are opportunities for music competitions, stage productions, and poetry clubs and performances. We have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' graduation rate will increase at a greater rate to close the achievement gap between the unduplicated population and all students. While these experiences are available to the unduplicated population, we want all students to have equal access to these opportunities for expansion of their learning so this action is offered LEA - wide.	The 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: LEA-wide		
3.10	**Action:** Annual Transportation **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that there is a need to address the attendance and engagement of students. In 2023, Chronic Absenteeism Rate (All Students: 29.1%, LI: 34%). High School Drop Out Rates (Big Bear High School: 7.53%; Chautauqua High School: 12.8%). Gathering input from LCAP Committee meetings, administration, teachers, parents, and students it was pointed out that our bus transportation is a needed service for home to school and school to home access. In addition, transportation is need to ensure access to extracurricular opportunities for unduplicated students. Educational partners stressed the importance of home to school transportation citing the difficulty of transportation due to inclement weather in the winter and the safety of children due to the rural nature of the community's lack of side walks, creating safety concerns for some students to walk or bike to school. In addition, the difficulty presented by the high percentage of parents that have to commute off the mountain for work. As well as the cost of, or	Providing transportation for unduplicated students ensures that they have safe and reliable means to get to and from school. In addition, this removes any barriers the families of unduplicated students have in making sure students have access to extracurricular programs and activities. Past research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out (Lamborn et al, 1992; Finn, 1993; National Center for Education Statistics: Extra Curricular Participation and Student Engagement, 1995). Opportunities offered outside the core curriculum, such as robotics competition, choral competitions, college visits and tours beyond the typical field trips, increase students' desire to attend school as for some students, extra curricular activities promote peer interaction and collaboration. While these experiences are available to the unduplicated population, we want all students to have equal access to these opportunities for extra curricular activities as well as consistent transportation to and from school so this action is offered LEA-wide.	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
	access to, transportation for the population of low income families served by Bear Valley USD. **Scope:** LEA-wide		
3.13	**Action:** Esports program **Need:** In 2023, 29.6% of All students were chronically absent while 35.3% of Low Income, 24% of English Learners, 41.7% of Foster Youth were chronically absent. Even though English Learners are moving in a positive direction, Chronic absenteeism has proven to be a challenge district wide. Gathering input from LCAP Committee meetings, administration, teachers, parents, and students supported the need for this action as extra curricula activities outside the school day promote student collaboration and interaction while promoting attendance which is needed in order for students to remain involved in the activity. **Scope:** Schoolwide	Past research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out (Lamborn et al, 1992; Finn, 1993; National Center for Education Statistics: Extra Curricular Participation and Student Engagement, 1995). Opportunities offered outside the core curriculum, such as the newly introduced Esports afterschool program, increase students' desire to attend school as for some students, extra curricular activities promote peer interaction and collaboration. While these experiences are available to the unduplicated population, we want all students to have equal access to this opportunity to participate in activities outside the school day so this action is offered schoolwide. We believe this activity will also meet the needs of unduplicated students as they engage in extra curricular activities which may increase their engagement at the school site.	This action will be measured by the metrics identified in the action description.

