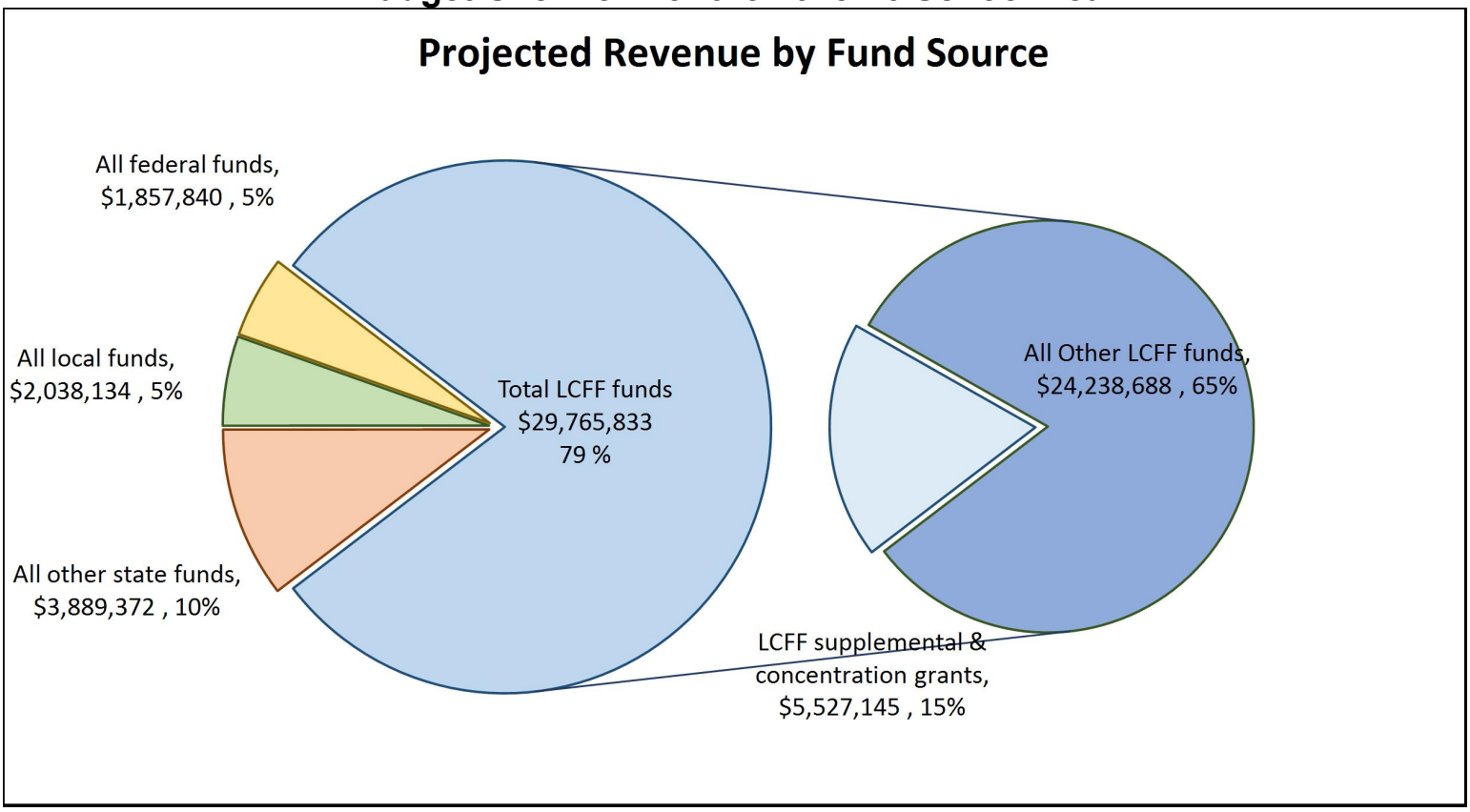
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bear Valley Unified School District
CDS Code: 36676370000000
School Year: 2025-26
LEA contact information:
Manny Marquez
Superintendent of Schools
jesica_rawlings@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 2025-26 School Year

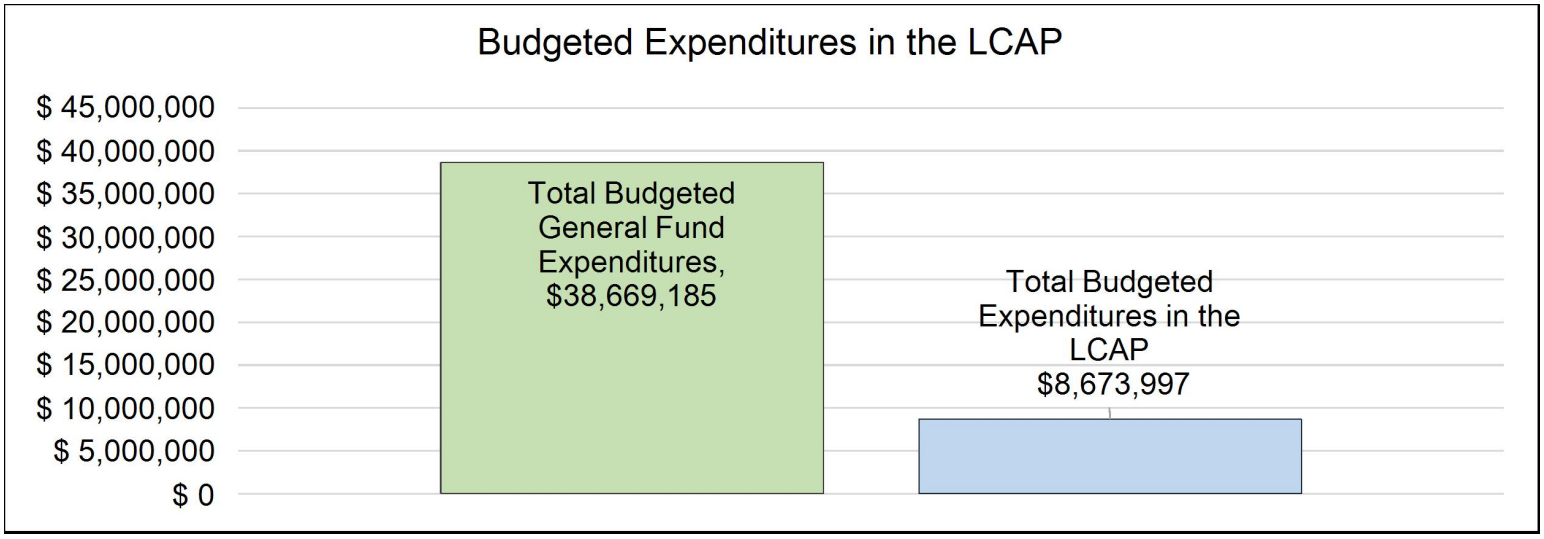


This chart shows the total general purpose revenue Bear Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bear Valley Unified School District is $37,551,229.00, of which $29,765,833.00 is Local Control Funding Formula (LCFF), $3,889,372.00 is other state funds, $2,038,134.00 is local funds, and $1,857,840.00 is federal funds. Of the $29,765,833.00 in LCFF Funds, $5,527,145.00 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 2025-26. 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 $38,669,185.00 for the 2025-26 school year. Of that amount, $8,673,997.23 is tied to actions/services in the LCAP and $30,520,150.99 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

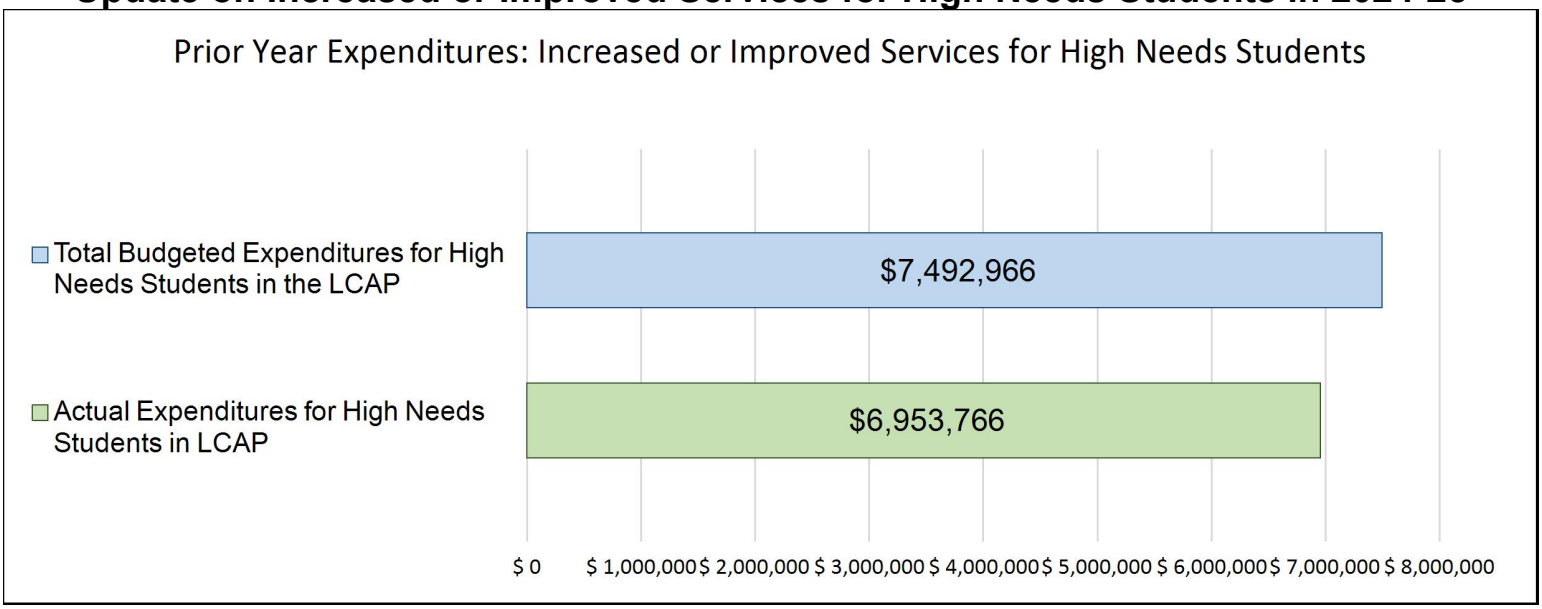
Budgeted expenditures not included in the LCAP are standard operations of the district such as salaries, curriculum, facilities, transportation, special education, child nutrition.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Bear Valley Unified School District is projecting it will receive $5,527,145.00 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 $6,780,692.34 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 2024-25



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 2024-25, Bear Valley Unified School District's LCAP budgeted $7,492,966.00 for planned actions to increase or improve services for high needs students. Bear Valley Unified School District actually spent $6,953,766.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $539,200 had the following impact on Bear Valley Unified School District's ability to increase or improve services for high needs students:

Although there exists a difference between our total expenditures and our planned expenditures to increase or improve services for high needs students in 2024-2025, we were able to sufficiently implement most of our actions as planned. The difference was primarily due to a conservative budget estimate over projected expenditures and the ability to provide some of our services via grants or other restricted funding sources. As well, several positions were not filled due to a lack of qualified candidates or applications. We are confident that despite these variances, the district maintained its focus on delivering the planned and intended support for our high needs students.

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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 average annual salary is $50,000. Our district serves 2174 students, TK – 12, in a variety of settings with two elementary schools: Baldwin Lane Elementary (457 students) and North Shore Elementary (530 students), one TK - 8th school, Fallsvale (62 students), Big Bear Middle School (494 students), Big Bear High School (589 students), and Chautauqua High School (a continuation school, 42 students). The student population is made up of 46.37% Hispanics, .23% Indian, 18% Filipino, .69% Asian, .51% Black/African American, .18% Pacific Islander, 46.78% White, 4.83% Multiple, .23% other. 59.1% of our students qualify for Free and Reduced lunches, 70.5% of our students are socioeconomically disadvantaged/English Learners/Foster Youth, and 14.3% of our students are English Language Learners.

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. Big Bear High School is also a certified AVID school with an emphasis on preparing students for success in college.

BVUSD has recently expanded the Dual Enrollment program that offers classes through San Bernardino Community College during the day at Big Bear High School. Classes include Student Development, Biology, Physics, Spanish, and Art, with the plan to add Aviation in the 2025-2026 school year. As well, incoming freshmen are now given the opportunity to join a cohort that pursues the completion of the Intersegmental General Education Transfer Curriculum (IGETC) which enables students to complete the general education requirements for University of California (UC) and California State University (CSU) upon high school graduation.

The Extended Learning Opportunity Program (ELOP) has funded after school programs at each elementary school, summer school offered to K-11 students, eSports and a Conditioning class at the Middle School, and upgraded elementary playgrounds with rubber tire ground cover to enhance the safety of our students.

Three main areas of focus for the 2025-2026 school year are our English Learners and finding additional ways to support them for the purpose of increasing academic achievement, Dual Enrollment and the offering of college classes during the regular school day to give students a head start on post secondary education, and a newly developed partnership with the local Mom and Dad Project which will offer additional social emotional supports, with a focus on English Learners and their families.

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 2025-2026 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.

Pupil Achievement
Overall, in Bear Valley Unified, the ELA (Academic) scores reflected various trends from 2023 to 2024. Overall, scores for all students decreased by 2.5 points, with specific declines among English Learners by 14.6 points, Homeless Youth by 5.3 points, Long Term English Learners by 30.7 points, and White students by 3 points. In contrast, Two or More Races saw an improvement of 11.5 points, and Students with Disabilities improved by 7.7 points.
Math (Academic) scores generally improved across many student groups. All students saw a slight increase of 0.6 points. Notably, English Learners increased by 6.2 points, Hispanic students by 8.6 points, and Long Term English Learners by a significant 24 points. Students with Disabilities improved substantially by 23.3 points, and Two or More Races saw the highest increase of 25.5 points. However, White students experienced a minor decrease of 0.8 points.

There has been some measure of success with our English Learners on the ELPI going from 39.2% proficient in 2023 to 41.4% in 2024. There has also been a slight improvement in the reclassification rate, increasing from 5.5% in 2023 to 6.6% in 2024. Reclassification indicates progress in English language proficiency and readiness to participate fully in academic instruction alongside native English-speaking peers. While the trajectory continues to improve, this data provides valuable insights into areas where additional support may be needed to enhance language acquisition and proficiency among ELs.

College and Career
In terms of success, there was significant growth in the graduation rate (2023: 85.6% 2024: 91.4%), and a holding steady of students going on to college upon graduation per Student Tracker data (2023: 38%; 2024: 37%). While the number of students completing Career Tech Education (CTE) pathways has declined, there were added classes in Media Arts in 2024-2025 and the expectation is that more pathways will be completed by the end of next school year. In 2023-3034, there were a total of 206 students enrolled in thirteen different classes and in the 2024-2025 CTE classes, there are now 208 students enrolled with an expected increase in the coming years based on the growing popularity of the classes.
Another area of success is the growth of the Dual Enrollment program started in January, 2024, and expanded in the 2024-2025 school year. The following classes via San Bernardino Valley College were made available during the regular school day on the Big Bear HIgh School campus to our students: Self Development (SDEV), Biology 104, Physics 101, Spanish 102, Art 100, and Art 102. As well, a cohort of 36 Freshman students opted to follow a four year plan that would result in their completion of the California General Education Transfer Curriculum (CAL-GETC) requirements upon graduation which allows for the transfer to the University of California (UC) or California State University (CSU)

Despite improvements in certain metrics, only 19.9% (2024) of ALL students are designated as "Prepared", a drop from 22% (2023), with English Learners going from 7.1% (2023) to 3.2% (2024) according to the College and Career Indicators. However there was a slight increase with Homeless going from 11/1% (2023) to 17.1% (2024) and Socioeconomically Disadvantaged from 15.8% (2023) to 16.1% (2024). 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 ALL students as well as English Language Learners.

Local Data
At the Elementary level, local scores on iReady continue to improve. In Reading, from Fall 2024 (the beginning of the year) to Winter 2024 (a mid year diagnostic), the percentage of students scoring at or above grade level: 1st grade went from 3% to 22%, 2nd grade from 20% to 35%, 3rd grade from 35% to 51%, 4th grade from 18% to 34%, 5th grade from 24% to 28%. On the iReady math fall (2024) and winter (2024) assessment, students scoring at or above grade level: 1st grade went from 3% to 13%, 2nd grade went from 6% to 15%, 3rd grade went from 13% to 27%, 4th grade went from 15% to 24%, and 5th grade went from 17% to 23%. While increasing scores are evidence of some growth, the challenge is to maintain the trajectory until the end of the year to show more students at a level closer to mastery by the year's end.

Climate and Student Engagement Data
Engagement levels continue to increase as evidenced by a reduction in Chronic Absenteeism for ALL AT 29.6% (2023) to 26.5% (2024), in particular for English Learners from 24% (2023) to 21.8% (2024), Homeless from 44.7% (2023) to 35.4% (2024), Socioeconomically Disadvantaged from 35.3% (2023) to 30.7% (2024), Students with Disabilities from 39.2% (2023) to 35% (2024) and Hispanics from 30.5%

(2023) to 26.8% (2024). The Attendance Rate is also on a positive, although slight, trajectory going from 90% in April 2024 to 91% as of March, 2025 (local data source). This indicates efforts towards enhancing student engagement and support mechanisms, and successful interventions to re-engage students in the school environment.

In spite of several successes, challenges do remain.

An area of concern indicated on the CA Dashboard is the suspension rate for various student groups. For the 2024 school year, the District Wide rate was 5.6% (2023: 5.1%), while Foster Youth was at 20% (2023: 15%), SocioEconomically Disadvantaged Students at 6.5% (2023: 6.3%) and Students with Disabilities were at 8.2% (2023: 7.8%). In order to mitigate this challenge, BVUSD has created a new position called “Student Support Specialist” with the funding from the California Community Schools Partnership Program (CCSPP). There is a position at each site (aside from Baldwin Lane Elementary; an issue that will be addressed in the future) to provide added support for students and administration in the areas of student behaviors and social and emotional health. As well, safety assistants have been hired throughout the year for the Middle School and High School and Counselors are placed at each individual site 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.

Learning Recovery Emergency Block Grant (LREBG) Funds
BVUSD has $1,605,619.20 in unexpended funds that will be designated to support goals and actions in the LCAP for the next three years. BVUSD conducted a comprehensive needs assessment using the 2024 CA Dashboard data on ELA, math, and Chronic Absenteeism as well as local data. Educational partner input was collected via meetings, surveys, and various committee meetings to determine the critical areas of need. The thorough analysis of the results collected, led to the designation of the funding to go toward the addition of several actions.

