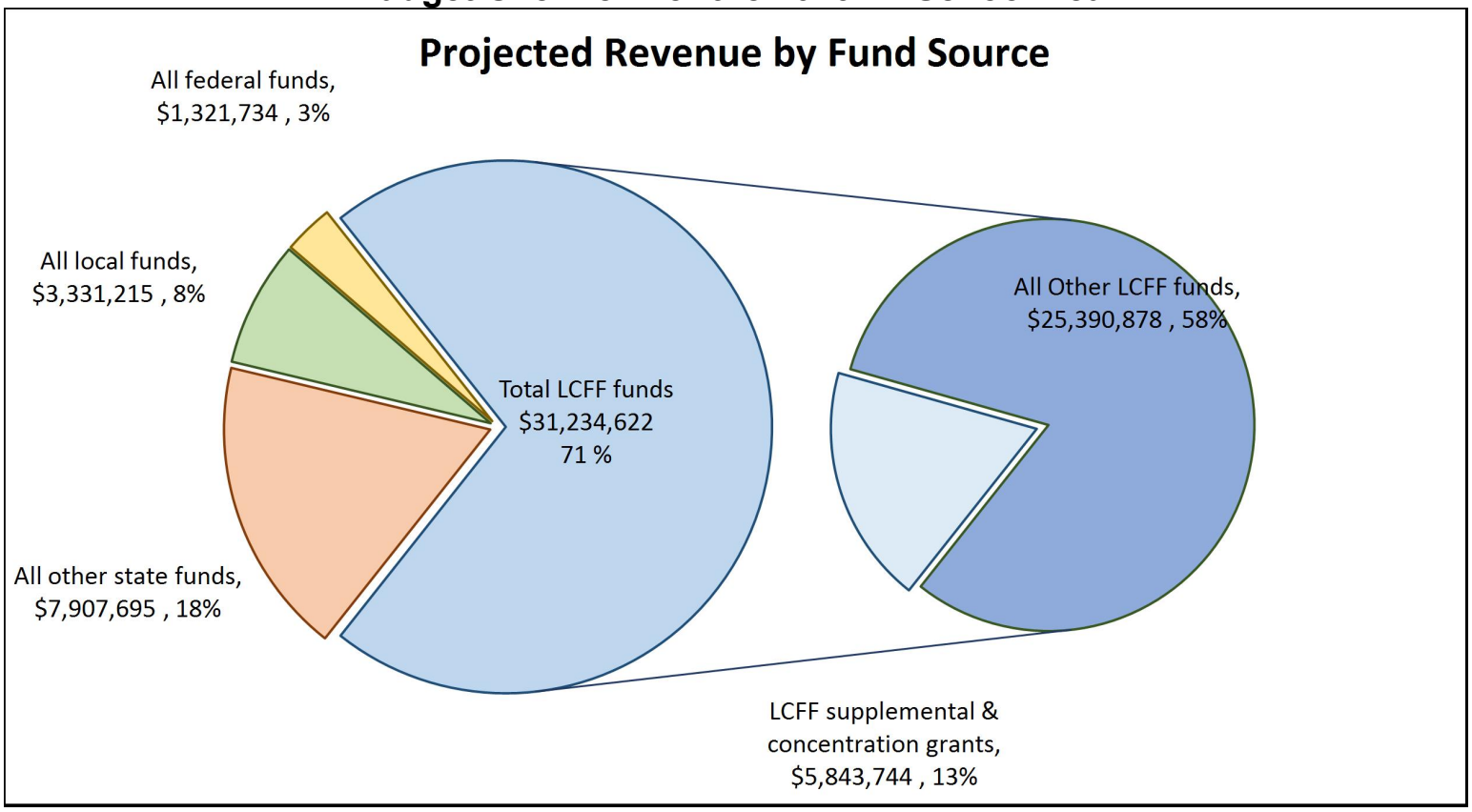
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bear Valley Unified School District
CDS Code: 36676370000000
School Year: 2026-27
LEA contact information:
Manny Marquez
Superintendent of Schools
jesica_rawlings@bearvalleyusd.org
(909)866-4631

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

Budget Overview for the 2026-27 School Year

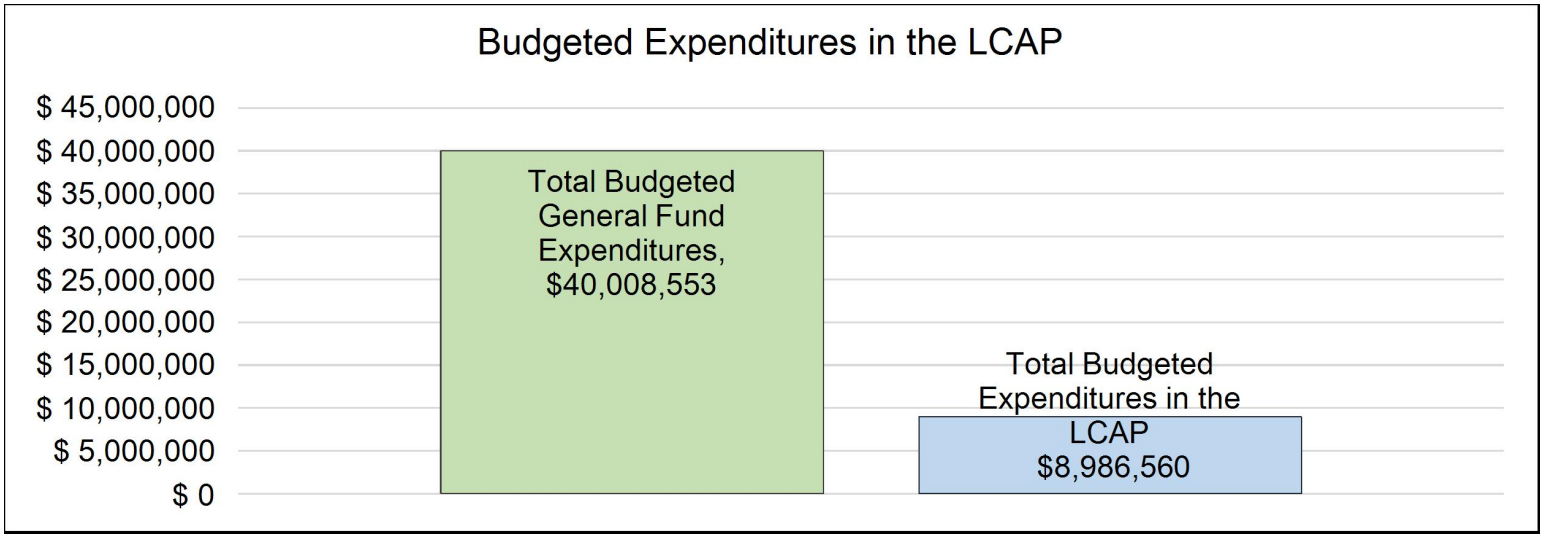


This chart shows the total general purpose revenue Bear Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bear Valley Unified School District is $43,795,266, of which $31234622 is Local Control Funding Formula (LCFF), $7907695 is other state funds, $3331215 is local funds, and $1321734 is federal funds. Of the $31234622 in LCFF Funds, $5843744 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bear Valley Unified School District plans to spend for 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: Bear Valley Unified School District plans to spend $40008553 for the 2026-27 school year. Of that amount, $8986560 is tied to actions/services in the LCAP and $31,021,993 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

