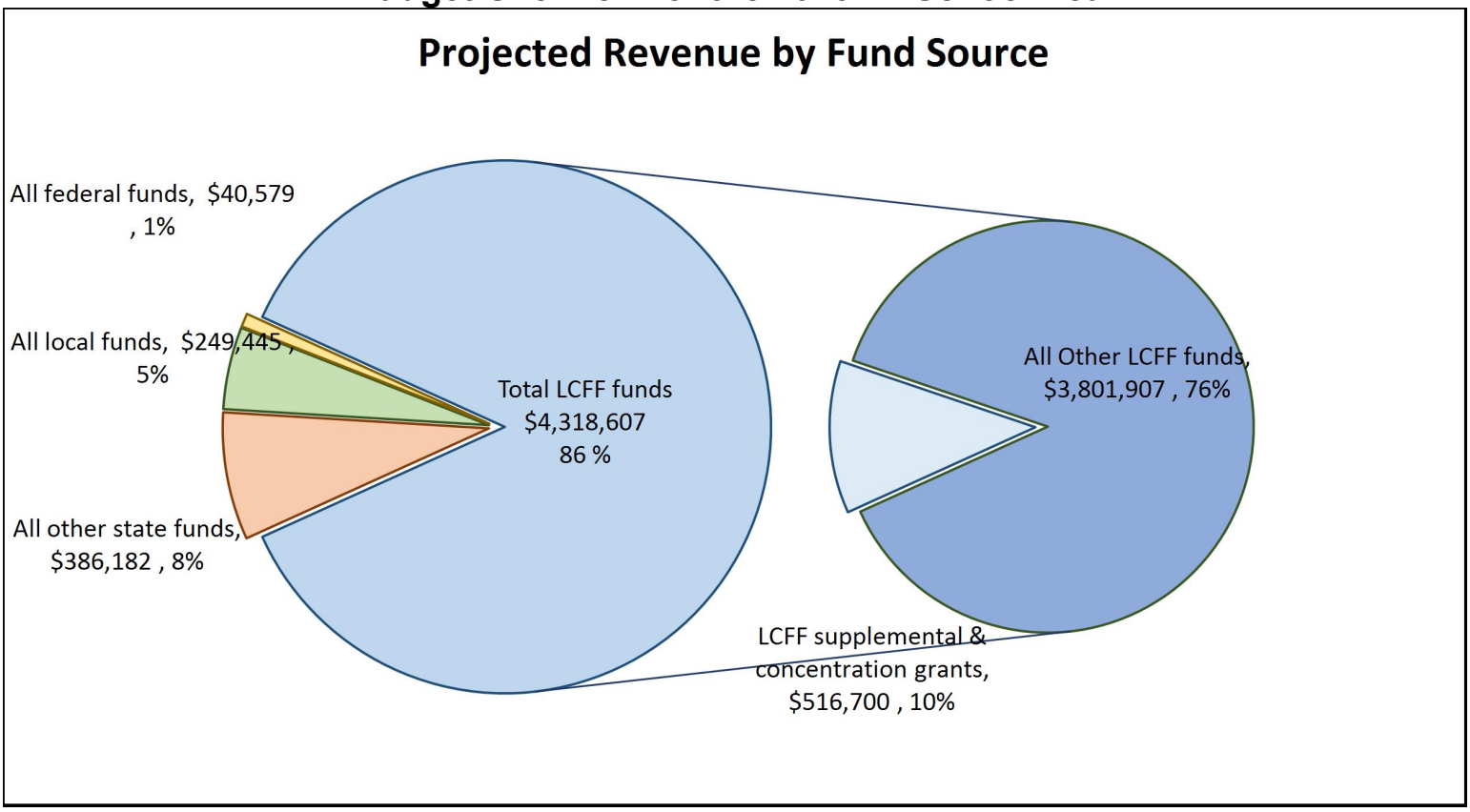
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Baker Valley Unified School District
CDS Code: 36-73858-0000000
School Year: 2026-27
LEA contact information:
Milan Stijepovic
Superintendent
milan_stijepovic@baker.k12.ca.us
(760) 733-4567

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

Budget Overview for the 2026-27 School Year

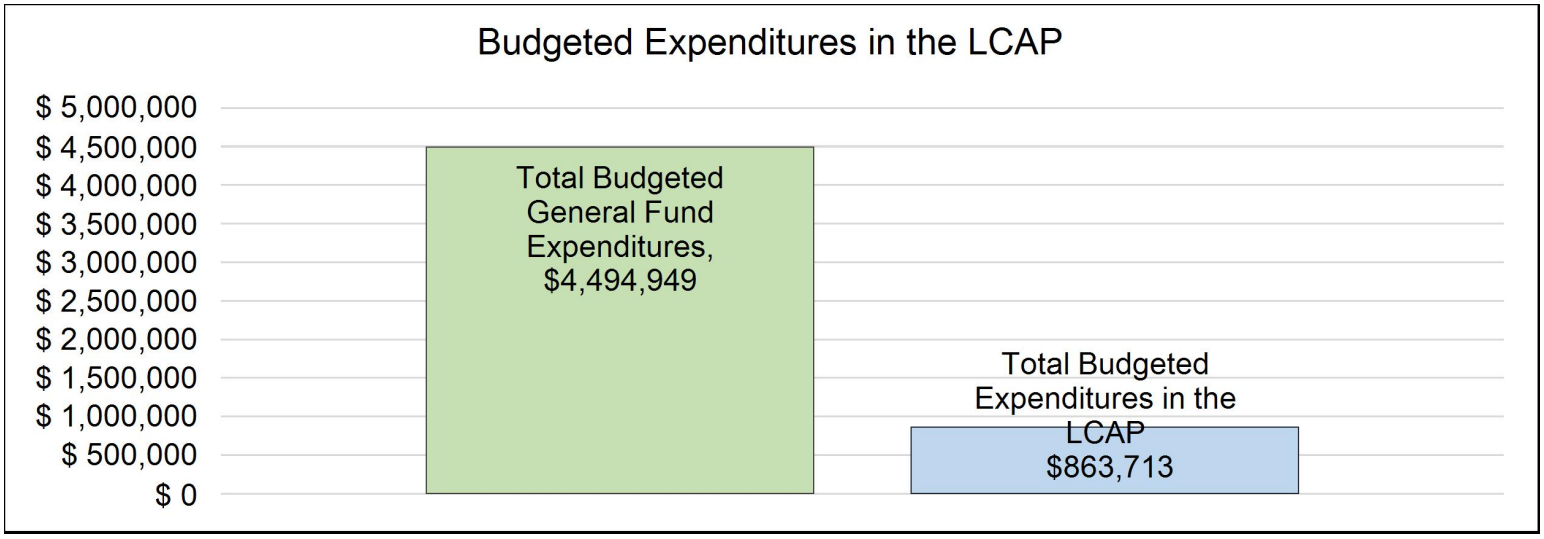


This chart shows the total general purpose revenue Baker Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Baker Valley Unified School District is $4,994,813, of which $4,318,607. is Local Control Funding Formula (LCFF), $386,182. is other state funds, $249,445. is local funds, and $40,579. is federal funds. Of the $4,318,607. in LCFF Funds, $516,700. is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Baker Valley Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Baker Valley Unified School District plans to spend $4,494,949. for the 2026-27 school year. Of that amount, $863,713. is tied to actions/services in the LCAP and $3,631,236 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

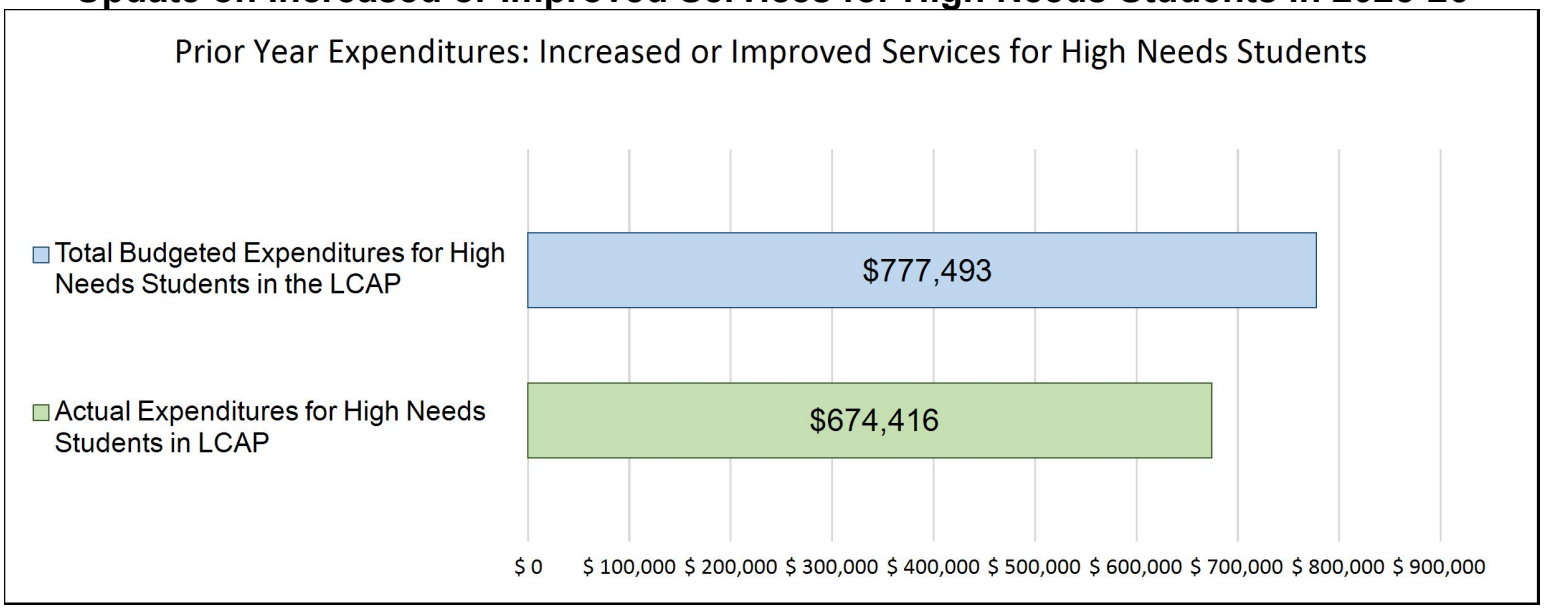
Administration, Teacher Salaries, maintenance, and Special Education.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Baker Valley Unified School District is projecting it will receive $516,700. based on the enrollment of Foster Youth, English learner, and low-income students. Baker Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Baker Valley Unified School District plans to spend $625,474. 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Baker Valley Unified School District's LCAP budgeted $777,493.00 for planned actions to increase or improve services for high needs students. Baker Valley Unified School District actually spent $674,415.63 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $103,077.37 had the following impact on Baker Valley Unified School District's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures did not materially impact the district's ability to provide the planned actions and services to increase or improve services for high needs students in 2025–26. Baker USD was able to implement the identified services and supports for unduplicated pupils, including actions focused on academic support, student engagement, intervention, and access to needed programs and services. The lower actual expenditures were primarily due to costs coming in lower than originally projected, adjustments in staffing or service needs, and/or efficiencies in implementation. As a result, the district continued to provide increased or improved services for high needs students as planned, and the overall level of support was maintained despite the difference between budgeted and actual expenditures.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

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.

Baker Valley Unified School District is a small, rural district serving 100 students from preschool through grade 12. The district operates a single campus that includes an elementary school, junior high school, high school, preschool program, and an adult education program. Approximately 28 staff members support instructional programs and student services. The district is located in Baker, California, a rural community in San Bernardino County with a population of just over 700 residents. Situated along Interstate 15 between Barstow and Las Vegas, Baker functions primarily as a service corridor for travelers, with local businesses consisting largely of gas stations, restaurants, and travel-related services. The region's largest employer is MP Materials, which owns and operates the Mountain Pass facility, the only integrated rare earth mining and processing site in North America, and a key contributor to the local economy.

Baker Valley Unified School District serves a student population with significant economic and language needs. The district's unduplicated pupil percentage is 81.45 percent, including 71.2 percent socioeconomically disadvantaged students and 52.8 percent English learners; the district currently reports no foster youth enrollment. To support student well-being and academic readiness, the district participates in the Community Eligibility Program, which provides all students with free breakfast and lunch each school day. This program ensures consistent access to nutritious meals, helping to promote student health, engagement, and success in school.

Reflections: Annual Performance

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

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

Districtwide
English Learner Progress

Academic Engagement
Chronic Absenteeism - English Learners

School Sites - All Student Groups showing the lowest performance levels

Baker Elementary
Academic Performance: Mathematics (All Students)

The 2025 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Districtwide:

Pupil Achievement: ELA
Pupil Achievement: Math

By Subgroup:

Pupil Achievement:
ELA - English Learners, Socioeconomically Disadvantaged, Hispanic
Math - English Learners, Socioeconomically Disadvantaged, Hispanic

School Climate:
Suspension - Long Term EL

Baker Valley Unified School District's performance on the 2025 Dashboard reflects continued areas of need in Pupil Achievement, particularly in both ELA and Mathematics where performance remains in the Red for All Students and multiple student groups. English Learner Progress declined from the previous year, indicating a need for strengthened supports for language acquisition. However, Chronic Absenteeism showed improvement, increasing engagement rates, and Suspension Rates remained relatively stable without any groups in the lowest performance level. Overall, the data indicates a need to prioritize academic interventions while maintaining progress in student engagement.

Learning Recovery Emergency Block Grant (LREBG) Funds:

BVUSD has $188,940 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be strategically allocated over the next two years to support goals and actions identified in the district's LCAP.

Following a comprehensive needs assessment—grounded in 2024 California School Dashboard data for English Language Arts (ELA), Mathematics, and Chronic Absenteeism, along with input from educational partners and local assessment data—the district identified critical areas requiring targeted support. This analysis led to the prioritization of three key actions, funded in whole or in part by LREBG, in alignment with Education Code Section 32526(c)(2). These actions are designed to advance academic achievement and foster the socioemotional well-being of all students, with a focus on those most impacted by learning disruptions.

To address identified gaps in mathematics and English language development, BVUSD will utilize LREBG funds to support a dedicated Math Specialist and an English Learner (EL) Specialist. Research consistently underscores the effectiveness of targeted instructional support in accelerating learning recovery.

Mathematics Specialist (Action 1.10):

The 2024 California School Dashboard clearly identifies mathematics as the lowest-performing academic area in Baker Valley USD. All Students scored an average of 99.3 points below standard (DFS), a decline of 15.6 points from the previous year. The situation is even more concerning for key student groups: English Learners scored -115.6 DFS, dropping an additional 25.7 points, and Socioeconomically Disadvantaged students scored -91.8 DFS, placing both groups firmly in the red performance band. These results indicate an urgent and systemic need for intensive academic support in mathematics instruction and intervention.

To address these gaps, the district will fund a full-time Mathematics Specialist using Learning Recovery Emergency Block Grant (LREBG) funds. Research supports the use of content-specific specialists to improve student outcomes. According to the National Council of Teachers of Mathematics (NCTM), math specialists enhance classroom instruction through job-embedded coaching, direct modeling of lessons, and facilitation of data-driven instructional planning. Studies published through Kappan, ERIC, and Tandfonline confirm that mathematics coaches significantly increase student achievement and teacher effectiveness. The National Council on Teacher Quality (NCTQ) also recommends targeted, math-focused professional development as a key lever for reversing the steep learning losses brought on by the COVID-19 pandemic.

The Mathematics Specialist in BVUSD will provide direct support to teachers through evidence-based strategies such as explicit instruction, formative assessment cycles, and scaffolding of rigorous tasks. This specialist will also lead collaborative data meetings to identify students needing intervention or enrichment and design intensive supports specifically tailored to English Learners and low-income students, who are disproportionately impacted. Over the three-year funding window, this role is expected to accelerate student progress, move students out of the red performance zone, and close the DFS gap across all student groups.

English Learner (EL) Specialist (Action 1.10):

English Learners in BVUSD face compounded challenges in both language development and academic achievement. While 50.9% of EL students met their growth targets on the English Learner Progress Indicator (ELPI)—an increase of 16.4 percentage points—their performance in core academic subjects remains critically low. In 2024, EL students scored -99.9 DFS in ELA and -115.6 DFS in Math, making them one of the lowest-performing groups in the district. Compounding this, EL students had a 0% rate in the College and Career Indicator, a suspension rate of 8.7%, and chronic absenteeism of 9.8%, suggesting systemic barriers to equitable outcomes and postsecondary readiness.

To address these persistent gaps, BVUSD will use LREBG funds to support a dedicated English Learner (EL) Specialist. Research from the U.S. Department of Education and the National Clearinghouse for English Language Acquisition (NCELA) highlights the effectiveness of EL specialists in accelerating both language proficiency and academic success through differentiated scaffolding, sheltered instruction strategies, and ongoing progress monitoring aligned to Title III and state reclassification requirements. Post-pandemic findings from WIDA and The Reading League also emphasize the need for targeted EL support, noting that EL proficiency growth has lagged significantly behind other student groups in the years following COVID-19.

The EL Specialist will provide small-group, standards-aligned language development instruction that supports access to core content. In addition, this specialist will coach teachers in culturally and linguistically responsive pedagogy, integrating English Language Development (ELD) standards into daily instruction. They will also oversee the reclassification process to ensure that EL students make timely progress toward proficiency and graduation. These duties align directly with LREBG priorities to mitigate learning loss and are designed to improve not only academic outcomes in ELA and Math but also student engagement indicators such as attendance, behavior, and long-term college and career readiness.

Together, these two strategic positions reflect a targeted, data-informed investment in closing learning gaps and supporting historically underserved student populations. They are central to the district's recovery strategy and to fulfilling the LREBG's purpose of accelerating learning and improving equity-driven outcomes.

Reflections: Technical Assistance

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

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

2. Differentiated Assistance:

The 2025 California School Dashboard continues to identify the English Learner (EL) student group for Year 2 Differentiated Assistance, based on persistent lowest performance levels in ELA – Academic (-104.1 DFS) and Math – Academic (-127.4 DFS), along with elevated outcomes in Suspension Rate (7.6%). This reflects continued need from 2024, with minimal improvement and ongoing declines in academic indicators.

The Socioeconomically Disadvantaged (SED) student group is also identified for Year 2 Differentiated Assistance, with lowest performance levels in ELA – Academic (-91.7 DFS) and Math – Academic (-111.1 DFS), as well as ongoing concerns in Chronic Absenteeism (14.7%) and Suspension Rate (4.2%), indicating continued systemic challenges impacting both achievement and engagement.