Action 1.19: Math and ELA Instructional Coaches
Fully funded by LREBG, part time coaches will be added to support teachers by collaborating with teachers to provide targeted professional development, model effective teaching strategies, and offer feedback on instructional practices and therefore increase student achievement by improving the quality of instruction in Math and ELA, leading to better student outcomes. This support is particularly crucial for addressing learning gaps that may have been exacerbated by disruptions in education.
Recent research indicates that instructional coaching is one of the most effective forms of professional development for improving teacher practice and student achievement. "Instructional Coaching Actions Predicting Teacher Practices and Student Achievement" a 2023 study published in the Journal of School Psychology, examined the impact of specific coaching actions—modeling, practice, and feedback—on teacher implementation of evidence-based strategies and student outcomes. The study found that providing practice opportunities during coaching significantly predicted higher teacher fidelity in implementing interventions and improved student achievement in English Language Arts (ELA) and math. Feedback during coaching also predicted better student ELA outcomes.Studies have shown that coaching can lead to significant improvements in instructional quality and student learning outcomes, particularly when it is sustained, collaborative, and focused on specific instructional strategies. This initiative should support students by enhancing teacher effectiveness through instructional coaching. Students receive higher-quality instruction tailored to their needs, which can lead to improved academic performance. This initiative supports students by addressing learning loss and promoting equity in education, ensuring that all students have access to effective teaching that meets their individual learning needs.This is aligned with the allowable uses of LREBG which include providing professional development and coaching on the Mathematics Framework and the English Language Arts/English Language Development Framework for California Public Schools.

Action 1.8: Professional Learning Opportunities
Partially funded by LREBG, extensive training in the Science of Reading will be implemented in the 2025-2026 school year. This professional development will equip educators with evidence-based instructional strategies grounded in decades of interdisciplinary research spanning cognitive psychology, neuroscience, and education (National Reading Panel, 2000; Castles, Rastle & Nation, 2018).
The training will focus on the key components identified as essential for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension (NRP, 2000). These areas form a comprehensive approach shown to improve literacy outcomes, especially for students who struggle with reading, including English learners and students with learning differences.
By implementing structured, systematic, and explicit reading instruction, this initiative addresses learning gaps exacerbated by the COVID-19 pandemic and promotes equitable literacy development for all students (Moats, 2020). This action aligns with allowable LREBG uses, including professional development and coaching on the English Language Arts/English Language Development Framework for California Public Schools and implementing evidence-based supports to accelerate academic proficiency.

Action 2.14: Dean of Students at Baldwin Lane
Fully funded by LREBG, this position provides critical support to the principal, focusing on student behavior management and social-emotional well-being. The Dean of Students implements restorative practices to promote positive behavior and reduce disciplinary issues, fostering a safe and inclusive school climate that encourages academic engagement and student well-being.
This role collaborates closely with teachers, counselors, and families to address students' behavioral and emotional needs, ensuring a supportive learning environment that mitigates learning loss and promotes equity across the school community. According to the California Department of Education, addressing barriers to learning through evidence-based pupil supports is essential for accelerating academic proficiency.
Research supports this approach. A study published in the Journal of Educational and Psychological Consultation (“Consultation and Collaboration to Develop and Implement Restorative Practices in a Culturally and Linguistically Diverse Elementary School”) examined the integration of restorative practices, School-Wide Positive Behavioral Interventions and Supports (SWPBIS), and the Responsive Classroom model—an evidence-based SEL framework. The findings showed that these practices built stronger relationships and community, reinforced behavioral expectations, and improved school culture without relying on punitive measures.
This initiative aligns with LREBG allowable uses, specifically in providing evidence-based interventions that support students' social and emotional health, creating an environment conducive to learning and personal growth.

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.

2023 CA Dashboard Data
The following student groups were identified at the district level as receiving the lowest performance level on the 2023 CA Dashboard. Additionally, all schools have at least one student group that received the lowest performance level on one or more state indicators on the 2023 CA Dashboard. These schools and student groups are noted below:

Schools within the LEA that have received RED on one or more state indicators on the 2023 Dashboard:
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
Chronic Absenteeism - English Learners, Homeless

Equity Multiplier School:
Chautauqua High School

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

Reflections: Technical Assistance

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

The 2024 California School Dashboard shows our Long Term English Learners (LTEL) student group as eligible for Differentiated Assistance as they received low performance outcomes for Pupil Achievement (ELA -129.8 DFS; Math -166.7 DFS), Suspension rate (9.2%), Chronic Absenteeism (24.1%), and College and Career preparedness (0%).

On Wednesday, February 11, 2025 a leadership team (the Executive Director, one principal, two assistant principals, the English Learner Parent/Community Liaison) participated in the Differentiated Assistant meetings with San Bernardino County Schools to conduct a root cause analysis to determine the challenges involved with these students and how to best support our LTEL population.

Action steps for the next 60 days were created to increase the % of LTELs who graduate college and career ready. Data was pulled on each individual student and a “student at a glance” document was created. This list includes pertinent data to share with teachers and to identify each student’s critical areas of need. A new program, Summit K-12, a supplemental curriculum (Action 4.4), was utilized to establish a baseline for each student. English Learner Site coordinators will also use Ellevations’ “Strategies” component, (Action 4.5) focusing on enrolling LTELs in the program to provide differentiated instruction and targeted support.

Homeless students are in their second year of Differentiated Assistance but are showing significant growth from 2023 to 2024 in the areas of math (-120.4 to -104.2), Suspension rate (9% to 7.7%) and Chronic Absenteeism (44.7% to 35.4%), College and Career prepared (11.1% to 17.1%). ELA scores remain a challenge, having dropped (-71.6 to -76.9), but all other areas point to a positive progression with the potential to exit Differentiated Assistance on the 2025 CA Dashboard.

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.

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 2024 CA School Dashboard, Chautauqua High School (CT) was identified as a Comprehensive Support and Improvement (CSI) school for Low Performance.

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. 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 March 2025, the CT Needs Assessment was emailed to all students enrolled in Chautauqua High School. There were 15 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. 33% of the respondents were in 12th grade, 53% were in 11th grade, 7% were in 10th grade, and 7% were in 9th grade. 73% of students reported that they needed more information on study skills. 67% of respondents needed more information regarding graduation requirements. 60% of students did felt that they had concerns regarding self-advocacy or the ability to communicate a problem. 53% of students felt that they needed more information about resumes. 53% felt that they needed more information exploring college majors. 67% felt that they needed more information about community college. 53% felt that they had concerns about connecting with friends. 60% agreed that they needed more information or support about getting along with family members. 73% did not feel they needed information about dating or relationship issues. 60% disagreed that they had concerns about feeling depressed or sad and 53% did not feel that they needed any additional support or resources. In regards to stress, 47% of students were stressed about college admission, 67% were stressed about the uncertainty of their future, 73% were stressed about their time management but 80% were not stressed by social media.

As part of the needs assessment process, Chautauqua High School identified specific resource inequities impacting student outcomes. These included the absence of a dedicated wellness center to support students' social-emotional needs and limited access to targeted instructional support in ELA and math. These inequities were identified through stakeholder input, student surveys, and analysis of academic and engagement data, which revealed disparities in access to mental health services, college and career readiness resources, and consistent academic intervention. Addressing these resource inequities is a core component of the CSI plan, with interventions designed to ensure all students have equitable access to support systems necessary for academic and personal success.

Chautauqua's Clinical Social Worker presented on FAFSA/CA Dream Act, Community Colleges and Trade Schools on 2/19/2025. On 4/8/2025, the Clinical Social Worker had all students that were present at school begin the application process at a nearby community college. Those that are on track to graduate started the appropriate application and those that will remain in high school next year started the application for dual enrollment courses. The Department of Rehabilitation came to Chautauqua High School to present, enroll, and provide services to our students regarding work experience and post-high school goals on 8/28/2024, 9/19/2024, 2/18/2025, and 4/11/2025. We also have Mr. Michael Natzic from Hilltop Securities, Community Bank and Wealth Management Group doing a Financial Literacy series for our students which started 4/3/2025. For the interpersonal issues that our students experience, the Clinical Social Worker meets with students to help them discuss and process those issues.

A goal for the upcoming school year is to develop a comprehensive wellness center which would be staffed by the Clinical Social Worker and a Student Support Specialist. The two roles would work closely together to support students and address any challenges or inequities. Wellness centers on high school campuses are becoming widely used but they are still new interventions on campuses. One study completed by Moya, et. al (2022) found that there was a "positive correlation between the frequency of students' reported use of the wellness center and the perceptions of how it helped them succeed in school." Through questionnaires administered to school staff, students, and parents at various schools with wellness centers, it was found that there are positive perceptions of wellness centers and the contribution they have to academic success, elevation of mood, confidence, and coping skills. The Student Specialist would also provide instructional coaching with an emphasis on the areas of ELA and math. Neergaard Booker and Russell (2022) report that instructional coaching can provide support to teachers that help them improve their teaching and high targeted support improves student success. The interventions selected—including the development of a wellness center (Action 5.4) and instructional coaching in ELA and math (Action 5.5) —are Tier 1 interventions, designed to support all students campus-wide. These strategies were selected based on strong research and were aligned to needs identified through student and stakeholder feedback, using evidence-based frameworks such as CASEL and ASCA."

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. 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.

References:
Neergaard Booker, L., & Russell, J. L. (2022). IMPROVING TEACHING PRACTICE WITH INSTRUCTIONAL COACHING. EdResearch for

Recovery: Design Principles Series.
Moya, M. S., Caldarella, P., Larsen, R. A. A., Warren, J. S., Bitton, J. R., & Feyereisen, P. M. (2022). Addressing Adolescent Stress in School: Perceptions of a High School Wellness Center. Education & treatment of children, 45(3), 277–291. https://doi.org/10.1007/s43494-022-00079-1

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 (District): Includes parents of Socioeconomically Disadvantaged, English Learners, and Students with Disabilities	For the 2024-2025 school year, a Parent Advisory Committee was formed and currently meets monthly. At these meetings, data is reviewed, input is given regarding school processes, and new initiatives are presented and discussed. This committee keeps the district up to date on what is happening on the ground at the various sites with various student groups and maintains vital communications between the parents and the District. While these conversations are on going all year, at January 29, 2025 meeting, the Superintendent specifically reviewed the 2024-2025 LCAP including the data, the Actions, and the process that led to the current LCAP. Suggestions were asked for as well as input on current practices and initiatives in the District. This input was vital in preparing for the 2025-2026 LCAP. These meetings are held in person at the District Office. On May 5, a 2025-2026 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.
Student Advisory Committee (District):	For the 2024-2025 school year, a Student Advisory Committee was form and currently meets monthly. At these meetings, the Superintendent works with the students to gain insight as to how they feel about District initiatives and what is needed to support students' academic and social emotional growth. At the monthly meeting on January 24, 2025, the Superintendent specifically reviewed the 2024-2025 LCAP along with the most current data and Actions to address

Educational Partner(s)	Process for Engagement
	student needs. This meeting was in person at Big Bear High School. Input was gathered pertaining to what is working, what needs to be modified, and what needs to be added. As no comments were submitted from the Student Advisory group, there was not a written response from the Superintendent.
DELAC committee:	The DELAC committee meets quarterly to support English Learner families and students. 0n January 22, 2025, at a regularly scheduled in person DELAC meeting, the 2024-2025 LCAP was reviewed with English Learner families. A specific focus was on Goal 4 which references support for EL students. The Goals and Actions along with specific data were presented. 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 14, a 2025-2026 LCAP draft was presented with a request for any final comments. As no comments were submitted from the DELAC, there was not a written response from the Superintendent.
Equity Multiplier educational partners Teachers, parents, social worker, site and district administrators	On February 27, 2025, 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. 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 was provided due to this designation. Because of this process and the discussions, Goal 5 was updated for Chautauqua High School and Actions included to better support the learning and ensuing success of CT students. As no comments were submitted from the educational partners who participated in the meeting, there was not a written response from the Superintendent.
Leadership meetings All site Administration and District Administration	Leadership meetings are held monthly that include District and site administration. At a regularly scheduled Leadership meeting on February 18, 2025, there was a specific review of the 2024-2025

Educational Partner(s)	Process for Engagement
	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.
All Educational Partners: Teachers, other School Personnel, local bargaining units Parents representing schools through out the District English Learner, Low Income, Students with Disabilities, Foster Youth, Homeless, SELPA representative	LCAP community meetings are also held twice a year to invite any and all educational partners who have not been on other committees that discuss the LCAP specifically. On April 9, 2025 a 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. At the beginning of the meeting, Goals and the Actions and Services for each on the 2024-2025 LCAP were reviewed. After the general information was shared, the committee 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. On April 22, 2025 a LCAP Parent Survey was sent out to all parents through the Parent Square app with a link in case they were unable to attend the in person meeting. On April 30, 2025, a 2025-2026 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.
Governing Board Community Members	The Governing Board is kept up to date throughout the year in conversations with the Superintendent. On March 2, 2025 the Mid Year update was presented at a regularly scheduled Board meeting. The 2025-2026 LCAP draft was posted publicly on the district website on June 13, 2025 and public comment invited.

Educational Partner(s)	Process for Engagement
	The 2025-2026 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 16, 2025 The 2025-2026 LCAP draft was adopted at a regularly scheduled Board of Education meeting on June 18, 2025.

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

BVUSD welcomes all input and discussion regarding the use of funds to support students' needs in the schools. Their feedback significantly influences the shaping of the LCAP through consultation with our Educational Partners that includes Administrators, Staff (both certificated and classified), parents, students, and community members. The following Actions will be part of the 2025-2026 LCAP based on Educational Partner input, a budgetary resources review, and focus areas on the LCAP.

In response to multiple educational partners expressing concerns regarding student behaviors and social emotional issues with their children, a Dean of Students at Baldwin Lane Elementary (Goal 2; Action 2.14) will be hired and placed at Baldwin Lane Elementary . This position works in coordination with the administration at the site to address student behaviors and contributes to creating a positive school climate where students feel supported, empowered, and equipped with the social, emotional, and academic skills necessary to achieve their future objectives and aspirations.
Another concern was also raised that addressed the need for additional support for students in math and ELA. In order to enhance and strengthen the time spent during multiple opportunities for students to participate in getting extra support before, during and after school, teachers will be receiving training in the Science of Reading (Professional Learning Opportunities Goal 1; Action 1.8). This training aims to provide teachers with the knowledge and skills to implement effective reading instruction, aligning with the core components of reading, including phonemic awareness, phonics, vocabulary, fluency, and comprehension. As well, Math and ELA Instructional Coaches (Goal 1; Action 1.19) will be hired to work with teachers in developing specific strategies to support all students in math and ELA toward academic success.

In response to the request of the educational partners at the Equity Multiplier school and as a result of the comprehensive needs assessment given by the social worker, it was decided that there were two areas that needed to be addressed: engagement/culture of the school and academics. To support students' needs in the area of mental well being and social emotional health, a Wellness Center (Goal 5; Action 5.4) will be created to provide a space for students to come for counseling and conversation with a specialist. It will be incorporated into the existing building but will be separate to protect the privacy of the students. To add to the building of a positive culture and increased engagement of the students, an eSports program (Goal 5; Action 5.6) is also being added to the site. This program engages students at a different level and values skills and knowledge that are not always readily exhibited in the classroom. To support students academically, a request was made by the educational partners to provide more intervention in math and ELA. to address this need, an Instructional Coach for math and ELA (Goal 5; Action 5.5) will be hired to work with the teachers as they research and utilize resources and strategies aimed at increasing student achievement.

In response to the feedback from the English Learner community, every effort will be made to continue to post openings and hire additional Bilingual Aides (Goal 4; Action 4.6) to address the growing population of English Learners in our schools. There was also a request for additional translation services at the sites, including over the phone translation. Parents were asked to request translation services in advance of any meetings so that plans can be made to provide that service. As well, the request was made to ensure that all school to home communication be sent home in their preferred language. Much of this communication is handled by the English Learner Parent/Community Liaison (Goal 4, Action 4.7), a new addition to the current LCAP.

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 7: Course Access (Conditions of Learning)
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 1.12), K - 12th grade summer school (Action 1.14). 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% LI - 24% FY - *not a significant student group	2024 All - 22% EL - 9% LI - 22% FY - *not a significant student group		All - 60% EL - 30% LI - 30% FY - *not a significant student group	All -14% EL -6% LI -2% FY - *not a significant student group