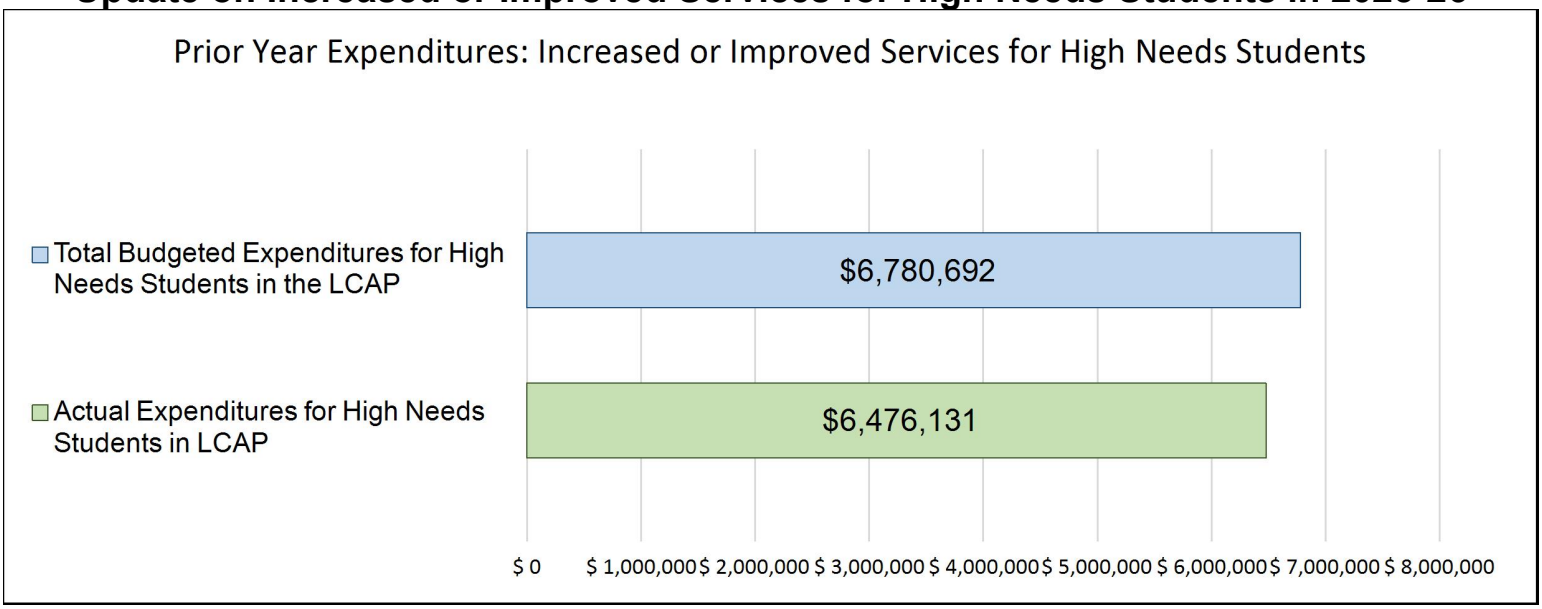
Budgeted expenditures not included in the LCAP are standard operations of the district such as salaries, curriculum, facilities, transportation, special education, child nutrition.

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

In 2026-27, Bear Valley Unified School District is projecting it will receive $5843744 based on the enrollment of Foster Youth, English learner, and low-income students. Bear Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bear Valley Unified School District plans to spend $6476131 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 Bear Valley Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bear Valley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Bear Valley Unified School District's LCAP budgeted $6780692 for planned actions to increase or improve services for high needs students. Bear Valley Unified School District actually spent $6476131 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $304,561 had the following impact on Bear Valley Unified School District’s ability to increase or improve services for high needs students:

The cost of intervention support personnel was largely shifted to federal funds, relieving LCFF funds while maintaining student supports.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bear Valley Unified School District	Manny Marquez Superintendent of Schools	manny_marquez@bearvalleyusd.org (909)866-4631

Plan Summary [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.

Bear Valley Unified School District is in the San Bernardino Mountains, 70 miles from Los Angeles, 6,700 feet above sea level. There are approximately 20,000 full time residents in the valley and our average annual salary is between $50,000 - $75,000. Our district serves 2169 students, TK – 12, in a variety of settings with two elementary schools: Baldwin Lane Elementary (443 students) and North Shore Elementary (505 students), one TK - 8th school, Fallsvale (67 students), Big Bear Middle School (472 students), Big Bear High School (628 students), and Chautauqua High School (a continuation high school; 54 students). The student population is made up of 47.38% Hispanics, .28% Indian, .19% Filipino, .46% Asian, .46% Black/African American, .14% Pacific Islander, 46.96% White, 4.13% Multiple, .46% other. 57.6% of our students qualify for Free and Reduced lunches, 70.8% of our students are socioeconomically disadvantaged/English Learners/Foster Youth, and 13.6% of our students are English Language Learners.

In addition to the traditional brick and mortar setting, we offer Independent Study options at the elementary and middle school, where students meet with a credentialed teacher once a week for the core subject instruction with the opportunity to participate in specific class instruction, special events, field trips, and sports at their respective site. At the high school level, students have a hybrid option where students can take some classes on campus and some in an independent setting with a credentialed teacher. Additionally, our Bear Valley Virtual Academy allows students to do all their work online with a credentialed teacher, overseen by a Bear Valley teacher who meets with students once a week. Virtual Academy students are also encouraged to participate in special school events with their respective grade levels. Big Bear High School is also a certified AVID school with an emphasis on preparing students for success in college. We are looking at expanding our program with additional sections in 2026-2027.

BVUSD has recently expanded the Dual Enrollment program that offers classes through Crafton Hills Community College during the day at Big Bear High School. This is a change from last year when classes were offered via San Bernardino Community College. Classes include Student Development, Art History, Communications, World History, Spanish, Physics, Biology, and Aviation. As well, incoming freshmen are given the opportunity to join a cohort that pursues the completion of the Intersegmental General Education Transfer Curriculum (IGETC) which enables students to complete the general education requirements for University of California (UC) and California State University (CSU) upon high school graduation.

The Extended Learning Opportunity Program (ELOP) has funded after school programs at each elementary school, summer school offered to K-6 students, eSports and a Conditioning class at the Middle School, and upgraded elementary playgrounds with rubber tire ground cover to enhance the safety of our students.

Three main areas of focus for the 2026-2027 school year are our English Learners and finding additional ways to support them for the purpose of increasing academic achievement, refining Dual Enrollment and the offering of college classes during the regular school day to give students a head start on post secondary education, and an expanded partnership with the local Mom and Dad Project which offers additional social emotional supports, with a focus on English Learners and their families.

Our commitment is to meet the needs of ALL our students and have them graduate college and career ready with multiple options for post-secondary education, whether at a 4-year University, a 2-year community college, a vocational school, or a particular career path.

For the 2026-2027 school year, Chautauqua High School has been identified as an Equity Multiplier School.

Reflections: Annual Performance

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

In reviewing the data and reflecting on our educational practices there have been notable successes and areas of progress within our educational community.
Pupil Achievement
Overall, from 2023-2025 Bear Valley Unified, the ELA (Academic) DFS scores varied. ALL students showed a slight decrease by .5 points, and English Learners by 28.7 points. However, several student groups showed growth, such as Homeless Youth by 5.5 points, Low Income by 5.7 points, Students with Disabilities by 10.1 points, and Long Term English Learners by 20.9 points.
Math (Academic) scores improved across all student groups. ALL students saw a slight increase of 2.8 points, English Learners by 1.3 points, and Long Term English Learners by 6.5 points. However, there was a significant increase in Low Income by 10.1, Students with Disabilities by 25.5 and the highest increase was with Homeless students by 28.3.
There has been a positive trend of success with the reclassification rate going from 5.5% in 2023 to 9.5% in 2025. Reclassification indicates progress in English language proficiency and readiness to participate fully in academic instruction alongside native English-speaking peers. While the trajectory continues to improve, in particular with certain student groups, this data provides valuable insights into areas where additional support may be needed to enhance language acquisition and proficiency among our English Learners.

College and Career
In terms of success, there was significant growth in College and Career readiness with all students groups except one. ALL students designated as prepared increased by 9%, Long Term English Learners increased by 5.9%, Low Income students increased by 11.3%, Students with Disabilities by 3.6%, and Homeless by 1%. However, English Learners decreased by 2.3%. Overall, this is evidence of progress for most student groups as we continue to work to prepare them for post graduation pursuits with the knowledge, however, we recognize that additional support strategies for our English Learners need to be in place.
Another area of success is the growth of the Dual Enrollment program started in January, 2024. The program continues to expand with 159 students taking college classes in 2025-2026. The following classes via Crafton Community College were made available during the regular school day on the Big Bear HIgh School campus to our students: Student Development, Art History, Communications, World History, Spanish, Physics, Biology, and Aviation. As well, a second cohort of 32 Freshman students opted to follow a four year plan that would result in their completion of the California General Education Transfer Curriculum (CAL-GETC) requirements upon graduation which allows for the transfer to the University of California (UC) or California State University (CSU)

While the College Preparedness scores are improving and the Dual Enrollment program continues to expand, there is still the need to maintain and improve the factors contributing to this designation, such as academic readiness and access to resources. This remains a priority for ensuring equitable opportunities for all students. The maintenance of existing support structures and initiatives remains crucial for providing ongoing assistance to ALL students.

Local Data
At the Elementary level, almost all local scores on iReady continue to improve. In ELA, students at or above grade level in 1st grade increased by 8% since 2023, but 2nd grade decreased by 2%. In math, students at or above grade level in 1st grade made a significant improvement with an increase of 77% and 2nd grade with 43%.