Additionally, the Long-Term English Learner (LTEL) student group has newly entered Year 1 Differentiated Assistance, with significant performance concerns in ELPI (50%), along with increasing Suspension Rate (16.0%), signaling a need for more targeted and intensive supports for this subgroup.

In response to these identified needs, district leaders, site administrators, and instructional staff have continued participation in Differentiated Assistance (DA) processes to analyze root causes related to academic performance, attendance, and student behavior. Ongoing collaboration with the San Bernardino County Superintendent of Schools has supported refinement of the district's improvement efforts and alignment of strategies to student group needs.

Key strategies include:

Continued implementation and refinement of a comprehensive writing and literacy program to strengthen ELA outcomes, with targeted scaffolds and language development supports for English Learners and Long-Term English Learners.
Expansion of targeted instructional supports in mathematics, including differentiated intervention, small-group instruction, and data-driven reteaching cycles to address significant learning gaps across EL, LTEL, and SED student groups.
Ongoing professional development for teachers and staff focused on effective instructional strategies for English Learners and socioeconomically disadvantaged students, including designated and integrated ELD, engagement strategies, and culturally responsive teaching practices.

Strengthened social-emotional and behavioral supports, including continued counseling services, implementation of proactive intervention strategies, and alternative discipline practices aimed at reducing suspension rates and improving overall school climate.
Continued partnership with community-based organizations, including Desert Mountain Children's Center, to provide targeted support in conflict resolution, emotional regulation, and student well-being.
Enhanced attendance monitoring systems, with regular review of chronic absenteeism data by site and district teams to identify at-risk students early and implement timely interventions.
Ongoing collaboration among administrators, counselors, families, and support staff to ensure coordinated and responsive support systems for students most in need.

The District Improvement Team continues to meet regularly to monitor progress, evaluate the effectiveness of implemented strategies, and make necessary adjustments. Updates are shared with the San Bernardino County Superintendent of Schools to ensure accountability, transparency, and continuous improvement in addressing the needs of identified student groups.

Key strategies include:

Development of a comprehensive writing program to improve ELA academic outcomes for all students, with a specific focus on English Learners.

To better support student social-emotional well-being and continue efforts to maintain low student discipline rates, counseling services were expanded from one to two days per week. Site administration has implemented various intervention strategies and alternative discipline practices to proactively address student needs. These efforts aim to reduce suspensions and absenteeism by identifying potential issues early and engaging students, staff, and families in supportive solutions. (Goal 3, Action 2)

School site administration will provide teachers and staff with professional development efforts to create a more engaging, collaborative, and supportive learning environment. This training will be principally directed toward addressing the needs of socioeconomically disadvantaged students and English Learners, with the goal of improving academic achievement in ELA and math, increasing reclassification rates, and raising ELPI scores. (Goal 1, Action 2)

Partnership with Desert Mountain Children's Center, a local agency, to provide targeted support in conflict resolution and emotional regulation for English Learners.

Regular monitoring of attendance data by the DA team to identify early signs of chronic absenteeism and intervene proactively.

Collaboration among administrators, counselors, parents, social workers, and support staff to ensure timely and responsive support for students in need.

The District Improvement Team meets bi-monthly and shares updates on progress with the San Bernardino County Superintendent of Schools to ensure accountability and continuous improvement.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners	Educational partners were notified of the 2026–2027 LCAP engagement activities through multiple communication channels, including letters, the district website, the district's automated call system, and the district digital sign. During each engagement session, input from educational partners was shared, discussed collaboratively, and used to inform group decisions regarding potential revisions to LCAP goals and the actions aligned to those goals. An LCAP survey was also developed to gather broader community input on key areas such as academics, school culture and climate, college and career readiness, and educational partner engagement. The survey was distributed to all educational partners via email, including a link to access the survey, on February 2, 2026, and remained open through March 20, 2026.
Parents representing Students at all school sites (English Learners, Socioeconomically disadvantaged, Foster Youth, Students with Disabilities)	An in-person LCAP development and input meeting was held on April 2, 2026. During the meeting, the district reviewed its vision, mission, and strategic plan, and presented an overview of the 2025 California Dashboard along with data from local indicators, including Exact Path, i-Ready, and Accelerated Reader. The district also shared the anticipated LCFF funding amount, as well as additional funding sources, to provide context for planning and resource allocation. The district further outlined the goals from the previous LCAP, including the actions implemented to support those goals and the metrics used to evaluate their effectiveness. The discussion focused

Educational Partner(s)	Process for Engagement
	on gathering input from parents regarding which goals, actions, and metrics should be maintained, revised, or eliminated in the development of the 2026–2027 LCAP. Parents were encouraged to share concerns and provide feedback to help inform the district's planning process.
Principal, Certificated, Classified Staff Members, Union Representatives	An in-person LCAP development and input meeting was held on April 2, 2026. During the meeting, the district reviewed its vision, mission, and strategic plan, and presented an overview of the 2025 California Dashboard along with data from local indicators, including i-Ready and Accelerated Reader. The district also shared the anticipated LCFF funding amount, as well as additional funding sources, to provide context for planning and resource allocation. The district further outlined the goals from the previous LCAP, including the actions implemented to support those goals and the metrics used to evaluate their effectiveness. The discussion focused on gathering input from staff regarding which goals, actions, and metrics should be maintained, revised, or eliminated in the development of the 2026–2027 LCAP. Staff members were encouraged to share concerns and provide feedback to help inform the district's planning process.
BVUSD Student Advisory	An in-person LCAP development and input meeting was held on April 2, 2026. During the meeting, the district reviewed its vision, mission, and strategic plan, and provided an overview of the 2025 California Dashboard along with data from local indicators, including Exact Path, i-Ready, and Accelerated Reader. In addition, students were interviewed by the administration in their classrooms during the month of March. The district also shared the anticipated LCFF funding amount, as well as other supplemental funding sources, to provide context for planning and decision-making. The district further outlined the goals from the previous LCAP, along with the actions implemented to support those goals and the metrics used to measure their effectiveness. The discussion centered on gathering student input regarding which goals, actions, and metrics should be maintained, revised, or discontinued in the development of the 2026–2027 LCAP. Students were encouraged to share concerns

Educational Partner(s)	Process for Engagement
	and provide feedback directly to the district. The draft 2026–2027 LCAP was presented to the Student Advisory on April 2, 2026; however, no comments were submitted, and therefore the Superintendent did not issue written responses.
Community Members	Family and Community Engagement Activities: Informal meeting with individual and community groups at sporting events, drop off / pick up, Baker2Vegas event.
Parent Advisory Group	The 2026–2027 LCAP draft was presented the Parent Advisory Group representing students at all school sites (English Learners, Socioeconomically disadvantaged and Students with Disabilities) April 1, 2026. No comments were submitted so the Superintendent did not provide written responses. Despite multiple efforts to conduct DELAC meetings, no parents were in attendance. As a result, parents of English Language Learner (ELL) students participated in PAC meetings to ensure their input and involvement.
SELPA Consultation	The 2026–2027 LCAP Draft was presented to the Desert Mountain SELPA on June 5, 2026, for consultation and feedback.
Governing Board Community Members	The 2026–2027 LCAP draft was posted publicly on the district website on June 4, 2026. The 2026–2027 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 11, 2026, for public hearing.
Governing Board	Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on January 16, 2025.
Governing Board Community Members	The 2026–2027 LCAP was voted/adopted at the regularly scheduled Board of Education meeting on June 18, 2026.

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

The process of engaging educational partners in the development of the 2026–27 LCAP provided valuable insights into student needs and directly informed the district's goals and actions. Input gathered through meetings, discussions, and surveys highlighted consistent priorities across academic achievement, college and career readiness, and school climate.

Goal 1: Academic Achievement and Access

Educational partners, particularly parents and teachers, continued to express concern regarding student performance in ELA and mathematics. The 2025 California School Dashboard reflects ongoing challenges, with All Students performing 84 points below standard in ELA and 111.3 points below standard in mathematics. English Learners performed 104.1 points below standard in ELA and 127.4 points

below standard in mathematics, while Socioeconomically Disadvantaged students performed 91.7 points below standard in ELA and 111.1 points below standard in mathematics. These results reinforce the continued need for supplemental instructional programs, additional staffing, and expanded learning opportunities that provide targeted academic support, particularly in early literacy and mathematics. (Goal 1, Actions 1.3, 1.4, and 1.5)

Families and staff also identified the importance of strengthening supports for English Learners. Although the English Learner reclassification rate increased significantly to 47.27%, the percentage of English Learners making progress toward English language proficiency declined from the prior year to 44.4%. These results indicate a continued need for supplemental ELD programs, additional ELD instructional support, and professional development focused on effective language-acquisition and instructional strategies. (Goal 1, Actions 1.2, 1.3, and 1.4)

Educational partners emphasized the importance of ensuring that students and teachers have access to high-quality, standards-aligned curriculum, instructional materials, and classroom resources. These materials are necessary to support consistent grade-level instruction and address the academic performance gaps evident in ELA, mathematics, and English Learner outcomes. (Goal 1, Action 1.1)

Students and families expressed interest in expanding elective opportunities to increase student engagement. Although access to a broad course of study remains strong at 100%, college and career readiness indicators remain limited. This reinforces the need to expand meaningful elective offerings, course pathways, and engagement opportunities. (Goal 2, Actions 2.3 and 2.4)

Staff emphasized the need for continued professional development to address persistent academic gaps, particularly among unduplicated student groups. Performance trends for English Learners and Socioeconomically Disadvantaged students demonstrate the need to strengthen standards-aligned instructional practices, differentiation, student engagement, and the effective use of targeted supports. (Goal 1, Action 1.2)

Educational partners also emphasized the importance of reliable technology access. Although the district has maintained a 1:1 student-to-device ratio, future projections indicate a potential shift toward a 2:1 ratio. Maintaining adequate devices, infrastructure, and technology resources will be important to support instruction, access to digital curriculum, and student engagement. (Goal 1, Action 1.6)

Attendance continues to be an area for improvement, with overall attendance at 93.01%. Chronic absenteeism has improved significantly from baseline levels; however, Year 2 rates remain approximately 14%–15%. These results demonstrate progress while also indicating the continued need for transportation, family outreach, student engagement, and other attendance-related supports. (Goal 1, Action 1.7)

Goal 2: College and Career Readiness

Educational partners emphasized the importance of expanding postsecondary opportunities. While partnerships have grown significantly, including multiple local and regional organizations, college and career readiness indicators remain limited, with A-G completion and graduation data not reported due to small cohort sizes. (Goal 2, Action 1)

College and trade school exposure has improved, with 5 college visits and 1 college fair maintained in Year 2, reflecting consistency in implementation. However, participation in college readiness indicators such as SAT/ACT dropped significantly to 2% overall, highlighting a need for increased outreach and participation strategies. (Goal 2, Action 2)

Dual enrollment participation increased significantly to 68.9% (20/29 students), demonstrating strong growth in access to college-level coursework. However, subgroup participation remains uneven, with EL participation at 15% compared to 42% for SED students, indicating a need for targeted supports to ensure equitable access. (Goal 2, Action 3)

Career Technical Education (CTE) offerings expanded from no courses to four programs (Hospitality, Building & Construction, Early Childhood Development, Public Service), and 13% of students completed a CTE pathway, demonstrating progress in expanding career-aligned opportunities. Continued educational partners feedback supports further development of these programs. (Goal 2, Action 5)

Goal 3: School Climate and Student Well-Being

Educational partners emphasized the importance of maintaining safe, supportive, and inclusive learning environments. Suspension rates improved from the prior year, with rates of 5.4% for All Students, 7.6% for English Learners, and 4.2% for Socioeconomically Disadvantaged students. Although this reflects progress, disparities remain, particularly for English Learners, and continued implementation of positive behavior supports, early intervention strategies, and alternatives to exclusionary discipline is needed. (Goal 3, Action 3.2)

Behavioral data show a slight increase in referrals to 2.8 per classroom. This reinforces the need to continue campus climate strategies that help staff identify concerns early, provide appropriate student and family supports, strengthen positive behavior practices, and reduce the likelihood that behavioral concerns result in suspension or other disciplinary consequences. (Goal 3, Action 3.2)

Educational partners also supported maintaining additional staffing and a lower student-to-staff ratio. Although this action is primarily intended to strengthen academic and English Learner instructional support, smaller instructional groups may also allow staff to build stronger relationships with students, identify academic or social-emotional needs earlier, and provide more individualized assistance. These conditions can contribute to students' sense of belonging and overall well-being; however, the action's primary purpose remains instructional support rather than behavior intervention. (Goal 3, Action 3.1)

Survey data reflect improvements in student perceptions of school climate, including increased satisfaction with engaged teaching and learning and reduced levels of dissatisfaction. Educational partners continued to emphasize the importance of positive adult-student relationships, student belonging, and supportive learning environments. The district will continue implementing campus climate and intervention strategies to maintain and strengthen these outcomes. (Goal 3, Action 3.2)

Facilities remain a strength, with 100% of school sites meeting Facilities Inspection Tool standards. Educational partners emphasized the importance of continuing to maintain safe, clean, and well-kept facilities. Because Goal 3 does not include a separate facilities action, this result should be described as a condition monitored through the goal's facilities metric.

Overall, educational partner input supports a coordinated approach that combines strong adult-student relationships, positive behavior interventions, individualized instructional support, and safe facilities. Year 2 data reinforce the need to continue improving school climate and student well-being, with particular attention to English Learners, Socioeconomically Disadvantaged students, students experiencing homelessness, and other vulnerable student groups.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Local Education Agency (LEA) developed this goal to ensure that all students attain increasingly higher levels of academic achievement through standards-based instruction, technology integration, and targeted academic support. This goal is particularly focused on Homeless, Socioeconomically Disadvantaged (SED), and English Learner (EL) students, who often face additional barriers to academic success. By expanding educational opportunities and enhancing instructional quality, the district aims to provide engaging, rigorous learning experiences that prepare students for college and career readiness.

The need for this goal is reinforced by 2023 Dashboard data. CAASPP scores have declined, with ELA proficiency dropping from -55.9 DFS (22-23 Dashboard) to -84.1 DFS (23-24 Dashboard) and Math scores falling from -83.7 DFS (22-23 Dashboard) to -99.3 DFS (23-24 Dashboard). These declines indicate a need for continued instructional improvements and targeted interventions to close achievement gaps. Additionally, chronic absenteeism among EL and SED students remains at 15%, highlighting the importance of engagement strategies and attendance support programs. While ELD reclassification rates increased from 3.2% (22-23) to 10.9% (23-24) , further efforts are necessary to sustain this growth and ensure EL students reach proficiency.

In response to these challenges, this goal will remain a district priority. Moving forward, the district will strengthen instructional strategies, expand supplemental academic supports, and refine intervention programs to ensure that all students—particularly EL, Homeless, and SED populations have equitable access to high-quality learning experiences.

Baker Valley Unified School District recognizes the critical importance of equipping students with both the academic and personal supports necessary for success. This includes providing appropriately placed, highly qualified, and well-trained teachers, staff, and site administrators

who can meet the diverse needs of all learners. Additionally, the district prioritizes access to high-quality instructional materials and the maintenance of school facilities in excellent condition, ensuring an environment that supports student learning and engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA and Math Difference From Standard (DFS) California Dashboard	2022-23 District: ELA All Students: -55.9DFS EL: -80.7DFS SED: -57.3 DFS LTEL: Data not reported Math All Students: -83.7 DFS EL: -89.9 DFS SED: -92.3 DFS LTEL: Data not reported Baker Elementary: ELA All Students: -83.8DFS EL: -112.47DFS SED: -83.6DFS LTEL: Data not reported Math All Students: -125.1 DFS EL: -139.8 DFS SED: -130.4 DFS LTEL: Data not reported	2023-24 SY District: ELA All Students: -84.1DFS EL: -99.9DFS SED: -82.6 DFS LTEL: Fewer than 11 students Math All Students: -99.3 DFS EL: -115.6 DFS SED: -91.8 DFS LTEL: Fewer than 11 students Baker Elementary: ELA All Students: -93.9DFS EL: -118.1 DFS SED: -94.4 DFS LTEL: Data not reported Math All Students: -90 DFS EL: -118.1 DFS	2024-25 SY District: ELA All Students: -84.DFS EL: -104.1 DFS SED: -91.7 DFS LTEL: -91.4 DFS Math All Students: -111.3 DFS EL: -127.4 DFS SED: -111.1 DFS LTEL: -158.5 Baker Elementary: ELA All Students: -77.6 DFS EL: -103.8 DFS SED: -73.5 DFS LTEL: Data not reported Math All Students: -71.1 DFS EL: -85.5 DFS SED: -69.8 DFS	District: ELA All Students: -45 DFS EL: -55 DFS SED: -45 DFS LTEL: -75.0 DFS Math All Students: -70 DFS EL: -70 DFS SED: -70 DFS LTEL: -140.0 DFS Baker Elementary: ELA All Students: -73DFS EL: -92DFS SED: -73DFS Math All Students: -105 DFS EL: -109 DFS SED: -105 DFS	District: ELA All Students: -28.1DFS EL: -23.4DFS SED: -34.4 DFS LTEL: unable to determine as data was not previously reported in 2023 and 2024 Math All Students: -27.6DFS EL: -37.5DFS SED: -18.8 DFS LTEL: unable to determine as data was not previously reported in 2023 and 2024 Baker Elementary: ELA All Students: +6.2 EL: +8.67 SED: +10.1 LTEL: Data not reported