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%	2024: All - 10%		30%	-9%
1.3	% of seniors seeking post secondary education Local Source: Student Tracker (Nat'l Student Clearing House)	2023 All - 38%	2024 All - 37%		60%	-1%
1.4	Distance from Standard on CAASPP ELA (High School) Source: CA School Dashboard	2023 (11th grade only) All: -16.5 DFS EL: -100.4 DFS LI: -37.2 DFS FY: *not a significant student group SWD: -132.3 DFS HMLS: -46.6 DFS 2024 LTEL - 168.9 DFS	2024 (11th grade only) All: -42.7 DFS EL: -145.9 DFS LI: -67.1 DFS FY: *not a significant student group SWD: -197.3 DFS HMLS: -132.8 DFS LTEL: -168.9 DFS		All: -10 DFS EL: -123 DFS LI: -57.2 DFS FY: *not a significant student group SWD: -167 DFS HMLS: -112 DFS LTEL: -143 DFS	All -26.2 DFS EL: -45.5 DFS LI: -29.9 DFS FY: N/A SWD: -65 DFS HMLS: -86.2 DFS LTEL: N/A
1.5	Distance from Standard on CAASPP math (High School) Source: CA School Dashboard	2023 (11th grade only) EL: -209 DFS LI: 143.1 DFS FY: *not a significant student group SWD: -218.1 DFS HMLS: -145.2 DFS 2024:	2024 (11th grade only) EL: -166.3 DFS LI: -148.7 DFS FY: *not a significant student group SWD: - 245.5 DFS		EL: -158 DSF LI: -126 DSF FY:*not a significant student group SWD: -183 DFS HMLS: -90 DFS LTEL: -151 DFS	EL 42.7 DFS LI: -5.6 FY:*not a significant student group SWD 15.5 DFS HMLS - 47.7 DFS LTEL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: -177.1 DFS	HMLS: -168.1 DFS LTEL: -177.1 DFS			
1.6	Distance from Standard on CAASPP math (Big Bear High School) Source: CA School Dashboard	2023 (11th grade only) Big Bear High School EL: -209.9 DFS LI: -229 DFS FY: *not a significant student group HI: -167 DFS 2024: LTEL: 177.1 DFS	2024 (11th grade only) Big Bear High School EL: -166.3 DFS LI: -148.7 DFS FY:*not a significant student group HI: -136 DFS LTEL: 177.1 DFS		EL: -142 DFS LI: -130 DFS FY:*not a significant student group HI: -116 DFS LTEL: 151 DFS	EL: 43.6 LI: 80.3 DFS FY:*not a significant student group HI 31 DFS LTEL: N/A
1.7	% of students with an AP Exam score of 3 or higher Source: College Board	2023 All - 44%	2024 All - 61.3%		70%	17.3%
1.8	% 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%	2024 Big Bear High School - 82% Chautauqua High School - 60%		Big Bear High School - 90% Chautauqua High School - 90%	Big Bear High School 20% Chautauqua High School 17%
1.9	Local Metric: Implementation of State Academic Standards Survey	2024: Implementation of State Academic Standards Survey (scale of 1-5) BVUSD provided Professional Learning	2025: Implementation of State Academic Standards Survey (scale of 1-5)		Implementation of State Academic Standards Survey (scale of 1-5)	Implementation of State Academic Standards Survey (scale of 1-5) BVUSD provided Professional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	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: ELA: 4.3 , ELD: 4.4, Math: 4.3, NGSS: 3.2, Social Science: 4.2 BVUSD provided materials for teaching the standards and content (scale of 1-5) ELA: 4.4, ELD: 4.5, Math: 4.3 NGSS: 4.0 Social Science: 4.4		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	Learning for learning standards and content: ELA: -.2 , ELD: +.1, Math: +.1, NGSS: 0, Social Science: -.1 BVUSD provided materials for teaching the standards and content (scale of 1-5) ELA: -.3, ELD: +.1, Math: -.1 NGSS: -.4. Social Science: 0
1.10	Distance from Standards (DFS) on CAASPP ELA (3rd-8th, 11th) - District Source: CA School Dashboard	2023: District All: -21.3 DFS EL: -69.7 DFS LI: - 42.7 DFS FY: *not a significant student group HMLS: -71.6 DFS SWD: -105.3 DFS 2024: LTEL: -129.8 DFS	2024: District All: -23.8 DFS EL: -84.3 DFS LI: -46 DFS FY: *not a significant student group HMLS: -76.9 DFS SWD: -97.6 DFS LTEL: -129.8 DFS		All: -16 DFS EL: -19 DFS LI: -39 DFS FY: *not a significant student group HMLS: -54 DFS SWD: -80 DFS LTEL: -110 DFS	All -2.5 DFS EL: -14.6 DFS LI: -3.3 DFS FY: *not a significant student group HMLS. -5.3 DFS SWD 7.7 DFS LTEL N/A
1.11	Distance from Standards (DFS) on CAASPP ELA (6th - 8th) - Middle School Source: CA School Dashboard	2023: Big Bear Middle School EL: 63.1 DFS LI: -55.9 DFS FY: *not a significant student group	2024: Big Bear Middle School EL: -86.7 DFS LI: -53.9 DFS		Big Bear Middle School EL: -73 DFS LI: -46 DFS	Big Bear Middle School EL: -23.6 DFS LI: 2.1 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HMLS: - 89.5 DFS SWD: -143.3 DFS 2024 LTEL: -105 DFS	FY: *not a significant student group HMLS: - 71 DFS SWD: -111.6 DFS LTEL: -105 DFS		FY: *not a significant student group HMLS: -65 DFS SWD: -110 DFS LTEL: -90 DFS	FY: *not a significant student group HMLS 18.5 DFS SWD 34.4 DFS LTEL:N/A
1.12	Distance from Standards (DFS) on CAASPP math (3rd-8th, 11th) Source: CA School Dashboard	2023: District All: -59.8 DFS EL: -117.5 DFS LI: -84.5 DFS FY: *not a significant student group HMLS: -120.4 DFS SWD: -159.1 DFS 2024: LTEL: -166.7 DFS	2024: District All: -59.2 DFS EL: -111.3 DFS LI: -81.6 DFS FY: *not a significant student group HMLS: -104.2 DFS SWD: -135.7 DFS LTEL: -166.7 DFS		All: -45 DFS EL: -88 DFS LI: -69 DFS FY: *not a significant student group HMLS: -90 DFS SWD: -119 DFS LTEL: -150 DFS	All. .6 DFS EL 6.2 DFS LI: 2.9 DFS FY: *not a significant student group HMLS 16.2 DFS SWD 23.4 DFS LTEL: N/A
1.13	Distance from Standards (DFS) on CAASPP math (3rd - 5th) Source: CA School Dashboard	2023; North Shore EL: -28.7 DFS LI: -59.9 DFS FY: *not a significant student group SWD :-154.1 DFS	2024: North Shore EL: -27.6 DFS LI: -45.9 DFS FY: *not a significant student group SWD - -81 DFS		North Shore EL: -23 DFS LI: -36 DFS FY: *not a significant student group SWD : -70 DFS	North Shore EL: 1.1 DFS LI: 14 DFS FY: *not a significant student group SWD 73 DFS
1.14	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	2024: Big Bear Middle School EL: -131.6 DFS HMLS: -112.9 DFS SED: -99.2 DFS SWD: -167.2 DFS HI: -97.6 DFS		Big Bear Middle School EL: -94 DFS HMLS: -104 DFS SED: -77 DFS SWD: -132 DFS HI: - 81 DFS	Big Bear Middle School EL. -6.4 DFS HMLS 26.1 DFS SED. 2.9 DFS SWD 8 DFS HI 9.4 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	% of students receiving instruction in CA State Standards with aligned materials Source: CA School Dashboard (local indicator)	2023: 100%	2024: 100%		100%	0%
1.16	Rate of Teacher Misassignments Clear (% of teaching FTE) Source: CA Dashboard (local indicator)	2023: 78.8%	2024: 79.5%		100%	.7%
1.17	% 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	2024: Grade 1: 38% at or above grade level Grade 2: 47% at or above grade level		Grade 1: 45% at or above grade level Grade 2: 55% at or above grade level	Grade 1: 13% Grade 2: 8%
1.18	% 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	2024: Grade 1: 25% at or above grade level Grade 2: 38% at or above grade level		Grade 1: 45% at or above grade level Grade 2: 55% at or above grade level	Grade 1: 13% Grade 2: 12%
1.19	Distance From Standard (DFS) on CAASPP ELA (3rd) grade Source: CA Dashboard	2023: All: -22.9 DFS EL: -100.9 DFS LI: -43.8 DFS FY: *not a significant student group	2024: All: -21.1 DFS EL: -94 DFS LI: -44.2 DFS FY: *not a significant student group		All: -18 DFS EL: -80 DFS LI: -35 DFS FY: *not a significant student group	All: 1.8 DFS EL: 6.9 DFS LI: -.4 DFS FY: *not a significant student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Distance From Standard (DFS) on CAASPP math (3rd) grade Source: CA Dashboard	2023: All: -12.5 DFS EL: -68.9 DFS LI: -28 DFS FY: *not a significant student group	2024: All: -17.8 DFS EL: -70.2 DFS LI: -36 DFS FY: *not a significant student group		All: -14 DFS EL: -60 DFS LI: -30 DFS FY: *not a significant student group	All: -5.3 DFS EL: -1.3 DFS LI: -8 DFS FY: *not a significant student group
1.21	% 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	2024 (11th grade only) All - 44.7% meets/exceeds SWD- 5% meets/exceeds HMLS - *not a significant student group		District (11th grade only) All - 60% SWD- 20% HMLS - 35%	All: 2.2% SWD: 1.7% HMLS: N/A
1.22	% 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	2024 (11th grade only) All - 20% meets/exceeds EL - 0% meets/exceeds SWD- 0% meets/exceeds HMLS - *not a significant student group		District (11th grade) All - 35% meets/exceeds EL - 10% meets/exceeds SWD- 10% meets/exceeds HMLS - 5% meets/exceeds	All: 3.7% meets/exceeds EL: 0% meets/exceeds SWD: 0% meets/exceeds HMLS: N/A

Goal Analysis [2024-25]

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.

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, 2) State Standards, 4) Pupil Achievement, 7) Course Access, and 8) Other Pupil Outcomes.

Small Class Sizes (Actions 1.1, 1.2), Well Trained and Supported Teachers (Actions 1.3, 1.8, 1.9), intervention Supports (Actions 1.12, 1.18), and Paraprofessionals (Actions 1.11, 1.16) were all implemented successfully and worked together to support teachers and student learning as evidenced by some 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 (31); 6th - 8th core classes (30); 9th-12th core classes (25). As well, we had five 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. Teachers were provided professional development in Achievement Via Individual Determination (AVID), California Math Project (elementary only), Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS), and Artificial Intelligence (AI). While Kagan, CA Science project, and Write from the Beginning were listed as potential trainings, it was determined that Behavioral Intervention strategies, English Learner Proficiency Assessments for California (ELPAC), and English Language Development (ELD) were immediate needs based on student demographics and behaviors. Para professionals participated in multiple professional development sessions, including but not limited to: CSEA para-professional conference, crisis prevention institute, Co Teaching, Behavior Management, and inclusion strategies for English Learners and Students with Disabilities. The main challenge faced with professional development continues to be 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 maintaining paraprofessional hours at five hours a day allowed for additional student support.

Curriculum Licenses (Action 1.4), Intervention Materials (Action 1.13), Summer School (Action 1.14), and Library Clerk Extended Hours (Action 1.17) 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 and extended learning opportunities are offered. We successfully implemented summer school grades TK/Kindergarten - 12th 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.

Release time for planning (Action 1.5) was not implemented as planned due to lack of staffing. This will be remedied next year once the position is filled for 2025-2026.

Student Tracker (Action 1.6), AVID at BBHS (Action 1.7), and BBHS and Chautauqua High School principal (Action 1.15) were implemented successfully as we continue to support our secondary students to prepare them for post secondary learning. Students continued to enroll in post secondary institutions, although the rate of enrollment decreased. Counselors and teachers continue to address this issue and the

continual expansion of the Dual Enrollment program may facilitate an increase in the future. 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 their 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 implemented successfully, although with an alternate funding source.

Overall, most of 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 measure of material difference is anything that was above or below by 15%.
The budget was an accurate representation of planned expenditures other than a couple areas. TK - 3 Grade Span Adjustment (Action 1.1) and Additional Teachers (Action 1.2), due to increased enrollment and the adding of new positions (Student Support, Music, Theatre, and Kindergarten) necessitated the hiring of more teachers than budgeted. Release Time for Curriculum Planning (Action 1.5) was not funded due to staffing shortage (Executive Director in charge of release time meetings) and therefore unable to facilitate the release times. Intervention Support for students with Disabilities (Action 1.10) was funded with other restricted monies. Curricula Licenses (Action 1.4) was increased due to the purchases of Dataworks for EL curriculum, SEL curriculum at Middle School, additional IXL at BBHS and CT. Summer School (Action 1.14) was increased due to increased enrollment necessitating the hiring of additional teachers.

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

Action 1.1 (TK-3rd Grade Span Adjustment)
Per the CA Dashboard, the overall percentage of students meeting and exceeding ELA standards slightly increased from 42.3% to 42.5%. Despite a small improvement for all students, disparities widened for High Mobility, Low Socioeconomic (HMLS) students, while Students with Disabilities (SWD) saw a notable improvement of 7.7 DFS points. In Math, the percentage of all students meeting Math standards slightly decreased from 31.1% to 30.4%. However, English Learners (EL) improved by 0.7 percentage points. Distance from Standard (DFS) data showed improvements across all groups: All students improved by 0.6 points, EL by 6.2 points, HMLS by 16.2 points, and SWD by 23.4 points. The action has shown mixed effectiveness. In ELA, it positively impacted SWD but faced challenges with other groups. In Math, notable improvements in DFS indicate positive outcomes, especially for HMLS and SWD. The action shows promise, particularly in Math, but may require refinements or additional support to further enhance ELA outcomes and address disparities effectively.

Actions 1.2 (Increased Instructional Support), 1.3 (Teacher Induction Program), 1.4 (Curricular Licenses and Subscriptions), 1.5 (Release time for teacher collaboration and curriculum planning), 1.8 (Professional Learning Opportunities), 1.10 (Intervention Support for Students

with Disabilities), 1.11 (Professional Learning Opportunities for Paraprofessionals), 1.16 (Maintain Expanded Paraprofessional hours), and 1.18 (Math Interventionist at Big Bear Middle School)
These actions showed mixed effectiveness based on state and local data. CA Dashboard data for ELA, scores from 2023-2024 show a decline across most student groups, with particularly large decreases for Long Term English Learners (-30.7) and English Learners (-14.6). However, Students with Disabilities experienced an improvement (+7.7). In math, from 2023 to 2024, All students improved with a positive change (+0.6 points). English Learners (EL) showed a notable improvement (+6.2 points) and High Mobility, Low Socioeconomic (HMLS) reflected a significant improvement (+16.2 points). Students with Disabilities (SWD) indicated a substantial improvement (+23.4 points). The actions seem to have positively impacted math scores for several student groups, particularly in providing more targeted support. However, ELA scores reveal a need for additional focus, particularly for English Learners and Long Term English Learners. Action 1.5 specifically is not able to be analyzed for effectiveness as it was not implemented as planned. However, it will be implemented and monitored for effectiveness in the 2025-26 school year.

Action 1.6 (Administer Life Track Senior Survey)
Data shows a decrease from 38% to 37% in seniors seeking post-secondary education. This suggests that Action 1.6 has not effectively increased interest in post-secondary education, however it does provide data and feedback for counselors as they continue to strive to meet the needs of graduating seniors.

Action 1.7 (Advancement Via Individual Determination)
AVID was somewhat successful but has challenges with sustainability. While enrollment in AVID overall has not greatly increased, the program includes all four grade levels and BBHS is a school wide AVID site. However, the number of seniors in the program went from 4 in 2022 to 9 in 2023 back to 2 in 2024 which is a concern. Based on the data provided for the 11th-grade performance in Math and ELA from 2023 to 2024, there are several key insights regarding the effectiveness of Action 1.7. Overall, there is a positive trend in the percentage of students meeting and exceeding standards, with Math performance rising from 42.5% to 44.7% and ELA improving from 16.3% to 20%. However, these gains are not reflected across all student groups. For instance, Students with Disabilities (SWD) saw a decrease in Math performance from 6.7% to 5%, and both SWD and English Learners (EL) remained stagnant at 0% in ELA. Additionally, the DFS data reveals more concerning trends, with All Students' DFS in ELA dropping from -16.5 to -42.7 and Low Income students decreasing from -37.2 to -67.1. SWD experienced a significant drop from -132.3 to -197.3, and the HMLS group also declined from -46.6 to -132.8. In Math, EL students showed slight improvement with their DFS improving from -209 to -166.3, but Low Income students and SWD continued to see declines. Despite the graduation rate improving from 85.6% to 91.4%, the A-G completion rate dropped significantly from 36% to 22%, indicating decreased college readiness.
In conclusion, while the AVID program appears to have positively impacted overall student performance and graduation rates, it has not effectively addressed the academic disparities among identified student groups, particularly in ELA. The declines in DFS and A-G completion rates suggest that additional, targeted interventions may be necessary to support EL, Low Income, SWD, and HMLS students and improve their academic outcomes. This could involve more tailored instruction, support services, and resources aimed at closing the achievement gap and enhancing college readiness, thereby making the AVID program and related actions more effective for all students.

Action 1.9 (Independent Study Teachers)
Based on the data across various measures, Action 1.9 has shown mixed effectiveness. For Graduation Rates, BBHS saw a slight increase from 91.1% to 91.8% and CT demonstrated a significant increase from 67.5% to 93%, indicating effective support for this group. With A-G Completion Rates, All Students decreased from 36% to 22%, EL decreased from 15% to 9%, and SED decreased slightly from 24% to 22%.

Pertaining to ELA CAASPP scores and DFS, District All decreased from -21.3 to -23.8 DFS, HMLS decreased from -71.6 to -76.9 DFS, SWD improved from -105.3 to -97.6 DFS, and LTEL scored -129.8 DFS, highlighting significant challenges.
In Math CAASPP scores and DFS, All Students decreased slightly from 31.1% to 30.4%, EL improved from 6.4% to 7.1%, HMLS data was insufficient.
Overall, while the graduation rate for CT improved significantly, other areas, such as A-G completion and CAASPP performance, indicate challenges. The action appears effective in supporting graduation for specific groups but may require modification to address academic achievement gaps and A-G completion.

Action 1.12 (Intervention Support Personnel)
The data analysis shows positive trends across various student groups and subjects. In I Ready ELA, Grade 1 improved from 25% to 38% and Grade 2 from 39% to 47% at or above grade level from 2023 to 2024. In I Ready Math, Grade 1 increased from 12% to 25%, and Grade 2 from 26% to 38%. Additionally, North Shore's Students with Disabilities (SWD) saw a significant improvement in Math, with their Distance from Standard (DFS) improving from -154.1 in 2023 to -81 in 2024. Based on the analysis of ELA and Math data from 2023 to 2024, Action 1.12 - Intervention Support Personnel has demonstrated varying levels of effectiveness across student groups. In ELA, there was an overall improvement for All Students, with scores increasing from -22.9 DFS in 2023 to -21.1 DFS in 2024. English Learners also showed a significant gain, moving from 100.9 to -94 DFS. However, Low Income students experienced a slight decline, from -43.8 to -44.2 DFS, indicating that while some progress was made, the support may need to be adjusted for these students. Foster Youth were not a significant group for analysis in this context. In Math, the All Students group improved from -12.5 to -17.8 DFS, suggesting that the intervention had a positive impact. However, the scores for English Learners worsened slightly from -68.9 to -70.2 DFS, and Low Income students saw a more significant decline from -28 to -36 DFS, highlighting areas where the intervention may need to be enhanced or reevaluated. Overall, the intervention shows promise, particularly in ELA for All Students and English Learners, but it is evident that a more targeted approach is necessary to support Low Income and English Learner students in Math effectively. This analysis underscores the importance of tailoring interventions to meet the unique needs of different student groups to achieve desired educational outcomes.These improvements indicate that Action 1.12, focusing on Intervention Support Personnel, has been effective in enhancing student performance by providing targeted support and personalized attention. The consistent positive changes suggest progress towards the goal, with the interventions addressing specific learning needs and contributing to these gains.

Action 1.13 (Provide Intervention Materials for Fallsvale)
In iReady ELA in Grades 1-2, there was a significant increase in at and/or above standard in Grade 1 from 78% to 100% and an improvement in Grade 2 from 73% to 83%. In Grades 3-8, the DFS for LI improved from -21.6 to 57.5. This substantial progress suggests that the intervention materials have been effective in supporting student learning in ELA. In iReady Math, Grade 1 saw an improvement in students at and/or above from 68% to 80%, while Grade 2 experienced a slight decline from 71% to 67%. The DFS for LI in Grades 3-8 improved from -5.7 to 8.8, indicating positive outcomes, though less pronounced than in ELA.
Overall, the intervention materials appear to be effective, particularly in ELA, with notable gains.

Action 1.14 (Summer School)
For ELA, although there is improvement in DFS, HMLS and SWD continue to struggle. Math shows significant improvement in overall scores, but EL and SWD groups still have lower meets/exceeds percentages. Action 1.14 might be effective in raising general standards, but further customization is required for specific student groups. In reference to the Graduation Rate, BBHS improved slightly from 91.1% to 91.8%,

while CT showed a remarkable increase from 67.5% to 93%. This indicates strong effectiveness in targeted interventions, likely including Summer School, particularly for CT.
Overall, while the action has been largely effective, especially in improving graduation rates, further refinement is needed for ELA and Math to support HMLS and SWD groups.