Climate and Student Engagement Data
Engagement levels of students continue to maintain an increase as evidenced by a reduction in Chronic Absenteeism across all student groups. ALL students decreased by 3.8%, English Learners by 5.5%, Low Income by 6.9%, and Long Term English Learners by 2.7%. Foster Youth was not a significant student group and therefore did not produce data points, and Homeless and Students with Disabilities were added to the metric in 2025, so changes will not be documented in the LCAP until the end of 2026.

The Attendance Rate is on a positive trajectory at the Middle School, going from 89.4% in March, 2024 to 91.45% as of March, 2026. However, attendance has dropped by .65% for ALL students, by 2.95% for elementary, and by 9.85% for high school. This significant decrease at the high school level is largely due to the combining of Big Bear High School's rate (91.62%) and Chautauqua High School's (68.87%) attendance rates. (local data source). This indicates efforts towards enhancing student engagement and support mechanisms at the Big Bear Middle School and Big Bear High School are being successful. However, further analysis needs to be done at the Elementary level and at Chautauqua High School to determine the levels of support that are needed.

In spite of several successes, challenges do remain.

A continued area of concern indicated on the CA Dashboard is the suspension rate for various student groups. From 2023 to 2025 school year, the District Wide rate for ALL students increased by 1.6%. English Learner rate increased by 4.1%, Low Income by 2.0%, Long Term English Learners by 2.1%. However, Foster Youth suspension rate decreased by 7.3%, Homeless decreased by .3%, and Mixed Race by 2.4%.

The "Student Support Specialist" position which provides added support for students in the areas of student behaviors and social and emotional health has now been in place for a year at each site. There has been a slight increase in attendance, students are reporting a more welcoming atmosphere on campus, and a significant increase in off campus opportunities are being provided to students which in turn is increasing student engagement. While the current suspension data signifies the continued challenge, the expectation is that the coming years' data will be evidence of the success of this program.

Learning Recovery Emergency Block Grant (LREBG) Funds
BVUSD has $849,983 in unexpended funds that will be designated to support goals and actions in the LCAP for the next year.
BVUSD conducted a comprehensive needs assessment using the 2025 CA Dashboard data on ELA, math, and Chronic Absenteeism as well as local data. Educational partner input was collected via meetings, surveys, and various committee meetings to determine the critical areas of need. The thorough analysis of the results collected, led to the designation of continued funding to go toward the following actions:

Action 2.7: Elementary Counselors at each Baldwin Elementary School and North Shore Elementary
Fully funded by LREBG, Elementary counselors provide support for all students in the areas of academics, positive behaviors, and social/emotional development. This extra support for our students will increase their feelings of connectedness to the site as well as ability to succeed academically. The counselors collaborate closely with the principal and teachers to create a supportive and safe environment for all students.
Research has shown that elementary counselors improve learning conditions for all students. A 2024-2025 study published by the Journal of School Health, ("Activating Critical Resource Theory for School-Based Mental Health Staffing"), found that schools with stronger counseling supports are better able to address the social-emotional needs of the students which are directly connected to academic success. It also found that early access to counseling services helps students build foundational skills leading to better classroom engagement and academic success. With these counselors in place, students will have access to needed resources at the beginning of their educational journey, allowing for proactive interventions at an early age rather than reactive interventions when students enter middle school.
This initiative aligns with LREBG allowable uses, specifically in providing evidence-based interventions that support students' social and emotional health, creating an environment conducive to learning and personal growth.

Action 2.11: Dean of Students at Baldwin Lane
Fully funded by LREBG, the Dean of Students implements restorative practices to promote positive behavior and reduce disciplinary issues, fostering a safe and inclusive school climate that encourages academic engagement and student well-being.
This role collaborates closely with teachers, counselors, and families to address students' behavioral and emotional needs, ensuring a supportive learning environment that mitigates learning loss and promotes equity across the school community. According to the California Department of Education, addressing barriers to learning through evidence-based pupil support is essential for accelerating academic proficiency.
Research supports this approach. A study published in the Journal of Educational and Psychological Consultation ("Consultation and Collaboration to Develop and Implement Restorative Practices in a Culturally and Linguistically Diverse Elementary School") examined the

integration of restorative practices, School-Wide Positive Behavioral Interventions and Supports (SWPBIS), and the Responsive Classroom model—an evidence-based SEL framework. The findings showed that these practices built stronger relationships and community, reinforced behavioral expectations, and improved school culture without relying on punitive measures.
This initiative aligns with LREBG allowable uses, specifically in providing evidence-based interventions that support students' social and emotional health, creating an environment conducive to learning and personal growth.

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

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

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

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

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

Multi Race:
Suspension

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

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

Differentiated Assistance (2025):
Homeless students: Suspension, Chronic Absenteeism
Long Term English Learners: Suspension, College and Career; ELA/Math, Chronic Absenteeism (Year 2)
English Learners: ELA/Math, ELPI, Suspension
Students with Disabilities: ELA/math, Suspension, Chronic Absenteeism

Equity Multiplier School:
Chautauqua High School

Comprehensive Intervention and Support (CSI) School:
There are no CSI schools in the District for 2026-2027.

Reflections: Technical Assistance

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

The 2025 California School Dashboard shows our English Learners (EL) student groups as eligible for Year 1 Differentiated Assistance (DA) as they received low performance outcomes for Pupil Achievement (ELA -98.4 DFS; Math -116.2 DFS), and English Learner Progress Indicator (ELPI) 34.6% and Suspension Rate (8.1%). Students with Disabilities are also eligible for Year 1 Differentiated Assistance because

of low performance outcomes for Pupil Achievement (ELA: -95.2 DFS, math: -133.6 DFS), and increased Suspension (10.4%) and Chronic Absenteeism (36.6%). Our Long Term English Learners are eligible for Year 2 due to their outcomes in Academics (ELA: -108.9 DFS, math: -160.2 DFS), Chronic Absenteeism (21.4%), and they are eligible for year 1 in Suspension Rate (11.3%) and College and Career Preparedness (5.9%). Homeless students are also in Year 1 of Differentiated Assistance due to Suspension (8.7%) and Chronic Absenteeism (36.4%).

Although remaining in Differentiated Assistance, Long Term English Learners (LTEL) are showing growth from 2024-2025 in the areas of ELA (-129.8 DFS to -108.9 DFS), math (-166.7 DFS to -160.2 DFS), Chronic Absenteeism (24.1% to 21.4%) and College and Career prepared (0% to 5.9%). Suspension Rate remains a challenge with an increase (9.2% to 11.3%) but all other areas show a positive progression.

On Wednesday, February 4, 2026 a leadership team (two Executive Directors, three principals, and the English Learner Parent/Community Liaison) participated in the Differentiated Assistant meetings with San Bernardino County Schools to conduct a root cause analysis to determine the challenges involved with these students and how to best support our English Learner population.

Looking at our current approach to English Learners and Long Term English Learners, it was decided that a clearly defined plan for instructional expectations and methods of support needs to be refined. On March 11, 2026, the English Learner Master Plan was reviewed with the input of the English Learner committee to refine Instructional practices to ensure consistency across the sites and grade levels. The EL Committee explored changes that need to occur to the EL Master Plan, adjustment to classroom practices, and a timeline for implementation.

Through these discussions the teams explored aligning grading practices, exploring strategic scheduling of students at the secondary level, increasing phonic and phonemic awareness at the elementary level and selecting a new EL curriculum. As well, immediate priorities include the elimination of instructional silos by implementing a vetted, consistent curriculum with a focus on early phonics and a shift from “tiered” to “scaffolded” instruction to ensure high-level classroom access for all ELs. Quarterly Professional Development will be provided for all staff (Safety, Housekeeping, Aides, and Teachers) to institutionalize the "Universal Language" philosophy and standardized grading practices will be implemented to ensure consistency and alignment with ELA standards across all sites. The onsite EL coordinator (Action 4.2) continues to provide training and extra support for teachers regarding language acquisition practices and additional instructional supplies (Action 4.4), with bi lingual aides (Action 4.6) to facilitate small group instruction and/or one to one support of EL students.

To address the issue of Chronic Absenteeism and Suspension, Student Support Specialists and on site Counselors (Actions 2.8, 2.10) continue to work with all students, including Students with Disabilities, on site to address attendance and behavior issues along with any mental and social emotional needs. To address the needs of Homeless students, access to supplemental supports are made available based on need (Action 2.3) and the Student Support Services (Action 2.5) monitors and provides outreach through the Student Services Team to ensure these students obtain what they need to be successful academically as well as socially and emotionally.
A timeline of June 30, 2026 was set for the EL committee to finalize and approve the plan.

The Director of Education Services is the lead for this process and meets regularly with the Program Specialist at San Bernardino County Schools to give updates on our progress.