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED: -75.9 DFS LTEL: Data not reported	LTEL: Data not reported		Math All Students: +54 EL: +54.3 SED: +60.6 LTEL: Data not reported
1.2	Access to State Standard Based aligned curriculum at all grade levels. Percentage Rate California Dashboard	2022-23 100% of students had access to state standard based curriculum in every classroom for every subject.	2023-24 100% of students had access to state standard based curriculum in every classroom for every subject.	2024-25 100% of students had access to state standard based curriculum in every classroom for every subject.	District 100% of students had access to state standard based curriculum in every classroom for every subject.	No change
1.3	Attendance Rate Percentage Rate Local Indicator (Student Information system)	2022-23 All Students: 92.81% EL: 91.7% SED: 92.32%	2023-24 All Students: 94.81% EL: 95.12% SED: 94.92%	2024-25 All Students: 93.01% EL: 94.71% SED: 93.68%	All Students: 95% EL: 95% SED: 95%	All Students: +.2% EL: +3.01% SED: +1.36%
1.4	Chronic Absenteeism Rate Percentage California Dashboard	2022-23 District All Student: 28.9% EL: 38.3% SED: 30%	2023-24 District All Student: 7.1% EL: 9.8% SED: 8%	2024-25 District All Students: 15.3% EL: 14.3% SED: 14.7%	All Students: 15% EL: 15% SED: 15%	All: -13.6% EL: -24% SED: -15.3%
1.5	ELD Reclassification Rate Percentage Local Indicator: Student Information System (SIS) - Infinite Campus	2022-23 District: EL - 3.2% Elementary: 0% LTEL - 0%	2023-24 District: EL - 10.9% Elementary: 0% LTEL - 0%	2024-25 District: EL - 47.27% Elementary: 43.21% LTEL - 0%	District EL: 13% Elementary: 10% LTEL - 10%	District: +44.07% Elementary: +43.21 LTEL: No change
1.6	English Proficiency Progress	2022-2023 District EL - 34.5%	2023-2024 District EL - 50.9%	2024-2025 District EL - 44.4%	District EL - 45%	District EL - +9.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage Rate California Dashboard	Elementary EL - 14.3% District LTEL - 48% Elementary LTEL - 14.3%	Elementary EL - 50% District LTEL - 63.6% Elementary LTEL - 50%	Elementary EL - 36.4% District LTEL - 50.0% Elementary LTEL - not enough students to report	Elementary EL - 30% District LTEL - 60% Elementary LTEL - 20%	Elementary EL - +22.1% District LTEL - +2% Elementary LTEL - not enough students to report
1.7	Technology Device to Student Ratio Local Metric (inventory documents)	2023-24 Student to device ratio is 1:1	2024-25 Student to device ratio is 1:1	2025-26 Student to device ratio is 1:1	Student to device ratio is 2:1	No change from baseline
1.8	Accelerated Reader Lexile Levels Percent of Students showing 1 years growth Local Indicators	2022-23 All Students: 72% EL Students: 62% SED Students: 71% Local Data	2023-24 All Students: 25% EL Students: 21% SED Students: 20% Local Data	2024-25 All Students: 29% EL Students: 24% SED Students: 23% Local Data	Elementary All Students: 80% EL Students: 80% SED Students: 80%	All Students: -43% EL Students: -38% SED Students: -48%
1.9	CAST Results Percentage of students who met or exceeded standard	SY 2022-23 All Students - 9.38% 5th Grade - 0% 8th Grade - Student group too small, not percentage give to protect student identification 11th Grade - 23.8% California Dashboard 2023	SY 2023-24 All Students - 10% 5th Grade - 7.14% 8th Grade - Student group too small, not percentage give to protect student identification 11th Grade - Student group too small, not percentage give to protect student identification	SY 2024-25 All Students - 16% 5th Grade - Student group too small, not percentage give to protect student identification 8th Grade - Student group too small, not percentage give to protect student identification 11th Grade - 18.18%	All Students - 15% 5th Grade - 15% 8th Grade - No Baseline, target will be established after baseline is established 11th Grade - 30%	All Students: +6.62% 5th Grade: Student group too small, not percentage give to protect student identification 8th Grade: Student group too small, not percentage give to protect student identification 11th Grade: -5.62%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			California Dashboard 2023	California Science Test - CAASPP		
1.10	CAASPP - MATH DFS Grades 3,4, and 5	SY 2022-23 Baker Elementary All Students: -125.1 DFS SED: -130.4 DFS EL: -139.8 DFS	SY 2023-24 Baker Elementary All Students: -90 DFS SED: -75.9 DFS EL: -118.1 DFS	SY 2024-25 Baker Elementary All Students: -71.1 DFS EL: -85.5 DFS SED: -69.8 DFS	Baker Elementary All Students: -100 DFS SED: -100 DFS EL: -100 DFS	Baker Elementary All Students: +54.0 SED: +60.6 EL: -+54.3
1.11	Credentialed and Assignments Number of misassignments and Credential errors Local metrics - CALPADS	2022-2023 0 misassignments 0 credentialing errors	2023-2024 3 misassignments 0 credentialing errors	2024-2025 2 misassignments 0 credentialing errors	0 misassignments 0 credentialing errors	+2 misassignments No change to credentialing errors
1.12	Implementation of state board adopted academic content and performance standards California Dashboard (local Indicators)	2022/23 100% of classes have implemented state board adopted academic content and performance standards	2023/24 100% of classes have implemented state board adopted academic content and performance standards	2024/25 100% of classes have implemented state board adopted academic content and performance standards	100% of classes have implemented state board adopted academic content and performance standards	No change

Goal Analysis [2025-26]

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.

Action 1.1 – Curriculum and Classroom Materials

This action was fully implemented during the current year. Site administration reviewed the district's existing curriculum and classroom materials and determined that they remained sufficient, standards-aligned, and appropriate to support instructional needs. The district was able to continue implementing an existing curriculum successfully, which reduced the need for the level of new purchases originally anticipated. As needed, the district procured and distributed supplemental materials, including ELD and CTE resources, textbooks, lottery-funded materials, and other classroom supports. A key success was ensuring that teachers and students continued to have access to

comprehensive, standards-aligned instructional materials while using available resources efficiently. No significant implementation challenges were experienced with this action.

Action 1.2 – Professional Development

This action was fully implemented during the current year with professional development provided and supported through an outside entity, which allowed the district to deliver the planned learning opportunities with significantly lower district expenditures than originally budgeted. Teachers and staff participated in targeted professional development focused on collaborative, engaging, and standards-aligned instructional practices, with particular emphasis on strategies to support English Learners and socioeconomically disadvantaged students. A key success was increased staff access to professional learning designed to strengthen differentiation, student engagement, and language-development practices across classrooms. Staff were able to apply strategies from the training to support more equitable access to grade-level instruction. No significant implementation challenges were experienced in providing the planned professional development; however, the district will continue to support consistent application of the strategies across classrooms.

Action 1.3 – Instructional Support Programs

This action was partially implemented during the current year. Site administration provided supplemental ELD programs, including Educeri, Rosetta Stone, and other language-acquisition tools, to support English Learners and Long-Term English Learners. These resources were incorporated into the ELD instructional program and provided students with targeted language-development practice and individualized learning opportunities. However, instructional support services were delivered at a lower level than originally anticipated, resulting in less intensive or consistent implementation than planned. A key success was maintaining student access to supplemental language-acquisition resources despite the reduced level of services. Implementation challenges included sustaining consistent student participation and regular program use. Staff responded by monitoring participation and providing students with additional guidance and encouragement.

Action 1.4 – Increase Staffing

This action was partially implemented and differed from the original staffing plan. The district maintained continuing staff positions and successfully filled an additional paraprofessional position to support elementary literacy and English Language Development. The additional staffing increased the district’s capacity to provide smaller instructional groups, individualized assistance, and targeted support for English Learners and socioeconomically disadvantaged students. However, one planned position remained vacant due to declining enrollment and challenges recruiting and filling the position. Consequently, the district did not implement the full number of positions originally anticipated. A key success was the additional paraprofessional support provided to students, while the primary implementation challenge was the inability to fill and sustain all planned staffing positions.

Action 1.5 – Expanded Learning

This action was implemented at a lower level than originally projected. The district provided after-school instructional programming and summer school supported by Expanded Learning Opportunities Program funds. Programs were available to students and included academic support in English Language Arts and mathematics, as well as enrichment opportunities beyond the regular school day. A key success was that participating students received additional instructional time, academic assistance, and enrichment opportunities. Families who

participated expressed appreciation for the programs provided. However, actual student participation was lower than originally anticipated, and the program therefore operated at a smaller scale than planned. Implementation challenges included student attendance, staffing, scheduling, transportation, and family participation outside the regular school day. The district addressed these challenges through family communication and coordination among instructional, program, and transportation staff.

Action 1.6 – Technology

This action was implemented differently than originally planned during the current year. The action anticipated purchasing additional devices to move toward a 2:1 student-to-device ratio. However, the district had completed its major technology purchases during the previous school year and did not purchase additional student devices during the current year. As a result, the district maintained its existing 1:1 student-to-device ratio, as reflected in Metric 1.7, rather than moving to the planned 2:1 ratio. A key success was the district's continued ability to provide every student with access to a device for instruction and digital learning. Existing technology resources, including previously purchased interactive instructional equipment, continued to support classroom instruction and student engagement. No significant challenges were experienced in maintaining the 1:1 ratio. The planned expansion to a 2:1 ratio was not implemented during the current year and will be reconsidered based on future instructional needs, available resources, and district priorities.

Action 1.7 – Transportation

Transportation services were fully implemented during the current year and played an important role in supporting student access and attendance. The district maintained reliable bus and van services, with particular attention to socioeconomically disadvantaged students and families living in remote areas. A key success was the district's ability to sustain transportation services throughout the year and reduce geographic barriers that could otherwise prevent students from attending school or participating in district programs. Implementation challenges included the distance between student residences and school sites, lengthy routes, and the ongoing need to maintain adequate vehicles and qualified drivers. Despite these challenges, transportation services were provided consistently throughout the year.

Action 1.8 – Elementary Math

This action was fully implemented during the current year through support provided by the San Bernardino County Superintendent of Schools at no cost to the district. Exact Path, a supplemental mathematics support program, was used at the elementary and middle school levels to strengthen mathematics proficiency. The program was incorporated into mathematics instruction and provided diagnostic information, individualized practice, and targeted skill development aligned with classroom learning objectives. A key success was the availability of student-specific data that helped teachers identify unfinished learning, plan targeted instruction, and provide individualized practice. Teachers also implemented strategies to increase student participation and engagement. An ongoing challenge was maintaining consistent student effort and engagement with the online program. Teachers addressed this challenge by monitoring usage, reviewing student progress, and incorporating the program into established classroom routines.

Action 1.9 – EL and LTEL-Specific Professional Development

This action was fully implemented during the current year through professional development provided by the San Bernardino County Superintendent of Schools at no cost to the district. Teachers and bilingual aides participated in training focused on evidence-based

strategies for academic language development, integrated and designated ELD, support for Long-Term English Learners, and progress toward English Learner reclassification. A key success was the inclusion of both certificated and classified staff, which strengthened coordination among the adults directly supporting English Learners and Long-Term English Learners. The training increased staff knowledge of language-development strategies and strengthened students' access to targeted instructional support. No significant challenges were experienced in providing the planned training. An ongoing area of focus is supporting consistent classroom implementation and monitoring the effect of the strategies on English proficiency progress and reclassification outcomes.

Action 1.10 – Additional Support: Math and EL Specialists

This action was partially implemented during the current year. The English Learner Specialist component was implemented as intended. The specialist provided targeted small-group language instruction, coached teachers on integrated ELD strategies, and monitored student progress toward reclassification. A key success was the increased coordination of language-development services and the availability of targeted support for students and teachers. The Math Specialist component was implemented during the first portion of the year. The specialist supported mathematics instruction, intervention planning, and the use of student data. However, in February, the Math Specialist was reassigned to serve as a site principal. This reassignment prevented the district from sustaining the planned level of mathematics coaching, data analysis, intervention support, and teacher assistance for the remainder of the year. The reassignment was the primary implementation challenge for this action. Although systems and instructional practices established earlier in the year continued to support mathematics instruction, the full scope and duration of specialist services were not provided as originally planned. The district will review its staffing structure and available resources to determine how sustained mathematics specialist support can be provided in the future.

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 considers a material difference to be any expenditure variance of 25% or greater between budgeted and actual expenditures.

Action 1.1 – Curriculum and Classroom Materials:
A material difference existed for Action 1.1 because existing curriculum and classroom materials were sufficient to meet instructional needs during the year, resulting in fewer purchases and lower expenditures than originally budgeted.

Action 1.2 – Professional Development:
A material difference existed for Action 1.2 because professional development activities were funded through an outside entity, reducing the amount of district funds expended for this action.

Action 1.3 – Instructional Support Programs:
A material difference existed for Action 1.3 because instructional support services were provided at a lower level than originally anticipated based on student needs during the year, resulting in lower expenditures than originally projected.

Action 1.5 – Expanded Learning:
A material difference existed for Action 1.5 because expanded learning opportunities were implemented at a lower cost than originally projected based on actual program participation and expenditures during the school year.

Action 1.6 – Technology:
A material difference existed for Action 1.6 because significant technology improvements and purchases were completed during the previous school year, resulting in no additional expenditures being necessary during the current year.

Action 1.8 – Elementary Math:
A material difference existed for Action 1.8 because elementary math professional development and support were provided by the San Bernardino County Superintendent of Schools at no cost to the district, resulting in no district expenditures for this action.

Action 1.9 – EL and LTEL Specific Professional Development:
A material difference existed for Action 1.9 because EL and LTEL-specific professional development was provided by the San Bernardino County Superintendent of Schools at no cost to the district, resulting in no district expenditures for this action.

Action 1.10 - Additional Support (Math and EL) Specialist
A material difference existed between budgeted and estimated actual expenditures because the teacher assigned to support the intervention program was reassigned to an administrative position. As a result, the staffing costs originally budgeted for this action were not incurred as planned.

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

Action 1.1: Curriculum and Classroom Materials

Action 1.1 supported curriculum access for all students, maintaining 100% alignment with state standards (Metric 1.2). However, Year 2 academic performance data indicates that while curriculum access remained consistent, proficiency outcomes remain below standard districtwide. Districtwide ELA DFS moved from a baseline of -55.9 to -84 in Year 2. English Learners (EL) declined from -80.7 to -104.1, and Socioeconomically Disadvantaged (SED) students declined from -57.3 to -91.7 (Metric 1.1). Similarly, District Math DFS declined from -83.7 to -111.3 for All Students, from -89.9 to -127.4 for EL students, and from -92.3 to -111.1 for SED students. At Baker Elementary, however, Year 2 results reflect improvement compared to baseline (Metric 1.1). ELA improved from -83.8 to -77.6 for All Students, and Math improved significantly from -125.1 to -71.1. Subgroup growth was also notable in Math, with EL improving from -139.8 to -85.5 and SED improving from -130.4 to -69.8. These results indicate that while curriculum access was fully implemented and maintained, districtwide academic outcomes remain below target. The action appears partially effective, with stronger impact evident at the elementary level than districtwide.

Action 1.2: Professional Development

Action 1.2, provided professional development focused on instructional improvement, student engagement, and strategies to support English Learners, Long-Term English Learners, and socioeconomically disadvantaged students. By Year 2, English Learner outcomes showed substantial improvement in reclassification and more modest improvement in English proficiency progress. The districtwide EL reclassification rate increased from 3.2% at baseline to 47.27% in Year 2, while the elementary EL reclassification rate increased from 0% to 43.21%. In comparison, the LTEL reclassification rate remained at 0%, indicating that the increase in reclassification was concentrated

among English Learners who had not yet become long-term English learners (Metric 1.5). Districtwide English proficiency progress for EL students increased from 34.5% at baseline to 44.4% in Year 2, a gain of 9.9 percentage points. LTEL English proficiency progress increased from 48% to 50%, a smaller gain of 2 percentage points. At the elementary level, EL progress increased from 14.3% to 36.4%; an elementary LTEL Year 2 rate was not reported because there were too few students. These results indicate stronger language-development growth for EL students than for LTEL students (Metric 1.6). Academic achievement results, however, do not show consistent improvement or closure of achievement gaps. In ELA, EL performance declined from 80.7 points below standard at baseline to 104.1 points below standard in Year 2. Socioeconomically disadvantaged student performance declined from 57.3 points below standard to 91.7 points below standard. The ELA gap between EL students and All Students narrowed from 24.8 points at baseline to 20.1 points in Year 2; however, this narrowing occurred because performance declined for both groups and does not represent improved achievement. The ELA gap for SED students widened from 1.4 points below All Students at baseline to 7.7 points below All Students in Year 2. In mathematics, EL performance declined from 89.9 points below standard at baseline to 127.4 points below standard in Year 2. The mathematics gap between EL students and All Students widened from 6.2 points to 16.1 points. SED mathematics performance declined from 92.3 points below standard to 111.1 points below standard. Although the mathematics gap between SED students and All Students narrowed from 8.6 points at baseline to essentially no gap in Year 2, this reflects similarly low performance rather than improved proficiency (Metric 1.1). Accelerated Reader results also indicate that literacy growth declined substantially across student groups. At baseline, 72% of All Students, 62% of EL students, and 71% of SED students demonstrated one year of Lexile growth. By Year 2, these rates declined to 29% for All Students, 24% for EL students, and 23% for SED students. The gap between EL students and All Students narrowed from 10 percentage points at baseline to 5 percentage points in Year 2. However, this narrowing occurred while the percentage of EL students demonstrating annual growth declined by 38 percentage points and the All Students rate declined by 43 percentage points. The gap between SED students and All Students widened from 1 percentage point at baseline to 6 percentage points in Year 2, with the SED growth rate declining by 48 percentage points. Therefore, the Accelerated Reader results do not demonstrate improved literacy achievement or consistent gap closure, despite the smaller relative gap for EL students (Metric 1.8). Year 2 LTEL academic performance was also substantially below standard at 91.4 points below standard in ELA and 158.5 points below standard in mathematics. Because LTEL academic results were not reported at baseline, a baseline-to-Year 2 achievement-gap comparison cannot be made for this group. Overall, the professional development appears to have supported improved EL reclassification and English proficiency progress, but academic results do not demonstrate consistent improvement or achievement-gap closure. The EL ELA and Accelerated Reader gaps narrowed, and the SED mathematics gap was nearly eliminated; however, these changes occurred while overall performance declined. The EL mathematics gap and the SED ELA and Accelerated Reader gaps widened. These findings indicate a continued need for differentiated professional learning, classroom-based coaching, progress monitoring, and targeted instructional strategies focused on grade-level literacy and mathematics outcomes for EL, LTEL, and SED students.