Action 1.15 (Big Bear High School/Chautauqua Continuation High School Principal)
In CTE Completion, the percentage for all students decreased from 19% in 2023 to 10% in 2024, indicating a decline in completion rates. For ELA, the DFS for all students slightly decreased from -30 to -30.5, while the SWD group saw a more significant drop from -147 to -162.7. The HMLS group also experienced a decline from -101 to -132.8. In Math, all students showed improvement from -130 to -122 DFS. The EL group improved from -210 to -199.6 DFS, and the SWD group improved from -243 to -227.5 DFS. However, the HMLS group declined from -120.4 to -168.1 DFS.
Overall, Action 1.15 seems to have mixed effectiveness. While there are improvements in Math for some groups, the decline in CTE Completion and the worsening performance in ELA for specific groups indicate the need for targeted interventions.

Action 1.17 (Maintain Library Clerks at five hours a day for five days a week)
In ELA, the overall district score decreased slightly from -21.3 DFS to -23.8 DFS. The HMLS group saw a decrease from -71.6 DFS to -76.9 DFS. For Math, the overall district score improved from -59.8 DFS to -59.2 DFS. The HMLS group showed a notable improvement from -120.4 DFS to -104.2 DFS. The SWD group also saw an improvement in Math from -159.1 DFS to -135.7 DFS.
The action of maintaining Library Clerks at five hours a day for five days a week appears to have a mixed impact. While Math scores improved, ELA scores saw a slight decline. This suggests that the library support may be more effective for Math, potentially due to access to resources or study support.

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.

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, while we are increasing in some areas of academic performance and achievements, secondary academics highlight areas for improvement.

Metrics:
In order to better align with the CA Dashboard reporting data of Distance From Standards (DFS), all the metrics with “meets/exceeds” were removed. The metrics have all been renumbered in order to accommodate this removal.

Any metric that was based on CA Dashboard data and did not include all the student groups of English Learners, Low Income, Foster Youth, and Long Term English Learners (LTEL) have been updated to reflect current baseline and targeted outcomes (M1.4, 1.5, 1.6, 1.10, 1.11, 1.12, 1.13, 1.14, 1.19, 1.20).

Rate of Teacher Misassignments Clear (M1.16) verbiage and baseline data has been revised to correctly reflect the proper expression of the data.

Class size reduction progress (M1.25) has been removed completely as that data is no longer required on the LCAP.

M1.7, 1.13, 1.17, 1.18 Targets for Outcomes were revised to reflect that some student groups had already met the previously set target.

M1.4 and M1.5 in the 2024-2025 LCAP were renumbered and are now M1.21 and M1.22 respectively.

Actions:
Actions 1.1,1.2,1.3,1.5,1.7,1.9,1.11,1.12 have changes in aligned metrics.

Action 1.4 has changes in aligned metrics and the description.

Actions 1.8 and 1.14 have changes in the metrics and are no longer marked as contributing.

Action 1.10 (Intervention Support for Students with Disabilities) is being removed due to ineffectiveness based on CAASPP scores and the access to other restricted funding sources that directly support our Students with Disabilities.

Action 1.13 (Provide Intervention Materials) is being removed as this was for Fallsvale School only. Based on their high level CAASPP scores, it was determined that the materials at the site are sufficient to support student achievement.

Action 1.15 (Big Bear High School/Chautauqua High School Principal) is being removed from the LCAP as this position is now permanent and part of annual staffing.

Action 1.16 (Maintain Expanded Paraprofessional hours) and Action 1.17 (Maintain Library clerk at 5 hours a day) are being removed from the LCAP as those positions are now permanent and part of annual staffing.

Action 1.18 (Middle School Intervention Specialist) is being removed from the LCAP and the intervention classes reassigned to the grade level/content area teachers.

The hiring of part time Instructional coaches for math and ELA (Action 1.19) will be added to the 2025-2026 LCAP to support academic success for students and the implementation of current successful teaching strategies. This will be funded by unexpended LREBG funds.

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.

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, 1.17, 1.18. 1,19, 1.20). This action is principally directed to Low Income, English Learners, and Foster Youth.	$1,998,861.59	Yes
1.2	Increase instructional support	Instructional support will be increased with the maintenance of 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 (M1.10, 1.12, 1.21, 1.22). This action is principally directed to Low Income, English Learners, and Foster Youth..	$2,150,045.75	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 (M1.10, 1.12).	$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 (M1.10, 1.12) . *iReady Licenses (Grades 2- 5): A reading supplemental program that supports struggling	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 6-9). 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 (M1.10, 1.12)	$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)	$2,500.00	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). This action is principally directed to Low Income, English Learners, and Foster Youth.	$150,000.00	Yes
1.8	Professional Learning Opportunities	All teachers, TK - 12, will participate in professional learning opportunities (Kagan strategies, Write From the Beginning, Artificial Intelligence (AI), Science of Reading) to support teachers in intervention strategies and classroom practices to meet the needs of struggling students for the	$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
		purpose of increasing math and ELA scores as measured by CAASPP scores (M1.10, 1.12). LREBG ACTION: $45,000		
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 (M1.10, 1.12). This action is principally directed to Low Income, English Learners, and Foster Youth.	$351,750.00	Yes
1.10	Intervention support for Students with Disabilities	This action will no longer be listed in the LCAP as it is covered by other funds.	$0.00	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 (M1.10, 1.12)	$2,000.00	No
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 (M1.13, 1.17, 1.18, 1.19, 1.20). This action is principally directed to Low Income, English Learners, and Foster Youth.	$512,550.00	Yes
1.13	Provide Intervention materials	Due to continually increasing CAASPP scores, it was deem that the current materials at Fallsvale Elementary are sufficient to support students' academic success.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
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 (M1.10, 1.12) and increased high school graduation rates (M3.3).	$100,000.00	No
1.15	Big Bear High School/Chautauqua Continuation High School Principal	This action is a permanent position and will no longer be list in the LCAP.	$0.00	No
1.16	Maintain Expanded Para-professional hours (5 hours a day)	This action is now a permanent status for this position so will no longer be listed in the LCAP.	$0.00	No
1.17	Maintain Library clerks at five hours a day for five days a week	This action is now a permanent status for this position so will no longer be listed in the LCAP.	$0.00	No
1.18	Math Interventionist at Big Bear Middle School	This action is being eliminated and the intervention classes will be taught by the grade level/content area teachers.	$0.00	No
1.19	Part time math and ELA instructional coaches	Part time Instructional Coaches will provide extra support for teachers with additional instructional strategies and practices to enhance classroom instruction in math and ELA. This provides the opportunity for learning by teachers and therefore targeted interventions for the purpose of increasing student achievement and standards mastery in Math and ELA as measured by CAASPP scores (M1.10, 1.12, 1.21, 1.22). LREBG ACTION: $75,000	$75,000.00	No

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 spring of 2025, 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. 33% felt they needed more support on connecting with friends, 33% needed more support for getting along with family members, 30% needed strategies for dealing with sadness and depression, and 41% expressed a need for strategies to deal with anxiety and stress. At Chautauqua High School, 53% felt they needed more support on connecting with friends, 60% needed more support for getting along with family members, 26% needed strategies for dealing with sadness and depression, and 53% expressed a need for strategies to deal with anxiety and stress. At Big Bear Middle School, new data shows that 33% of students enjoy school, 70% felt academically supported, 84% felt safe at school, and 71% felt comfortable talking with the counselor. 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. 72% of K - 5th grade students said they liked school. 68% said they feel safe at school.

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%	2025 Elementary: (agree/strongly agree) K/1/2 % of students that like school: 76% % of students that feel safe at school: 76% 3rd - 5th % of students that feel like they belong: 69% % of students that feel safe at school: 61% Middle School: -I enjoy school - 33% -I have the academic support I need - 70% -I feel safe at school- 84% -I am comfortable talking to my counselor - 71% Big Bear High School: % of students needing help with: -connecting with friends - 33%		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: -I enjoy school - 90% -I have the academic support I need - 90% -I feel safe at school- 90% -I am comfortable talking to my counselor - 90% Big Bear High School: % of students needing help with -connecting with friends - 10%	Elementary: (agree/strongly agree) K/1/2 % of students that like school: 0% % of students that feel safe at school: +2% 3rd - 5th % of students that feel like they belong: -4% % of students that feel safe at school: +19% Middle School: N/A 2024: questions were changed Big Bear High School: % of students needing help with -connecting with friends: +5% -connecting with family: +7% -dealing with sadness/depression : -2 % -dealing with anxiety: -1%

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%	-connecting with family - 33% -dealing with sadness/depression - 30% -dealing with anxiety - 41% Chautauqua High School: % of students needing help with: -connecting with friends - 53% -connecting with family - 60% -dealing with sadness/depression -26% -dealing with anxiety - 53%		-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% -dealing with sadness/depression - 20% -dealing with anxiety - 5%	Chautauqua High School -connecting with friends: +22% -connecting with family: +37% -dealing with sadness/depression: -5 % -dealing with anxiety: +45%
2.2	Suspension rates (District) Source: CA School Dashboard	2023 Suspension Rate District All: 5.1% EL: 4.0% LI: 6.3% FY: 15% HMLS: 9% MR: 8.9% 2024: LTEL: 9.2%	2024 Suspension Rate District All: 5.6% EL: 4.7% LI: 6.5% FY: 20% HMLS: 7.7% MR: 5.7% LTEL: 9.2%		Suspension Rate District All: 3.5% EL: 3.5% LI: 3.5% FY: 10% HMLS: 5% MR: 5% LTEL: 5%	Suspension Rate District All : .5% EL: .7% LI: .2% FY. 5% HMLS -2.3% MR. -3.2% LTEL N/A
2.3	Suspension rates (High School)	2023: BBHS	2024: BBHS		BBHS All: 3 %	BBHS All Students: .6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	All Students: 6.8% EL: 5.7% LI: 7.9% FY: not a significant student group HMLS: 12.5% 2024: LTEL: 7.6%	All Students: 7.4% EL: 7.8% LI: 8.6% FY: not a significant student group HMLS: 11.4% LTEL: 7.6%		EL: 3% LI: 3% FY: not a significant student group HMLS: 5% LTEL: 3 %	EL: 2.1% LI: .7% FY: not a significant student group HMLS: -1.06% LTEL: N/A
2.4	Suspension rates (Middle School) Source: CA School Dashboard	2023: BBMS EL: 8.7% LI: 15% FY: not a significant student group HMLS: 18.8% SWD: 16.4% HI: 12.4% 2024: LTEL 13.3%	2024: BBMS EL: 7.8% LI: 13.7 FY: not a significant student group HMLS: 14% SWD: 17.3% HI: 9.8% LTEL: 13.3%		BBMS EL: 6% LI: 10% FY: not a significant student group HMLS: 5% SWD: 10% HI: 5% LTEL: 10%	BBMS EL: -.9% LI: -1.3% FY: not a significant student group HMLS: - 4.8% SWD: .9% HI: - 2.6% LTEL: N/A
2.5	District Expulsion rates State Metric: (Dataquest: CA Department of Education)	2023: Expulsion Rate: All: .2%	2024: Expulsion Rate: All: .6%		Expulsion Rate All: .1%	Expulsion Rate: All: .4%
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%	July 2024: Overall Facility Rating Local Metric: FIT report BBHS: 94.7% 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%	Overall Facility Rating Local Metric: FIT report BBHS: .1% CT: 0% BBMS: 0% NS: 0% BLES: 0% FV: 0%

Goal Analysis [2024-25]

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.

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 behavioral management as well as 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 (Action 2.1), On Campus Intervention (Action 2.6), and Dean of Students at North Shore (Action 2.12) were somewhat successfully implemented as planned as support for students. Big Bear High School was able to successfully hire and maintain five assistants at eight hours a day, however these positions were not completely filled until December, 2024. The challenge was with the Middle School safety positions as it has not been able to fill all four positions and one continues to be posted on Ed Join. The On Campus Intervention program was implemented successfully at the high school as planned, however there were also changes related to this action that took place this year. Rather than a program, a grant funded position was created, called “Student Support Services” and this position runs the On Campus Intervention program. 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. A Dean of Students position at North Shore was filled prior to fall of 2024 and has remained in place for the entire year.

Hiring a Probation Officer (Action 2.11) was not implemented as we were unable to fill this position and as a result, this action item will be discontinued.

Days of Understanding (Action 2.2) and Social Emotional Curriculum (Action 2.7) were both implemented successfully this year. Days of Understanding is always a great way to integrate students into the ideas of mutual support and respect of each other and how to interact to create a positive school environment. The Social Emotional Curriculum, “Sown to Grow” was implemented district wide. These programs remain as important supports 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 during presentations and daily in the classrooms.

Supplemental support (Action 2.3) and Student Support Liaison (Action 2.5) were successfully implemented as evidenced by the identification of 273 (an increase of 41 from 2024) Homeless students and the distribution of close to $11,000 (an increase of $4000 from 2024) in gift cards to mitigate food insecurity, and the distribution of a plethora of clothing items ($2000) such as: shoes, snow boots, snow clothes, jackets, and gloves. and paid nearly $2,000 for MKV student transportation to their school of origin. The Student Support Liaison 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 (Action 2.4), Counselors Every Site (Actions 2.8, 2.9, 2.10), and District Psychologists (Action 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.

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. Safety Assistants (Action 2.1) increased as long time openings were finally filled. The Probation Officer (Action 1.11) position was not filled so no money was expended.

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

Safety Assistants (Action 2.1), Days of Understanding (Action 2.2)
For the overall district, the suspension rate increased from 5.1% to 5.6%. Specific student groups such as English Learners (EL) and Low Income (LI) also saw increases, from 4.0% to 4.7% and 6.3% to 6.5%, respectively. The Foster Youth (FY) group experienced a significant increase from 15% to 20%. However, Hispanic/Latino (HMLS) and Multi-Racial (MR) groups saw a decrease in suspension rates, from 9% to 7.7% and 8.9% to 5.7%, respectively.In expulsions, the overall rate rose from 0.2% to 0.6%, indicating an upward trend in more severe disciplinary actions.The increase in suspension and expulsion rates indicates that while the actions may have some impact, they might not fully address the underlying issues.
For the counseling survey, the percent of K-2nd graders feeling safe showed a slight increase from last year going from 74% to 76%. The percent of 3rd - 5th grade elementary students feeling safe increased significantly from 42% to 61%, but those feeling like they belonged dropped slightly from 73% to 69%. At the Middle School, 84% of students felt safe (this was not a question last year). At Big Bear High School, students needing help with connecting with friends went from 29% to 33%, but those dealing with sadness/depression went from 32% to 30%. At Chautauqua High School, students needing help connecting with friends went from 31% to 53%, but those dealing with sadness/depression went from 31% to 26%.
The counseling survey results, especially the concerns about safety and connecting with friends suggest that although the "Days of Understanding" (Action 2.2) may promote awareness, it may need to be more frequent or comprehensive to foster a lasting impact. "Safety Assistants" (Action 2.1) might need further training or resources to effectively manage student behavior and create a safer environment, as indicated by the varied responses in feeling safe. The actions evidence a mixed effectiveness but require adjustments. Increasing consistent discipline may enhance the impact of safety assistance and focusing on consistent, ongoing support throughout the year stemming from Days of Understanding rather than an isolated event, may increase students' sense of belonging.

Access to Supplemental Supports (Action 2.3) In terms of Chronic Absenteeism, there has been a notable reduction across all student groups from 2023 to 2024: Overall, absenteeism decreased from 29.6% to 26.5%. EL students saw a decrease from 24% to 21.8%. LI students experienced a decrease from 36.4% to 30.7%.
For the Counselor Survey: Elementary students' feelings of safety improved slightly (74% to 76%), while their liking for school slightly decreased in K-2 (80% to 76%) and decreased in 3-5 (73% to 69%). Middle School students showed positive sentiments towards academic support (70%) and safety (84%) , but only 33% reported enjoying school. Big Bear High School students showed minimal change in needing help with connecting to friends (2023: 28%; 2024: 33%) and connecting to family (2023: 26%; 2024: 33%). Chautauqua High School showed increased needs for help connecting with friends (31% to 53%) and connecting with family (23% to 60%), particularly with anxiety (8% to

53%). Action 2.3, indicates effectiveness based on the metrics but its impact on social-emotional aspects, particularly in high school, may need further attention.

Health Aides (Action 2.4), Elementary Counselors (Action 2.8), Dean of Students at North Shore Action (2.12)
Elementary School: There is a slight decrease in the percentage of K/1/2 students who like school from 80% to 76%, and a slight increase in those feeling safe at school from 74% to 76%. For grades 3-5, there is a decrease in students feeling they belong from 73% to 69%, but a significant improvement in students feeling safe, from 42% to 61%.
Middle School: New data points indicate 33% of students enjoy school, 70% feel they have academic support, 84% feel safe, and 71% are comfortable speaking with counselors. These results suggest progress in creating a supportive environment.
High Schools: Big Bear High School students showed minimal change in needing help with connecting to friends (2023: 28%; 2024: 33%) and connecting to family (2023: 26%; 2024: 33%), however, Chautauqua High School showed increased needs for help connecting with friends (31% to 53%) and connecting with family (23% to 60%), particularly with anxiety (8% to 53%).
Overall, while there are areas of improvement, such as increased safety at the elementary level and support at the middle school, there are areas where further support might be needed, particularly in peer and family connections at the high schools. The actions taken seem to have had mixed effectiveness, with positive impacts on safety and counselor comfort but less impact on social connections at the high schools.

Student Support Services (Action 2.5)
Based on the data provided, there are notable changes in chronic absenteeism from the baseline in 2023 to the current data in 2024. For the "All" student group, chronic absenteeism decreased from 29.6% to 26.5%, indicating a positive trend. The "LI" group also saw a decrease from 36.4% to 30.7%, which suggests that Student Support Services have been effective in reducing absenteeism among these students. Additionally, the "EL" group, which previously had no data, now shows a 21.8% absenteeism rate, providing a new benchmark for future analysis. The decrease in absenteeism across these groups indicates that the implemented support services are likely having a positive impact. However, the lack of data for the "FY" group makes it difficult to assess the action's effectiveness for this group.

On Campus Intervention Program (Action 2.6)
The expulsion rate for all students increased from 0.2% in 2023 to 0.6% in 2024, indicating a rise in expulsions. At BBHS, the suspension rate for all students slightly increased from 6.8% to 7.4%, while at HMLS, there was a decrease from 12.5% to 11.4%. The increase in expulsion rates and the slight rise in suspensions at BBHS suggest that Action 2.6 may not be effectively reducing these incidents across the board. However, the decrease at HMLS indicates some positive impact there, potentially suggesting variability in the program's implementation or external factors at different sites. As well, this program is being reviewed and revised to better meet the needs of the students.