Comprehensive Support and Improvement

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

Schools Identified

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

There are currently no schools 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.

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
Parent Advisory Committee (District): Includes parents of Socioeconomically Disadvantaged, English Learners, and Students with Disabilities	For the 2025-2026 school year, a Parent Advisory Committee was formed and currently meets monthly. At these meetings, data is reviewed, input is given regarding school processes, and new initiatives are presented and discussed. This committee keeps the district up to date on what is happening on the ground at the various sites with various student groups and maintains vital communications between the parents and the District. While these conversations are on going all year, at January 28, 2026 meeting, the Executive Director of Educational Services reviewed the development process of the 2025-2026 LCAP including the data, the Actions, and the process that led to the current LCAP. Suggestions were asked for as well as input on current practices and initiatives in the District. This input was vital in preparing for the 2026-2027 LCAP. These meetings are held in person at the District Office. On May 27, 2026, a 2026-2027 LCAP draft was presented with a request for any final questions. As no questions were submitted from the PAC, there was not a written response from the Superintendent.
Student Advisory Committee (District):	For the 2025-2026 school year, a Student Advisory Committee was form and currently meets monthly. At these meetings, the Superintendent works with the students to gain insight as to how they feel about District initiatives and what is needed to support students' academic and social emotional growth. At the monthly meeting on January 16, 2026, the 2026-2027 LCAP process and actions for this year was reviewed. This meeting was in person at Big Bear High

Educational Partner(s)	Process for Engagement
	School. Input was gathered pertaining to what is working, what needs to be modified, and what needs to be added. As no questions were submitted from the Student Advisory group, there was not a written response from the Superintendent.
DELAC committee:	The DELAC committee meets quarterly to support English Learner families and students. 0n December 10, 2025, at a regularly scheduled in person DELAC meeting, the 2025-2026 LCAP was reviewed with English Learner families. A specific focus was on Goal 4 which references support for EL students. The Goals and Actions along with specific data were presented. A discussion was held as to what additional support the participants felt was needed for their students to have a successful educational experience. At the March 11, 2026 DELAC meeting, information regarding the plan for 2026-2027 was discussed and any additional input was requested from the committee members. On May 13, a 2026-2027 LCAP draft was presented with a request for any final questions. As no questions were submitted from the DELAC, there was not a written response from the Superintendent.
Equity Multiplier educational partners Teachers, parents, social worker, site and district administrators	On February 27, 2026, an in person meeting was held at Chautauqua High School. Based on data regarding Chautauqua High School's (CT) mobility rate of > than 25% and the socioeconomically disadvantage rate of > than 70%, it was explained that CT was identified as an Equity Multiplier school. A needs assessment study had already taken place and student data outcomes were shared with the educational partners. A discussion was had regarding the use of the funding that was provided due to this designation. Because of this process and the discussions, Goal 5 was updated for Chautauqua High School and Actions included to better support the learning and ensuing success of CT students.
Leadership meetings All site Administration and District Administration	Leadership meetings are held monthly that include District and site administration. At a regularly scheduled Leadership meeting on February 18, 2026, there was a specific review of the 2026-2027. LCAP Goals, Metrics, State Priorities, and available resources. The CA DashBoard, CAASPP scores for student groups as well as additional outcomes regarding attendance, College and Career

Educational Partner(s)	Process for Engagement
	Readiness, Graduation rates, A-G Completion rates, CTE Pathway completion and AP scores were presented. Actions and Services were reviewed and a discussion of each one's effectiveness and whether or not it should be kept, modified, or eliminated.
All Educational Partners: Teachers, other School Personnel, local bargaining units Parents representing schools through out the District English Learner, Low Income, Students with Disabilities, Foster Youth, Homeless, SELPA representative	On March 31, 2026 an LCAP Community meeting was held consisting of many of the same participants who had participated on other meetings as well as several new participants. This was advertised on Facebook, the District app, and the District Website. This meeting was about gathering additional input for each Goal. At the beginning of the meeting, Goals and the Actions and Services for each on the 2026-2027 LCAP were reviewed. After the general information was shared, the committee broke up into smaller groups to discuss and complete an activity pertaining to each Goal and what needed to be added, modified, or eliminated in terms of Actions and Services. At the end of the meeting, a group discussion was held, ideas were shared, and questions asked. On April 1, 2026 a LCAP Parent Survey was sent out to all parents through the Parent Square app with a link in case they were unable to attend the in person meeting.
Governing Board Community Members	The Governing Board is kept up to date throughout the year in conversations with the Superintendent. On March 2, 2026 the Mid Year update was given to the Board at a regularly scheduled Board meeting. The 2026-2027 LCAP draft was posted publicly on the district website on June 12, 2026 and public comment invited. The 2026-2027 LCAP draft was presented for public hearing at a regularly scheduled Board of Education meeting on June 15, 2026 The 2026-2027 LCAP draft was adopted at a regularly scheduled Board of Education meeting on June 17, 2026

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

BVUSD welcomes all input and discussion regarding the use of funds to support students' needs in the schools. Their feedback significantly influences the shaping of the LCAP through consultation with our Educational Partners that includes Administrators, Staff (both certificated and classified), parents, students, and community members. The following Actions will be part of the 2026-2027 LCAP based on Educational Partner input, a budgetary resources review, and focus areas on the LCAP.

Multiple educational partners expressed concerns about the additional support needed for our English Learners and Students with Disabilities groups. Parents felt that more training was needed to better equip teachers in the classrooms. After discussion with teachers and administrators, it was decided to eliminate the previous format of meeting during the school day, Release time for teacher collaboration and curriculum planning (Goal 3, Action 3.1) to instead implement a schedule for collaboration and planning during student non attendance time. This will allow for a more consistent, concentrated, and focused time for teachers to meet and explore additional resources and training. As well, many educational partners (parents, students, and teachers) expressed concern over the increased use of technology and screen time in the classroom. The request was to return to more physical textbooks and learning materials. While classroom instruction will continue with One to One Technology (Goal 1, Action 1.1), efforts will be made to increase the use of physical textbooks in the classroom, specifically at the lower grades. This is not a specific action in the LCAP, but more of a change in the approach to instructional strategies.

There are currently two social emotional curriculums being used in the District (Second Step, Sown to Grow). However, based on the response of the Student Advisory committee as well as some parents, the social emotional curriculum of “Sown to Grow” appears to be more robust and relevant. Therefore its use will be expanded to encompass every site in the district as the students felt it was the best of the two curricula currently in use. Social Emotional Learning curriculum (Goal 2, Action 2.6).

In response to the request of the educational partners at the Equity Multiplier school and as a result of the comprehensive needs assessment given by the social worker, it was decided that the support that was currently in place with the Wellness Center (Goal 5; Action 5.2) should be continued for the 2026-2027 school year. This was added in 2025 and is proving to be quite effective. The staff that facilitates this center supports students' needs in the area of academic and social emotional health, and has created a safe space for students to come for conversation. In addition, opportunities have been provided for students to go off campus and explore career options outside of the regular school day. While it has only been in place for one year, student feedback continues to be positive.

In response to the feedback from the English Learner community, who continues to express the need for additional bilingual aides, openings will continue to be posted with efforts made to hire more aides (Bilingual Aides, Goal 4, Action 4.6). While parents expressed their appreciation for the English Learner Parent/Community Liaison (Goal 4, Action 4.7) they asked for this position to expand to include a student liaison as well as the parent liaison. That is currently being explored for 2026-2027. Finally, parents are asking for more support in learning English and how to best support their students in school so the Family Based English Tutoring program will be reestablished for 2026-2027 school year (Goal 4, Action 4.8). This program's purpose is to support parents of EL students as they navigate the education system with their students. Meetings will focus on how to help students with homework, familiarize parents with the Local Education Agencies (LEA) processes for enrollment, grading, and reclassification processes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase percent of students who are on track to graduate college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