Action 1.3: Instructional Support Programs

Action 1.3 provided supplemental English Language Development supports, including Rosetta Stone and Learning Paths, to strengthen language acquisition for English Learners and Long-Term English Learners. From baseline to Year 2, the districtwide EL reclassification rate increased substantially from 3.2% to 47.27%. In comparison, the LTEL reclassification rate remained at 0%, indicating that the improvement in reclassification was concentrated among EL students who had not yet become long-term English learners (Metric 1.5). English proficiency progress also improved more for EL students than for LTEL students. The percentage of districtwide EL students making progress increased from 34.5% at baseline to 44.4% in Year 2, a gain of 9.9 percentage points. LTEL progress increased from 48% to 50%, a gain of 2 percentage points. Although LTEL students had a higher Year 2 progress rate, their growth from baseline was limited, and no LTEL students were reclassified. At the elementary level, EL progress increased from 14.3% to 36.4%; however, Year 2 elementary LTEL results were not

reported because there were too few students (Metric 1.6). Academic achievement remained below standard for both groups. In Year 2, EL students performed 104.1 points below standard in ELA and 127.4 points below standard in mathematics. LTEL students performed 91.4 points below standard in ELA and 158.5 points below standard in mathematics. LTEL students performed somewhat better than the broader EL group in ELA but substantially lower in mathematics. Because baseline CAASPP results were not reported for LTEL students, a baseline-to-Year 2 comparison cannot be made for this group (Metric 1.1). Overall, the results suggest that the supplemental instructional programs supported improved English proficiency progress and substantially higher reclassification among EL students. However, LTEL students experienced limited growth in English proficiency progress, no improvement in reclassification, and particularly low mathematics achievement. Therefore, the action was more effective for the broader EL population than for LTEL students and was limited in accelerating grade-level academic achievement for either group.

Action 1.4: Increase Staffing

Action 1.4 allocated additional staffing to provide targeted reading and English Language Development support for English Learners, Long-Term English Learners, and socioeconomically disadvantaged students. Language-development outcomes improved for the broader English Learner population; however, LTEL outcomes showed more limited progress. The districtwide EL reclassification rate increased from 3.2% at baseline to 47.27% in Year 2. In comparison, the LTEL reclassification rate remained at 0% from baseline through Year 2. This indicates that the increase in reclassification was concentrated among English Learners who had not yet become long-term English learners (Metric 1.5). English proficiency progress also increased more for EL students than for LTEL students. The percentage of EL students making progress increased from 34.5% at baseline to 44.4% in Year 2, a gain of 9.9 percentage points. LTEL progress increased from 48% to 50%, a gain of 2 percentage points. Although the Year 2 LTEL progress rate was higher than the overall EL rate, LTEL students demonstrated substantially less improvement from baseline and did not show progress in reclassification. At the elementary level, EL proficiency progress increased from 14.3% to 36.4%; however, Year 2 elementary LTEL data were not reported because there were too few students (Metric 1.6). Districtwide academic achievement remained below standard. From baseline to Year 2, EL performance declined from 80.7 points below standard to 104.1 points below standard in ELA and from 89.9 points below standard to 127.4 points below standard in mathematics. In Year 2, LTEL students performed 91.4 points below standard in ELA and 158.5 points below standard in mathematics. Compared with the overall EL group, LTEL students performed 12.7 points closer to standard in ELA but 31.1 points farther from standard in mathematics. Because LTEL CAASPP data were not reported at baseline, a baseline-to-Year 2 comparison cannot be made for LTEL students (Metric 1.1). Accelerated Reader results also declined for the broader EL population. The percentage of EL students demonstrating one year of Lexile growth decreased from 62% at baseline to 24% in Year 2. For comparison, All Students declined from 72% to 29%, and socioeconomically disadvantaged students declined from 71% to 23%. LTEL-specific Accelerated Reader results were not reported, so the literacy growth of LTEL students cannot be directly compared with that of the overall EL population using Metric 1.8. Overall, Action 1.4 appears to have supported improved English proficiency progress and substantially increased reclassification for the broader EL population. However, the action was less effective for LTEL students, as reflected by limited growth in English proficiency progress, a continued 0% reclassification rate, and particularly low mathematics performance. The decline in EL CAASPP and Accelerated Reader outcomes further indicates that the action was only partially effective in improving grade-level academic and literacy achievement. Continued targeted staffing, differentiated LTEL supports, progress monitoring, and intensive literacy and mathematics intervention will be needed.

Action 1.5: Expanded Learning

Action 1.5 provided expanded learning opportunities through after-school and summer programs to increase student access to additional academic support. Based on Year 2 CAASPP results, the action demonstrated limited effectiveness and was not yet effective in improving districtwide ELA and mathematics achievement outcomes, as measured by Metric 1.1. In ELA, districtwide performance declined from 55.9 points below standard at baseline to 84.0 points below standard in Year 2 for All Students. English Learner performance declined from 80.7 points below standard to 104.1 points below standard, and Socioeconomically Disadvantaged student performance declined from 57.3 points below standard to 91.7 points below standard. In mathematics, districtwide performance declined from 83.7 points below standard at baseline to 111.3 points below standard in Year 2 for All Students. English Learner performance declined from 89.9 points below standard to 127.4 points below standard, and Socioeconomically Disadvantaged student performance declined from 92.3 points below standard to 111.1 points below standard. These outcomes indicate that, although Action 1.5 increased access to instructional time and academic support beyond the regular school day, it has not yet produced measurable improvement in districtwide CAASPP ELA or mathematics performance. The action should therefore be considered effective in expanding access, but of limited effectiveness in improving the academic outcomes it was intended to influence. Continued refinement is needed to more directly align after-school and summer programming with grade-level standards, identified student skill gaps, targeted intervention, and regular progress monitoring. Strengthening the instructional design and evaluating participant-level outcomes will be necessary to determine whether expanded learning is improving achievement for All Students, English Learners, and Socioeconomically Disadvantaged students.

Action 1.6: Technology

Action 1.6 was implemented differently than originally described. The action anticipated purchasing additional devices to increase technology availability to a 2:1 student-to-device ratio. However, the district completed its major technology purchases during the previous school year and did not make additional purchases or incur expenditures for this action during the current year. As a result, the district maintained its existing 1:1 student-to-device ratio from baseline through the Year 2 outcome rather than increasing the ratio to 2:1, as measured by Metric 1.7. Maintaining the 1:1 ratio was effective in ensuring that all students continued to have equitable access to instructional devices, digital resources, intervention programs, and technology-supported learning opportunities. However, the action was not implemented at the expanded level originally planned, because no additional devices were purchased during the current year. Districtwide CAASPP outcomes also declined from baseline to Year 2. In ELA, All Students declined from 55.9 points below standard to 84.0 points below standard, English Learners declined from 80.7 points below standard to 104.1 points below standard, and Socioeconomically Disadvantaged students declined from 57.3 points below standard to 91.7 points below standard. In mathematics, All Students declined from 83.7 points below standard to 111.3 points below standard, English Learners declined from 89.9 points below standard to 127.4 points below standard, and Socioeconomically Disadvantaged students declined from 92.3 points below standard to 111.1 points below standard, as measured by Metric 1.1. These findings indicate that Action 1.6 was effective in maintaining equitable technology access, but its effectiveness in improving academic achievement cannot be demonstrated. Because the planned expansion in device availability did not occur during the current year, the district cannot conclude that the action was effective in increasing technology access beyond the existing 1:1 level. Additionally, maintaining access alone was not sufficient to improve CAASPP ELA or mathematics outcomes. Future implementation should clarify the intended device ratio and ensure that any technology investments are paired with standards-aligned instruction, targeted intervention, staff support, and ongoing monitoring of student outcomes.

Action 1.7: Transportation

Action 1.7 increased access to reliable transportation to reduce attendance barriers for students, particularly unduplicated students. By Year 2, chronic absenteeism declined from 28.9% to 15.3% for All Students, from 38.3% to 14.3% for English Learner students, and from 30.0% to 14.7% for Socioeconomically Disadvantaged students, as measured by Metric 1.4. Attendance rates also improved from baseline to Year 2 for all reported student groups, as measured by Metric 1.3. All Students increased from 92.81% to 93.01%, English Learner students increased from 91.7% to 94.71%, and Socioeconomically Disadvantaged students increased from 92.32% to 93.68%. These outcomes demonstrate that transportation improvements were effective in reducing absenteeism and increasing attendance, especially for English Learner and Socioeconomically Disadvantaged students. The improvement in attendance rates and significant reduction in chronic absenteeism for unduplicated student groups indicate that this action helped address attendance barriers and contributed to narrowing student outcome gaps related to access and engagement.

Action 1.8: Elementary Math

Action 1.8 provided supplemental mathematics support through Exact Path at the elementary level. Year 2 CAASPP results show substantial improvement at Baker Elementary, as measured by Metric 1.10. Mathematics performance for All Students improved from 125.1 points below standard at baseline to 71.1 points below standard in Year 2, an improvement of 54 points. English Learner performance improved from 139.8 points below standard to 85.5 points below standard, an improvement of 54.3 points. Socioeconomically Disadvantaged student performance improved from 130.4 points below standard to 69.8 points below standard, an improvement of 60.6 points. The improvement indicates meaningful progress in elementary mathematics. The results suggest that the supplemental math program supported diagnostic assessment, individualized practice, targeted skill development, and instructional planning.

Action 1.9: EL and LTEL Specific Professional Development

Action 1.9 provided targeted professional development for teachers and bilingual aides supporting English Learner (EL) and Long-Term English Learner (LTEL) students. Year 2 data reflects strong gains in EL reclassification and progress in English proficiency, as measured by Metrics 1.5 and 1.6. The districtwide EL reclassification rate increased from 3.2% at baseline to 47.27% in Year 2, and the elementary EL reclassification rate increased from 0% at baseline to 43.21% in Year 2. Districtwide English proficiency also increased from 34.5% at baseline to 44.4% in Year 2. For LTEL students, outcomes were more limited. LTEL reclassification remained at 0% from baseline to Year 2, indicating that additional support is needed to move LTEL students toward reclassification. However, English proficiency progress for LTEL students increased slightly from 48% at baseline to 50.0% in Year 2, demonstrating some progress but not at a level sufficient to close the student outcome gap for LTEL students. These results indicate that Action 1.9 was effective in accelerating language development and reclassification outcomes for EL students overall, but only partially effective in addressing outcomes for LTEL students. Continued strengthening is needed to ensure professional development includes specific strategies for LTEL students, including designated and integrated ELD, academic language development, progress monitoring, and targeted instructional supports to accelerate LTEL progress toward proficiency and reclassification.

Action 1.10: Additional Support — Math and EL Specialist

Action 1.10, Additional Support—Math and EL Specialists, focused on improving elementary mathematics achievement and supporting English Learner and Long-Term English Learner progress through targeted intervention, instructional coaching, and specialist support. The action was only partially implemented because the Math Specialist was reassigned to serve as a site principal in February. The EL Specialist

continued providing services as planned. Baker Elementary mathematics outcomes improved substantially from baseline to Year 2, as measured by Metric 1.10, the site-level CAASPP mathematics metric. All Students improved from 125.1 points below standard at baseline to 71.1 points below standard in Year 2, an improvement of 54 points. English Learners improved from 139.8 points below standard to 85.5 points below standard, an improvement of 54.3 points. Socioeconomically Disadvantaged students improved from 130.4 points below standard to 69.8 points below standard, an improvement of 60.6 points. Although all groups remained below standard, the results demonstrate meaningful movement toward grade-level expectations. The Math Specialist's work during the first portion of the year may have contributed to this progress through instructional support, intervention planning, and the use of student data. However, because the specialist was reassigned mid-year, the district cannot attribute the full-year improvement solely to this action or conclude that the mathematics component was fully effective. Language-development outcomes also improved for the broader English Learner population. The districtwide EL reclassification rate increased from 3.2% at baseline to 47.27% in Year 2, and the elementary EL reclassification rate increased from 0% to 43.21%. In comparison, the LTEL reclassification rate remained at 0% from baseline through Year 2, indicating that the increase in reclassification was concentrated among students who had not yet become Long-Term English Learners (Metric 1.5). Districtwide English proficiency progress for EL students increased from 34.5% at baseline to 44.4% in Year 2, a gain of 9.9 percentage points. LTEL progress increased from 48% to 50%, a smaller gain of 2 percentage points. At the elementary level, EL progress increased from 14.3% to 36.4%; however, Year 2 elementary LTEL results were not reported because there were too few students (Metric 1.6). These results suggest that the EL Specialist contributed to improved language-development outcomes for the broader EL population, while outcomes for LTEL students showed limited improvement. Overall, Action 1.10 was partially effective. The action contributed to substantial progress in Baker Elementary mathematics and stronger EL reclassification and proficiency-progress outcomes. However, the mid-year reassignment of the Math Specialist limited the duration and scope of mathematics coaching and intervention services. In addition, the continued 0% LTEL reclassification rate and limited growth in LTEL English proficiency progress indicate that the action was less effective for Long-Term English Learners. Sustained specialist staffing, differentiated LTEL support, instructional coaching, and regular progress monitoring will be needed to maintain and build upon these gains.

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.

Metric 1.1: Based on reflections on prior practice the Long-Term English Learner student group was added to the baseline, Year 1 outcome, Year 2 outcome, and target outcome fields. This change will allow the district to monitor LTEL performance in ELA and mathematics over time and compare LTEL outcomes with those of the broader English Learner population.

Action 1.3: The district also revised Action 1.3 by adding Metric 1.1 as a measure of effectiveness. Because Action 1.3 provides supplemental instructional and English Language Development supports intended to strengthen both language acquisition and academic achievement, including Metric 1.1 will more accurately reflect the action's impact on CAASPP ELA and mathematics outcomes in addition to English proficiency progress and reclassification.

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	Curriculum and Classroom Materials	Site administration will evaluate and provide curriculum (including ELD curriculum and materials), instructional materials, and resources that support high quality instruction for all students, to increase proficiency in all subject areas as measured by M1.1, M1.2, M1.5, M1.6, and M1.9	$10,000.00	No
1.2	Professional Development	School site administration will provide teachers and staff the opportunity to attend professional development to implement a more engaging, collaborative, and interactive learning environment for all students, which will be principally directed for our socioeconomically disadvantaged and EL students to increase both ELA and math scores and well as increase reclassification rate and ELPI score. This action will be measured by M1.1, M1.5, M1.6 and M1.8	$15,000.00	Yes
1.3	Instructional Support Programs	Site administration will provide supplemental ELD support programs (Educeri, Rosetta Stone, Learning Paths, text to speech options) that will be used in the ELD program for language acquisition so that our EL and LTEL students will increase EL proficiency and increase EL reclassification rates as measured by M1.1, M1.5, and M1.6	$20,000.00	Yes
1.4	Increase Staffing	School administration will continue to provide additional staff (certificated teacher and paraprofessional) to support reading instruction and additional ELD instructional support at the elementary level. This action will be provided to all students, principally directed towards EL and SED students in order to increase ELA and reading proficiency. This action will be measured by M1.1, M1.5, M1.6 and M1.8	$168,200.00	Yes
1.5	Expanded Learning	Site administration will provide for expanded learning opportunities in the form of after school instructional programs and summer school at all school sites. This action will be provided to all students in order to increase ELA and Math proficiency as measured by M1.1	$86,379.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Technology	Site administration will purchase additional student devices to increase the ratio to 2:1 and purchase supplemental technology devices to provide additional technology access to students (Pilot X interactive podiums, Active Floor systems) to support increase scores in math and ELA. This action is principally directed toward socioeconomic disadvantaged and EL students and will be measured by M1.1 and M1.7	$50,000.00	Yes
1.7	Transportation	The superintendent will ensure the district has reliable and available transportation for our socioeconomically disadvantaged students. This action will be provided to all students but principally directed towards transportation for our SED students will play a vital role in maintaining our attendance rate as a district and reducing chronic absenteeism as measured by M1.3 and M1.4	$125,055.00	Yes
1.8	Elementary Math	Site administration will provide supplemental Math support programs (Edmentum/ExactPath) that will be used in the elementary school to support our all students to increase math proficiency as measured by M1.10	$1,000.00	No
1.9	EL and LTEL specific professional development	The Superintendent will provide access to professional development for teachers and bilingual aids to support our EL and LTEL students with language acquisition, including academic language, to increase English Language Proficiency scores and the district reclassification rate as measured by M1.5 and M1.6	$5,000.00	Yes
1.10	Additional Support (Math and EL) Specialist	The District will provide a part-time English Learner (EL) Specialist and a part-time Mathematics Specialist to provide targeted instructional support and address learning gaps in language development and mathematics. The EL Specialist will deliver small-group language instruction, coach teachers in integrated ELD strategies, and monitor student progress toward reclassification. The Math Specialist will provide instructional coaching, lead data-driven math interventions, and support teachers in implementing evidence-based practices. Both positions will focus on	$90,000.00	No

Action #	Title	Description	Total Funds	Contributing
		improving outcomes for English Learners, Socioeconomically Disadvantaged students, and other students most impacted by learning disruptions as measured by M1.1, M1.5, M1.6, M.10. This will be funded through LREBG: $90,000.00		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Local Education Agency (LEA) developed this goal to ensure that all students are prepared for higher education and/or a viable career path by providing equitable access to engaging instructional programs, diverse electives, and enrichment opportunities that support college and career readiness. In Baker, CA, there are limited resources available to support students in their transition beyond high school, making it essential for the district to take proactive steps to provide guidance, exposure, and hands-on experiences that will equip students for success in their post-secondary pursuits.

A key component of this goal is the integration of local businesses into the school, allowing students to interact with industry leaders and explore career opportunities within their local community. Developing relationships with local business partners not only enhances work-based learning experiences but also ensures students gain a clear understanding of available career paths. To further align student skills with workforce demands, the district will administer the Armed Services Vocational Aptitude Battery (ASVAB) to high school students, helping to identify strengths and guide career readiness initiatives.

According to the 2023 California Dashboard, the district's College/Career Indicator (CCI) is currently at 36.4%, signaling a need to strengthen post-secondary preparation efforts. The graduation rate declined from 90.9% in 2022-23 to 85.7% in 2023-24, reinforcing the necessity for stronger interventions and academic planning to keep students on track for success. While dual enrollment participation increased from 25% to 50%, the percentage of EL students taking college courses remained disproportionately low at 12%, highlighting inequities in access to post-secondary opportunities that require targeted intervention and support.

Additionally, participation in career-aligned assessments, such as the ASVAB, remained at 0%, indicating that students are not yet fully engaging in career pathway planning. Expanding Career and Technical Education (CTE) offerings has been a focus, with the district successfully increasing CTE courses from zero to four, covering Hospitality, Building and Construction, Early Childhood Development, and

Public Service. However, continued expansion is necessary to ensure students gain industry-relevant skills and credentials that will prepare them for the workforce.

This goal will continue to be a priority to address these challenges and support student achievement and post-secondary readiness. The district remains committed to expanding dual enrollment opportunities, increasing CTE participation, strengthening business partnerships, and administering career-readiness assessments to ensure that all students, particularly English Learners (EL) and Socioeconomically Disadvantaged (SED) students, are equipped with the knowledge, skills, and resources necessary for a successful transition into college or the workforce.