Social Emotional Learning curriculum (Action 2.7), Counselors and Psychologists (Action 2.10)
Based on the data provided, there are noticeable disparities between the Baseline and current data. The suspension rate increased slightly overall, from 5.1% to 5.6%. There was a significant increase in the Foster Youth (FY) group, from 15% to 20%, and the expulsion rate increased from 0.2% to 0.6%. In terms of social emotional development, there is a slight decrease in the percentage of K/1/2 students who like school from 80% to 76%, and a slight increase in those feeling safe at school from 74% to 76%. For grades 3-5, there is a decrease in students feeling they belong from 73% to 69%, but a significant improvement in students feeling safe, from 42% to 61%.

At the Middle School, new data points indicate 33% of students enjoy school, 70% feel they have academic support, 84% feel safe, and 71% are comfortable speaking with counselors. These results suggest progress in creating a supportive environment.
Big Bear High School students showed minimal change in needing help with connecting to friends (2023: 28%; 2024: 33%) and connecting to family (2023: 26%; 2024: 33%), however, Chautauqua High School showed increased needs for help connecting with friends (31% to 53%) and connecting with family (23% to 60%), particularly with anxiety (8% to 53%).
The effectiveness of Actions 2.7 and 2.10 appears mixed. While safety perception has improved, other areas like enjoyment and belonging have not progressed as expected. Additional focus on targeted interventions for Foster Youth and improving the sense of belonging and enjoyment might be necessary.

Social Worker at Chautauqua High School (Action 2.9)
Based on the data provided, there has been an increase in students needing help with connecting with friends (31% to 53%) and family (23% to 60%) as well as dealing with anxiety (8% to 53%). The percentage of students needing help with sadness/depression decreased (31% to 26%). However, the suspension rate increased from 6.6% in 2023 to 11.7% in 2024. The action of having a social worker appears to have been partially effective in addressing sadness/depression but less effective in reducing anxiety and suspension rates. As the goal was to decrease suspension rates and improve student connections, additional actions are being taken for next year, including the addition of a wellness center on campus.

Probation Officer (Action 2.11)
We were unable to measure the effectiveness of this action at this time due to it not being implemented. It will be discontinued on the LCAP.

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.

Metrics:
Any metric that was based on CA Dashboard data and did not include all the student groups of English Learners, Low Income, Foster Youth, and Long Term English Learners (LTEL) have been updated to reflect current baseline and targeted outcomes (M2.2, M2.3, M2.4).

Metric 2.1 (Comprehensive Counseling Survey) The questions for Middle School students were modified from 2024 to the news ones listed in 2025 Year 1 Outcome.

Actions:

Actions 2.1,2.3,2.7,2.8,2.9 and 2.12 have changes in aligned metrics.

Action 2.2 has changes in aligned metrics and is now contributing.

Actions 2.10 is now contributing.

Action 2.6 (Maintain On Campus Intervention (OCI) program) was revised and the name changed due to structural changes. Action 2.13 (Student Support Specialist - added for 2025-2026) will be continuing to run the on campus intervention program as well as provide additional support to administration.

Action 2.11 (Probation Officer) will be removed due to the inability to hire for this position for the past three years.

Action 2.14 (Dean of Students at Baldwin Lane) will be added to the LCAP for the 2025-2026 school year due to educational partner input and student needs on campus as enrollment continues to grow. This will be funded by unexpended LREBG funds.

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.

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 (M2.3, 2.4) at the secondary level.	$261,176.39	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 at the High Schools (M2.3, M2.5). This action is principally directed to Low Income, English Learners, and Foster Youth.	$9,500.00	Yes
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	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 to their school which leads to a decrease in Chronic Absenteeism (M3.5). This action is limited to Low Income and Foster Youth students.		
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). This action is principally directed to Low Income, English Learners, and Foster Youth.	$182,910.00	Yes
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.	$95,475.00	Yes
2.6	Maintain On Campus Intervention program	This program will be continued and expanded under Action 2.13 (Student Support Specialist)	$0.00	No
2.7	Social Emotional Learning curriculum	Teachers will use the district adopted Social Emotional Learning (SEL) curriculum district wide 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 (M2.2, 2.5).	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
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) and a reduction in suspension rates (M2.2).	$226,125.00	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 connected to their site as measured by the Comprehensive Counseling Survey (M2.1) and a reduction in suspension/expulsion rates (M2.2, 2.5).	$123,313.50	No
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, 2.5). This action is principally directed to Low Income, English Learners, and Foster Youth.	$603,000.00	Yes
2.11	Probation Officer	This position is being removed from the LCAP due to the inability to fill the position for the past three years.	$0.00	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 was implemented.The expected outcome will be a reduction in suspension (M2.2) rates as well as an increase in students connection to the site as measured by the annual Comprehensive Counseling Survey (M2.1).	$159,795.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Student Support Specialist at Big Bear High School	Due to the continuing social emotional needs of all students and for the purpose of providing additional support to the Principal, this position contributes to creating a positive school climate where students feel supported, empowered, and equipped with the social, emotional, and academic skills necessary to achieve their future objectives and aspirations. 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 (M2.2, 2.5).	$140,000.00	No
2.14	Dean of Students at Baldwin Lane 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 was created.The expected outcome will be a reduction in suspension rates (M2.2) as well as an increase in students connection to the site as measured by the annual Comprehensive Counseling Survey (M2.1). LREGB ACTION: $140,000	$140,000.00	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 (2023 Attendance 89%, Chronic Absenteeism: 29.6%; 2024: Attendance 92.1%, Chronic Absenteeism 26.5%) . 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%	2024 0%		0%	0%
3.2	High School Dropout Rate Source: CALPADS	2023: BBHS 7.53% CT 12.8%	2024: BBHS 6.3% CT 6.7%		BBHS: 1% CT: 5%	BBHS: -1.23% CT: -6.1%
3.3	High School Graduation Rate Source: CA School Dashboard	2023: BBHS: 91.1% EL: 100% LI: 93.5% FY: *not a significant student group	2024: BBHS: 91.8% EL: 95.2% LI: 92.2%		BBHS: 96% EL: 96% LI: 96% FY: *not a significant student group	BBHS: +.7% EL: -4.8% LI: -1.3%% FY: *not a significant student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024: LTEL: 95.2% CT: 67.5% EL: *not a significant student group LI: 67.6% FY: *not a significant student group 2024: LTEL: *not a significant student group	FY: *not a significant student group LTEL: 95.2% CT: 94.1% EL: *not a significant student group LI: 93.5% FY: *not a significant student group LTEL: *not a significant student group		LTEL: 85% CT: 95% EL: *not a significant student group LI: 95% FY: *not a significant student group LTEL: *not a significant student group	LTEL: N/A CT: +25.5% EL: *not a significant student group LI: 25.9% FY: *not a significant student group LTEL: *not a significant student group
3.4	Attendance Rate Source: Local data	2024 (April): All: 92.1% Elementary: 93.2% Middle School: 89.4% High School: 90.1%	2025 (March): All: 91% Elementary: 91.5% Middle School: 91.7% High School: 84.4%		All: 95% Elementary: 95% Middle School: 95% High School: 95%	All: -1.1% Elementary: -1.7% Middle School: +2.3% High School: -5.7%
3.5	Chronic Absenteeism Rate Source: CA School Dashboard	2023: All: 29.6% EL: 24% LI: 36.4% FY: *not a significant student group 2024: LTEL: 24.1%	2024: All: 26.5% EL: 21.8% LI: 30.7% FY: *not a significant student group LTEL: 24.1%		All: 15% EL: 15% LI: 15% FY: *not a significant student group LTEL: 15%	All: -3.1% EL: -2.2% LI: -5.7% FY: *not a significant student group LTEL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Chronic Absenteeism Rate (Elementary) Source: CA School Dashboard	2023: BLES All: 31.8% EL: 35.7% LI: 39% FY: *not a significant student group SWD: 36.4% HI: 37.1% NS: All: 28.1% EL: 21.8% MR: 43.3% FV: All: 28% SED: 28.9% White: 20.4%	2024: BLES All: 26.8% EL: 28.6% LI: 29.9% FY: *not a significant student group SWD: 29.8% HI: 29.2% NS: All: 25.2% EL: 21.4% MR: 33.3% FV: All: 21.6% SED: 24.1% White: 9.1%		BLES All: 20% EL: 25% LI: 20% FY: *not a significant student group SWD: 20% HI: 20% NS: All: 20% EL: 17% MR: 30% FV: All: 20% SED: 20% White: 5%	BLES All: -5% EL: -7.1% LI: -9.1% FY: *not a significant student group SWD: -6.6% HI: -7.9% NS: All: -2.9% EL: -.4% MR: -10% FV: All: -6.4% SED: -4.8% White: -11.3%
3.7	Chronic Absenteeism Rate (Middle School) Source: CA School Dashboard	2023: BBMS All: 29.1% EL: 21.7% LI: 34% HMLS: 39.3%	2024: BBMS All: 27.8% EL: 18.7% LI: 33.3% HMLS: 30.4%		BBMS All: 15% EL: 15% LI: 20% HMLS: 20%	BBMS All: -1.3% EL: -3% LI: -.7% HMLS: -8.9%
3.8	Engagement Survey for Parents Source: CA School Dashboard Local Indicators 1-5 scale of Implementation - 1: Exploring, 2: Beginning,	2024: BVUSD builds capacity in parents to engage in advisory groups/decision making: 3.3 BVUSD provides opportunities for	2025: BVUSD builds capacity in parents to engage in advisory groups/decision making: 3.7 BVUSD provides opportunities for		BVUSD builds capacity in parents to engage in advisory groups/decision making: 5 BVUSD provides opportunities for	BVUSD builds capacity in parents to engage in advisory groups/decision making: .4 BVUSD provides opportunities for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3: Initial, 4: Full 5: Sustainable	parents to give input: 3.2 BVUSD provide parents opportunities for parents to plan family engagement activities: 3.1	parents to give input: 3.7 BVUSD provide parents opportunities for parents to plan family engagement activities: 3.7		parents to give input: 5 BVUSD provide parents opportunities for parents to plan family engagement activities: 5	parents to give input: .5 BVUSD provide parents opportunities for parents to plan family engagement activities: .6
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: *not a significant student group 2024: LTEL: 0% HMLS: 11.1% SWD: 0%	2024: All students: 19.9% LI: 16.1% EL: 3.2% FY: *not a significant student group LTEL: 0% HMLS: 17.1% SWD: 0%		All students: 32% LI: 20% EL: 15% FY: *not a significant student group LTEL: 10% HMLS: 25% SWD: 10%	All students: -1.1% LI: .3% EL: -3.9% FY: *not a significant student group LTEL: N/A HMLS: 6% SWD: N/A
3.10	% of students completing CSU/UC a-g course requirements and a CTE Pathway. Source: Data quest	2023: All 1.6%	2024: All: 2.0%		All: 10%	.4%

Goal Analysis [2024-25]

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.

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 and 5) Pupil Engagement. All actions were implemented as planned.

One to One Technology (Action 3.1)
This action 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 (Action 3.2), Career Tech Education (CTE - Action 3.3), Project Lead the Way (Action 3.4), Music/Drama/Choir/Art (Action 3.8), Dual Enrollment (Action 3.12), eSports (Action 3.13)
These actions 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 of Media Arts, continued Music/Drama/Choir/Art classes, and Dual Enrollment classes linked to San Bernardino Valley College of Student Development, Biology, Physics, Spanish, and Art were well attended by students. Dual enrollment was more robust in 2024-2025 as more classes continue to be offered for students to gain college credit as well as high school credits. Aviation (formally a CTE class) will be returning as a Dual Enrollment class through San Bernardino Community College in 2025-2026. eSports continued to grow at the Middle School however the challenge has been to grow the program at the High School due to so many offerings to a limited number of students. 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 (Action 3.5), Transportation (Actions 3.7, 3.10), College and Career exploration (Action 3.11)
These actions were all implemented successfully. Multiple trips were made to colleges such as LaSierra University, Santa Monica Community College, Pasadena Community College, UCLA, Grand Canyon University, and San Diego Christian College. When there, students were given the opportunity to explore the campuses, the programs offered, and the tenets of college life. Albion University was also visited via an online Virtual Tour with Admissions. A college fair was scheduled that included 40 colleges and community colleges, but unfortunately had to be cancelled due to the Line Fire.
Transportation was provided to students for athletic competitions, which proved to be very successful as the BBHS Football, Wrestling, Boys and Girls Soccer, Boys Basketball and Cross County won League and went to CIF finals. Girls Volleyball also went to CIF finals. Two Cross Country girls advanced to State Finals; one placing in the top ten. Approximately 50% of our student body at the HS participates in athletics and is a vital component of our culture. 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. Finally, the exploration of college opportunities on Xello continues to inspire freshmen students to begin the process of choosing colleges and future careers.

Enrichment/Intervention (Action 3.6) and Sensory tools (Action 3.9)
These actions were successfully implemented for this year. Enrichment/Intervention was offered after school at elementary and middle school sites. The purchase of Sensory Tools was implemented successfully as planned with the purchase of flexible seating.

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 measure of material difference is any thing that was above or below by 15%.

Project Lead the Way (Action 3.4) necessitated upgraded equipment to fully implement the class to fidelity which necessitated an increase in spending. eSports (Action 3.13) was expanded to include an additional elementary as well as additional equipment for the existing program which increased the budget.

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

One to One Technology (Action 3.1)
Based on the data, for ELA, All students' performance decreased slightly from -21.3 to -23.8 DFS. HMLS performance worsened from -71.6 to -76.9 DFS. SWD performance improved from -105.3 to -97.6 DFS. For Math, All students showed a slight improvement from -59.8 to -59.2 DFS. EL and HMLS student groups improved significantly, with EL improving from -117.5 to -111.3 DFS and HMLS from -120.4 to -104.2 DFS. SWD improved from -159.1 to -135.7 DFS. For Chronic Absenteeism, for all, absenteeism decreased from 29.6% to 26.5% and LI absenteeism decreased from 36.4% to 30.7%. The "One to One Technology" initiative appears effective in Math and SWD's ELA performance, potentially due to improved access to resources. However, ELA for All and HMLS showed decline, suggesting a need for targeted instructional strategies. In Chronic Absenteeism, improved access may have contributed to lower rates.

Stem Opportunities (Action 3.2)
From the Baseline data in 2023, the overall chronic absenteeism rate was 29.6%, with Low Income (LI) students at 36.4%. In 2024, the overall chronic absenteeism rate decreased to 26.5%, and the rate for LI students reduced to 30.7%. This indicates a positive trend, with a 3.1% reduction overall and a 5.7% reduction for LI students. For English Learners (EL), the current data shows a rate of 21.8%, suggesting improvement since no baseline data was available. However, the overall attendance rate dropped from 92.1% in 2024 to 91.2% in 2025. This suggests that while chronic absenteeism decreased, overall attendance did not improve as expected. The effectiveness of the STEM Opportunities action seems mixed. While it contributed to reducing chronic absenteeism, it hasn't improved attendance rates. This may indicate that while students are less chronically absent, consistent daily attendance remains a challenge.

Career Tech Education (CTE - Action 3.3)
For CCI, we see a slight decrease in the overall percentage of students meeting the criteria from 22% to 19.9%. However, the Low Income (LI) student group showed a slight increase from 15.8% to 16.1%, while the English Learners (EL) saw a decrease from 7.1% to 3.2%. No data was available for Foster Youth (FY) in both years as there were less than 11 students designated as Foster Youth. In terms of A-G completion rates, the overall percentage decreased from 36% to 22%. The EL group also saw a decrease from 15% to 9%, while the Socioeconomically Disadvantaged (SED) group remained stable at 22% from 24%. CTE completion rates for all students dropped from 19% to 10%. The data indicates that Action 3.3 has not been effective in increasing CTE completion rates, as evidenced by the significant drop. Additionally, there is a noticeable decline in A-G completion rates across most student groups. Although there was a slight improvement for LI students in CCI, the overall trend suggests that the action might be less effective in meeting the desired outcomes.

Project Lead the Way (Action 3.4)
The Attendance rate has decreased from 92.1% in 2023 to 91.2% in 2024, while the Graduation Rate has increased from 85.5% to 91.4%. The decrease in Attendance may indicate challenges in maintaining student presence, which could affect long-term outcomes. However, the rise in Graduation Rates suggests that Project Lead the Way is effective in supporting students towards graduation, potentially through

enhanced curriculum or engagement strategies. Despite the drop in Attendance, the increased Graduation Rates reflect the action's success in reaching educational goals.

Expanded College Awareness (Action 3.5)
The baseline for post-secondary education in 2023 was 38%, which decreased to 37% in 2024. For CCI, all students dropped from 22% to 19.9%. LI students showed a slight increase from 15.8% to 16.1%, while EL students experienced a significant decrease from 7.1% to 3.2%. No data was available for Foster Youth (FY) in both years as there were less than 11 students designated as Foster Youth . This actions seems to have had a limited impact. The post-secondary education rate slightly decreased, and the overall CCI rate for all students declined. While LI students showed a minor improvement, the notable decrease for EL students suggests that this action may not be fully effective for all groups.

Enrichment/Intervention (Action 3.6)
Between 2023 and 2024, overall Chronic Absenteeism decreased from 29.6% to 26.5%, indicating a positive trend. For Low Income (LI) students, it decreased from 36.4% to 30.7%, which is also a significant improvement. However, for English Learners (EL), there is now data available showing a 21.8% absenteeism rate, but no baseline to compare it with. Unfortunately, data for Foster Youth (FY) remains unavailable. The Enrichment/Intervention seems effective, particularly for all students and LI students, as evidenced by the reduction in absenteeism rates. The targeted interventions may need to be further assessed for EL students, although their current rate is lower than other groups.

Athletic League Transportation (Action 3.7)
For Chronic Absenteeism, the data shows a decrease from 29.6% to 26.5% for all students, indicating a positive trend. The Low-Income (LI) student group also saw a decrease from 36.4% to 30.7%, while data for English Learners (EL) is newly available at 21.8%, showing a lower rate than the overall average. However, it remains challenging to evaluate the impact on Foster Youth (FY) as data is unavailable. For Attendance, there is a slight decrease from 92.1% to 91.2%, which may need further investigation. The Dropout rate improved from 7.53% to 6%, which is a positive outcome. The Athletic League Transportation seems effective in reducing chronic absenteeism and dropout rates, possibly by engaging students more and providing additional support. The decline in attendance could suggest room for improvement in this area's impact.