We continue to analyze CAASPP data. The need continues to provide support for these students. Educational partners continue to provide requests of extra support for struggling students in core areas. To meet that concern we continue to keep lower class sizes (Action 1.2), before, during, and after school interventions opportunities (Action 1.10), K - 12th grade summer school (Action 1.11). We have also added targeted interventions that accelerate learning such as IXL math support and continue to use i-Ready, and Renaissance STAR for monitoring growth. In addition, Edgenuity is a credit recovery program that also allows students to make up classes in order to meet the graduation requirements (Action 1.4).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	A-G completion rate State Metric: Share of pupils that are college and career ready Local Metric: % completing UC/CSU required classes	2023 All - 36% EL - 15% LI - 24% FY - *not a significant student group	2024 All - 22% EL - 9% LI - 22% FY - *not a significant student group	2025 All - 24.9% EL - 4.8% LI - 23.1% FY - *not a significant student group	All - 40% EL - 20% LI - 30% FY - *not a significant student group	All : -11.1% EL: -10.2% LI: -.9% FY: *not a significant student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS/CA School Dashboard: Addt'l reports					
1.2	CTE pathway completion rate State Metric: % of students who completed a sequence of courses Source: CALPADS/CA School Dashboard: Addt'l reports	2023 All - 19%	2024: All - 10%	2025 All - 13%	30%	-6%
1.3	% of seniors seeking post secondary education Local Source: Student Tracker (Nat'l Student Clearing House)	2023 All - 38%	2024 All - 37%	2025 All - 39%	50%	1%
1.4	Distance from Standard on CAASPP ELA (High School) Source: CA School Dashboard	2023 (11th grade only) All: -16.5 DFS EL: -100.4 DFS LI: -37.2 DFS FY: *not a significant student group SWD: -132.3 DFS HMLS: -46.6 DFS 2024 LTEL - 168.9 DFS	2024 (11th grade only) All: -42.7 DFS EL: -145.9 DFS LI: -67.1 DFS FY: *not a significant student group SWD: -197.3 DFS HMLS: -132.8 DFS LTEL: -168.9 DFS	2025 (11th grade only) All: -1.1 DFS EL: -89.5 DFS LI: -13.4 DFS FY: *not a significant student group SWD: -169.5 DFS HMLS: *not a significant student group LTEL: -115.5 DFS	All: -10 DFS EL: -123 DFS LI: -57.2 DFS FY: *not a significant student group SWD: -167 DFS HMLS: -112 DFS LTEL: -143 DFS	All 15.4 DFS EL: 10.9 DFS LI: 23.8 DFS FY: N/A SWD: -37.2 DFS HMLS: N/A LTEL: 53.4 DFS
1.5	Distance from Standard on CAASPP math (High School) Source: CA School Dashboard	2023 (11th grade only) EL: -209 DFS LI: -143.1 DFS FY: *not a significant student group SWD: -218.1 DFS HMLS: -145.2 DFS	2024 (11th grade only) EL: -166.3 DFS LI: -148.7 DFS FY: *not a significant student group	2025 (11th grade only) EL: -107.7 DFS LI: -88 DFS FY: *not a significant student group	EL: -158 DSF LI: -126 DSF FY:*not a significant student group SWD: -183 DFS HMLS: -90 DFS	EL: 101.3 DFS LI: 55.1 DFS FY:*not a significant student group SWD: 11.3 DFS HMLS: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024: LTEL: -177.1 DFS	SWD: - 245.5 DFS HMLS: -168.1 DFS LTEL: -177.1 DFS	SWD: -206.8 DFS HMLS: *not a significant student group LTEL: -120.4 DFS	LTEL: -151 DFS	LTEL: 56.7 DFS
1.6	Distance from Standard on CAASPP math (Big Bear High School) Source: CA School Dashboard	2023 (11th grade only) Big Bear High School EL: -209.9 DFS LI: -229 DFS FY: *not a significant student group HI: -167 DFS 2024: LTEL: -177.1 DFS	2024 (11th grade only) Big Bear High School EL: -166.3 DFS LI: -148.7 DFS FY:*not a significant student group HI: -136 DFS LTEL: -177.1 DFS	2025 (11th grade only) Big Bear High School EL: - 107.7 DFS LI: - 88 DFS FY:*not a significant student group HI: -74.2 DFS LTEL: -120.4 DFS	EL: -142 DFS LI: -130 DFS FY:*not a significant student group HI: -116 DFS LTEL: -151 DFS	EL: 102.2 DFS LI: 141 DFS FY:*not a significant student group HI 92.8 DFS LTEL: 56.7 DFS
1.7	% of students with an AP Exam score of 3 or higher Source: College Board	2023 All - 44%	2024 All - 61.3%	2025 All - 70%	70%	26%
1.8	% of students who felt they had adequate access to information and guidance about their post secondary choices and plans. Local Source: Life Track	2023 Big Bear High School - 62% Chautauqua High School - 43%	2024 Big Bear High School - 82% Chautauqua High School - 60%	2025 Big Bear High School - 66% Chautauqua High School - 100%	Big Bear High School - 80% Chautauqua High School - 80%	Big Bear High School 4% Chautauqua High School 57%
1.9	Local Metric: Implementation of State Academic Standards Survey	2024: Implementation of State Academic Standards Survey (scale of 1-5) BVUSD provided Professional Learning for learning standards	2025: Implementation of State Academic Standards Survey (scale of 1-5) BVUSD provided Professional	2026: Implementation of State Academic Standards Survey (scale of 1-5) BVUSD provided Professional	Implementation of State Academic Standards Survey (scale of 1-5) BVUSD provided Professional Learning	Implementation of State Academic Standards Survey (scale of 1-5) BVUSD provided Professional Learning for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Scaled score of 1 (exploration and research stage) to 5 (full implementation and sustainability) per BVUSD provision of professional learning opportunities and instructional materials Source: Implementation of State Academic Standards Survey	and content: ELA: 4.5, ELD: 4.3, Math: 4.2, NGSS: 3.2, Social Science: 4.3 BVUSD provided materials for teaching the standards and content (scale of 1- 5) ELA: 4.7, ELD: 4.4, Math: 4.4 NGSS: 4.4 Social Science: 4.4	Learning for learning standards and content: ELA: 4.3 , ELD: 4.4, Math: 4.3, NGSS: 3.2, Social Science: 4.2 BVUSD provided materials for teaching the standards and content (scale of 1-5) ELA: 4.4, ELD: 4.5, Math: 4.3 NGSS: 4.0 Social Science: 4.4	Learning for learning standards and content: ELA: 4.0, ELD: 3.8 Math: 4.2, NGSS: 3.9, Social Science: 4.5 BVUSD provided materials for teaching the standards and content (scale of 1-5) ELA: 4.4, ELD: 4.2, Math: 4.0 NGSS: 3.9, Social Science: 4.4	for learning standards and content: ELA: 5.0, ELD: 5.0 Math: 5.0, NGSS: 5.0, Social Science: 5.0 BVUSD provided materials for teaching the standards and content (scale of 1-5) ELA: 5.0, ELD: 5.0, Math: 5.0, NGSS: 5.0, Social Science: 5.0	learning standards and content: ELA: -.5 , ELD: -.5, Math: 0 , NGSS: +.7, Social Science: +.2 BVUSD provided materials for teaching the standards and content (scale of 1-5) ELA: -.3, ELD: -.2, Math: -.4 NGSS: -.5. Social Science: 0
1.10	Distance from Standards (DFS) on CAASPP ELA (3rd-8th, 11th) - District Source: CA School Dashboard	2023: District All: -21.3 DFS EL: -69.7 DFS LI: - 42.7 DFS FY: *not a significant student group HMLS: -71.6 DFS SWD: -105.3 DFS 2024: LTEL: -129.8 DFS	2024: District All: -23.8 DFS EL: -84.3 DFS LI: -46 DFS FY: *not a significant student group HMLS: -76.9 DFS SWD: -97.6 DFS LTEL: -129.8 DFS	2025: District All: -21.8 DFS EL: -98.4 DFS LI: -37 DFS FY: *not a significant student group HMLS: -66.1 DFS SWD: -95.2 DFS LTEL: -108.9 DFS	All: -16 DFS EL: -19 DFS LI: -39 DFS FY: *not a significant student group HMLS: -54 DFS SWD: -80 DFS LTEL: -110 DFS	All: -.5 DFS EL: -28.7 DFS LI: 5.7 DFS FY: *not a significant student group HMLS: 5.5 DFS SWD 10.1 DFS LTEL 20.9 DFS
1.11	Distance from Standards (DFS) on CAASPP ELA (6th - 8th) - Middle School Source: CA School Dashboard	2023: Big Bear Middle School EL: -63.1 DFS LI: -55.9 DFS FY: *not a significant student group HMLS: - 89.5 DFS SWD: -143.3 DFS 2024 LTEL: -105 DFS	2024: Big Bear Middle School EL: -86.7 DFS LI: -53.9 DFS FY: *not a significant student group HMLS: - 71 DFS SWD: -111.6 DFS	2025: Big Bear Middle School EL: -91.6 DFS LI: -44.2 DFS FY: *not a significant student group HMLS: -77.2 DFS SWD: -117.4 DFS	Big Bear Middle School EL: -73 DFS LI: -46 DFS FY: *not a significant student group HMLS: -65 DFS SWD: -110 DFS LTEL: -90 DFS	Big Bear Middle School EL: -28.5 DFS LI: 11.7 DFS FY: *not a significant student group HMLS 12.3 DFS SWD 25.9 DFS LTEL: 3.4 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL: -105 DFS	LTEL: -101.6 DFS		
1.12	Distance from Standards (DFS) on CAASPP math (3rd-8th, 11th) Source: CA School Dashboard	2023: District All: -59.8 DFS EL: -117.5 DFS LI: -84.5 DFS FY: *not a significant student group HMLS: -120.4 DFS SWD: -159.1 DFS 2024: LTEL: -166.7 DFS	2024: District All: -59.2 DFS EL: -111.3 DFS LI: -81.6 DFS FY: *not a significant student group HMLS: -104.2 DFS SWD: -135.7 DFS LTEL: -166.7 DFS	2025: District All: - 57 DFS EL: -116.2 DFS LI: - 74.4 DFS FY: *not a significant student group HMLS: -92.1 DFS SWD: -133.6 DFS LTEL: -160.2 DFS	All: -45 DFS EL: -88 DFS LI: -69 DFS FY: *not a significant student group HMLS: -90 DFS SWD: -119 DFS LTEL: -150 DFS	All: 2.8 DFS EL: 1.3 DFS LI: 10.1 DFS FY: *not a significant student group HMLS: 28.3 DFS SWD: 25.5 DFS LTEL: 6.5 DFS
1.13	Distance from Standards (DFS) on CAASPP math (3rd - 5th) Source: CA School Dashboard	2023; North Shore EL: -65.9 DFS LI: -59.9 DFS FY: *not a significant student group SWD : -154.1 DFS	2024: North Shore EL: -67.7 DFS LI: -45.9 DFS FY: *not a significant student group SWD: -81 DFS	2025: North Shore EL: -99.1 DFS LI: - 46.6 DFS FY: *not a significant student group SWD: - 91.7 DFS	North Shore EL: -55 DFS LI: -36 DFS FY: *not a significant student group SWD : -80 DFS	North Shore EL: -33.2 DFS LI: 13.3 DFS FY: *not a significant student group SWD: 62.4 DFS
1.14	Distance from Standards (DFS) on CAASPP math (6th - 8th) Source: CA School Dashboard	2023; Big Bear Middle School EL: -125.2 DFS HMLS: -139 DFS SED: -102.1 DFS SWD: -175.2 DFS HI: -107 DFS	2024: Big Bear Middle School EL: -131.6 DFS HMLS: -112.9 DFS SED: -99.2 DFS SWD: -167.2 DFS HI: -97.6 DFS	2025: Big Bear Middle School EL: -130.6 DFS HMLS: - 127 DFS LI: - 92.2 DFS SWD: - 167.8 DFS HI: -106.1 DFS	Big Bear Middle School EL: -110 DFS HMLS: -104 DFS SED: -77 DFS SWD: -132 DFS HI: - 81 DFS	Big Bear Middle School EL: -5.4 DFS HMLS: 12 DFS LI: 9.9 DFS SWD: 7.4 DFS HI: .9 DFS
1.15	% of students receiving instruction in CA State Standards with aligned materials Source: CA School Dashboard (local indicator)	2023: 100%	2024: 100%	2025: 100%	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Rate of Teacher Misassignments Clear (% of teaching FTE) Source: CA Dashboard (local indicator)	2023: 78.8%	2024: 79.5%	2025: 76.8%	100%	-2%
1.17	% of K-2 students at or above grade in ELA as measured by iReady benchmark assessment.	2023: Grade 1: 25% at or above grade level Grade 2: 39% at or above grade level	2024: Grade 1: 38% at or above grade level Grade 2: 47% at or above grade level	2025: Grade 1: 33% at or above grade level Grade 2: 37% at or above grade level	Grade 1: 40% at or above grade level Grade 2: 45% at or above grade level	Grade 1: 8% Grade 2: -2%
1.18	% of K-2 students at or above grade in Mathematics as measured by iReady benchmark assessment.	2023: Grade 1: 12% at or above grade level Grade 2: 26% at or above grade level	2024: Grade 1: 25% at or above grade level Grade 2: 38% at or above grade level	2025: Grade 1: 89% at or above grade level Grade 2: 69% at or above grade level	Grade 1: 45% at or above grade level Grade 2: 55% at or above grade level	Grade 1: 77% Grade 2: 43%
1.19	Distance From Standard (DFS) on CAASPP ELA (3rd) grade Source: CA Dashboard	2023: All: -22.9 DFS EL: -100.9 DFS LI: -43.8 DFS FY: *not a significant student group	2024: All: -21.1 DFS EL: - 94 DFS LI: -44.2 DFS FY: *not a significant student group	2025: All: - 11 DFS EL: -108.8 DFS LI: - 16 DFS FY: *not a significant student group	All: -18 DFS EL: -80 DFS LI: -35 DFS FY: *not a significant student group	All: 11.9 DFS EL: -7.9 DFS LI: 27.8 DFS FY: *not a significant student group
1.20	Distance From Standard (DFS) on CAASPP math (3rd) grade Source: CA Dashboard	2023: All: -12.5 DFS EL: -68.9 DFS LI: -28 DFS FY: *not a significant student group	2024: All: -17.8 DFS EL: -70.2 DFS LI: -36 DFS FY: *not a significant student group	2025: All: -58.5 DFS EL: -67.2DFS LI: - 42.3 DFS FY: *not a significant student group	All: -35 DFS EL: -60 DFS LI: -30 DFS FY: *not a significant student group	All: -46 DFS EL: 1.7 DFS LI: -14.3 DFS FY: *not a significant student group
1.21	% of students EAP ELA college ready (District)	2023 (11th grade only)	2024 (11th grade only)	2025 (11th grade only)	District (11th grade only)	All: 9.5% SWD: 6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(meets/exceeds standards) Source: CDE Dataquest	All : 42.5% meets/exceeds SWD: 6.7% meets/exceeds HMLS: 0% meets/exceeds	All: 44.7% meets/exceeds SWD: 5% meets/exceeds HMLS: *not a significant student group	All: 52% meets/exceeds SWD: 13.4% meets/exceeds HMLS: 41.7% meets/exceeds	All: 60% SWD: 20% HMLS: 35%	HMLS: 41.7%
1.22	% of students EAP math college ready (District) (meets/exceeds standards) Source: CDE Dataquest	2023 (11th grade only) All: 16.3% meets/exceeds EL: 0% meets/exceeds SWD: 0% meets/exceeds HMLS: 0% meets/exceeds	2024 (11th grade only) All: 20% meets/exceeds EL: 0% meets/exceeds SWD: 0% meets/exceeds HMLS: *not a significant student group	2025 (11th grade only) All: 24.8% meets/exceeds EL: 22.7% meets/exceeds SWD: 8.7% meets/exceeds HMLS: 36.4% meets/exceeds	District (11th grade) All: 35% meets/exceeds EL: 10% meets/exceeds SWD: 10% meets/exceeds HMLS: 5% meets/exceeds	All: 8.5% meets/exceeds EL: 22.7% meets/exceeds SWD: 8.7% meets/exceeds HMLS: 36.4% meets/exceeds