Baker Valley Unified School District is committed to ensuring that all students have access to the resources, opportunities, and supports necessary to thrive academically and personally. This includes access to appropriately placed, highly qualified teachers, dedicated support staff, and site leaders who are equipped to meet the diverse needs of the student population. The district also ensures the availability of high-quality instructional materials and maintains school facilities in good repair.

In alignment with the state priority for a broad course of study, Baker Valley Unified affirms that all students are enrolled in a comprehensive academic program that spans core subjects and elective opportunities (M2.11). While the district values the rigor and college-readiness benefits of Advanced Placement (AP) coursework—and supports students in passing AP exams with a score of 3 or higher—offering AP courses remains a challenge within the constraints of a small master schedule. Limited staffing and low enrollment interest in certain AP subjects make it difficult to offer such courses consistently each year. Nonetheless, the district continues to explore creative solutions to expand access to advanced learning opportunities and ensure all students are prepared for post-secondary success (M2.12).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Community Partnerships Number of Partnerships Local Metric - District Partnership Tracking Sheet	2023-2024 BVUSD has established partnerships with at least 3 local organizations.	2024-25 BVUSD has established partnerships with 6 local organizations.	2025-2026 BVUSD has established partnerships with 8 local organizations.	BVUSD will establish partnerships with 10 local and regional industries for career explorations	BVUSD increased partnerships with local organizations by 5.
2.2	College and/or Trade School Visits Number of Visits Local Metric - District Field Trip Request	2023-2024 4 colleges visited 0 College Fair attended	2024-2025 5 Colleges visited 1 College Fair attended	2025-2026 5 Colleges visited 1 College Fair attended	4 colleges visited 1 College Fair attended	+1 Colleges visited +1 College Fair attended

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	A-G Completion Rate Percentage Rate DataQuest	A-G Completion Rate 2022-2023 All - 90% EL - 86% SED - 88%	2023-2024 All - 0% EL - 0% SED - 0%	2024-2025 All - Fewer than 11 students, data not reported EL - Fewer than 11 students, data not reported SED - Fewer than 11 students, data not reported	All - 95% EL - 95% SED - 95%	All - not able to determine EL - not able to determine SED - not able to determine
2.4	CTE Courses offered Number of Courses Offered Local Metric - District Master Schedule	2023-2024 No CTE courses were offered	2024-2025 4 CTE courses offered: Hospitality Building and Construction Early Childhood Development Public Service	2025-2026 4 CTE courses offered: Hospitality Building and Construction Early Childhood Development Public Service	4 courses	+4 CTE Courses offered
2.5	Middle School Drop Out Rate Percentage Rate Calpads	2023-2024 All Students - 0% EL - 0% SED - 0%	2024-2025 All Students - 0% EL - 0% SED - 0%	2025-2026 All Students - 0% EL - 0% SED - 0%	All Students - 0% EL - 0% SED - 0%	No change from baseline
2.6	High School Drop Out Rate Percentage Rate Calpads	2022-2023 All Students - 0% EL - 0% SED - 0%	2023-2024 All Students - 7.1% EL - 0% SED - 0%	2024-2025 All Students - 0% EL - 0% SED - 0%	All Students - 0% EL - 0% SED - 0%	All Students - no change from baseline EL - no change from baseline SED - no change from baseline
2.7	Students Taking the SAT or ACT Percentage Rate	2022-2023 All Students - 30% EL - 45% SED 28%	2023-2024 All Students - 40% EL - 10% SED 40%	2024-2025 All Students - 2% EL - 10% SED 10%	All Students - 50% EL - 50% SED 50%	All Students: -28% EL: -35% SED: -18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Metric - Sign up sheets					
2.8	Graduation Rate Percentage Rate California Dashboard	2022-2023 All Students - 90.9% EL - Not Significant for data SED - Not Significant for data	2023-2024 All Students - 92% EL - Not Significant for data SED - Not Significant for data	2024-2025 All Students - No data reported due to fewer than 11 students. EL - No data reported due to fewer than 11 students. SED - No data reported due to fewer than 11 students.	All Students - 100% EL - 100% SED - 100%	All - the difference is unable to be determined due to the small cohort size. EL - the difference is unable to be determined due to the small cohort size. SED - the difference is unable to be determined due to the small cohort size.
2.9	College Courses Taken Percentage Rate Local Metric - Dual Enrollment Tracking System	2022-2023 All Students - 25% EL - 37% SED - 31%	2023-2024 All students: 50% (17/34) EL: 12% SED: 32%	2024-2025 All Students: 68.9% (20/29) EL: 15% SED: 42%	All Students - 75% EL - 80% SED - 80%	All Students: +43.9% EL: -22% SED: +11%
2.10	High School Students Taking the ASVAB Assessment Percentage Rate Local Metric - ASVAB Registration Tracking System	2023-2024 All Students - 0 EL - 0 SED - 0	2024-2025 All Students - 0 EL - 0 SED - 0	2025-2026 All Students - 0 EL - 0 SED - 0	All Students -2 EL - 1 SED - 2	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Students have access to and are enrolled in a broad course of study Percentage Rate California Dashboard (Local Indicators)	2022-2023 100% of students have access to and are enrolled in a broad course of study.	2023-2024 100% of students have access to and are enrolled in a broad course of study.	2024-2025 100% of students have access to and are enrolled in a broad course of study.	100% of students have access to and are enrolled in a broad course of study.	No change
2.12	Students who have passed an advanced placement examination with a score of 3 or higher. Percentage Local Indicator - Master Schedule	2022-2023 0 % Baker does not offer AP courses	2023-2024 0 % Baker does not offer AP courses	2024-2025 0 % Baker does not offer AP courses	0 % Baker does not offer AP courses	No change
2.13	Students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education (CTE) sequences or programs of study. Percentage Data Quest	2022-2023 0% Baker did not offer CTE courses or programs	2023-2024 0% Baker did not offer CTE courses or programs	2024-2025 The number of students was too small to report data. to protect student privacy.	All - 50% EL - 50% SED - 50%	The difference is unable to be determined due to the small cohort size.
2.14	Completed at Least One Career Technical Education (CTE) Pathway	2022-2023 0% of students completed at least one CTE Pathway. California Dashboard	2023-2024 0% of students completed at least one CTE Pathway.	2024-2025 13% of students completed at least one CTE Pathway.	10% of students will complete at least one CTE Pathway.	+13%

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

Goal Analysis [2025-26]

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.

Action 2.1 – Local Business Partnerships

Prompt 1: Implementation

This action was implemented as planned, although the scope of available partnerships was limited by the district's rural location. Site administration established and maintained partnerships with local businesses to provide students with career awareness, real-world exposure, and information about postsecondary and workforce opportunities. The partnerships developed met the district's original intent of connecting students with available local employers and helping students explore career pathways. A key success was the willingness of participating businesses to share career information and provide students with meaningful exposure to local workforce opportunities. The primary implementation challenge was the limited number of businesses in the community that had the capacity to participate consistently. The district addressed this challenge by focusing on the quality and relevance of the partnerships that were available rather than the total number of participating businesses.

Action 2.2 – Student College and Trade School Visits

Prompt 1: Implementation

This action was implemented, but at a smaller scale than originally anticipated. The district coordinated college and trade school visits and provided students with opportunities to attend college and career fairs. These experiences allowed students to explore postsecondary pathways, receive information from multiple institutions, and learn about college, trade school, and career options. A key success was the strong engagement of the students who participated. Staff collaboration and advance planning supported successful visits and events, and participating students and families responded positively. However, the number of participating students and available visit opportunities was lower than projected due to the district's small cohort size, geographic distance from colleges and trade schools, scheduling, and transportation logistics.

Action 2.3 – Dual Enrollment Opportunities

This action was implemented as planned. The district maintained its partnership with Barstow Community College and provided students with access to college-level coursework through dual enrollment. A key success was the continued availability of college courses for students

despite the district's small size and rural location. The partnership expanded students' access to postsecondary learning and allowed participating students to earn college credit while enrolled in high school. Implementation challenges included limited course offerings, scheduling conflicts, instructor availability, and ensuring that students were academically prepared to participate. The district addressed these challenges through ongoing coordination with the college, student advising, and support for course planning. Continued collaboration with Barstow Community College will be needed to expand course options and participation.

Action 2.4 – Increase Graduation Rate

Prompt 1: Implementation

This action was implemented based on the needs of the smaller senior cohort rather than at the level originally projected. Site administration, counselors, and staff provided academic planning, graduation monitoring, individualized support, and access to credit recovery for students who needed assistance remaining on track for graduation. Because the senior cohort was smaller and fewer students required intensive interventions, the district did not need to provide the full level of activities, supports, or resources originally anticipated. A key success was increased student participation in academic planning and the early identification of students who needed support. Individualized planning helped students understand graduation requirements and available credit-recovery options. A challenge was limited staffing capacity, which at times affected the frequency of follow-up meetings and ongoing progress monitoring. Despite this challenge, staff prioritized students with the greatest needs and provided the necessary graduation support.

Action 2.5 – CTE Courses

This action was fully implemented during the current year. The district introduced Career Technical Education course offerings on campus, coordinated course schedules and instructors, and worked to align instruction with pathway expectations. A key success was strong student interest in the new courses and increased access to career-focused learning within the district. The action provided students with opportunities to explore career fields, develop practical skills, and connect academic learning with future education and employment options. Implementation challenges included recruiting and retaining qualified instructors, sustaining course offerings with a small student population, and obtaining industry-aligned equipment and instructional materials. The district addressed these challenges through careful scheduling, coordination with instructors, and prioritization of essential program resources. Continued attention to staffing, enrollment, and instructional materials will be necessary to sustain and expand the CTE 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.

Action 2.2: A material difference exists between the budgeted and estimated actual expenditures for this action. While funds were allocated to support multiple college and trade school visits, actual expenditures were significantly lower due to fewer participating students and limited opportunities aligned to the smaller cohort size. As a result, there were lower associated costs (e.g., transportation, entry fees) were incurred than originally planned.

Action 2.4: A material difference exists between the budgeted and estimated actual expenditures for this action. While funds were allocated to support graduation-related activities, actual expenditures were significantly lower due to a smaller senior cohort than anticipated. With fewer students to serve, the need for associated supports, activities, and resources was reduced, resulting in lower overall spending than originally budgeted.

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

Action 2.1 – Local Business Partnerships

Action 2.1 contributed to progress by expanding students' access to community partnerships and career exposure, but the available data do not yet demonstrate that the action improved postsecondary outcomes. The district increased the number of community partnerships from at least three at baseline to six in Year 1 and eight in Year 2, as measured by Metric 2.1. This represents an increase of five partnerships from baseline and demonstrates successful expansion of the district's career-connected network despite the limited number of businesses and organizations available in the surrounding rural community. The expanded partnerships provided students, including English Learners and socioeconomically disadvantaged students, with increased opportunities to learn about careers, workforce expectations, and postsecondary options. However, the district did not collect disaggregated participation or outcome data showing how many EL or SED students participated in partnership activities or how those experiences affected their postsecondary readiness. Therefore, the action's specific effectiveness for these student groups cannot be fully determined. Year 2 graduation-rate data were not reportable because the graduating cohort included fewer than 11 students, limiting the district's ability to determine whether expanded partnerships contributed to improved graduation outcomes for All Students, EL students, or SED students (Metric 2.8). ASVAB participation also remained at 0% for All Students, EL students, and SED students from baseline through Year 2 (Metric 2.10). Overall, the action was effective in increasing the number of partnerships and expanding access to career exposure, but it should be described as contributing to progress rather than fully effective in improving measurable postsecondary outcomes. Future implementation should include participation tracking by student group and follow-up measures related to career exploration, work-based learning, graduation, and postsecondary transitions.

Action 2.2 – Student College and Trade School Visits

Action 2.2 demonstrated mixed or partial effectiveness. The district increased postsecondary exposure from four college visits at baseline to five college visits and one college fair in both Year 1 and Year 2, as measured by Metric 2.2. College fairs were particularly valuable because the district's geographic distance from colleges and universities limits the number of individual campuses students can reasonably visit. Attendance at one college fair allowed students to obtain information from multiple colleges and universities during a single event. Related outcome data show mixed results. The high school dropout rate was 0% at baseline, increased to 7.1% in Year 1, and returned to 0% in Year 2 for All Students, English Learners, and socioeconomically disadvantaged students (Metric 2.6). This Year 2 outcome reflects positive progress in student persistence. SAT/ACT participation, however, declined substantially. For All Students, participation decreased from 30% at baseline to 2% in Year 2. EL participation decreased from 45% to 10%, a decline of 35 percentage points, while SED participation decreased from 28% to 10%, a decline of 18 percentage points (Metric 2.7). These declines indicate that expanded college exposure did not translate into increased participation in college entrance examinations. Year 2 graduation-rate data were not reportable because the graduating cohort included fewer than 11 students. Therefore, the action's effect on graduation outcomes for All Students, EL students, and SED students cannot be determined using Metric 2.8. ASVAB participation also remained at 0% for All Students, EL students, and SED students from baseline through Year 2, indicating that military-related career assessment and exploration remain areas for additional

outreach (Metric 2.10). Overall, Action 2.2 was effective in maintaining and modestly expanding access to college visits and a college fair and may have contributed to the Year 2 dropout rate returning to 0%. However, declining SAT/ACT participation, unchanged ASVAB participation, and unavailable graduation-rate data limit the district's ability to conclude that the action improved postsecondary readiness. The action was therefore partially effective, with continued need for targeted follow-up, test-registration support, and disaggregated participation tracking for EL and SED students.

Action 2.3 – Dual Enrollment Opportunities

Action 2.3 was partially effective and contributed to substantial growth in overall dual enrollment participation, although participation remained uneven across student groups. Dual enrollment participation increased from 25% for All Students at baseline to 50% in Year 1 and 68.9%, or 20 of 29 students, in Year 2. SED participation increased from 31% at baseline to 32% in Year 1 and 42% in Year 2. In contrast, EL participation declined from 37% at baseline to 12% in Year 1 before increasing slightly to 15% in Year 2. Although overall and SED participation increased, EL participation remained 22 percentage points below baseline and substantially below the overall Year 2 rate (Metric 2.9). A–G completion outcomes declined from baseline to Year 1. At baseline, completion rates were 90% for All Students, 86% for EL students, and 88% for SED students. In Year 1, the rate was 0% for all three groups. Year 2 A–G completion outcomes were not reported because each applicable student group included fewer than 11 students. Consequently, current improvement in A–G completion cannot be demonstrated using Metric 2.3. The high school dropout rate improved from 7.1% for All Students in Year 1 to 0% in Year 2. Year 2 dropout rates were also 0% for EL and SED students, matching their baseline outcomes (Metric 2.6). This indicates that students remained enrolled, but the available data do not establish that dual enrollment was the direct cause of the improved dropout outcome. Year 2 graduation-rate data were not reportable because the cohort included fewer than 11 students. Therefore, the effect of dual enrollment on graduation rates for All Students, EL students, and SED students cannot be determined using Metric 2.8. Overall, the action was partially effective. It substantially expanded overall access to college coursework and increased participation among SED students, while the Year 2 dropout rate remained at 0% for all reported groups. However, EL participation remained below baseline, A–G completion declined in the most current reportable comparison, and graduation outcomes could not be evaluated. Continued academic advising, outreach to EL students, course-completion monitoring, and analysis of local data such as grades, credits earned, withdrawals, and successful course completion will be needed to determine the action's full effect.

Action 2.4 – Increase Graduation Rate

Action 2.4 was implemented based on student need and demonstrated partial effectiveness, although its effect on the graduation rate cannot be fully determined. The district provided academic planning, credit monitoring, individualized support, and credit-recovery options to help students remain on track for graduation. A key implementation success was increased student participation in academic planning. However, limited staffing capacity affected the frequency of follow-up meetings and ongoing monitoring, which reduced the district's ability to provide consistently intensive support to every student. The middle school dropout rate remained at 0% from baseline through Year 2 for All Students, English Learners, and socioeconomically disadvantaged students (Metric 2.5). The high school dropout rate was 0% at baseline, increased to 7.1% for All Students in Year 1, and returned to 0% in Year 2. Year 2 high school dropout rates were also 0% for EL and SED students (Metric 2.6). These results indicate positive progress in student retention and suggest that academic planning, early identification, and individualized supports may have contributed to students remaining enrolled. The graduation rate increased from 90.9% at baseline to 92% in Year 1. EL- and SED-specific graduation rates were not reported for those years. Year 2 graduation data were not reportable for All Students, EL students, or SED students because the cohort included fewer than 11 students (Metric 2.8). Therefore, the action's

effectiveness in improving the Year 2 graduation rate is unable to be determined. Overall, Action 2.4 was partially effective in supporting student persistence, as reflected by 0% middle and high school dropout rates in Year 2. However, the absence of a reportable Year 2 graduation rate and the staffing challenge affecting follow-up monitoring prevent a determination that the action improved graduation outcomes. The district should strengthen staffing capacity, establish consistent progress-monitoring schedules, and use local data such as credit accumulation, credit-recovery completion, graduation-status reviews, and the number of students on track to graduate.

Action 2.5 – CTE Courses

Action 2.5 was partially effective and demonstrated meaningful progress in expanding access to Career Technical Education. The district increased CTE offerings from no courses at baseline to four courses in Year 1 and maintained four courses in Year 2: Hospitality, Building and Construction, Early Childhood Development, and Public Service (Metric 2.4). This represents a significant increase in access to career-focused learning within the district. The percentage of students completing at least one CTE pathway increased from 0% at baseline and 0% in Year 1 to 13% in Year 2 (Metric 2.14). This provides early evidence that expanded access has begun to result in pathway completion. However, EL- and SED-specific pathway-completion data were not provided, limiting the district's ability to determine whether the action was equally effective for the student groups to whom it was principally directed. For the combined A–G and CTE completion measure, the district reported 0% at baseline and in Year 1 because no CTE programs were available. In Year 2, the number of students was too small to publicly report the percentage (Metric 2.13). Therefore, the effect of the action on combined college and career readiness cannot yet be fully determined. The high school dropout rate was 0% for All Students, EL students, and SED students in Year 2 (Metric 2.6). Although this is a positive outcome, the available data do not establish a direct relationship between CTE participation and dropout prevention. Year 2 graduation data were also not reportable because the cohort included fewer than 11 students, so the effect of CTE participation on graduation outcomes cannot be determined using Metric 2.8. Implementation challenges included sustaining qualified staffing and securing sufficient industry-aligned instructional materials which may affect the long-term stability, quality, and sequencing of the pathways. Overall, the action was effective in expanding access from no CTE courses to four offerings and contributed to an increase in pathway completion to 13%. However, because subgroup completion data are unavailable, combined A–G/CTE outcomes are not reportable, and staffing and material challenges remain, the action is best described as partially effective and contributing to progress rather than fully effective in improving graduation and postsecondary-readiness outcomes.