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
2.3	**Action:** Provide access to supplemental supports **Need:** Our Chronic Absenteeism data shows that our Low Income and Foster Youth are chronically absent significantly more than all students. In 2023, 29.6% of All students were chronically absent while 35.3% of Low Income, 41.7% of Foster Youth were chronically absent. This data was shared at the LCAP Committee meetings for the purpose of gathering input to address chronic absenteeism and the suggestion was to keep this support to reduce resource inequities in students and provide equal access to learning opportunities by addressing the barriers to student needs. **Scope:** Limited to Unduplicated Student Group(s)	In order to provide more support for our low income and foster youth students and address their absenteeism, we are providing access to gas cards, food cards, and school supplies as needed. We also have a full time Student Support Liaison specifically for our low income and foster youth students. We have a School Connect Team that visits attendance clerks and principals at each site monthly from September to May to monitor absenteeism overall. This program targets Low Income and Foster Youth, and the expectation is that their chronic absenteeism rate will decrease.	This action will be measured by the metrics identified in the action description.
2.5	**Action:** Student Support Services **Need:** Our Chronic Absenteeism data shows that our Low Income and Foster Youth are chronically absent significantly more than all students. In 2023, 29.6% of All students were chronically absent while 35.3% of Low Income, 41.7% of Foster Youth were chronically absent. This	In order to provide increased support for our low income and foster youth students and address their absenteeism, we are providing access to gas cards, food cards, and school supplies as needed. We also have a full time Student Support Liaison specifically for our low income and foster youth students. We have a School Connect Team that visits attendance clerks and principals at each site monthly from September to May to monitor absenteeism overall.	This actions 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
	data was shared at the LCAP Committee meetings for the purpose of gathering input to address chronic absenteeism and the decision was to keep this support to reduce resource inequities in students and provide equal access to learning opportunities by addressing the barriers to student needs. **Scope:** Limited to Unduplicated Student Group(s)		
4.1	**Action:** District Wide English Learner Coordinator **Need:** In 2021, English Learner reclassification rate was at 6%, 4% in 2022, and based on local data, 5.5% will be reclassified in 2023. According to the 2023 CA Dashboard, only 7.1% of English Learners were considered Prepared for college. With input from the English Learner parents, this position was determined to remain a need in the district as it is important for parents to have access to materials and supports that help them to navigate the school system for their children. They also expressed the need for resources when they had questions. **Scope:** Limited to Unduplicated Student Group(s)	The District coordinator will continue training on Ellevations, our EL monitoring software program. In 2024-2025, parent education nights will be offered approximately once a month to support the families of English Learners with additional information related to the educational process in Bear Valley, how to access their students' grades and classes, and provide more opportunities for families to become involved in the schools. The District coordinator also organizes the Site Coordinators who work directly with the students to ensue they have the needed support to academic achievement.	This action will be measured by the metrics identified in the action description.
4.6	**Action:** Bi-lingual aides **Need:**	To support English Learners, bi-lingual aides in the classroom can target small groups or provide individual support in their own language as well as prepare them for the ELPAC test.	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
	In 2021, English Learner reclassification rate was at 6%, 4% in 2022, and based on local data, 5.5% will be reclassified in 2023. On the ELPAC, with levels 3 and 4 combined, English Learners went from 51% (2022) to 43.3% (2023) and on the CA Dashboard for College/Career Indicators, only 7.1% of English Learners are Prepared. With input from the English Learner parents asking for more support so students had equitable access to the curriculum and to help eliminate barriers to learning, it was agreed that these data points justify the need for a focus on supporting academic achievement during school and preparing English learners for post graduation opportunities. **Scope:** Limited to Unduplicated Student Group(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.

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.

Additional teachers will be hired to facilitate 4th - 12th class size averages of 30:1 to allow more one to one interaction, small group instruction and intervention to promote increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores (Goal 1: Action 1.2).

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	22178722	5435227	24.506%	0.000%	24.506%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,872,863.00	$687,700.00	$57,000.00	$181,300.00	$9,798,863.00	$8,990,043.00	$808,820.00

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	Tk - 3rd Grad Span Adjustment	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Baldwin Lane Elementary, North Shore Elementary, Fallsvale School Tk - 3rd	On Going	$1,988,917.00	$0.00	$1,988,917.00				$1,988,917.00	
1	1.2	Increase instructional support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	On Going	$2,139,349.00	$0.00	$2,139,349.00				$2,139,349.00	
1	1.3	Teacher Induction Program	All	No			All Schools	On Going	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.4	Curricular Licenses and Subscriptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.5	Release time for teacher collaboration and curriculum planning	All	No			All Schools	On Going	$5,000.00	$0.00	$5,000.00				$5,000.00	
1	1.6	Administer Life Track Senior survey	All	No			Specific Schools: Big Bear High School; Chautauqua High School 12th	Annually	$0.00	$2,400.00	$2,400.00				$2,400.00	