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.

BVUSD is dedicated to creating an educational path that leads to student success post graduation, either through college or a career and therefore continues to expand and offer programs that will prepare students for their futures. This goal also addressed the State Priorities of 1) Conditions of Learning, 2) State Standards. 4) Pupil Achievement, 7) Course Access, and 8) Other Pupil Outcomes.

Small Class Sizes (Actions 1.1, 1.2), Well Trained and Supported Teachers (Actions 1.3, 1.8, 1.9), intervention Supports (Actions 1.12), and Paraprofessionals (Actions 1.11) were implemented fully, with minor modifications, and worked together to support teachers and student learning as evidenced by some positive growth in current data. Our commitment is to provide learning environments that are conducive to learning and believe smaller classes support that practice. The class size averages throughout the year were as follows: TK-3 (22); 4th-5th (30); 6th - 8th core classes (27); 9th-12th core classes (28). As well, we had eleven teachers in our intensive induction program where each teacher has a one on one coach with whom they meet weekly and work through independently selected inquiries as they focus on learning and implementing best teaching practices. Teachers were provided professional development in Achievement Via Individual Determination (AVID), Artificial Intelligence (AI), Write From the Beginning, The Science of Reading, and CA Math Framework training via San Bernardino County Schools, and how to participate in Instructional Rounds. While Kagan, CA Science project, and CA Math project were listed as

potential trainings, it was determined that learning regarding the CA Math Framework was a priority as we look at math adoptions in 2026-2027 and therefore this action was implemented slightly differently than proposed. Para professionals participated in the CSEA para-professional conference. The main challenge faced with professional development continues to be the shortage of substitutes but we were able to work around that with resident substitutes and class coverage agreements. In addition, each site (TK-8) had an Intervention Specialist (Action 1.12) with materials on campus who provided small group instruction.