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 reflection on prior practice and review of data sources used to monitor progress, the district revised the data sources for Metrics 2.5 and 2.6 for the coming year.

Metric 2.2 was updated to include the number of college fairs attended was added to the baseline, Year 1 outcome, Year 2 outcome, and Year 3 target. Due to Baker Valley Unified School District's distance from many colleges and universities, students may not be able to participate in as many individual college visits as desired. Including college fair participation provides an additional measure of college access because students can receive information, explore programs, and connect with representatives from multiple colleges and universities at a single event.

Metric 2.5 was updated from a local metric to CALPADS, and Metric 2.6 was updated from DataQuest to CALPADS. These changes were made to improve consistency, accuracy, and alignment with state-reported data. No changes were made to the goal, target outcomes, or actions as a result of this revision. The change is limited to the data source used for reporting and monitoring these metrics.

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	Local Business Partnerships	Site administration will develop partnerships with local businesses (including MP Materials, local emergency responders, US Park Service) to allow for students to identify local career opportunities and career pathways. While this action will benefit all students, it is principally directed to Socioeconomically Disadvantaged and English Learners to provide post graduate opportunities. As measured by M2.1, M2.8 and M2.10.	$22,973.00	Yes
2.2	Student College and Trade School Visits	Administration, teachers and staff will provide college and career information, counseling support and provide opportunities for students and families to explore college and career opportunities. While all students will benefit from this action, it is principally directed to our EL and SED students as measured by M2.2, M2.6, M2.7, M2.8 and M2.10.	$3,000.00	Yes
2.3	Dual Enrollment Opportunities	Site administration will continue to maintain instructional opportunities for students to enroll and complete college level courses with Barstow Community College. While all students will benefit from this action, it is principally directed to our EL and SED students as measured by M2.3, M2.6, M2.8 and M2.9.	$18,299.00	Yes
2.4	Increase Graduation Rate	Site administration will provide students academic plans for high school to ensure students are on track for graduation. While this action benefits all students, it is principally directed to our EL students as measured by M2.5, M2.6 and M2.8	$7,003.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	CTE Courses	Site administration will provide high school students the opportunity to enroll in CTE courses to increase students' college and career readiness. While all high school students will benefit from this action, it is principally directed to Socioeconomically Disadvantaged and English Learner students as measure by M2.4, M2.6, M2.8, M2.13, and M2.14.	$39,212.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was established to prioritize student safety, well-being, and a strong sense of belonging, particularly for students experiencing homelessness, economic hardship, or English language barriers. Survey feedback and community engagement have highlighted concerns regarding both physical and emotional safety, while FITT inspections have identified critical facility issues that require immediate attention. Additionally, student suspension rates have increased from 0% to 7.4%, disproportionately affecting English Learners (8.7%) and socioeconomically disadvantaged students (8.5%). This trend indicates a need for stronger behavioral support systems and initiatives that promote a positive school climate. Although key academic interventions such as the integration of the ELD curriculum and the implementation of a dedicated Math period have been fully implemented, student performance in ELA and Math has declined. This decline signals a need to strengthen student–adult relationships and expand both emotional and academic support for students. This goal supports maintaining safe, well-maintained facilities while fostering an environment where students feel connected, valued, and equipped with the resources needed to succeed.

Given the decline in academic performance, the rise in suspension rates, and ongoing concerns about school facilities and student well-being, this goal will remain a priority. Sustained focus is necessary to ensure that all students—especially those experiencing homelessness, living in low-income households, or learning English feel safe, supported, and connected to their school community. The data underscores the importance of continued efforts to improve academic outcomes, strengthen behavioral supports, and maintain safe learning environments so every student can thrive both emotionally and academically.

At the same time, the district continues to prioritize access to high-quality instructional materials and the maintenance of school facilities in excellent condition, with current metrics indicating 100% compliance (M3.6).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP ELA and Math Difference From Standard (DFS) California Dashboard	2022-23 ELA All Students: -55.9DFS EL: -80.7DFS SED: -57.3 DFS Math All Students: -83.7 DFS EL: -89.9 DFS SED: -92.3 DFS	2023-24 SY District: ELA All Students: -84.1DFS EL: -99.9DFS SED: -82.6 DFS Math All Students: -99.3 DFS EL: -115.6 DFS SED: -91.8 DFS	2024-25 SY District: ELA All Students: -84.DFS EL: -104.1 DFS SED: -91.7 DFS Math All Students: -111.3 DFS EL: -127.4 DFS SED: -111.1 DFS	2025-26 SY ELA All Students: -45 DFS EL: -55 DFS SED: -45 DFS Math All Students: -70 DFS EL: -70 DFS SED: -70 DFS	ELA All Students: -28.1 EL: -23.4 SED: -34.4 Math All Students: -27.6 EL: -37.5 SED: -18.8
3.2	Negative Referrals Number of Referrals per Academic year Local Metric - Student Information System	2022-23 Average 3 classroom referrals this academic year	2023-24 Average 2.6 classroom referrals this academic year	2024-25 SY Average 2.8 classroom referrals this academic year	2025-26 SY Reduce classroom referrals to less than two.	-.2 average classroom referrals
3.3	Suspension Rate Percentage Rate California Dashboard	2022-23 Suspension Rate All Students: 0% EL Students: 0% SED Students: 0%	2023-24 Suspension Rate All Students: 7.4% EL Students: 8.7% SED Students: 8.5%	2024-25 Suspension Rate All Students: 5.4% EL Students: 7.6% SED Students: 4.2%	2025-26 SY All Students: 0% EL Students: 0% SED Students: 0%	All Students: +5.4% EL Students: +7.6% SED Students: +4.2%
3.4	Expulsion Rate Percentage Rate Data Quest	2022-23 Expulsion Rate All Students: 0% EL Students: 0% SED Students: 0%	2023-24 Expulsion Rate All Students: 0% EL Students: 0% SED Students: 0%	2024-25 Expulsion Rate All Students: 0% EL Students: 0% SED Students: 0%	2025-26 SY All Students: 0% EL Students: 0% SED Students: 0%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Student Survey Percentage Local Indicator - Survey Results	2022-23 Engaged Teaching and Learning: Very Satisfied (VS) - 7.69% Satisfied (S) - 50% Somewhat Satisfied (SS) - 38.47% Not Satisfied (NS) - 3.84% College and Career Readiness: VS - 15.38% S - 23.08% SS - 50% NS - 11.54% Positive Culture/Healthy Environment: VS - 11.54% S - 26.92% SS - 19.23% NS - 42.31% Parent and Community Engagement: VS - 19.23% S - 73.07% SS - 7.7% NS - 0%	2023-24 Engaged Teaching and Learning: Very Satisfied (VS) - 24% Satisfied (S) - 35% Somewhat Satisfied (SS) - 29% Not Satisfied (NS) - 12% College and Career Readiness: VS - 22% S - 33% SS - 24% NS - 21% Positive Culture/Healthy Environment: VS - 41% S - 30% SS - 19% NS - 10% Parent and Community Engagement: VS - 24% S - 65%	2024-25 Engaged Teaching and Learning: (VS) - 36% (S) - 42% (SS) -15% (NS) - 7% College and Career Readiness: (VS) - 36% (S) - 21% (SS) - 36% (NS) - 7% Positive Culture/Healthy Environment: VS - 58% S -35% SS - 7% NS - 0% Parent and Community Engagement: VS - 72% S - 7% SS - 21% NS - 10%	2025-26 Engaged Teaching and Learning: (VS) - 20% (S) - 70% (SS) - 10% (NS) - 0% College and Career Readiness: VS - 25% S - 50% SS - 25% NS - 0% Positive Culture/Healthy Environment: VS - 30% S - 40% SS - 20% NS - 10% Parent and Community Engagement: VS - 30% S - 70% SS - 0% NS - 0%	Engaged Teaching and Learning: Very Satisfied (VS): +28.31% Satisfied (S): -8% Somewhat Satisfied (SS): -23.47% Not Satisfied (NS): +3.16% College and Career Readiness: VS: +20.62% S: -2.08% SS: -14% NS: -4.54% Positive Culture/Healthy Environment: VS: +46.46% S: +8.08% SS: -12.23% NS: -42.31% Parent and Community Engagement: VS: +52.77% S: -66.07% SS: +13.3% NS: +10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SS - 11% NS - 0%			
3.6	School Facilities FIT Completion Local Data - Annual FIT report	2023-24 100% of sites passed the FIT assessment conducted.	2024-25 100% of sites have a FIT assessment conducted.	2025-26 100% of sites have a FIT assessment conducted.	100% of sites pass the FIT assessment conducted.	No change

Goal Analysis [2025-26]

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.

Action 3.1: Additional Staffing

Action 3.1 was fully implemented as planned with the hiring of two elementary teachers to reduce class sizes and provide targeted instructional support, particularly for English Learners (ELs). The primary objective of this action was to strengthen integrated English Language Development (ELD) within core instruction and improve student outcomes in English Language Arts (ELA) and Mathematics. Implementation aligned with the original plan, with no substantive deviations. No significant implementation challenges were encountered with this action. The district was able to secure the staffing necessary to reduce class sizes and provide additional instructional support. A key benefit of this action was increased student access to differentiated instruction in smaller classroom settings, allowing teachers to provide more individualized academic support. Reduced class sizes also created greater opportunities for monitoring student progress, delivering targeted interventions, and improving student engagement. Moving forward, further analysis of curriculum alignment, instructional practices, intervention strategies, and professional development will be important to strengthen the effectiveness of staffing investments and improve student outcomes. No significant implementation challenges or substantive deviations from the original plan were experienced.

Action 3.2: Campus Climate

Action 3.2 was fully implemented as planned, with site administration emphasizing best practices and proactive strategies to strengthen school climate and reduce disciplinary incidents. Key components included targeted staff training, strengthened student support systems, and early intervention practices designed to address behavioral concerns before escalation. Implementation aligned with the original plan, with no substantive changes. No significant implementation challenges were encountered with this action. The district was able to implement the planned campus climate supports and maintain a focus on proactive behavior interventions, staff support, and student engagement. Continued implementation will focus on ensuring that practices are applied consistently across classrooms and that staff continue to use early intervention strategies to support positive student behavior and reduce disciplinary incidents. No significant implementation challenges or substantive deviations from the original plan were experienced.

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.

There were no material differences between the budgeted expenditures and the estimated actual expenditures, and no material differences between the planned and estimated actual percentages of improved services. Implementation occurred as planned.

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

Action 3.1 – Additional Staffing

Action 3.1 was intended to improve English Language Arts and mathematics outcomes by reducing student-to-teacher ratios and providing more individualized instructional support, particularly for English Learners within general education classrooms. Based on the comparison of baseline to Year 2 CAASPP outcomes, the action was not effective in improving districtwide academic achievement, as measured by Metric 3.1. In ELA, All Students declined from 55.9 points below standard at baseline to 84.0 points below standard in Year 2. English Learners declined from 80.7 points below standard to 104.1 points below standard, and Socioeconomically Disadvantaged students declined from 57.3 points below standard to 91.7 points below standard. In mathematics, All Students declined from 83.7 points below standard at baseline to 111.3 points below standard in Year 2. English Learners declined from 89.9 points below standard to 127.4 points below standard, and Socioeconomically Disadvantaged students declined from 92.3 points below standard to 111.1 points below standard. Although the additional staffing increased access to smaller instructional groups, differentiated instruction, and individualized assistance, the Year 2 outcomes do not demonstrate measurable improvement in ELA or mathematics for All Students, English Learners, or Socioeconomically Disadvantaged students. The action is therefore determined to be not effective in improving the academic outcomes it was intended to influence. Moving forward, the district will need to strengthen the connection between additional staffing and standards-aligned instruction, targeted intervention, formative assessment, progress monitoring, and timely instructional adjustments.

Action 3.2 – Campus Climate

Action 3.2 was intended to improve campus climate through proactive discipline strategies, early identification of student needs, positive behavior practices, and alternatives to exclusionary discipline. Based on Year 2 outcomes, the action was partially effective, with improvements in student perceptions of school climate and discipline outcomes, but mixed results in classroom referrals. Average negative classroom referrals decreased from 3.0 referrals at baseline to 2.8 referrals in Year 2. Although this represents an improvement from baseline, referrals increased slightly from 2.6 in Year 1 to 2.8 in Year 2. This indicates that classroom behavioral concerns remain an area requiring continued attention and consistent implementation of positive behavior and early-intervention strategies (Metric 3.2). Suspension rates increased from the 0% baseline but improved from Year 1 to Year 2. In Year 2, the suspension rate was 5.4% for All Students, 7.6% for English Learners, and 4.2% for Socioeconomically Disadvantaged students, compared with Year 1 rates of 7.4%, 8.7%, and 8.5%, respectively. While the Year 2 reductions demonstrate progress, suspension rates remained above baseline, and English Learners continued to have the highest suspension rate. This indicates a continued need for equitable discipline practices, restorative responses, and targeted behavioral support for English Learners (Metric 3.3). Expulsion rates remained at 0% from baseline through Year 2 for All Students, English Learners, and Socioeconomically Disadvantaged students. Maintaining a 0% expulsion rate was a positive outcome and suggests that the district continued to use interventions and alternatives that allowed students to remain connected to school (Metric 3.4). Student survey results also reflected meaningful improvement in school climate. For engaged teaching and learning, the percentage of respondents who were very satisfied increased from 7.69% at baseline to 36% in Year 2, while the combined percentage who were very satisfied or satisfied

increased from approximately 57.7% to 78%. For positive culture and a healthy environment, very satisfied responses increased from 11.54% to 58%, and not satisfied responses declined from 42.31% to 0%. These results demonstrate substantial improvement in students' perceptions of engagement, relationships, and the overall school environment (Metric 3.5). Overall, Action 3.2 was partially effective. The action contributed to improved student perceptions of school climate, maintained a 0% expulsion rate, reduced suspensions from Year 1, and lowered classroom referrals compared with baseline. However, suspension rates remained above baseline, English Learners continued to experience a higher suspension rate, and referrals increased slightly from Year 1 to Year 2. Continued emphasis on restorative practices, consistent behavior expectations, early intervention, relationship-building, and disaggregated monitoring will be needed to improve outcomes across all 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.

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year as a result of reflections on prior practice. The existing plan will be implemented as written, as current data and analysis indicate it remains aligned to identified needs and priorities.

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	Additional Staffing	The site administration has reduced the student/staff ratio to 11-1. Site administration has integrated curriculum for ELD students, as well as established one period a day for Math and EL curriculum to focus on the students. Site administration has also incorporated a Math specialist for additional instructional support. While small class size benefits all students, this action will principally support our EL students by allowing for additional instructional support in ELA and math as measured by M3.1	$151,732.00	Yes
3.2	Campus Climate	Site administration has continued to incorporate strategies to keep our student discipline rate low. The administration has implemented various intervention strategies and also are implementing alternative best practices for student discipline. The implementation of these strategies and best practices will provide support to our students, staff and families to help identify potential issues with students and engage that student with the support needed as measured by M3.2, M3.3, M3.4, and M3.5.	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was established to strengthen parent and community involvement by enhancing communication, transparency, and engagement between families and schools. Over the past year, participation has declined in some areas, as reflected in the decrease in Parent-Teacher Conference attendance from 86% to 82% in 2023–24, then rose to 88% in 2024-25. In addition, participation in school committees and advisory councils has been inconsistent, with ELPAC attendance at zero during the 2023–24 school year. Despite these challenges, progress has been made. Participation in the School Site Council (SSC) increased from 3 to 8 members, Parent Advisory Committee (PAC) participation rose from 2 to 4, and ELPAC attendance grew from 0 to 3 participants. The district has also expanded opportunities for family engagement, increasing the number of events hosted from 5 in 2023–24 to 8 in 2024–25 and 2025-26, demonstrating a continued commitment to building stronger connections with families. While these efforts show positive momentum, continued work is needed to further strengthen school-home partnerships and ensure families feel connected, valued, and informed. This goal will remain in place, as sustained engagement is essential to student success. The district will continue refining strategies to enhance outreach, reduce barriers to participation, and create meaningful opportunities for families and community members to be actively involved in the educational process.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Participation with BVUSD PAC and ELPAC Number of attendees Local Indicator - Sign in Sheets	2023-24 SSC - 3 PAC - 2 ELPAC - 0	2024-25 SSC - 8 PAC - 2 ELPAC - 3	2025-26 SSC - 9 PAC - 3 ELPAC - 0	PAC - 10 ELPAC - 10 SSC -10	SSC - +6 PAC - +1 ELPAC - no change
4.2	Family Events	2023-24	2024-25	2025-26	8 Family Events Held	+5 family events held

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of Events Per Year Local Metric - Scheduled Events	5 Family events were held	8 Family events were held	10 family events were held		

Goal Analysis [2025-26]

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.

Action 4.1 – Parent and Community Communication

This action was implemented as planned, with the district using multiple communication methods and staff outreach to provide families and community members with timely information regarding school activities, district events, and opportunities to participate in advisory groups. A key success was increased participation in the School Site Council and modest growth in Parent Advisory Committee participation. These outcomes indicate that the district's communication and outreach efforts supported greater family awareness of general school governance opportunities. However, the district was not successful in securing parent participation in the English Language Parent Advisory Committee (ELPAC). From baseline through Year 2, no parents of English Learners participated in ELPAC. Engaging parents of English Learners continues to be a significant implementation challenge. The current social and political climate, including concerns that may make families hesitant to participate in activities outside the home, has created additional barriers to in-person engagement. The district will continue using translated communications, direct and individualized outreach, flexible or virtual participation options, and trusted school and community contacts to reduce barriers and encourage parents of English Learners to participate. Although the action was implemented, its effectiveness in engaging English Learner families was limited because ELPAC participation was not achieved.

Action 4.2 – Parent and Community Involvement

This action was fully implemented during the current year. The district hosted ten family events, an increase from the previous year. Parent and community involvement activities were incorporated into existing school activities and supported through site-based resources, existing staff responsibilities, and community partnerships. This approach allowed the district to provide welcoming opportunities for families to connect with school staff, receive information, and participate in school and community activities without creating separate events or requiring additional resources at the level originally anticipated. A key success was the district's ability to increase the number of family events while maintaining their scope and accessibility. Incorporating parent and community involvement activities into existing school events did not reduce the opportunities available to families. No significant implementation challenges prevented the district from providing the planned activities. However, increasing and tracking participation among families who have historically been less involved remains an ongoing area of focus.