Music/Drama/Choir/Art (Action 3.8)
For the Graduation Rate, there was an increase from 85.6% in 2023 to 91.4% in 2024. For Chronic Absenteeism, the rate decreased for all students from 29.6% to 26.5%, while for Low Income (LI) students, it decreased from 36.4% to 30.7%. Additionally, data for English Learners (EL) was not available previously but is now at 21.8%.
The implementation of Music, Drama, Choir, and Art appears effective in improving Graduation Rates and reducing Chronic Absenteeism. These programs likely engage students, encouraging attendance and supporting academic success, evidenced by the positive trends in both areas.

Sensory tools (Action 3.9)
In Chronic Absenteeism, at Baldwin Lane Elementary School, the overall rate decreased from 31.8% to 26.8%, and similar improvements are seen across student groups. For example, the LI group improved from 39% to 29.9%. At FV, the overall rate decreased from 28% to 21.6%. These improvements suggest the action is effective in reducing absenteeism. In ELA, the overall DFS decreased slightly from -21.3 to -23.8.

However, SWD improved from -105.3 to -97.6 DFS, indicating some positive impact on this group. Overall, ELA scores show mixed results, suggesting partial effectiveness. In Math, the improvements are more pronounced, with overall DFS improving from -59.8 to -59.2, and SWD showing significant progress from -159.1 to -135.7 DFS. This suggests a positive effect of sensory tools on Math outcomes.

Annual Transportation (Action 3.10)
Based on the data comparison between the Baseline and current figures for dropout rates, attendance, and chronic absenteeism, there have been notable changes. The dropout rates at BBHS decreased from 7.53% to 6.3%, and at CT from 12.8% to 6.7%. Attendance rates saw a slight decline overall from 92.1% to 91%, with significant decreases in high school attendance from 90.1% to 84.4%. Chronic absenteeism improved with a reduction for all students from 29.6% to 26.5%, and for EL from 24% to 21.8%, and LI from 36.4% to 30.7%. The action of providing annual transportation appears to be effective in reducing dropout rates and chronic absenteeism, indicating improved access to school. However, the decline in high school attendance suggests that additional strategies may be needed to address other factors impacting attendance.

College and Career exploration (Action 3.11) and Dual Enrollment (Action 3.12)
Based on the National Student ClearingHouse data (Student Tracker), the percentage of students enrolling in college (either University or Community College) immediately upon graduation was at 38% (2023) and remained at 37% (2024), 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. On average, 48% of students enroll up to two years after college. There is, however, a 82% persistence rate for students who return for a second year of college. As a district we will continue to promote a college going atmosphere.

eSports (Action 3.13)
Between the baseline year (2023) and the current year (2024), there has been a decrease in Chronic Absenteeism across several student groups. For the "All" student group, the absenteeism rate decreased from 29.6% to 26.5%, indicating a positive trend. Additionally, the English Learners (EL) group showed a slight improvement, moving from 21.7% to 21.8% at BBMS. The Low-Income (LI) group also saw a significant decrease from 36.4% to 30.7%. Notably, the HMLS group showed a substantial reduction from 39.3% to 30.4%, suggesting that the eSports initiative has positively impacted their attendance. Overall, the data suggests that eSports has been effective in reducing Chronic Absenteeism among the identified student groups, particularly in the HMLS group, where there was a remarkable improvement. The program's engaging nature may have contributed to improved attendance and participation.

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.

Metrics:
Any metric that was based on CA Dashboard data and did not include all the student groups of English Learners, Low Income, Foster Youth, and Long Term English Learners (LTEL) have been updated to reflect current baseline and targeted outcomes (M3.3, M3.6, M3.7, M3.9)

M3.3, 3.6, 3.9 Targets for Outcomes were revised to reflect that some student groups had already met the previously set target.

M3.10 - Data was adjusted to reflect accurate scores from Data Quest.

Actions:
Actions 3.1,3.3,3.4,3.6,3.7,3.9,3.10 have changes in metrics.

Action 3.2 has changes in aligned metrics and is now a contributing action.

Action 3.5 is no longer a contributing action.

Actions 3.8 and 3.13 have changes in aligned metrics and are no longer contributing actions.

Action 3.11 is now a contributing action.

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.

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 increased academic achievement and growth as it relates to increased student attendance (M3.4) and decreasing Chronic Absenteeism (M3.5). 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 (M3.5). This action is principally directed to Low Income, English Learners, and Foster Youth.	$50,000.00	Yes

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 (M3.9). 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).	$3,000.00	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).	$5,000.00	No
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 (M3.6, 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) and a decrease in chronic absenteeism (M3.5, 3.7). 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 attendance rate (M3.4) as well as a decrease in chronic absenteeism (M3.5). This action is principally directed to Low Income, English Learners, and Foster Youth.	$376,875.00	No
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 (M3.4) and increased CAASPP scores in math and ELA (1.10, 1,12)	$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 increasing attendance, (M3.4) and reducing chronic absenteeism rates (M3.5). This action is principally directed to Low Income, English Learners, and Foster Youth.	$120,000.00	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). This action is principally directed to Low Income, English Learners, and Foster Youth.	$3,700.00	Yes
3.12	Dual Enrollment classes	In partnership with San Bernardino Valley 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, 3.7).	$6,500.00	No

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. (2024: ELPI at 41.4%, and 3.2% 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 a Parent/community liaison (Action 4.7) as well as Ellevations software which offers 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: EL: 7.1% Prepared 2024: LTEL: 0% Prepared	2024: EL: 3.2% Prepared LTEL: 0% Prepared		EL:10% LTEL: 10%	EL: -3.9% LTEL: N/A
4.2	English Learner Reclassification Rate Source: CA School Dashboard	2023: 5.5%	2024: 6.6%		15%	1.1%

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: All: 39.2% NSES All: 30.7% BBHS All: 34.3%	2024: District All: 41.4% NSES All: 30.4% BBHS All: 39.4%		District All: 50% NSES All: 40% BBHS All: 45%	District All: 2.2% NSES All: -.3% BBHS All: -5.1%
4.4	% of Long Term English Learners Source: CDE Dataquest	2023: 19%	2024: 17.4%		10%	1.6%
4.5	% of Long Term English Learners showing progress in English Language Proficiency Indicator (ELPI) Source: CDE Dataquest	2023: 23.3%	2024: 52.3% (CA Dashboard)		60%	29 %

Goal Analysis [2024-25]

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.

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 and 8) Other Pupil Outcomes

District and Site English Learner coordinators (Actions 4.1, 4.2), Bilingual aides (Action 4.6), Supplemental materials (Action 4.4)
These actions were partially implemented as most positions were filled and retained for the entire year. It continues to be a challenge to hire and retain Bilingual aides; the positions were flying all year and remained open due to little to no applicants. 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 work to support teacher instruction with additional software, supplemental materials (library books in Spanish, Rosetta Stone, Duo Lingo) and/or training as well as organize and facilitate state testing.

DELAC/ELAC meetings (Action 4.3) were implemented successfully as evidenced by the 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.

English Learner Parent/Community Liaison (Action 4.7) was a new position this year and served as a vital link between English Language Learner families and the school district. The position was filled in the fall of 2024, and has been fully implemented for the entire year.

Family Based English Tutoring (Action 4.8) was not successfully implemented due to a shortage of personnel and support. This program will be implemented in the 2025-2026 school year provided staff is available to run the program.

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 measure of material difference is any thing that was above or below by 15%.
Ellevations software (Action 4.5) increased due to the need to purchase additional licenses to accommodate increased English Learner enrollment.
Family Based Tutoring (Action 4.8) was not implemented this year due to lack of staffing leading to a material difference.

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

District Wide English Learner Coordinator (Action 4.1)
Based on the data provided, the reclassification rate for the identified student groups has increased from 5.5% in 2023 to 6.6% in 2024. This suggests a positive impact of the District Wide English Learner Coordinator on reclassification rates. The increase of 1.1 percentage points indicates progress toward the goal of improving reclassification rates. The coordinator's role likely facilitated targeted support and resources for English learners, contributing to their improved language proficiency and readiness for reclassification.

Site English Learner Coordinators (Action 4.2) and Supplemental materials (Action 4.4)
The Reclassification Rate increased from 5.5% in 2023 to 6.6% in 2024, indicating progress. The ELPI for the district improved from 39.2% to 41.4%. However, NSES saw a slight decrease from 30.7% to 30.4%, and BBHS improved from 34.3% to 39.4%.
Action 4.2, involving Site English Learner Coordinators, seems effective in improving overall district performance and BBHS results, suggesting targeted support is beneficial. Action 4.4, involving supplemental materials, may need adjustments at NSES to address the slight decline.

DELAC/ELAC meetings (Action 4.3)
Based on the data provided, there is a significant disparity between the Baseline and current data. In 2023, 7.1% of students were prepared, but in 2024, only 3.2% of English Learners (EL) and 0% of Long-Term English Learners (LTEL) were prepared. This suggests a decline in readiness among these groups. The DELAC/ELAC meetings appear to have been ineffective in improving the College/Career Indicator (CCI) preparedness for these student groups. This could be due to several factors, such as insufficient engagement or support during the meetings, or the meetings not addressing specific needs or barriers faced by EL and LTEL students. Further refinement of this action may be needed to address the impact of DELAC and ELAC meetings to improve CCI preparedness for our EL and LTEL student groups.

Ellevations Software (Action 4.5)
Based on the data provided, the Reclassification rate increased from 5.5% in 2023 to 6.6% in 2024, while the percentage of LTEL students decreased from 19% to 17.4%. This indicates a positive trend in both reclassification and the reduction of LTEL students. The use of Ellevations Software appears effective in progressing towards the goal of improving reclassification rates and reducing the percentage of LTEL students.

Bi Lingual aides (Action 4.6)
From the baseline to the current data, the reclassification rate increased from 5.5% to 6.6%, indicating a positive trend. The ELPI scores also show an improvement, with the district's overall score increasing from 39.2% to 41.4% and the LTEL group from 23.3% to 24.3%. However, NSES showed a slight decrease in their ELPI score from 30.7% to 30.4%, while BBHS improved from 34.3% to 39.4%. The effectiveness of Action 4.6 appears strong at the district level and for BBHS but is less effective for NSES, where the scores slightly declined. This suggests that while Bi-Lingual aides have positively impacted most areas, at NSES there was a significantly increased enrollment of English Learners coupled with the challenge of filling Bilingual aide positions.

English Learner Parent/Community Liaison (Action 4.7) and Family Based English Tutoring (Action 4.8)
Based on the data provided, there is an increase in the reclassification rate from 5.5% to 6.6%, a decrease in the percentage of LTELs from 19% to 17.4%, and a marginal increase in LTELs showing progress on the ELPI from 23.3% to 24.3%. These improvements suggest that the actions, namely English Learner Parent/Community Liaison is having a positive impact. The increase in reclassification rate and progress on the ELPI indicates that this action may be effectively supporting English learners. However, while progress is observed, the changes are moderate, suggesting potential for further enhancement. Family Based English Tutoring program was not implemented due to lack of staffing, however other family based initiatives are being researched that would support outcomes for EL student groups.

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.

Metrics:
The Long Term English Learner student group will be added to the College and Career Indicator (M4.1) due to being eligible for Differentiated Assistance.

Actions:

Action 4.1 is no longer a contributing action and the title of the Action was changed to "District Wide English Learner Supports". Action 4.1 was revised to clarify its focus on building teacher capacity through direct support in the implementation of English Language acquisition strategies. The updated title and description more clearly reflect the action’s emphasis on building teachers' capacity to better address the needs of English Learners and the unique needs of Long-Term English Learners (LTELs).

Action 4.4 description was revised to specifically include Long Term English Learners' to benefit from the additional materials and supports in relation to their academic achievement and language acquisition.

Actions 4.5, 4.6, & 4.7 have changes in aligned metrics.

Action 4.8 (Family Based Tutoring) will be removed due to lack of staffing available. The District will be pursuing other methods of supporting English Language learners and their families.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	District Wide English Learner Supports	The District Wide English Learner Supports include personnel who will monitor English Learners district wide and and their academic progress, provide professional learning opportunities in English language acquisition targeted towards the specific needs for EL and LTEL students 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).	$9,200.00	No
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	$9,020.00	No

Action #	Title	Description	Total Funds	Contributing
		demonstrating progress on the ELPI (M4.3). This action is limited to English Learners.		
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
4.4	Supplemental instructional supplies to support English Learners	The District will purchase supplemental instructional supplies and materials to specifically support English Learners and Long Term English Learners (Rosetta Stone, library books in Spanish, translated text books) for the purpose of additional support and instruction for English Learner's and Long Term English Learner's academic achievement and language acquisition. The expected outcome of this action is an increase in the percent of English Learners showing progress on the ELPI (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 an increase on the number of students showing progress on the ELPI (M4.3). This action is limited to English Learners.	$7,000.00	No
4.6	Bilingual aides	Bilingual 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	$80,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		action is an increase in the percent of English Learners showing progress on the ELPI (M4.3) and an increase in the reclassification rate (M4.2). This action is limited to English Learners.		
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) and a decrease in the % of Long Term English Learners (M4.4).	$35,000.00	No
4.8	Family Based English Tutoring program	This action will be removed due to lack of staffing available. The District will be pursuing other methods of supporting English Language learners and their families.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	In the 2025-2026 school year, Chautauqua High School will improve for all student groups, the % of students designated as "prepared" on the College and Career Indicator (M5.2). As well, the suspension rate will decrease for all students, including Low Income, Hispanics, and White.	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 student groups both show as the lowest performing groups in the College and Career Indicator and in 2025, All student groups, and specifically LI, HI, and WH are in the red for suspension rates. After meeting with relevant educational partners such as site and district administration, teachers, parents, and individual students on needs assessment, the need for culture building and engagement was determined. The introduction of eSports to Chautauqua will lead to increased student engagement and attendance, leading to increased graduation rates and potential college and career options.

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 a significant student group LI: 67.6% FY: *not a significant student group W: 60%	2024: All: 94.1% EL: *not a significant student group LI: 93.5% FY: *not a significant student group W: 91.7%		All: 95% EL: *not a significant student group LI: 95% FY: *not a significant student group W: 95%	All: +26.6% EL: *not a significant student group LI: +25.9% FY: *not a significant student group W: +31.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	% of Students designated as College and Career Ready Source: CA School Dashboard	2023: All: 0% prepared LI: 0% prepared	2024: All: 0% prepared LI: 0% prepared		All: 20% prepared LI: 20% prepared	All: 0% LI: 0%
5.3	Suspension Rates Source: CA School Dashboard	2023: All: 6.6% LI: 7.8% HI: 4.7% WH: 6.7%	2024 All: 11.7% LI: 10.7% HI: 10.3% WH: 12.1%		2024 All: 5% LI: 5% HI: 5% WH: 5%	2024 All: -5.1% LI: -2.9% HI: -5.6% WH: 5.4%

Goal Analysis [2024-25]

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.

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 5) Pupil Engagement, and Priority 8) Other Pupil Outcomes.

Bilingual Support (Action 5.1) was not implemented due to the difficulty in hiring bilingual support personnel. English Language support positions have been posted on EdJoin and flying all year but the challenge remains in filling the positions. No bilingual aides were hired this year.

Provision of Additional Literary Supports (Action 5.2) was implemented as multiple novel sets were provided to enhance literary reading opportunities. However, Supplemental materials for English Learner students (Action 5.3) were not purchased and therefore not implemented as Chautauqua High School had only one English Learner continuously enrolled this school year, and existing resources were deemed sufficient to meet their needs.

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 measure of material difference is any thing that was above or below by 15%.

There was a material difference between budgeted expenditures and estimated expenditures for Bilingual Support (Action 5.1) as the school was unable to hire a bilingual aide, and for Action 5.3 (Purchase of Supplemental Materials for English Learners) as the number of English Learners enrolled was reduced to a single student and current supplemental materials were deemed sufficient to meet the needs of the one student.

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

Bilingual Support (Action 5.1) and Purchase of Supplemental Materials for English Learners (Action 5.3) were not implemented and therefore are unable to be used to measure their effectiveness.

Provision of Additional Literary Supports (Action 5.2) was implemented however, based on the data provided, there has been no change from the baseline year of 2023 to the current year of 2024, with both years showing 0% of students prepared according to the CCI. The action, Provision of Additional Literary Supports, appears to be ineffective in improving CCI readiness for the identified student groups. This lack of progress suggests that the support provided may not align with the specific needs of the students in terms of college/career readiness, or that additional factors are impacting preparedness that are not addressed by the current action.

As Goal 5 was a new goal as of 2024-2025, it is difficult to determine long term effectiveness. However, the increased graduation rate from 67.5% (2023) to 94.1% (2024) is evidence that the processes in place are moving students forward.

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.

Goal:
Based on the current data, it was decided that the Equity Multiplier Goal will continue to include increasing the percent of students graduation College and Career Ready, but added the goal of a reduced suspension rate for all students, including Low Income, Hispanics, and White. While it is important to maintain the positive growth in the Graduation Rate, that criteria will be removed from this specific goal.

Metrics:

M5.2 (% of Students designated as College and Career Ready) designation of Socially Economically Disadvantaged (SED) was changed to Low Income (LI) to maintain consistency throughout the LCAP.

M5.3 (% of EL showing progress on the ELPI) was removed due to the low enrollment of English Learners at CT.

M5.3 (Suspension Rates) will be added due to student groups being in red on the 2025 CA Dashboard.

Actions:

Action 5.1 (Bilingual Support) will be removed due the change in demographics of enrollment . The existing support is deemed sufficient.

Action 5.3 (Supplemental materials for English Learners) will be removed due the change in demographics of enrollment. The existing support is deemed sufficient.

Action 5.4 (Wellness Center) will be added to the 2025-2026 LCAP to support Chautauqua students in the areas of mental and social health. This will be funded by Comprehensive Support and Improvement (CSI) funds.

Action 5.5 (Math and ELA Instructional Coach) will be added to the 2025-2026 LCAP to provide additional support to student academic achievement. This will be funded by Comprehensive Support and Improvement (CSI) funds.