Curriculum Licenses (Action 1.4), was implemented as planned as we continue to expand curricular offerings to students to best support their learning. Multiple programs provide diagnostic and progress monitoring assessments to enable teachers to individualize instruction at students' level of proficiency.

Summer School (Action 1.14) provides additional opportunities for students at the secondary level for credit recovery, or additional instruction in ELA and math, and at the elementary level, extra support and extended learning opportunities are offered. We successfully implemented summer school grades TK/Kindergarten - 12th in 2025.

Release time for planning (Action 1.5) was partially implemented as planned due to a restructuring of this initiative. Teachers met for planning in the first semester, however, the meetings were held during the school day and the shortage of substitute teachers remained a constant challenge. This led to changes being made during the second semester that included changing the formats and meeting times to be during already scheduled Professional Learning Communities (PLC) times and therefore there was no need for substitute teachers. Professional Development will all be held during Late Start Mondays for next year, eliminating the need for substitute teachers.

Student Tracker (Action 1.6), AVID at BBHS (Action 1.7) were both implemented as planned as we continue to support our secondary students to prepare them for post secondary learning. Students continued to enroll in post secondary institutions, with a slight 2% increase in the rate of enrollment. Counselors and teachers continue to address this issue and the continual expansion of the Dual Enrollment program may facilitate a more substantial increase in the future. The AVID program continues to support students in the pursuit of a post secondary education and there are plans for next year to add additional sections of the AVID class to provide more opportunities for students to pursue their education.

Math and ELA instructional coaches (part time) (Action 1.19) was implemented as planned. Two coaches were hired, one for math and one for English Language Arts. These coaches split their time between Big Bear High School, Chautauqua High School, and Big Bear Middle School.

Intervention Support for Students with Disabilities (Action 1.10), Provide Intervention Materials (Action 1.13), Big Bear High School/Chautauqua Principal (Action 1.15), Maintain Expanded Para Professional hours (Action 1.16), Maintain Library Clerks at 5 hours a day (Action 1.17), and Math Intervention Specialist (Action 1.18) were all removed from the LCAP in 2025-2026 and were therefore not implemented.

Overall, most of the actions listed in Goal 1 were successfully implemented as planned.

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

The District’s measure of material difference is anything that exceeds 15%, either above or below.
The budget was an accurate representation of planned expenditures other than a couple areas. For the Action 1.4 (curricular licenses) there was a significant difference in the amount spent, as multiple licenses cost considerably more than anticipated. Additionally, secondary ELA and science adoptions ended which required purchasing annual licenses which required additional funding. For Action 1.3 (Teacher Induction), we had an unusually high number of new teachers in the 25-26 school year which lead to additional cost of providing induction to our staff. For Action 1.7 (AVID), a lower number of AVID sections accounted for the lower amount of personnel costs. The additional cost Action 1.14 (Summer School) was due to the expanded offerings of TK-12 and the staffing that corresponded to it.

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

TK - 3rd Grade Span Adjustment (Action 1.1), Intervention Support Personnel (Action 1.12)
The combined implementation of the TK-3rd Grade Span Adjustment (Action 1.1) and Intervention Support Personnel (Action 1.12) demonstrated complementary effectiveness in addressing student achievement across early elementary grades, though with notable variations by subject area and student group.
In English Language Arts, the actions showed mixed results across grade levels. For 3rd grade students (Metric 1.19), smaller class sizes contributed to gains of 11.9 DFS for All students and substantial improvement of 27.8 DFS for Low Income students, while English Learners declined by 7.9 DFS. Meanwhile, the intervention support personnel produced moderate success in earlier grades (Metric 1.17), with Grade 1 improving by 8 percentage points, though Grade 2 declined by 2 percentage points. This pattern suggests that while the combined approach of reduced class sizes and targeted interventions benefited most students in literacy, English Learners require additional specialized support beyond what these actions currently provide.
Mathematics outcomes revealed a stark contrast in effectiveness between the two actions. While 3rd grade math performance (Metric 1.20) declined significantly under smaller class sizes, with All students dropping by 46 DFS and Low Income students by 14.3 DFS, the intervention support personnel achieved remarkable success in earlier grades. Metric 1.18 showed Grade 1 students improving by 77 percentage points and Grade 2 by 43 percentage points in achieving grade-level proficiency. Furthermore, at North Shore Elementary (Metric 1.13), the intervention support yielded impressive gains across two subgroups: Low Income students by 13.3 DFS and Students with Disabilities by 62.4 DFS, however English Learners showed a decline of 33.2 DFS. These results indicate that while smaller class sizes alone were insufficient to address mathematical skill gaps, the addition of specialized intervention personnel providing small group and one-on-one support proved effective in building foundational math skills, particularly for two of the district's most vulnerable student populations.Together, these actions highlight the importance of maintaining small class sizes while expanding targeted interventions, particularly for Math and for unduplicated groups such as EL and LI students, to better support equitable outcomes.

Additional Teachers to Maintain Lower Class Sizes (Action 1.2), Math and ELA instructional coaches, part time (Action 1.19)
The implementation of Action 1.2 (Additional Teachers to Maintain Lower Class Sizes) and Action 1.19 (Math and ELA Instructional Coaches, Part-Time) showed mixed effectiveness in addressing ELA and Math outcomes. In ELA (Metric 1.10), both actions were partially effective, as some student groups, such as Low-Income (LI), Students with Disabilities (SWD), and Homeless (HMLS), demonstrated slight improvements. For example, SWD saw an increase of +10.1 DFS, and HMLS improved by +5.5 DFS. However, All students declined slightly (-0.5 DFS), and English Learners (EL) experienced a significant decline (-28.7 DFS). The Early Assessment Program (EAP) data (Metric

1.21) further supports these findings, showing that only 52% of All students are EAP ELA college-ready, while SWD achieved 13.4% and HMLS increased to 41.7%, indicating improvements, but highlighting disparities among groups.
In CAASPP Math (Metric 1.12), both actions were more effective, with consistent improvements across all groups. Significant gains were observed for SWD (+25.5 DFS) and HMLS (+28.3 DFS). The EAP Math data (Metric 1.22) correlates with this trend, showing an increase in college-ready rates for All students (16.3% to 24.8%), with EL students improving to 22.7% and SWD increasing to 8.7%. These results suggest that smaller class sizes facilitated individualized support and allowed teachers to better address learning gaps, while part-time instructional coaching provided educators with effective strategies that directly benefited students, particularly in Math.
However, the limited impact in ELA may be due to this being the first implementation year of part-time coaches. Early Assessment Program data highlights that HMLS and SWD saw growth in ELA readiness. It is difficult to fully evaluate newly implemented actions in their early stages, and the ongoing implementation of instructional coaching should be monitored closely for sustained impact and potential adjustments to further address disparities in ELA outcomes. These actions will be carefully reviewed in the coming years to ensure their effectiveness.

Teacher Induction Program (Action 1.3), Curricula Licenses (Action 1.4), Release Time for Curriculum Planning (Action 1.5), Professional Learning Opportunities (Action 1.8), Para Professional Learning Opportunities (Action 1.11)
The actions implemented as part of the district's efforts to improve ELA and Math outcomes demonstrated varied levels of effectiveness. In CAASPP Math (Metric 1.12), the actions collectively supported notable improvements across all student groups. The Teacher Induction Program (Action 1.3) provided mentoring and professional growth opportunities for new teachers, which positively impacted Math instruction, as evidenced by significant DFS gains for Students with Disabilities (+25.5) and Low-Income students (+10.1). Similarly, the use of Curricula Licenses (Action 1.4), including programs like iReady and IXL, was instrumental in providing supplemental math support, contributing to these gains. The Professional Learning Opportunities (Action 1.8) further enhanced Math outcomes by equipping teachers with effective instructional strategies, as seen in the district-wide Math improvement (+2.8 DFS).
However, the actions were less effective in addressing CAASPP ELA outcomes (Metric 1.10), where performance remained stagnant or declined for key student groups. While Students with Disabilities saw some improvement in ELA (+10.1 DFS), English Learners experienced a significant decline (-28.7 DFS), indicating a critical gap in support. The Para Professional Learning Opportunities (Action 1.11) were effective in supporting Students with Disabilities in both ELA and Math, but they were less impactful in addressing the unique literacy needs of English Learners. Additionally, the Release Time for Curriculum Planning (Action 1.5), which was intended to foster collaboration and data-driven planning, was partially implemented due to substitute shortages and a change in formatting at the semester, thereby limiting its potential impact on ELA outcomes. This issue will be addressed next year with a change in the scheduled professional development to be during Monday late starts, when there is no need for substitute teachers. The inconsistent results in ELA highlight the need for a more targeted approach to literacy support, particularly for English Learners. While Math outcomes show that the district’s strategies are benefiting students, the significant ELA decline for English Learners underscores the need for enhanced professional development focused on language acquisition strategies and culturally responsive instruction. Moreover, aligning curricula licenses and paraprofessional training with the specific needs of English Learners could help bridge these gaps.