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	1.7	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School 9-12	On Going	$150,000.00	$0.00	$150,000.00				$150,000.00	
1	1.8	Professional Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$0.00	$45,000.00	$15,000.00	$30,000.00			$45,000.00	
1	1.9	Independent Study Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$350,000.00	$0.00	$350,000.00				$350,000.00	
1	1.10	Intervention support for Students with Disabilities	Students with Disabilities	No			All Schools	On Going	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.11	Professional Learning opportunities for paraprofessionals	All	No			All Schools	Annually	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.12	Intervention Support Personnel	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: North Shore Elementary, Baldwin Lane Elementary, Big Bear Middle School	Annually	$510,000.00	$0.00	$510,000.00				$510,000.00	
1	1.13	Provide Intervention materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Fallsvale School	On Going	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.14	Summer School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School, Chautuaqua High School, Big Bear Middle School, North Shore Elementa	Annually	$100,000.00	$0.00	$50,000.00	$50,000.00			$100,000.00	

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
							ry, Baldwin Lane Elementary									
1	1.15	Big Bear High School/Chautauqua Continuation High School Principal	All	No			Specific Schools: Big Bear High School/Chautauqua High School 9-12	On Going	$105,000.00	$0.00	$105,000.00				$105,000.00	
1	1.16	Maintain Expanded Para-professional hours (5 hours a day)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$55,000.00	$0.00	$55,000.00				$55,000.00	
1	1.17	Maintain Library clerks at five hours a day for five days a week	All	No			All Schools	On Going	$90,000.00	$0.00	$90,000.00				$90,000.00	
1	1.18	Math Interventionist at Big Bear Middle School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Big Bear Middle School 6-8	On Going - based on fudning	$168,000.00	$0.00				$168,000.00	$168,000.00	
2	2.1	Safety Assistants at Big Bear High School and Big Bear Middle School	All	No			Specific Schools: Big Bear Middle School and Big Bear High School	On Going	$259,877.00	$0.00	$259,877.00				$259,877.00	
2	2.2	Days of Understanding	All	No			Specific Schools: Big Bear High School and Chautauqua High School	Annually	$0.00	$9,000.00	$9,000.00				$9,000.00	
2	2.3	Provide access to supplemental supports	Foster Youth Low Income	Yes	Limited to Unduplicated Student	Foster Youth Low Income	All Schools	On Going	$0.00	$2,500.00	$2,500.00				$2,500.00	

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
					Group(s)											
2	**2.4**	Health Aides	All	No			All Schools	On Going	$182,000.00	$0.00	$182,000.00				$182,000.00	
2	**2.5**	Student Support Services	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	On Going	$95,000.00	$0.00	$38,000.00		$57,000.00		$95,000.00	
2	**2.6**	Maintain On Campus Intervention program	All	No			Specific Schools: Big Bear High School	On Going	$0.00	$0.00	$0.00				$0.00	
2	**2.7**	Social Emotional Learning curriculum	All	No			All Schools	On Going	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	**2.8**	Elementary Counselors at each Baldwin Elementary School and North Shore Elementary	All	No			Specific Schools: Baldwin Lane Elementary; North Shore Elementary	On Going	$255,000.00	$0.00		$255,000.00			$255,000.00	
2	**2.9**	Social Worker at Chautauqua High School	All	No			Specific Schools: Chautauqua High School	On Going	$122,700.00	$0.00		$122,700.00			$122,700.00	
2	**2.10**	Counselors and Psychologists	All	No			All Schools Specific Schools: Big Bear Middle School, Big Bear High School	On Going	$600,000.00	$0.00	$600,000.00				$600,000.00	
2	**2.11**	Probation Officer	All	No			All Schools	On Going	$0.00	$30,000.00	$30,000.00				$30,000.00	
2	**2.12**	Dean of Students at North Shore Elementary	All	No			Specific Schools: North	On Going	$0.00	$159,000.00		$159,000.00			$159,000.00	

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
							Shore Elementary									
3	**3.1**	One to one technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$300,000.00	$300,000.00				$300,000.00	
3	**3.2**	Science, Technology, Engineering, and Math (STEM) at every site	All	No			All Schools	On Going	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	**3.3**	Career Technical Education classes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School; Chautauqua High School	On Going	$50,000.00	$0.00	$50,000.00				$50,000.00	
3	**3.4**	Project Lead the Way Engineering Class	All	No			Specific Schools: Big Bear High School	On Going	$0.00	$3,200.00	$3,200.00				$3,200.00	
3	**3.5**	Expand college and career awareness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School, Chautauqua High School, Big Bear Middle School	On Going	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	**3.6**	Intervention and Enrichment opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Big Bear Middle School, North Shore Elementary, Baldwin Lane Elementary K-8	On Going	$35,000.00	$0.00	$35,000.00				$35,000.00	