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 considers a material difference to be any expenditure variance of 25% or greater between budgeted and actual expenditures.

Action 4.2: A material difference exists between the budgeted and estimated actual expenditures for Action 4.2. This difference occurred because the district was able to provide parent and community involvement opportunities with minimal additional cost. Many engagement activities were incorporated into existing school events, meetings, and site-based activities rather than requiring separate expenditures. In addition, existing staff, facilities, and site resources were used to support outreach and family engagement efforts. As a result, the district expended significantly less than originally budgeted while still providing opportunities for parent and community participation.

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

Action 4.1 – Parent and Community Communication

Action 4.1 demonstrated partial effectiveness in strengthening family communication and participation in school governance. School Site Council participation increased from three attendees at baseline to eight in Year 1 and nine in Year 2. Parent Advisory Committee participation increased from two attendees at baseline and in Year 1 to three attendees in Year 2. These results indicate progress in engaging families in general advisory and decision-making opportunities. However, participation in the English Language Parent Advisory Committee remained at zero from baseline through Year 2. Therefore, the action was not effective in increasing formal advisory participation among parents of English Learners. Engaging these families continues to be a significant challenge due to barriers associated with the district's rural setting and the current social and political climate, which may make some families hesitant to participate in activities outside the home. The available participation data are not disaggregated for socioeconomically disadvantaged or low-income families. Therefore, the district cannot determine from this metric whether communication efforts increased participation specifically among those families. Overall, the action contributed to increased SSC and PAC participation but had limited effectiveness in engaging parents of English Learners. Continued translated communication, individualized outreach, flexible participation options, and engagement through trusted school and community contacts will be needed.

Action 4.2 – Parent and Community Involvement

Action 4.2 was effective in expanding the number of opportunities available for family and community involvement. The district increased the number of school-sponsored family events from eight in Year 1 to ten in Year 2. Parent and community involvement activities were incorporated into existing school activities and supported through site-based resources, existing staff responsibilities, and community partnerships. These events created additional opportunities for families to connect with school staff, receive information, and participate in school activities. However, the available data measure the total number of events provided rather than the number or percentage of families who attended. Participation data were not disaggregated for English Learner or socioeconomically disadvantaged families. Consequently, the district cannot determine whether these student groups' families participated at higher rates or benefited equitably from the increased number of events. Overall, the action was effective in increasing access to family-engagement opportunities, but its effectiveness in increasing participation among English Learner and socioeconomically disadvantaged families cannot be fully determined without attendance and subgroup data.

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.

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year as a result of reflections on prior practice. The existing plan will be implemented as written, as current data and analysis indicate it remains aligned to identified needs and priorities.

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	Parent and Community Communication	The Administration will ensure relevant, engaging communication with parents and the community is conducted regularly to ensure our families have updated and relevant information regarding school and district activities. This action will create a positive relationship with families and ensure they are aware of school activities and functions as measured by M4.1	$37,860.00	No
4.2	Parent and Community Involvement	Site administration will continue to engage parents and the community in school sponsored events. The district, schools, teachers and parents are able to better support our lower socioeconomic students and families to bring awareness about all community events at the school sites as measured by M4.1 and M4.2.	$1,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$516,700	$63,893

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.202%	0.000%	$0.00	24.202%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Professional Development **Need:** The 2024 CA School Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) showed All Students: -55.9DFS SED: -57.3 DFS EL: -80.7DFS	The 2024 CA School Dashboard data highlights significant academic disparities for English Learner (EL) and Socioeconomically Disadvantaged (SED) students, particularly in English Language Arts (ELA) and Math. To address these gaps, our district is implementing a comprehensive professional development program for teachers and staff, targeting the unique needs of EL and SED students. This program focuses on culturally responsive teaching, differentiated instruction, and effective use of supplemental materials, aiming to	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LTEL: In order to protect student privacy, data is suppressed because fewer than 11 students tested. The 2024 CA Dashboard shows student outcomes on the CAASPP Math showed All Students: -83.7 DFS EL: -89.9 DFS SE: -92.3 DFS LTEL: In order to protect student privacy, data is suppressed because fewer than 11 students tested. The data demonstrates a disparity between the All Student group our EL/LTEL student group and our SED students on the CAASPP. This highlights the need for us to provide professional development for our teachers and staff so that they can engage in collaborative and interactive learning environments, specifically for our EL and SED students. Educational partner feedback from our staff indicates that they need professional development that helps them stay current on best practices for creating a learning environment that supports our student's academic success. **Scope:** LEA-wide	enhance instructional practices and foster an inclusive learning environment. Research indicates that professional development tailored to teachers' needs significantly improves student outcomes, especially for disadvantaged groups (Darling-Hammond et al., 2017). The professional development program includes specialized training in language acquisition strategies, culturally relevant pedagogy, and data-driven instruction. Teachers will receive ongoing support through coaching and collaborative planning sessions, enabling them to implement these strategies effectively. Additionally, the district is investing in supplemental materials, such as bilingual resources and technology-enhanced learning tools, to support differentiated instruction. For example, incorporating adaptive learning software can provide personalized practice and immediate feedback, which is crucial for EL and SED students who often require additional support to achieve academic proficiency. Although this professional development is implemented district-wide, it is principally directed toward addressing the needs of Socioeconomically Disadvantaged (SED) and English Learner (EL) students. These student groups face systemic barriers that often require differentiated instructional strategies and additional supports. By training all teachers—regardless of their site or student assignment—the district ensures that EL and SED students receive consistent, high-quality instruction across all classrooms and grade levels, rather than limiting improvements to isolated settings.	

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		This LEA-wide approach provides a greater benefit to unduplicated students by equipping every educator with the tools to deliver more engaging, collaborative, and interactive instruction specifically designed to increase ELA and math achievement, improve reclassification rates, and elevate ELPI performance. It also ensures that students who move between classrooms or schools continue to receive instruction aligned with best practices for language development and academic support. Furthermore, fostering a collaborative culture where teachers share strategies and reflect on student outcomes creates systemic change that most directly supports the success of those students furthest from opportunity. By investing in professional development at the district level, the LEA reinforces its commitment to equity, ensuring that unduplicated students benefit most from improved instructional practices and are better positioned for academic success.	
1.4	**Action:** Increase Staffing **Need:** The 2024 CAASPP ELA scores for Baker Elementary reveal significant disparities in student achievement, particularly among English Learner (EL) and Socioeconomically Disadvantaged (SED) students. All students scored -83.8 DFS, while EL students scored -112.47 DFS, and SED students scored -83.6 DFS. Additionally, Accelerated Reader data shows that 72% of all students demonstrated	Providing additional staff for reading and ELA improvement at Baker Elementary is a crucial step in addressing the significant academic disparities faced by English Learner (EL) and Socioeconomically Disadvantaged (SED) students. The 2023 ELA CAASPP scores reveal that EL students are particularly struggling, with a -112.47 DFS, compared to -83.8 DFS for all students and -83.6 DFS for SED students. This stark difference highlights the need for targeted intervention. By increasing the number of specialized reading teachers and ELA support staff, the school can offer more personalized and	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
	one year of growth in reading, compared to 62% of EL students and 71% of SED students. This indicates a pressing need to address the achievement gap for EL and SED students, who are performing below their peers. Educational partner feedback underscores their concern for our ELA and reading scores. Educational partners have expressed concerns about the insufficient academic progress of EL and SED students and have highlighted the need for additional instructional support. To address these disparities, we propose adding a dedicated teacher and paraprofessional to focus on ELA and reading for EL and SED students. This action aims to provide intensive, differentiated instruction to improve literacy outcomes and ensure equitable educational opportunities for all students. **Scope:** Schoolwide	effective instruction. Research indicates that one-on-one or small group tutoring significantly improves reading outcomes for struggling students (Shanahan, 2018). These additional staff members can focus on differentiated instruction tailored to the unique linguistic and socio-economic challenges that EL and SED students face, thereby fostering a more inclusive and supportive learning environment. Furthermore, the integration of supplemental materials and programs, such as leveled reading books and adaptive learning software, will enhance the learning experience for these students. Accelerated Reader scores show that 62% of EL students and 71% of SED students exhibit one year's growth, which is below the 72% for all students. With dedicated ELA support staff, the school can implement evidence-based interventions such as guided reading and phonics instruction, which have been proven to accelerate reading proficiency (National Reading Panel, 2000). Providing this support on a school wide basis ensures that all students benefit from enhanced reading and ELA programs, fostering equity and addressing systemic disparities. By targeting EL and SED students within a broader framework, the district not only meets their specific needs but also promotes overall academic excellence and inclusivity, thereby aligning with the district's commitment to closing the achievement gap and supporting every student's success.	
1.6	**Action:** Technology	The initiative to provide additional student devices and updated classroom technology is a pivotal step in addressing the unique needs of SED and	This action will be measured by the metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Parent and community feedback identified that our socioeconomically disadvantaged students do not have access to computers or technology when at home to access resources and curriculum. The 2022 CA School Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) showed All Students: -55.9DFS SED: -57.3 DFS EL: -80.7DFS The 2023 CA Dashboard shows student outcomes on the CAASPP Math showed All Students: -83.7 DFS EL: -89.9 DFS SE: -92.3 DFS The data demonstrates a disparity between the All Student group EL students and our SED students on the CAASPP. This highlights the need for us to technology for our student to take home so they can engage in their academics while outside of the classroom. Educational partner feedback from our staff, students, and parents indicated the need for updated and working technology to help them create a learning environment that supports our student's academic success through engaging collaborative and interactive learning environments.	EL students within our district. Research has consistently shown that equitable access to technology is crucial for closing the achievement gap between SED and EL students and their peers. By ensuring that every student has access to personal devices, we are not only leveling the playing field but also enhancing their ability to engage with the curriculum in a more meaningful way. This approach is supported by studies indicating that technology integration in the classroom can significantly improve student performance and engagement, particularly among students from low-income backgrounds (Warschauer & Matuchniak, 2010). While this initiative specifically targets the EL and SED population, the decision to implement it on an LEA-wide basis reflects our commitment to equity and inclusivity. Providing these resources universally helps to foster a more cohesive and collaborative learning environment, where all students, regardless of their socio-economic status, can benefit from enhanced educational opportunities. This LEA-wide approach also ensures that no student is left behind, promoting a culture of shared responsibility and mutual support across the district. By investing in updated classroom technology and additional student devices, we are not only addressing the immediate needs of our EL and SED students but also laying the foundation for long-term academic success and digital literacy for all students.	identified in theaction description.

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	Scope: LEA-wide		
1.7	**Action:** Transportation **Need:** Local Data indicates that when the district does not have a bus to transport students (maintenance issues, driver issues) than our socioeconomic students attendance rate drops. Our SED student population struggles with transportation which has a direct impact on their attendance rate and chronic absenteeism Student chronic absenteeism is based on the 2024-2025 CA Dashboard is 219.8% District wide and SED at 30%. The district's attendance rate for all students is 92.7%. Although the district's attendance rate has seen improvement in the elementary schools, we are still below our pre-pandemic rates. During parent engagement opportunities, it has been shared that without the bus, SED parents would struggle to get their students to school, and therefore, our attendance rate is impacted when busing isn't available. **Scope:** LEA-wide	Providing reliable transportation to and from school is essential to addressing the educational needs of socioeconomically disadvantaged (SED) students. Consistent access to transportation helps mitigate attendance barriers, fostering a stable learning environment and improving overall attendance rates. When students can depend on transportation each day, they are more likely to attend school regularly and remain engaged in their education. Transportation services extend beyond simply bringing students to school; they represent a broader commitment to equity and access. By ensuring that SED students have dependable transportation, the district supports their full participation in instructional programs, access to supplemental resources, and engagement with highly qualified teachers. Consistent attendance enables uninterrupted learning, allowing students to fully benefit from the district's educational offerings. In addition, reliable transportation provides access to after-school programs and extracurricular activities, which are important for student development but often inaccessible without dependable transit. Research consistently demonstrates a strong connection between regular attendance, academic achievement, and positive long-term outcomes. While transportation is provided on an LEA-wide basis, this action is principally directed toward supporting SED students, who are more likely to	This action will be measured by the metrics identified in the action description.

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		face transportation-related challenges that impact daily attendance. Offering transportation to all students ensures operational efficiency and sustainability of routes, while prioritizing access for those most at risk of chronic absenteeism due to socioeconomic factors. This approach promotes inclusivity while strategically addressing barriers faced by unduplicated students. By maintaining districtwide transportation services, the superintendent ensures that access remains consistent and equitable across the district. Reliable transportation directly supports improved attendance, which in turn strengthens academic performance and student engagement. This commitment reflects the district's broader goal of removing barriers to learning and creating equitable conditions, with the greatest benefit realized by SED students.	
2.1	**Action:** Local Business Partnerships **Need:** As of the 2023-2024 school year BVUSD has built a partnerships with the local mine only. SED and EL students face unique challenges that can hinder their access to meaningful educational opportunities and career pathways. Compared to their peers, English Learners (EL) and Socio-Economically Disadvantaged (SED) students often lack exposure to diverse career options, mentorship, and networking opportunities, which are critical for academic and professional success. Research indicates that EL and SED students frequently face systemic	Building strong partnerships with local businesses is essential to addressing the unique needs of socioeconomically disadvantaged (SED) students in TUSD. These partnerships help bridge the gap between the classroom and the workforce by providing students with exposure to a variety of career pathways, along with access to mentorship and professional networks that may otherwise be unavailable to them. Through opportunities such as internships, job shadowing, and industry-recognized certifications, students gain valuable, real-world experience that enhances their readiness for both postsecondary education and future employment. In addition to career exposure, these partnerships can provide supplemental resources, including	This action will be measured by the metrics identified in the action description.

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	barriers, including limited access to resources and support systems that facilitate career exploration and development. For instance, a study by the American Institutes for Research highlights that EL students often have fewer opportunities to engage in extracurricular activities that provide career insights and skills development (Cervantes & Hanson, 2013). Additionally, the National Center for Education Statistics reports that SED students are less likely to have access to mentors and professional networks, which are essential for career advancement (NCES, 2019). Addressing these disparities is crucial to ensuring that all students have equitable opportunities to succeed in their future careers. They may also experience limited access to resources such as internships, job shadowing programs, and industry-relevant certifications. These disparities contribute to a lack of readiness for post-secondary education and the workforce, leading to lower employment rates and income levels among EL and SED individuals. During education partnership meetings, they highlighted the critical need to bridge this gap by establishing strong, deep rooted partnerships with local industry and government agencies. They emphasized that such partnerships would not only provide EL and SED students with exposure to various career pathways but also create opportunities for internships, mentorship programs, and potentially job placements. By fostering these partnerships, BVUSD can ensure that EL and	access to technology and industry-specific training, further supporting students in achieving their academic and career goals. Research supports the effectiveness of these efforts. Studies from the National Association of State Directors of Career Technical Education Consortium indicate that students involved in career technical education (CTE) programs—often supported by business partnerships—are more likely to graduate, pursue postsecondary education, and earn higher wages. Similarly, research from the U.S. Chamber of Commerce Foundation shows that students who participate in internships are more likely to secure employment and achieve higher earnings than their peers. While this action is implemented on an LEA-wide basis, it is principally directed toward supporting SED and English Learner (EL) students, who often have limited access to career exploration and postsecondary planning resources outside of school. By establishing partnerships with organizations such as MP Materials, local emergency responders, and the U.S. Park Service, the district creates structured opportunities for all students to explore local career pathways. However, these experiences are especially impactful for SED and EL students, who may lack access to community networks or out-of-school experiences that typically support career readiness. Implementing this action across the LEA ensures that partnerships are sustainable and embedded within the district's broader educational program. The intended outcome is to expand post-graduate	

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	SED students have access to the resources and support needed to pursue their educational and career goals successfully. These disparities underscore the urgent need to prioritize building local business partnerships to address the unique needs of EL and SED students and provide them with equitable opportunities for success. **Scope:** Schoolwide	opportunities and strengthen workforce alignment, particularly for unduplicated students. These partnerships help close opportunity gaps by connecting students to meaningful, real-world experiences while also promoting engagement, informed decision-making, and successful transitions beyond high school.	
2.2	**Action:** Student College and Trade School Visits **Need:** Baker Valley is an rural remote district that does not have a college or university. Our students do not have access to visit and explore college or trade schools. 2023 California Dashboard indicates only 36.4% (11 students)of all students are considered 'prepared' for college and career readiness, and 28% (9 students) of students who qualify as SED and 19% (6 students) of EL students are considered prepared for college and career readiness. Many EL and SED students lack the resources to travel outside the city limits, and the school providing these visits increases student awareness so that they can make informed decisions about their college choices, ensuring they select the best institution for their academics and/or skills.	Addressing this gap, Baker Valley Unified School District's initiative to provide college and trade school visits plays a critical role in increasing student awareness and empowering students to make informed decisions about their postsecondary education and career pathways. These experiences expose students to a range of options beyond high school, helping them better understand the expectations, opportunities, and requirements associated with both college and skilled trades. The college and trade school visit program includes several key components designed to support student success, particularly for English Learner (EL) and socioeconomically disadvantaged (SED) students. Teachers will accompany students on visits, providing guidance and support throughout the experience. Students will also receive supplemental materials, such as brochures, informational packets, and virtual tours, to help them prepare for and reflect on their visits. In addition, workshops and seminars will be	This action will be measured by the metrics identified in the action description.

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	Feedback provided by educational partners stated a need to increase student exposure to colleges and trade schools, increasing the number of students who will continue their educational journey. **Scope:** Schoolwide	offered before and after visits to reinforce learning and assist students with the application and planning process. Research supports the effectiveness of these efforts, indicating that students who participate in college visits are more likely to pursue higher education, especially first-generation and low-income students. Administration, teachers, and staff will further support this initiative by providing ongoing college and career guidance, counseling services, and coordinated opportunities for students and families to explore postsecondary pathways. While this action is implemented on an LEA-wide basis, it is principally directed toward supporting SED and EL students, who often face systemic barriers to accessing college and career exploration resources. Offering these opportunities to all students ensures program sustainability and promotes a districtwide culture of college and career readiness; however, the greatest impact is experienced by unduplicated students who may otherwise lack access to such experiences. By implementing this LEA-wide action, Baker Valley Unified aims to elevate student aspirations, increase academic motivation, and improve postsecondary enrollment and success rates—particularly for students who have historically been underrepresented in higher education and career advancement opportunities. underrepresented in higher education and skilled career pathways.	
2.3	**Action:** Dual Enrollment Opportunities **Need:**	Baker Valley Unified School District (BVUSD) has made meaningful progress in addressing the needs of its most vulnerable student populations—particularly English Learner (EL) and	This action will be measured by the metrics identified in the action description.