Action 5.6 (eSports) will be added to the 2025-2026 LCAP in order to increase student engagement and contribute to a positive school climate. This will be funded through the Equity Multiplier funds.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Bilingual Support	This action will be removed due the change in demographics of enrollment. The existing support is deemed sufficient.	$0.00	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 LI 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	This action will be removed due the change in demographics of enrollment. The existing support is deemed sufficient.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	materials for English Learners.			
5.4	Creation of a Wellness Center	This center will be created for the purpose of providing a safe space and a venue for one to one interactions with a counselor to support students' growth in mental and social health and well being. The outcome of this action will increase the graduation rate (M5.1), the percent of students prepared according to the college and career indicator (M5.2) and a decrease in the suspension rate (M5.3).	$10,000.00	No
5.5	Providing math and ELA Instructional Coaches	The provision of instructional coaches is for the purpose of working with the teachers to pursue best teaching strategies and instructional practices to support increased student achievement and preparation for a post - secondary education. The outcome of this action will increase the graduation rate (M5.1) and the percent of students prepared according to the college and career indicator (M5.2).	$70,000.00	No
5.6	eSports	This action will provide extra curricular activities for students for the purpose of increasing engagement and contributing to a positive school climate. The expected outcome of this action will be increased graduation rate (M5.1) and decreased suspension rates (M5.3).	$6,500.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5527145	$527153

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
23.720%	0.000%	$0.00	23.720%

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. (2024: ELA All: -23.8 DFS; EL: -84.3 DFS; LI : -46 DFS; FY: *not a significant student group. 2024 Math: All: -59.2 DFS; EL: -111.3 DFS; LI:	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
	-81.6 DFS; FY *not a significant student group. 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. (2024: ELA All: -23.8 DFS; EL: -84.3 DFS; LI : -46 DFS; FY: *not a significant student group. 2024 Math: All: -59.2 DFS; EL: -111.3 DFS; LI: -81.6 DFS; FY *not a significant student group. 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	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 and that is why this action is schoolwide for all students, 4th - 12th grades.	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
	provide focused opportunities to promote standards mastery. **Scope:** Schoolwide		
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. (2024: ELA All: -23.8 DFS; EL: -84.3 DFS; LI : -46 DFS; FY: *not a significant student group. 2024 Math: All: -59.2 DFS; EL: -111.3 DFS; LI: -81.6 DFS; FY *not a significant student group. 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.
1.7	**Action:**	Provision of the AVID program, targeting unduplicated students, allows for concentrated	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
	Advancement Via Individual Determination (AVID) **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the CAASPP scores are significantly lower than All students. 2024: ELA All: -23.8 DFS; EL: -84.3 DFS; LI : -46 DFS; FY: *not a significant student group. 2024 Math: All: -59.2 DFS; EL: -111.3 DFS; LI: -81.6 DFS; FY *not a significant student group. From 2023 to 2024, the District average of students completing A-G went from 36% to 22%, Low Income went from 24% to 22%, and English Learners went from 15% to 9%. From 2023 to 2024, the District graduation rate went from 85.6% to 91.4%, Low Income students went from 86.3% to 91.3% and English Learners went from 96.4% to 90.3%, 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 necessary to promote post secondary educational opportunities.	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.	identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.9	**Action:** Independent Study Teachers **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the CAASPP scores are significantly lower than All students. (2024: ELA All: -23.8 DFS; EL: -84.3 DFS; LI : -46 DFS; FY: *not a significant student group. 2024 Math: All: -59.2 DFS; EL: -111.3 DFS; LI: -81.6 DFS; FY *not a significant student group. From 2023 to 2024, the District average of students completing A-G went from 36% to 22%, Low Income went from 24% to 22%, and English Learners went from 15% to 9%. From 2023 to 2024, the District graduation rate went from 85.6% to 91.4%, Low Income students went from 86.3% to 91.3% and English Learners went from 96.4% to 90.3%, 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	The Independent Study program offers one to one relationships between teachers and students, and 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. 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	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
	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. **Scope:** LEA-wide		
1.12	**Action:** Intervention Support Personnel **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the CAASPP scores are significantly lower than All students. (2024: ELA All: -23.8 DFS; EL: -84.3 DFS; LI : -46 DFS; FY: *not a significant student group. 2024 Math: All: -59.2 DFS; EL: -111.3 DFS; LI: -81.6 DFS; FY *not a significant student group. 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.	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
	Scope: Schoolwide		
2.2	**Action:** Days of Understanding **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students we learned that there was an increase in suspension rates. For the overall district, the suspension rate increased from 5.1% to 5.6%. Specific student groups such as English Learners (EL) and Low Income (LI) also saw increases, from 4.0% to 4.7% and 6.3% to 6.5%, respectively. The Foster Youth (FY) group experienced a significant increase from 15% to 20%. For the Counseling Survey, at Big Bear High School, students needing help with connecting with friends went from 29% to 33%, but those dealing with sadness/depression went from 32% to 30%. At Chautauqua High School, students needing help connecting with friends went from 31% to 53%, but those dealing with sadness/depression went from 31% to 26%. The counseling survey data is not disaggregated into the student groups, so we need to look at the overall data. These data points demonstrate the need for more supports and interventions for these students. Days of Understanding provide a training for all students in the areas of acceptance of themselves and others.	The Days of Understanding action directly addresses the growing social-emotional needs of unduplicated student groups, particularly in terms of improving peer connection and reducing behavioral challenges. The action aims to improve students' emotional well-being by fostering self-acceptance and empathy. It will address these needs by providing district-wide training that teaches acceptance of oneself and others, supports the development of emotional regulation, and creates a school climate where students feel more connected to each other. This approach is supported by research from the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020), which found that high-quality SEL programs significantly improve students’ social-emotional skills, reduce emotional distress and problem behaviors, and increase students’ connection to school—especially among historically underserved populations. By focusing on these foundational social-emotional skills, Days of Understanding seeks to reduce feelings of isolation, decrease disciplinary incidents, and increase overall school engagement. By offering Days of Understanding on a schoolwide basis, the district ensures that all students—especially those from unduplicated groups—have equitable access to the social-emotional support necessary for their success.	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
	Scope: Schoolwide		
2.4	**Action:** Health Aides **Need:** While the Comprehensive Counseling Survey is not disaggregated by student group, the district's overall unduplicated pupil rate is 72%, which allows for reasonable inference that the trends in the survey data are reflective of needs among English Learners (EL), Foster Youth (FY), and Low Income (LI) students. At the elementary level, a decrease in the percentage of students in grades 3–5 who feel a sense of belonging (from 73% to 69%) and a slight decline in K–2 students who like school (from 80% to 76%) indicate a need to strengthen inclusive and supportive school environments. However, there was a significant improvement in students feeling safe at school in grades 3–5 (from 42% to 61%), suggesting that focused efforts in this area are making an impact. At the middle school level, new data reveal that only 33% of students enjoy school, while 70% feel academically supported and 71% feel comfortable speaking to counselors—indicating that while access to adult support is improving, engagement and school connectedness remain areas of concern.	This action increases access to school-based mental health and counseling services to support the social-emotional well-being and connectedness of students, particularly those from unduplicated student groups (EL, FY, SED), who make up 72% of the district's population. The action will fund additional school counselors and mental health professionals, including targeted support at high-need sites such as Chautauqua High School, where students reported a dramatic increase in needs related to anxiety, social connection, and family stress. Implementation will include: *Site-based counselors providing both individual and group counseling sessions. *Proactive check-ins with students identified as high-risk based on attendance, behavior, and academic data. *Social-emotional learning (SEL) lessons embedded into the school schedule, with age-appropriate content to build self-awareness, relationship skills, and emotional regulation. *Dedicated counseling office hours and referrals to external mental health providers as needed. *Collaboration with families, including parent workshops and communication to support mental health at home. Educational partners consistently voiced support for expanded mental health access during LCAP	This action will be measured by the metric 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
	At the high school level, Chautauqua High School students reported sharp increases in the need for support connecting with friends (from 31% to 53%), family (from 23% to 60%), and managing anxiety (from 8% to 53%). Given the high percentage of unduplicated pupils at this continuation site, these increases point to significant mental health and social-emotional needs among our most vulnerable students. These results underscore the need for increased access to school-based counseling and social-emotional supports, particularly for students likely to be from EL, FY, or SED backgrounds. **Scope:** LEA-wide	input sessions, including school site meetings, parent advisory groups, and student focus groups. Specifically, at Chautauqua High School, students and staff requested greater access to counseling and mental health support due to rising anxiety and social disconnection. This input is documented in the “Engaging Educational Partners” section, where stakeholder feedback emphasized the need for additional social-emotional resources to promote student wellness and engagement. This action was developed in direct response to those expressed priorities. Research-based justification: The National Association of School Psychologists (2016) emphasizes that school-based mental health services increase access for underserved populations and improve both academic and emotional outcomes. CASEL also reports that SEL programs enhance student behavior, emotional regulation, and academic achievement, with a strong cost-benefit return of $11 for every $1 invested. By increasing access to responsive, research-backed services, this action directly supports the identified social-emotional needs of unduplicated students and reflects educational partner priorities.	
2.10	**Action:** Counselors and Psychologists **Need:** Analysis of California School Dashboard data reveals concerning suspension trends among unduplicated student groups in Bear Valley	This action expands site-based mental health and counseling services to address elevated suspension rates and increased social-emotional needs among unduplicated student groups, especially Foster Youth (FY), English Learners (EL), and Low-Income (LI) students. Dashboard data shows that FY suspension rates rose from	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
	Unified School District. While the overall district suspension rate rose from 5.1% to 5.6%, English Learners (EL) increased from 4.0% to 4.7%, Low-Income students from 6.3% to 6.5%, and Foster Youth (FY) from 15% to 20%. These rates are significantly higher than district averages, particularly for FY students. Though the Comprehensive Counseling Survey is not disaggregated by student group, the district's 72% unduplicated enrollment rate makes it reasonable to infer that overall student responses reflect the experiences of EL, FY, and SED students. At the middle school level, only 33% of students reported enjoying school, though 84% felt safe and 71% were comfortable speaking with counselors. At the high school level, Chautauqua High School students showed a sharp increase in need for help with peer and family connections (friends: 31% to 53%; family: 23% to 60%), and a dramatic rise in reported anxiety (8% to 53%). These data illustrate a clear need to reduce exclusionary discipline practices and improve campus connectedness and mental health supports—especially at high-need sites like Chautauqua, where Foster Youth and Low-Income students make up the majority. To address these needs, the district is implementing actions that expand access to school counselors, social workers, and site-based mental health services. These actions	15% to 20%, and survey data from Chautauqua High School highlights sharp increases in anxiety and disconnection from peers and family. These indicators point to a pressing need for proactive behavioral and emotional support to prevent exclusionary discipline and build a more inclusive school climate. Implementation of the action will include: *Deployment of additional school counselors and mental health providers at high-need sites, especially Chautauqua High School and Big Bear Middle School. *Regular one-on-one and group counseling sessions focused on trauma-informed care, peer relationships, and emotional regulation. *Delivery of structured SEL lessons using research-based curricula (e.g., School-Connect, Second Step) integrated into advisory or class periods. *Development of a Wellness Center as a safe, supportive space where students can access mental health services, decompress, and receive referrals. *Ongoing coordination with administrators and teachers to support positive behavior interventions and alternatives to suspension. Research Justification: The use of school-based mental health services is strongly supported by research. The National Center for School Mental Health (NCSMH) and the National Association of School Psychologists emphasize that integrated, accessible counseling services reduce disciplinary incidents and improve academic and social outcomes for underserved students. Studies show that SEL programs like	

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
	are designed to provide early intervention, trauma-informed counseling, and behavior supports that foster inclusion and reduce suspensions. Educational partners—through DELAC, the Student Advisory Council, and community meetings—consistently identified student behavior, anxiety, and emotional wellness as top priorities. Input from these groups, documented in the "Engaging Educational Partners" section of the LCAP, directly influenced the decision to invest in additional mental health personnel and expand access to counseling services at the most impacted sites. **Scope:** Schoolwide	School-Connect improve student behavior and reduce suspension rates by enhancing students' emotional regulation, empathy, and conflict-resolution skills (CASEL, 2020). Additionally, Moya et al. (2022) found a positive correlation between student use of Wellness Centers and improvements in school engagement, mood, and coping strategies. Connection to Need and Stakeholder Input: This action was designed in response to disaggregated suspension and survey data that highlight disproportionate impacts on unduplicated students. Educational partners, including the DELAC, Student Advisory Committee, and Equity Multiplier planning team, specifically called for more mental health services, safer school climates, and reduced punitive discipline. Their input is documented in the "Engaging Educational Partners" section of the LCAP and directly influenced the inclusion of this action. By increasing access to proactive, evidence-based social-emotional and behavioral supports, this action seeks to reduce suspension rates and improve connection and well-being for the district's most vulnerable students.	
3.1	**Action:** One to one technology **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the CAASPP scores are significantly lower than All students. (2024:	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.	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
	ELA All: -23.8 DFS; EL: -84.3 DFS; LI : -46 DFS; FY: *not a significant student group. 2024 Math: All: -59.2 DFS; EL: -111.3 DFS; LI: -81.6 DFS; FY *not a significant student group. Low academic achievement and lack of growth leads to frustration and an increase in absenteeism. Even though Chronic absenteeism has decreased district wide, it continues to be a challenge, specifically unduplicated students with deficiencies in literacy. In 2024 Chronic Absenteeism rates: All: 26.5%; EL: 21.8%, LI: 30.7%, FY *not a significant student group, LTEL: 24.1%. 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. **Scope:** LEA-wide	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.	
3.2	**Action:** Science, Technology, Engineering, and Math (STEM) at every site	While STEM activities are 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'	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
	Need: Low academic achievement and lack of growth leads to frustration and an increase in absenteeism. Even though Chronic absenteeism has decreased district wide, it continues to be a challenge, specifically unduplicated students with deficiencies in literacy. In 2024 Chronic Absenteeism rates: All: 26.5%; EL: 21.8%, LI: 30.7%, FY *not a significant student group, LTEL: 24.1%.The overall attendance rate dropped from 92.1% in 2024 to 91.2% in 2025. This suggests that while chronic absenteeism decreased, overall attendance did not improve as expected. Even though Chronic absenteeism has decreased district wide, it continues to be a challenge, specifically unduplicated students with deficiencies in literacy. In 2024 Chronic Absenteeism rates: All: 26.5%; EL: 21.8%, LI: 30.7%, FY *not a significant student group, LTEL: 24.1%. With input from administration and teachers, it was decided that providing curriculum in the areas of STEM, it would increase engagement and achievement in the areas of Science, Technology, and math and literacy. Through increased student achievement and success, chronic absenteeism will decrease, as well as, increase engagement, responsibility, and accountability on the part of the students. **Scope:**	continued access will facilitate the reduction of chronic absenteeism to close the gap between the unduplicated population and all students. We want all students to have equal access to STEM activities and assignments for consistency across curriculum and equal opportunities to accelerate learning so this action is LEA wide. This action is grounded in research demonstrating that academic engagement is positively linked to improved attendance and reduced student frustration. Lamborn et al. (1992) and Finn (1993) established that higher levels of student engagement—particularly when driven by interest-based learning—correlate with better attendance and academic outcomes. The National Center for Education Statistics (1995) further found that participation in extracurricular and enrichment activities improves student connectedness and school attendance. By providing meaningful academic challenges through STEM, students develop a sense of competence and purpose, which fosters regular school attendance and engagement.	

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
	LEA-wide		
3.3	**Action:** Career Technical Education classes **Need:** According to the 2024 CA Dashboard, the percent of students college and career ready were All - 19.9%, Low Income 16.1%, English Learner 3.2% 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. In 2024-2025, 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.
3.6	**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 in 2024: All: 26.5%; EL: 21.8%, LI: 30.7%, FY *not a significant student group, LTEL: 24.1%.	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	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
	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 always a request for more support for struggling students in the form of additional intervention and resources to support student attendance. **Scope:** Schoolwide	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 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 2024 Chronic Absenteeism rates were: All: 26.5%; EL: 21.8%, LI: 30.7%, FY *not a significant student group, LTEL: 24.1%. Specifically at the Middle School: All: 27.8%, EL: 18.7%, LI: 33.3%. 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	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. This action is grounded in research from Lamborn et al. (1992) and Finn (1993) who established that higher levels of student engagement—particularly when driven by interest-based learning—correlate with better attendance and academic outcomes. The National Center for Education Statistics (1995) further found that participation in extracurricular and enrichment activities improves student connectedness and school attendance. 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	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
	this action was vital for maintenance of the culture of the school. **Scope:** Schoolwide	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.	
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 2024 Chronic Absenteeism rates were: All: 26.5%; EL: 21.8%, LI: 30.7%, FY *not a significant student group, LTEL: 24.1%. 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	Providing transportation for unduplicated students ensures that they have safe and reliable means to get to and from school. According to the National Center for Education Statistics (1995), participation in extracurricular activities significantly increases student engagement and school connectedness. Reliable transportation is essential to ensure equitable access to these opportunities for unduplicated students. In addition, this removes any barriers the families of unduplicated students have in making sure students have access to extracurricular programs and activities. 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
	mountain for work. As well as the cost of, or access to, transportation for the population of low income families served by Bear Valley USD. **Scope:** LEA-wide		
3.11	**Action:** Xello College and Career planning and exploration program (9- 12) **Need:** To address the decline in post-secondary enrollment and college and career readiness, Bear Valley Unified will continue implementation of the Xello College and Career Planning Program for grades 9–12. Recent data show a decrease in students enrolling in post-secondary education, from 38% in 2023 to 37% in 2024. Additionally, the percentage of students meeting the CA Dashboard's "Prepared" designation dropped from 22% (2023) to 19.9% (2024). Notably, English Learners declined from 7.1% to 3.2%, and while Low-Income students showed a slight increase from 15.8% to 16.1%, the rate remains well below that of their peers. Although the data are not fully disaggregated, with 72% of the student population identified as unduplicated, this trend highlights a need for consistent and equitable access to post-secondary planning resources. Implementation will include:	Xello provides students with structured opportunities to explore career pathways, set postsecondary goals, and develop the skills and knowledge necessary to plan for their futures. This platform supports early and continuous exposure to college and career options, helping students make informed decisions while building their college-going identity and sense of purpose—particularly for unduplicated student groups who often face barriers to postsecondary planning. According to Hooker and Brand (2010), structured and early college and career planning—particularly for historically underserved student groups—promotes informed decision-making, develops a college-going identity, and improves postsecondary outcomes. Platforms like Xello provide consistent tools and resources to support this planning process. This action is implemented on a schoolwide basis to ensure equitable access to college and career exploration tools for all students in grades 9–12. Since the CCI data is not disaggregated for all subgroups and the gap in preparedness is affecting multiple student populations, a schoolwide approach ensures that all students	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*Use of the Xello platform during advisory periods, career classes, and counseling sessions to help students explore post-secondary pathways aligned to their strengths and interests. *Structured grade-level progression (interest inventories, goal setting, course planning, career and college research, financial aid resources). *Integration of Xello activities into graduation and college application readiness plans. *Monitoring and support from school counselors to ensure all students, especially EL and LI students, are using the tool effectively. Connection to Educational Partner Input: During LCAP meetings with the Student Advisory Council, Parent Advisory Committee, and DELAC, stakeholders expressed a strong desire for increased support in college and career preparation, especially for students who would be the first in their families to attend college. Parents noted a need for structured tools that help students connect high school experiences with post-secondary options. The Student Advisory Council specifically discussed the benefit of having platforms like Xello that offer personalized career exploration and concrete post-secondary planning tools. This feedback is documented in the “Engaging Educational Partners” section of the LCAP. By providing access to Xello for all high school students and ensuring counselor-facilitated implementation, this action helps close the	benefit from early guidance and structured planning resources. Providing Xello access across all high school campuses allows the district to build a consistent college and career readiness culture, closing opportunity gaps and improving long-term student outcomes.	