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
3	3.7	Athletic League transportation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School, Big Bear Middle School	On Going	$0.00	$70,000.00	$70,000.00				$70,000.00	
3	3.8	Offer Music/Choir/Drama/Art	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$375,000.00	$0.00	$375,000.00				$375,000.00	
3	3.9	Sensory Tools for Students with Special Needs including Flexible seating options	Students with Disabilities	No			All Schools	On Going	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.10	Annual Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$1,200,000.00	$0.00	$1,200,000.00				$1,200,000.00	
3	3.11	Xello College and Career planning and exploration program (9-12)	All	No			Specific Schools: Big Bear High School, Chautauqua High School 9-12	On Going	$0.00	$3,500.00	$3,500.00				$3,500.00	
3	3.12	Dual Enrollment classes	All	No			Specific Schools: Big Bear High School	On Going	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.13	Esports program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School, Big Bear Middle School, Fallsvale School	On Going	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.1	District Wide English Learner Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	On Going	$9,200.00	$0.00	$9,200.00				$9,200.00	

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
					s)											
4	**4.2**	Site English Learner Coordinators at each site	English Learners	No			All Schools	On Going	$0.00	$9,920.00	$9,920.00				$9,920.00	
4	**4.3**	Quarterly ELAC and DELAC meetings	English Learners	No			All Schools	On Going	$0.00	$300.00				$300.00	$300.00	
4	**4.4**	Supplemental instructional supplies to support English Learners	English Learners	No			All Schools	On Going	$0.00	$10,000.00				$10,000.00	$10,000.00	
4	**4.5**	Ellevations software	English Learners	No			All Schools	On Going	$0.00	$2,000.00				$2,000.00	$2,000.00	
4	**4.6**	Bi-lingual aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On Going	$80,000.00	$0.00	$80,000.00				$80,000.00	
4	**4.7**	English Learner Parent Community Liaison	English Learners	No			All Schools	On Going	$35,000.00	$0.00		$35,000.00			$35,000.00	
4	**4.8**	Family Based English Tutoring program	English Learners	No			All Schools	On Going	$0.00	$1,000.00				$1,000.00	$1,000.00	
5	**5.1**	Bi Lingual Support	All	No			Specific Schools: Chautauqua High School	Renewed annually based on funding	$30,000.00	$0.00		$30,000.00			$30,000.00	
5	**5.2**	Provision of additional literary supports	All	No			Specific Schools: Chautauqua High School	Renewed annually based on funding	$0.00	$3,000.00		$3,000.00			$3,000.00	
5	**5.3**	Purchase Supplemental materials for English Learners.	English Learners	No			Specific Schools: Chautauqua high school 9-12	Renewed annually based on funding	$0.00	$3,000.00		$3,000.00			$3,000.00	

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
22178722	5435227	24.506%	0.000%	24.506%	$7,492,966.00	0.000%	33.784 %	**Total:**	$7,492,966.00
								LEA-wide Total:	$2,345,000.00
								Limited Total:	$129,700.00
								Schoolwide Total:	$5,018,266.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Tk - 3rd Grad Span Adjustment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Baldwin Lane Elementary, North Shore Elementary, Fallsvale School Tk - 3rd	$1,988,917.00	
1	1.2	Increase instructional support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,139,349.00	
1	1.4	Curricular Licenses and Subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	1.7	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School 9-12	$150,000.00	
1	1.8	Professional Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	1.9	Independent Study Teachers	Yes	LEA-wide	English Learners Foster Youth	All Schools	$350,000.00	

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 (%)
					Low Income			
1	1.12	Intervention Support Personnel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: North Shore Elementary, Baldwin Lane Elementary, Big Bear Middle School	$510,000.00	
1	1.13	Provide Intervention materials	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fallsvale School	$15,000.00	
1	1.14	Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School, Chautuaqua High School, Big Bear Middle School, North Shore Elementary, Baldwin Lane Elementary	$50,000.00	
1	1.16	Maintain Expanded Para-professional hours (5 hours a day)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	
1	1.18	Math Interventionist at Big Bear Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear Middle School 6-8		
2	2.3	Provide access to supplemental supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$2,500.00	
2	2.5	Student Support Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$38,000.00	
3	3.1	One to one technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
3	3.3	Career Technical Education classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School;	$50,000.00	