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	The Baker Valley Unified School District recognizes the significant challenges our students face in accessing higher education opportunities due to the lack of a local community college or trade school within a 70-mile radius. For the 2023/24 school year, 25% of all students participated in dual enrollment college courses. However, a higher percentage of English Learner (EL) students (37%) and Socioeconomically Disadvantaged (SED) students (31%) took advantage of these opportunities, indicating a strong demand and reliance on these programs among our most vulnerable populations. Educational partners have highlighted the importance of continuing and expanding dual enrollment courses, particularly to support EL and SED students who lack the ability to attend night or weekend classes due to transportation and economic constraints. These students disproportionately benefit from accessible college-level courses that can be taken during the regular school day, providing them with essential pathways to post-secondary success and career readiness. Addressing this need is crucial for closing the educational achievement gap and ensuring equitable opportunities for all students in our district. **Scope:** Schoolwide	socioeconomically disadvantaged (SED) students—through the expansion of dual enrollment opportunities. These courses, offered in partnership with local colleges and universities, allow students to earn college credit while still in high school, helping to bridge the transition to higher education. Data from the 2023–2024 school year demonstrates a strong impact: 37% of EL students and 31% of SED students ???????ated in dual enrollment, compared to 25% of the overall student population. This higher participation rate highlights the effectiveness of these programs in engaging students who have historically faced barriers to advanced academic opportunities. To ensure success, BVUSD has implemented targeted supports within the dual enrollment program. These include professional development for teachers focused on culturally responsive instruction and strategies to support EL students in rigorous coursework. Supplemental resources, such as bilingual materials and tutoring services, help address language barriers, while logistical supports—including transportation and access to technology—reduce common obstacles faced by SED students. Research from the Community College Research Center (CCRC) supports these efforts, indicating that dual enrollment significantly increases college enrollment and completion rates, particularly among underrepresented student groups. These intentional supports enable EL and SED students to fully access and benefit from college-level learning experiences. Dual enrollment is offered on an LEA-wide basis to promote an inclusive academic environment and	

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		elevate expectations for all students. BVUSD continues to partner with Barstow Community College to provide access to college-level coursework and early college credit. While available to all students, this action is principally directed toward EL and SED students, who often face greater barriers to accessing advanced coursework. By embedding these opportunities within the school program, the district ensures equitable access, increases participation, and maintains program sustainability. This comprehensive approach not only helps close opportunity gaps for unduplicated students but also fosters a culture of academic rigor, college readiness, and high expectations across the district. By expanding access to dual enrollment and providing targeted supports, BVUSD is strengthening postsecondary pathways and promoting long-term educational equity for all students.	
2.5	**Action:** CTE Courses **Need:** Baker Valley Unified School District offered 4 CTE Pathways and courses in the 2024/2025 school year New educational partners were established. **Scope:** Schoolwide	A robust Career Technical Education (CTE) program is essential to meeting the needs of English Learner (EL) and socioeconomically disadvantaged (SED) students in Baker Valley, as it provides practical, career-aligned skills that lead to meaningful postsecondary opportunities. By offering a range of CTE courses aligned with State Board of Education standards, Baker High School ensures that students graduate with hands-on experience and industry-relevant competencies that prepare them for success in the workforce.	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
		Baker Valley offers four CTE pathways in Hospitality, Building and Construction, Early Childhood Development, and Public Service. These programs are designed to provide students with real-world learning experiences connected to high-demand career fields. The Hospitality pathway prepares students for careers in tourism, food service, and event management, while the Building and Construction pathway emphasizes skills such as carpentry, design, and project planning. Through these pathways, students are given opportunities to explore their interests while developing valuable technical knowledge and employable skills. The Early Childhood Development pathway focuses on child growth, education strategies, and caregiving, creating a foundation for careers in teaching and childcare. The Public Service pathway introduces students to fields such as law enforcement, firefighting, and community leadership, with an emphasis on responsibility and civic engagement. Collectively, these four pathways reflect Baker Valley Unified's commitment to preparing students for both college and career success by building confidence, strengthening practical skills, and increasing workforce readiness upon graduation. By implementing a comprehensive CTE program across the district, Baker Valley Unified addresses the academic and career-readiness needs of EL and SED students while fostering a broader culture of opportunity and skill development for all learners. This action promotes equity and access by ensuring that students who are often furthest	

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		from opportunity are provided with structured pathways toward meaningful employment and postsecondary success.	
3.1	**Action:** Additional Staffing **Need:** The 2023 CA School Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -65.9 Distance from Standard (DFS), English Learners (EL) scored -115.2 DFS, and Socioeconomic Disadvantaged students scored -71.5 DFS. CAASPP Math for All Students is -105.3 DFS, EL scored -149.7 and SED -109.4. The data demonstrates a disparity between the All Student group and EL and SED students, thus highlighting the need for this actions. Educational partner feedback highlights a critical need for additional academic support and resources tailored to the unique challenges faced our EL and SED students. Parents, teachers, and community members have stressed the importance of after-school tutoring programs, increased access to technology, and enhanced counseling services to address academic and socio-emotional needs. Utilizing CAASPP data, the district aims to implement these targeted actions to close the achievement gaps and ensure equitable educational opportunities for all students. **Scope:**	In response to identified needs, maintaining smaller class sizes is a strategic approach to addressing academic challenges and supporting the diverse needs of students. Research indicates that reduced class sizes can lead to improved student achievement, particularly for disadvantaged students, by enabling more individualized instruction and strengthening teacher-student relationships (Nye, Hedges, & Konstantopoulos, 2001). This structure allows educators to provide more focused attention and responsive instruction tailored to individual learning needs. With smaller class sizes, teachers are better able to deliver targeted interventions, especially for students who struggle with foundational skills in English Language Arts (ELA) and mathematics. Instruction can be more easily differentiated, ensuring that students receive appropriate levels of support and academic challenge. In addition, teachers can more effectively use formative assessments to monitor student progress, identify learning gaps early, and adjust instruction in real time. This responsive instructional environment helps ensure that all students are better supported in their academic growth. The decision to implement smaller class sizes on an LEA-wide basis, while principally directed toward supporting socioeconomically disadvantaged (SED) students, is grounded in both equity and instructional effectiveness. SED	This action will be measured by the metrics identified in the action description.

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	LEA-wide	students often require additional academic support due to systemic barriers that can impact achievement. Smaller class sizes provide increased opportunities for direct instruction, timely feedback, and meaningful teacher-student interaction, all of which are critical to improving outcomes for students experiencing economic hardship. While this approach benefits all students, the greatest impact is realized by unduplicated students who may not have access to academic support outside of school. Research, including findings by Glass and Smith (1979), supports the conclusion that smaller class sizes are particularly beneficial for disadvantaged students, contributing to higher achievement, improved engagement, and better classroom behavior. By implementing this action districtwide, the district ensures equitable access to high-quality instruction while strategically directing resources to close achievement gaps and promote long-term student success.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Instructional Support Programs	CAASPP data indicates significant achievement gaps in both English Language Arts (ELA) and Mathematics between English Learner (EL) and	This action will be measured by the metrics

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	Need: The districts English Language Proficiency dropped from 15.57% in 2022 to 7.81% in 2023 and our reclassification rate is 2.3%, much less than the goal of 5%. Our EL student are falling behind academically as show by the CAASPP 2023 data: English Language Arts (ELA) All Students: -55.9DFS EL: -80.7DFS LTEL: In order to protect student privacy, data is suppressed because fewer than 11 students tested. The 2023 CA Dashboard shows student outcomes on the CAASPP Math showed All Students: -83.7 DFS EL: -89.9 DFS LTEL: In order to protect student privacy, data is suppressed because fewer than 11 students tested. The data demonstrates a disparity between the All Student group our EL/LTEL student group on the CAASPP. This highlights the need for us to provide additional curriculum support for our EL students. Educational partner feedback from our staff indicates that they need professional development that helps them stay current on best practices for creating a learning	Long-Term English Learner (LTEL) students and the overall student population. In response, the District is implementing targeted instructional support programs designed to provide focused academic assistance to EL and LTEL students. This initiative is grounded in educational research and informed by input gathered during educational partner engagement sessions, ensuring that it directly addresses identified student needs. These instructional support programs enhance existing classroom instruction through targeted interventions that include specialized instructional materials, structured academic support, and personalized learning opportunities. For example, the programs incorporate adaptive learning technologies that provide real-time feedback and individualized learning pathways, allowing students to progress at an appropriate instructional level. This approach ensures that instruction is responsive, data-driven, and aligned to each student's academic needs, with the goal of closing achievement gaps and improving outcomes in both ELA and Mathematics.	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
	environment that supports our student's academic success. **Scope:** Limited to Unduplicated Student Group(s)		
1.9	**Action:** EL and LTEL specific professional development **Need:** Baker Valley USD has a significant EL population. Teacher and staff indicated that they need additional professional development in English Language Development Strategies. Local and state indicators show that we have seen a decrease in both ELPI scores and very little growth in our reclassification rate. The 20224 reclassification rate for our EL population was 2% and we saw a slight increase to 3.5% in 2023. In 2022 our ELPI was 49.2, a decline to 34.5% in 2023. When looking at our LTEL population, the reclassification rate for 2022 and 2023 was 0%. **Scope:** Limited to Unduplicated Student Group(s)	Addressing the identified needs of BVUSD's English Learner (EL) population requires comprehensive professional development focused on English Language Development (ELD), including specialized training in Specially Designed Academic Instruction in English (SDAIE) and Universal Access strategies. These areas of professional learning are essential to ensuring that teachers are equipped to effectively support language acquisition while maintaining access to rigorous grade-level content. Key components of this professional development should include workshops and seminars centered on effective SDAIE practices, such as the use of hands-on activities, visual supports, and real-world examples to make academic content more comprehensible for EL students. Teachers should also be trained in scaffolding instruction by providing structured, gradual supports that help students build both language proficiency and content understanding over time. These instructional strategies are critical in ensuring that EL students can meaningfully engage with core academic material. In addition, incorporating Universal Access strategies is essential to making curriculum and instruction accessible to all learners. This includes providing multiple means of representation,	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
		engagement, and expression to support diverse learning needs. For example, teachers may use multimedia resources, offer students choice in assignments, and promote collaborative learning structures that encourage language development and academic participation. These practices help create inclusive classrooms where EL students can thrive alongside their peers. Research supports the effectiveness of targeted professional development in ELD, SDAIE, and Universal Access. Studies by Calderón and Slavin (2001) and Saunders and Goldenberg (2010) demonstrate that such training leads to improved academic outcomes for EL students, including increased achievement and higher reclassification rates. By investing in sustained professional learning, BVUSD strengthens instructional capacity and improves long-term outcomes for its English Learner population.	
2.4	**Action:** Increase Graduation Rate **Need:** The California Dashboard data for the 2022-2023 school year indicates a graduation rate of 90.9% for all students, compared to 83% for English Learner (EL) students. This disparity highlights the need for targeted support to improve graduation rates among our EL population. Educational partners have expressed concern about the unique challenges faced by EL students, including language barriers and limited access to academic resources. In addition, Baker, being a remote community, offers few job	To address this gap, the district is committed to providing enhanced graduation support tailored to the unique needs of English Learner (EL) students. This initiative includes comprehensive academic and social-emotional supports designed to ensure that EL students can successfully meet graduation requirements while also developing the skills and readiness needed for postsecondary education and career pathways. Supplemental instructional resources are a key component of this strategy, including bilingual materials and technology-based tools that help bridge language barriers and improve access to grade-level content. In addition, after-school tutoring programs provide targeted academic	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
	opportunities for students right out of high school, exacerbating the need for our EL students to complete their education and be prepared for broader opportunities. **Scope:** Limited to Unduplicated Student Group(s)	support in areas such as homework completion, test preparation, and content comprehension. Research indicates that these types of interventions can significantly improve academic performance and graduation outcomes for EL students (August & Shanahan, 2006). While these supports are designed specifically to meet the needs of EL students, they are implemented on a schoolwide basis to promote equity and ensure broad access to high-quality resources. By embedding these services across the district, BVUSD fosters an inclusive learning environment in which all students benefit from strengthened instructional supports and academic interventions. This approach not only addresses the immediate needs of EL students but also contributes to a culture of high expectations, academic achievement, and long-term student success across the entire educational community.	

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

Not Applicable

Additional Concentration Grant Funding

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

We are a concentration school so our concentration funds was increased by 155 but the funds were added from our base grant. The additional concentration funding we used to retain our current staff that provided support to our unduplicated student population. This action supports Goal 1, Action 4 and Goal 3 action 1.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2026-27 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	$2,134,917.	$516,700	24.202%	0.000%	24.202%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$677,334.00	$186,379.00	$0.00	$0.00	$863,713.00	$624,660.00	$239,053.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum and Classroom Materials	All	No			All Schools	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
1	1.2	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.3	Instructional Support Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.4	Increase Staffing	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Elementary	Ongoing	$168,200.00	$0.00	$168,200.00				$168,200.00	
1	1.5	Expanded Learning	All Students with Disabilities	No			All Schools	Ongoing	$86,379.00	$0.00		$86,379.00			$86,379.00	
1	1.6	Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	1 Year	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.7	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$30,505.00	$94,550.00	$125,055.00				$125,055.00	
1	1.8	Elementary Math	All	No			Specific Schools: Elementary School	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.9	EL and LTEL specific professional development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

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	1.10	Additional Support (Math and EL) Specialist	All	No			All Schools	1 year	$90,000.00	$0.00		$90,000.00			$90,000.00	
2	2.1	Local Business Partnerships	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Baker High School	Ongoing	$22,973.00	$0.00	$22,973.00				$22,973.00	
2	2.2	Student College and Trade School Visits	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: High School	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.3	Dual Enrollment Opportunities	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: High School	Ongoing	$18,299.00	$0.00	$18,299.00				$18,299.00	
2	2.4	Increase Graduation Rate	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High School	Ongoing	$0.00	$7,003.00	$7,003.00				$7,003.00	
2	2.5	CTE Courses	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Middle and High School	Ongoing	$19,212.00	$20,000.00	$39,212.00				$39,212.00	
3	3.1	Additional Staffing	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$151,732.00	$0.00	$151,732.00				$151,732.00	
3	3.2	Campus Climate	All	No			All Schools	Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
4	4.1	Parent and Community Communication	All	No			All Schools	Ongoing	$37,360.00	$500.00	$37,860.00				$37,860.00	
4	4.2	Parent and Community Involvement	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	

2026-27 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
$2,134,917.	$516,700	24.202%	0.000%	24.202%	$625,474.00	0.000%	29.297 %	**Total:**	$625,474.00
								LEA-wide Total:	$341,787.00
								Limited Total:	$32,003.00
								Schoolwide Total:	$251,684.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$15,000.00	
1	1.3	Instructional Support Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,000.00	
1	1.4	Increase Staffing	Yes	Schoolwide	English Learners Low Income	Specific Schools: Elementary	$168,200.00	
1	1.6	Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$50,000.00	
1	1.7	Transportation	Yes	LEA-wide	Low Income	All Schools	$125,055.00	
1	1.9	EL and LTEL specific professional development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
2	2.1	Local Business Partnerships	Yes	Schoolwide	English Learners Low Income	Specific Schools: Baker High School	$22,973.00	
2	2.2	Student College and Trade School Visits	Yes	Schoolwide	English Learners Low Income	Specific Schools: High School	$3,000.00	
2	2.3	Dual Enrollment Opportunities	Yes	Schoolwide	English Learners Low Income	Specific Schools: High School	$18,299.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Increase Graduation Rate	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High School	$7,003.00	
2	2.5	CTE Courses	Yes	Schoolwide	English Learners Low Income	Specific Schools: Middle and High School	$39,212.00	
3	3.1	Additional Staffing	Yes	LEA-wide	English Learners	All Schools	$151,732.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,016,614.00	$777,063.61

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Curriculum and Classroom Materials	No	$10,000.00	$5,000.00
1	**1.2**	Professional Development	Yes	$15,000.00	$441.29
1	**1.3**	Instructional Support Programs	Yes	$20,000.00	$9,022.88
1	**1.4**	Increase Staffing	Yes	$211,880.00	$241,552.86
1	**1.5**	Expanded Learning	No	$100,000.00	$34,227.03
1	**1.6**	Technology	Yes	$50,000.00	$0.00
1	**1.7**	Transportation	Yes	$132,175.00	$125,496.06
1	**1.8**	Elementary Math	No	$1,000.00	$0.00
1	**1.9**	EL and LTEL specific professional development	Yes	$5,000.00	$0.00
1	**1.10**	Additional Support (Math and EL) Specialist	No	$90,000.00	$26,533.55
2	**2.1**	Local Business Partnerships	Yes	$21,188.00	$21,624.52

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	**2.2**	Student College and Trade School Visits	Yes	$3,000.00	$225.40
2	**2.3**	Dual Enrollment Opportunities	Yes	$22,000.00	$22,581.29
2	**2.4**	Increase Graduation Rate	Yes	$7,000.00	$0.00
2	**2.5**	CTE Courses	Yes	$20,000.00	$22,726.74
3	**3.1**	Additional Staffing	Yes	$270,250.00	$226,186.40
3	**3.2**	Campus Climate	No	$12,000.00	$12,416.20
4	**4.1**	Parent and Community Communication	No	$25,121.00	$28,996.61
4	**4.2**	Parent and Community Involvement	No	$1,000.00	$32.78

2025-26 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)
$537,029	$777,493.00	$674,415.63	$103,077.37	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development	Yes	$15,000	5000		
1	1.3	Instructional Support Programs	Yes	$20,000.00	9022.88		
1	1.4	Increase Staffing	Yes	$211,880.00	241,552.86		
1	1.6	Technology	Yes	$50,000.00	0		
1	1.7	Transportation	Yes	$132,175.00	125,496.06		
1	1.9	EL and LTEL specific professional development	Yes	$5,000.00	0		
2	2.1	Local Business Partnerships	Yes	$21,188.00	21,624		
2	2.2	Student College and Trade School Visits	Yes	$3,000.00	$225.40		
2	2.3	Dual Enrollment Opportunities	Yes	$22,000.00	$22,581.29		
2	2.4	Increase Graduation Rate	Yes	$7,000.00	0		
2	2.5	CTE Courses	Yes	$20,000.00	22,726.74		
3	3.1	Additional Staffing	Yes	$270,250.00	226,186.40		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,112,315.	$537,029	0%	25.424%	$674,415.63	0.000%	31.928%	$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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).

California Department of Education
November 2024