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
	opportunity gap and fosters a college and career readiness culture—particularly for English Learners and Low-Income students who historically face barriers to post-secondary planning. **Scope:** Schoolwide		

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 2024, 26.5% of All students were chronically absent while 30.7% of Low Income were chronically absent (there were not enough of Foster Youth to generate data). 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	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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	inequities in students and provide equal access to learning opportunities by addressing the barriers to student needs. **Scope:** Limited to Unduplicated Student Group(s)		
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 2024, 26.5% of All students were chronically absent while 30.7% of Low Income were chronically absent (there were not enough of Foster Youth to generate data). This 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)	This action is designed to reduce chronic absenteeism and improve student well-being by directly addressing the unmet social-emotional and basic needs of low-income and foster youth students. The Student Support Liaison serves as a centralized coordinator of care, leveraging partnerships with the Department of Behavioral Health, Lutheran Social Services, and other community agencies to provide trauma-informed and culturally responsive mental health supports. According to research, school-based mental health services and case management improve attendance, engagement, and academic outcomes for high-risk student groups (Bruns et al., 2011; Dowdy et al., 2013). Providing access to resources such as gas cards, food cards, and school supplies further reduces logistical barriers to school attendance, consistent with findings that wraparound services improve stability and educational access for foster and low-income youth (Huang et al., 2005; Walker et al., 2010). The monthly coordination of the School Connect Team ensures a data-informed, multi-tiered approach to absenteeism by enabling timely intervention and accountability across school sites.	This actions will be measured by the metrics identified in the action description.
4.6	**Action:** Bilingual aides	To support English Learners, bi-lingual aides in the classroom can target small groups or provide	This action will be measured by the metrics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: In 2023, English Learner reclassification rate was at 5.5% and 6.6% in 2024. In 2024, the % of students showing progress on the ELPI was at 41.4% and on the 2024 CA Dashboard for College/Career Indicators, only 3.2% 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)	individual support in their own language as well as prepare them for the ELPAC test.	identified in the action description.

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	1:40
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	1:19

2025-26 Total Planned 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	23301900	5527145	23.720%	0.000%	23.720%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,066,368.73	$1,351,295.00	$0.00	$256,333.50	$8,673,997.23	$7,845,497.23	$828,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	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	$1,998,861.59	$0.00	$1,998,861.59	$0.00	$0.00	$0.00	$1,998,861.59	
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	$2,150,045.75	$0.00	$2,150,045.75	$0.00	$0.00	$0.00	$2,150,045.75	
1	1.3	Teacher Induction Program	All	No			All Schools	On Going	$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$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	$0.00	$0.00	$0.00	$50,000.00	
1	1.5	Release time for teacher collaboration and curriculum planning	All	No			All Schools	On Going	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$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	$2,500.00	$2,500.00	$0.00	$0.00	$0.00	$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
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	$135,000.00	$15,000.00	$150,000.00	$0.00	$0.00	$0.00	$150,000.00	
1	1.8	Professional Learning Opportunities	All	No			All Schools	Annually	$0.00	$45,000.00	$0.00	$45,000.00	$0.00	$0.00	$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	$351,750.00	$0.00	$351,750.00	$0.00	$0.00	$0.00	$351,750.00	
1	1.10	Intervention support for Students with Disabilities	All	No				On Going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.11	Professional Learning opportunities for paraprofessionals	All	No			All Schools	Annually	$0.00	$2,000.00	$0.00	$2,000.00	$0.00	$0.00	$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	$512,550.00	$0.00	$512,550.00	$0.00	$0.00	$0.00	$512,550.00	
1	1.13	Provide Intervention materials	All	No				Discontinued	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.14	Summer School	All	No			All Schools	Annually	$100,000.00	$0.00	$0.00	$100,000.00	$0.00	$0.00	$100,000.00	
1	1.15	Big Bear High School/Chautauqua Continuation High School Principal	All	No				On Going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.16	Maintain Expanded Para-professional hours (5 hours a day)	All	No				On Going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.17	Maintain Library clerks at five hours a day for five days a week	All	No				On Going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.18	Math Interventionist at Big Bear Middle School	All	No				Discontinued	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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	1.19	Part time math and ELA instructional coaches	All	No			All Schools	On Going	$75,000.00	$0.00	$0.00	$75,000.00	$0.00	$0.00	$75,000.00	
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	$261,176.39	$0.00	$261,176.39	$0.00	$0.00	$0.00	$261,176.39	
2	2.2	Days of Understanding	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School, Chautauqua High School	Annually	$0.00	$9,500.00	$9,500.00	$0.00	$0.00	$0.00	$9,500.00	
2	2.3	Provide access to supplemental supports	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	On Going	$0.00	$2,500.00	$2,500.00	$0.00	$0.00	$0.00	$2,500.00	
2	2.4	Health Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$182,910.00	$0.00	$182,910.00	$0.00	$0.00	$0.00	$182,910.00	
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	$95,475.00	$0.00	$95,475.00	$0.00	$0.00	$0.00	$95,475.00	
2	2.6	Maintain On Campus Intervention program	All	No				On Going	$0.00	$0.00	$0.00	$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	$0.00	$0.00	$0.00	$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	On Going	$226,125.00	$0.00	$0.00	$226,125.00	$0.00	$0.00	$226,125.00	

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
							Elementary									
2	2.9	Social Worker at Chautauqua High School	All	No			Specific Schools: Chautauqua High School	On Going	$123,313.50	$0.00	$0.00	$0.00	$0.00	$123,313.50	$123,313.50	
2	2.10	Counselors and Psychologists	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Big Bear Middle School, Big Bear High School, Chautauqua High School	On Going	$603,000.00	$0.00	$603,000.00	$0.00	$0.00	$0.00	$603,000.00	
2	2.11	Probation Officer	All	No				Discontinued	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.12	Dean of Students at North Shore Elementary	All	No			Specific Schools: North Shore Elementary	On Going	$159,795.00	$0.00	$0.00	$159,795.00	$0.00	$0.00	$159,795.00	
2	2.13	Student Support Specialist at Big Bear High School	All	No			Specific Schools: Big Bear High School	On Going	$140,000.00	$0.00	$0.00	$140,000.00	$0.00	$0.00	$140,000.00	
2	2.14	Dean of Students at Baldwin Lane Elementary	All	No			Specific Schools: Baldwin Lane Elementary	On Going	$140,000.00	$0.00	$0.00	$140,000.00	$0.00	$0.00	$140,000.00	
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	$0.00	$0.00	$0.00	$300,000.00	
3	3.2	Science, Technology, Engineering, and Math (STEM) at every site	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	$0.00	$0.00	$0.00	$50,000.00	

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	3.3	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	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	
3	3.4	Project Lead the Way Engineering Class	All	No			Specific Schools: Big Bear High School	On Going	$0.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	$3,000.00	
3	3.5	Expand college and career awareness	All	No			Specific Schools: Big Bear Middle School, Big Bear High School, Chautauqua High School	On Going	$0.00	$5,000.00	$0.00	$0.00	$0.00	$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	$0.00	$35,000.00	$0.00	$0.00	$35,000.00	
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	$0.00	$0.00	$0.00	$70,000.00	
3	3.8	Offer Music/Choir/Drama/Art	All	No			All Schools	On Going	$351,875.00	$25,000.00	$0.00	$376,875.00	$0.00	$0.00	$376,875.00	
3	3.9	Sensory Tools for Students with Special	Students with Disabilities	No			All Schools	On Going	$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	

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
		Needs including Flexible seating options														
3	3.10	Annual Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$120,000.00	$120,000.00	$0.00	$0.00	$0.00	$120,000.00	
3	3.11	Xello College and Career planning and exploration program (9-12)	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	$0.00	$3,700.00	$3,700.00	$0.00	$0.00	$0.00	$3,700.00	
3	3.12	Dual Enrollment classes	All	No			Specific Schools: Big Bear High School	On Going	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
3	3.13	Esports program	All	No			Specific Schools: Big Bear High School, Big Bear Middle School	On Going	$0.00	$6,500.00	$0.00	$6,500.00	$0.00	$0.00	$6,500.00	
4	4.1	District Wide English Learner Supports	All	No			All Schools	On Going	$9,200.00	$0.00	$0.00	$0.00	$0.00	$9,200.00	$9,200.00	
4	4.2	Site English Learner Coordinators at each site	English Learners	No			All Schools	On Going	$9,020.00	$0.00	$0.00	$0.00	$0.00	$9,020.00	$9,020.00	
4	4.3	Quarterly ELAC and DELAC meetings	English Learners	No			All Schools	On Going	$0.00	$300.00	$0.00	$0.00	$0.00	$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	$0.00	$0.00	$0.00	$10,000.00	$10,000.00	
4	4.5	Ellevations software	English Learners	No			All Schools	On Going	$0.00	$7,000.00	$0.00	$0.00	$0.00	$7,000.00	$7,000.00	
4	4.6	Bilingual aides	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	On Going	$80,400.00	$0.00	$80,400.00	$0.00	$0.00	$0.00	$80,400.00	

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
					Group(s)											
4	4.7	English Learner Parent Community Liaison	English Learners	No			All Schools	On Going	$35,000.00	$0.00	$0.00	$35,000.00	$0.00	$0.00	$35,000.00	
4	4.8	Family Based English Tutoring program	All	No				Discontinued	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.1	Bilingual Support	All	No				Discontinued	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.2	Provision of additional literary supports	All	No			Specific Schools: Chautauqua High School	On Going	$0.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	$3,000.00	
5	5.3	Purchase Supplemental materials for English Learners.	All	No				Discontinued	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.4	Creation of a Wellness Center	All	No			Specific Schools: Chautauqua High School	On Going	$0.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	$10,000.00	
5	5.5	Providing math and ELA Instructional Coaches	All	No			Specific Schools: Chautauqua High School	On Going	$70,000.00	$0.00	$0.00	$0.00	$0.00	$70,000.00	$70,000.00	
5	5.6	eSports	All	No			Specific Schools: Chautauqua High School	On Going	$0.00	$6,500.00	$0.00	$0.00	$0.00	$6,500.00	$6,500.00	

2025-26 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
23301900	5527145	23.720%	0.000%	23.720%	$6,780,692.34	0.000%	29.099 %	**Total:**	$6,780,692.34
								LEA-wide Total:	$1,054,660.00
								Limited Total:	$178,375.00
								Schoolwide Total:	$5,547,657.34

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	$1,998,861.59	
1	**1.2**	Increase instructional support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,150,045.75	
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	**1.9**	Independent Study Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$351,750.00	
1	**1.12**	Intervention Support Personnel	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: North Shore	$512,550.00	

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	Elementary, Baldwin Lane Elementary, Big Bear Middle School		
2	2.2	Days of Understanding	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School, Chautauqua High School	$9,500.00	
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	2.4	Health Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$182,910.00	
2	2.5	Student Support Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$95,475.00	
2	2.10	Counselors and Psychologists	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear Middle School, Big Bear High School, Chautauqua High School	$603,000.00	
3	3.1	One to one technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
3	3.2	Science, Technology, Engineering, and Math (STEM) at every site	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
3	3.3	Career Technical Education classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School; Chautauqua High School	$50,000.00	
3	3.6	Intervention and Enrichment opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear Middle School, North Shore Elementary,	$0.00	

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 (%)
						Baldwin Lane Elementary K-8		
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	3.10	Annual Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	
3	3.11	Xello College and Career planning and exploration program (9- 12)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School; Chautauqua High School	$3,700.00	
4	4.6	Bilingual aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$80,400.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,798,863.00	$9,929,452.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Tk - 3rd Grad Span Adjustment	Yes	$1,988,917.00	$1,988,917.00
1	**1.2**	Increase instructional support	Yes	$2,139,349.00	$2,139,349.00
1	**1.3**	Teacher Induction Program	No	$10,000.00	$10,000.00
1	**1.4**	Curricular Licenses and Subscriptions	Yes	$50,000.00	$114,371.00
1	**1.5**	Release time for teacher collaboration and curriculum planning	No	$5,000.00	$5,000.00
1	**1.6**	Administer Life Track Senior survey	No	$2,400.00	$2,475.00
1	**1.7**	Advancement Via Individual Determination (AVID)	Yes	$150,000.00	$150,000.00
1	**1.8**	Professional Learning Opportunities	Yes	$45,000.00	$46,128.00
1	**1.9**	Independent Study Teachers	Yes	$350,000.00	$350,000.00
1	**1.10**	Intervention support for Students with Disabilities	No	$1,000.00	$1,000.00
1	**1.11**	Professional Learning opportunities for paraprofessionals	No	$2,000.00	$2,000.00

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	$510,000.00	$510,000.00
1	1.13	Provide Intervention materials	Yes	$15,000.00	$15,000.00
1	1.14	Summer School	No Yes	$100,000.00	$168,703.00
1	1.15	Big Bear High School/Chautauqua Continuation High School Principal	No	$105,000.00	$105,000.00
1	1.16	Maintain Expanded Para-professional hours (5 hours a day)	Yes	$55,000.00	$55,000.00
1	1.17	Maintain Library clerks at five hours a day for five days a week	No	$90,000.00	$90,000.00
1	1.18	Math Interventionist at Big Bear Middle School	Yes	$168,000.00	$168,000.00
2	2.1	Safety Assistants at Big Bear High School and Big Bear Middle School	No	$259,877.00	$259,877.00
2	2.2	Days of Understanding	No	$9,000.00	$9,000.00
2	2.3	Provide access to supplemental supports	Yes	$2,500.00	$2,500.00
2	2.4	Health Aides	No	$182,000.00	$182,000.00
2	2.5	Student Support Services	Yes	$95,000.00	$95,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Maintain On Campus Intervention program	No	$0.00	
2	2.7	Social Emotional Learning curriculum	No	$10,000.00	$10,000.00
2	2.8	Elementary Counselors at each Baldwin Elementary School and North Shore Elementary	No	$255,000.00	$255,000.00
2	2.9	Social Worker at Chautauqua High School	No	$122,700.00	$122,700.00
2	2.10	Counselors and Psychologists	No	$600,000.00	$600,000.00
2	2.11	Probation Officer	No	$30,000.00	$0.00
2	2.12	Dean of Students at North Shore Elementary	No	$159,000.00	$159,000.00
3	3.1	One to one technology	Yes	$300,000.00	$300,000.00
3	3.2	Science, Technology, Engineering, and Math (STEM) at every site	No	$50,000.00	$50,000.00
3	3.3	Career Technical Education classes	Yes	$50,000.00	$50,000.00
3	3.4	Project Lead the Way Engineering Class	No	$3,200.00	$22,984.00
3	3.5	Expand college and career awareness	Yes	$5,000.00	$5,000.00
3	3.6	Intervention and Enrichment opportunities	Yes	$35,000.00	$35,000.00
3	3.7	Athletic League transportation	Yes	$70,000.00	$70,000.00

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)
3	3.8	Offer Music/Choir/Drama/Art	Yes	$375,000.00	$375,000.00
3	3.9	Sensory Tools for Students with Special Needs including Flexible seating options	No	$2,000.00	$2,000.00
3	3.10	Annual Transportation	Yes	$1,200,000.00	$1,200,000.00
3	3.11	Xello College and Career planning and exploration program (9- 12)	No	$3,500.00	$3,605.00
3	3.12	Dual Enrollment classes	No	$5,000.00	$5,000.00
3	3.13	Esports program	No Yes	$5,000.00	$6,423.00
4	4.1	District Wide English Learner Coordinator	Yes	$9,200.00	$9,200.00
4	4.2	Site English Learner Coordinators at each site	No	$9,920.00	$9,920.00
4	4.3	Quarterly ELAC and DELAC meetings	No	$300.00	$300.00
4	4.4	Supplemental instructional supplies to support English Learners	No	$10,000.00	$10,000.00
4	4.5	Ellevations software	No	$2,000.00	$7,000.00
4	4.6	Bi-lingual aides	Yes	$80,000.00	$80,000.00

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)
4	**4.7**	English Learner Parent Community Liaison	No	$35,000.00	$35,000.00
4	**4.8**	Family Based English Tutoring program	No	$1,000.00	$1,000.00
5	**5.1**	Bi Lingual Support	No	$30,000.00	$30,000.00
5	**5.2**	Provision of additional literary supports	No	$3,000.00	$3,000.00
5	**5.3**	Purchase Supplemental materials for English Learners.	No	$3,000.00	$3,000.00

2024-25 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)
5340551	$7,492,966.00	$6,953,766.00	$539,200.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Tk - 3rd Grad Span Adjustment	Yes	$1,988,917.00	$1,988,917.00	0	0
1	1.2	Increase instructional support	Yes	$2,139,349.00	$2,139,349.00	0	0
1	1.4	Curricular Licenses and Subscriptions	Yes	$50,000.00	$50,000.00	0	0
1	1.7	Advancement Via Individual Determination (AVID)	Yes	$150,000.00	$150,000.00	0	0
1	1.8	Professional Learning Opportunities	Yes	$15,000.00	0	0	0
1	1.9	Independent Study Teachers	Yes	$350,000.00	$350,000.00	0	0
1	1.12	Intervention Support Personnel	Yes	$510,000.00	$510,000.00	0	0
1	1.13	Provide Intervention materials	Yes	$15,000.00	$15,000.00	0	0
1	1.14	Summer School	Yes	$50,000.00	0	0	0
1	1.16	Maintain Expanded Para-professional hours (5 hours a day)	Yes	$55,000.00	$55,000.00	0	0
1	1.18	Math Interventionist at Big Bear Middle School	Yes			0	
2	2.3	Provide access to supplemental supports	Yes	$2,500.00	$2,500.00	0	0
2	2.5	Student Support Services	Yes	$38,000.00	$38,000.00	0	0

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)
3	**3.1**	One to one technology	Yes	$300,000.00	$300,000.00	0	0
3	**3.3**	Career Technical Education classes	Yes	$50,000.00	$50,000.00	0	0
3	**3.5**	Expand college and career awareness	Yes	$5,000.00	0	0	0
3	**3.6**	Intervention and Enrichment opportunities	Yes	$35,000.00	$35,000.00	0	0
3	**3.7**	Athletic League transportation	Yes	$70,000.00	$70,000.00	0	0
3	**3.8**	Offer Music/Choir/Drama/Art	Yes	$375,000.00	0	0	0
3	**3.10**	Annual Transportation	Yes	$1,200,000.00	$1,200,000.00	0	0
3	**3.13**	Esports program	Yes	$5,000.00	0	0	0
4	**4.1**	District Wide English Learner Coordinator	Yes	$9,200.00	0	0	0
4	**4.6**	Bi-lingual aides	Yes	$80,000.00	0	0	0

2024-25 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)
22512964	5340551	0	23.722%	$6,953,766.00	0.000%	30.888%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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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