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 (%)
						Chautauqua High School		
3	3.5	Expand college and career awareness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School, Chautauqua High School, Big Bear Middle School	$5,000.00	
3	3.6	Intervention and Enrichment opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear Middle School, North Shore Elementary, Baldwin Lane Elementary K-8	$35,000.00	
3	3.7	Athletic League transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School, Big Bear Middle School	$70,000.00	
3	3.8	Offer Music/Choir/Drama/Art	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$375,000.00	
3	3.10	Annual Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200,000.00	
3	3.13	Esports program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School, Big Bear Middle School, Fallsvale School	$5,000.00	
4	4.1	District Wide English Learner Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$9,200.00	
4	4.6	Bi-lingual aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$80,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,172,913.00	$9,842,891.04

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**	Tk - 3rd Grad Span Adjustment	Yes	$1,773,934.00	1988917.44
1	**1.2**	Maintain additional teachers to lower class size	Yes	$2,013,505.00	2139349.06
1	**1.3**	Teacher Induction Program	No	$10,000.00	8050.00
1	**1.4**	Curricular Licenses and Subscriptions	Yes	$115,000.00	113152.00
1	**1.5**	Release time for teacher collaboration and curriculum planning	No	$10,000.00	9357.32
1	**1.6**	Purchase Life Track (formerly Student Tracker)	No	$2,755.00	2400.00
1	**1.7**	Advancement Via Individual Determination (AVID)	Yes	$145,028.00	153384.20
1	**1.8**	Professional Learning Opportunities	Yes	$85,000.00	2070.00
1	**1.9**	Independent Study Teachers	Yes	$184,676.00	355580.16
1	**1.10**	Intervention support for Students with Disabilities	No	$1,000.00	0.00
1	**1.11**	Professional Learning opportunities for paraprofessionals	No	$2,000.00	2917.00

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	1.12	Intervention Support Personnel	Yes	$456,800.00	512387.04
1	1.13	Provide Intervention materials	Yes	$30,000.00	39651.58
1	1.14	Summer School	Yes	$100,000.00	95906.54
1	1.15	Big Bear High School/Chautauqua Continuation High School Principal	Yes	$99,380.00	105680.88
1	1.16	Provide after school transportation for Intervention classes	Yes	$0.00	0.00
1	1.17	Maintain Expanded Para-professional hours (5 hours a day)	Yes	$65,000.00	55894.41
1	1.18	Maintain Library clerks at five hours a day for five days a week	No	$26,760.00	22215.60
1	1.19	Hire a Middle School Intervention Specialist	Yes	$163,313.00	168595.32
2	2.1	Increase Safety Assistants at Middle School and High School sites	No	$41,246.00	63861.00
2	2.2	Days of Understanding	No	$9,000.00	0.00
2	2.3	Provide access to supplemental supports	Yes	$2,500.00	0.00
2	2.4	Health Aides	No	$182,526.00	192564.93
2	2.5	Student Support Liaison	Yes	$88,495.00	95834.27

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	2.6	Fund the On Campus Intervention (OCI) program	No	$137,594.00	141212.40
2	2.7	Social Emotional Curriculum	No	$10,000.00	13000.00
2	2.8	Full Time Elementary Counselors at each site	No	$247,474.00	255933.52
2	2.9	Full time Chautauqua High School Social Worker	No	$119,834.00	122706.64
2	2.10	Counselors and Psychologists	No	$566,454.00	714434.48
2	2.11	Hire Universal PreKindergarten (UPK) TK aide full time for each Elementary site	No	$30,000.00	41233.92
2	2.12	Maintain a Full time Probation Officer	No	$30,000.00	0.00
2	2.13	Maintain full time Middle School Assistant Principal	No	$155,000.00	172156.97
3	3.1	One to one technology	Yes	$217,000.00	217000.00
3	3.2	Science, Technology, Engineering, and Math (STEM) at every site	No	$50,000.00	49052.48
3	3.3	Expand Career Technical Education classes	Yes	$50,000.00	41588.15
3	3.4	Project Lead the Way Engineering Class	No	$3,000.00	3200.00
3	3.5	Expand College and Career awareness	Yes	$5,000.00	4124.06
3	3.6	Intervention/Enrichment opportunities	Yes	$30,000.00	43592.20

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)
3	3.7	Athletic League transportation	No	$70,000.00	80765.59
3	3.8	Offer Music/Choir/Drama/Art	Yes	$355,606.00	385624.66
3	3.9	Sensory Tools for Students with Special Needs including Flexible seating options	No	$5,000.00	3728.43
3	3.10	Annual Transportation	Yes	$1,200,000.00	1218405.27
3	3.11	Achievement Initiative (A2A Attendance monitoring program)	No	$38,000.00	36900.00
3	3.12	Xello College and Career planning and exploration program (9- 12)	No	$3,500.00	3500.00
3	3.13	Implement Dual Enrollment classes	No	$29,893.00	0.00
3	3.14	Add an Esports program	Yes	$50,000.00	45852.36
4	4.1	Maintain District Wide English Learner Coordinator	Yes	$7,440.00	7440.00
4	4.2	Maintain Site English Learner coordinators at each site	No	$7,200.00	7200.00
4	4.3	Quarterly ELAC and DELAC meetings will be held	No	$500.00	178.18
4	4.4	Purchase supplemental instructional supplies to support English Learners	No	$16,000.00	9644.23
4	4.5	Maintain Ellevations software	No	$2,000.00	13000

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)
4	**4.6**	Maintain Bi-lingual aides	Yes	$128,000.00	83648.75
4	**4.7**	English Learner Parent Education Meetings	Yes	$500.00	0.00

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)
5280636.00	$6,928,429.00	$7,873,678.35	($945,249.35)	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	1.1	Tk - 3rd Grad Span Adjustment	Yes	$1,773,934.00	1988917.44		
1	1.2	Maintain additional teachers to lower class size	Yes	$2,013,505.00	2139349.06		
1	1.4	Curricular Licenses and Subscriptions	Yes	$115,000.00	113152.00		
1	1.7	Advancement Via Individual Determination (AVID)	Yes	$145,028.00	153384.20		
1	1.8	Professional Learning Opportunities	Yes	$85,000.00	2070.00		
1	1.9	Independent Study Teachers	Yes	$184,676.00	355580.16		
1	1.12	Intervention Support Personnel	Yes	$137,040.00	512387.04		
1	1.13	Provide Intervention materials	Yes	$30,000.00	39651.58		
1	1.14	Summer School	Yes	$80,000.00	95906.54		
1	1.15	Big Bear High School/Chautauqua Continuation High School Principal	Yes	$99,380.00	105680.88		
1	1.16	Provide after school transportation for Intervention classes	Yes	$0.00	0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.17	Maintain Expanded Para-professional hours (5 hours a day)	Yes	$65,000.00	55894.41		
1	1.19	Hire a Middle School Intervention Specialist	Yes	$65,325.00	168595.32		
2	2.3	Provide access to supplemental supports	Yes	$2,500.00	0.00		
2	2.5	Student Support Liaison	Yes	$88,495.00	95834.27		
3	3.1	One to one technology	Yes	$217,000.00	217000.00		
3	3.3	Expand Career Technical Education classes	Yes	$50,000.00	41588.15		
3	3.5	Expand College and Career awareness	Yes	$5,000.00	4124.06		
3	3.6	Intervention/Enrichment opportunities	Yes	$30,000.00	43592.20		
3	3.8	Offer Music/Choir/Drama/Art	Yes	$355,606.00	385624.66		
3	3.10	Annual Transportation	Yes	$1,200,000.00	1218405.27		
3	3.14	Add an Esports program	Yes	$50,000.00	45852.36		
4	4.1	Maintain District Wide English Learner Coordinator	Yes	$7,440.00	7440.00		
4	4.6	Maintain Bi-lingual aides	Yes	$128,000.00	83648.75		
4	4.7	English Learner Parent Education Meetings	Yes	$500.00	0.00		

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)
22914954.00	5280636.00	0.0	23.044%	$7,873,678.35	0.000%	34.360%	$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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