The Life Track Survey (Action 1.6) demonstrates varied effectiveness in improving student perceptions of access to post-secondary information and actual post-secondary enrollment. Regarding student perceptions (Metric 1.8), at Big Bear High School, the percentage of students feeling adequately informed increased modestly from 62% to 66% (a current difference from baseline of +4%), indicating the action has had some impact but may require additional efforts to fully address gaps in communication and support. In contrast, Chautauqua High School experienced a significant improvement from 43% to 100% (a current difference from baseline of +57%), showcasing the action's

effectiveness in identifying and addressing specific barriers for students. The smaller population at Chautauqua likely enabled more targeted and individualized interventions, such as personalized planning or enhanced counseling services, resulting in rapid progress.
However, when examining the percentage of seniors actually seeking post-secondary education (Metric 1.3), the data reveals only minimal progress. For All students, the rate increased from a baseline of 38% to 39%, representing a current difference from baseline of just +1%. This falls significantly short of the 50% target. The disconnect between improved student perceptions of access to information (Metric 1.8) and the minimal increase in actual post-secondary enrollment intentions (Metric 1.3) suggests that while students may feel more informed, this awareness alone is not translating into action. Additional supports—such as application assistance, financial aid guidance, and direct mentoring—may be needed to bridge the gap between awareness and enrollment for All students, including English Learners, Foster Youth, and Low Income students.
While the action is clearly effective at Chautauqua in terms of student perceptions, further refinements are needed at Big Bear High School to replicate this success and, district-wide, to ensure that improved access to information leads to measurable increases in post-secondary pursuits.

AVID (Action 1.7)
The implementation of AVID (Action 1.6) at Big Bear High School (BBHS) has shown mixed results in its effectiveness, as reflected in the analysis of A-G completion rates (Metric 1.1), ELA and Math performance (Metrics 1.4, 1.5, 1.6), and graduation rates (Metric 3.3). While there are notable areas of success, challenges persist in addressing specific metrics and student group needs. One of AVID's key strengths lies in its contribution to improved academic performance, particularly in ELA and Math. Between 2023 and 2025, most student groups demonstrated substantial growth in Distance from Standard (DFS) scores for ELA (Metric 1.4). For example, DFS for All Students improved by 15.4 points, while English Learners (EL) improved by 10.9 points and Low Income (LI) students improved by 23.8 points. This suggests that AVID's emphasis on academic strategies like writing, inquiry, collaboration, and reading (WICOR) positively impacted students' literacy skills.
Similarly, Math DFS scores at the district level (Metric 1.5) improved significantly, with EL students gaining 101.3 points, LI students improving by 55.1 points, and Long Term English Learners (LTEL) improving by 56.7 points. These gains are further reinforced when examining Big Bear High School-specific math data (Metric 1.6), which shows substantial improvements across all student groups. English Learners at BBHS improved by 102.2 DFS points (from -209.9 to -107.7), Low Income students improved by 141 DFS points (from -229 to -88), Hispanic students improved by 92.8 DFS points (from -167 to -74.2), and Long Term English Learners improved by 56.7 DFS points (from -177.1 to -120.4). Foster Youth did not represent a significant student group for data reporting purposes. These BBHS-specific math gains (Metric 1.6) are particularly noteworthy as they exceed the district-level improvements, suggesting that AVID's emphasis on critical thinking, collaborative problem-solving, and organizational skills has had a direct and measurable impact on mathematics achievement at the site where the program is implemented. The improvements for Low Income students (+141 DFS) and English Learners (+102.2 DFS) at BBHS are among the largest gains observed across any metric in the district, highlighting AVID's effectiveness in supporting unduplicated student groups in mathematics.
Despite these academic gains, A-G completion rates (Metric 1.1) have seen a concerning decline. For All Students, A-G completion dropped from 36% in 2023 to 24.9% in 2025 (a current difference from baseline of -11.1%), while EL students experienced a sharp decline from 15% to 4.8% (a current difference from baseline of -10.2%), and LI students declined slightly from 24% to 23.1% (a current difference from baseline of -0.9%). Foster Youth did not represent a significant student group for data reporting purposes. These decreases suggest that while AVID has been effective in improving foundational skills in ELA and Math, it has been less successful in helping students complete the rigorous A-G coursework required for UC/CSU eligibility. This may indicate gaps in aligning AVID supports with advanced coursework needs, such as lab sciences, AP classes, or other A-G requirements.

Additionally, graduation rates at BBHS (Metric 3.3) declined slightly, from 91.1% in 2023 to 90.3% in 2025 (a current difference from baseline of -0.8%), which raises concerns about AVID's overall impact on ensuring students stay on track to graduate. English Learners declined from 100% to 94.4% (-5.6%) and Low Income students declined from 93.5% to 91.8% (-1.7%). While the declines are relatively small, they highlight the need for further investigation into barriers impacting students' ability to graduate. Another area of concern is the performance of Students with Disabilities (SWD), who experienced a decline in ELA DFS scores (Metric 1.4), dropping 37.2 points from 2023 to 2025. This suggests that AVID's strategies may not have been adequately differentiated to address the unique learning needs of this student group.
Overall, AVID (Action 1.6) has demonstrated strong positive impacts in improving academic performance in ELA (Metric 1.4) and Math (Metrics 1.5, 1.6) at Big Bear High School, particularly for unduplicated student groups such as English Learners, Low Income students, and Long Term English Learners. The BBHS-specific math data (Metric 1.6) provides the strongest evidence of AVID's effectiveness, with all measured student groups showing substantial gains. However, the program has shown limited effectiveness in improving A-G completion rates (Metric 1.1), sustaining graduation rates (Metric 3.3), and addressing the needs of Students with Disabilities and Foster Youth.

Independent Study Teachers (Action 1.9)
The implementation of Independent Study Teachers has had varied impacts across student groups and key academic metrics such as ELA, Math, A-G completion, and graduation rates. While there have been notable successes, particularly for certain student groups, significant gaps remain, especially for English Learners (EL), indicating the need for targeted adjustments to this action.
In CAASPP ELA performance (Metric 1.10), overall progress was limited. The District-wide Distance from Standard (DFS) for All Students slightly declined, shifting from -21.3 DFS to -21.8 DFS. While there were incremental improvements for Low Income (LI) (+5.7 DFS), Students with Disabilities (SWD) (+10.1 DFS), and Homeless (HMLS) (+5.5 DFS), English Learners (EL) experienced a significant decline, dropping from -69.7 DFS to -98.4 DFS (-28.7 DFS). This sharp decline suggests that Independent Study Teachers were less effective in providing the necessary language development support for English Learners to succeed in ELA.
In contrast, CAASPP Math performance (Metric 1.12) showed more promising results at the District level. All Students improved from -59.8 DFS to -57 DFS (+2.8 DFS), and the gains were particularly significant for Students with Disabilities (SWD) (+25.5 DFS) and Homeless (HMLS) (+28.3 DFS). Low Income (LI) students also improved from -84.5 DFS to -74.4 DFS (+10.1 DFS). However, English Learners (EL) saw only marginal progress, improving by just +1.3 DFS, indicating that while Independent Study Teachers contributed to overall math growth, their impact on English Learners remained limited.
For A-G completion (Metric 1.1), concerning trends emerged across all groups. The percentage of All Students completing A-G dropped from 36% to 24.9% (-11.1%), with English Learners (EL) declining significantly from 15% to 4.8% (-10.2%). Low Income (LI) students experienced a smaller decline, dropping from 24% to 23.1% (-0.9%). These declines indicate that Independent Study Teachers may not have been able to provide sufficient support for students to complete the rigorous coursework required for A-G certification, particularly for English Learners who may face additional challenges in accessing and mastering college preparatory courses.
When analyzing graduation rates (Metric 3.3), Big Bear High School (BBHS) showed slight declines, with overall graduation rates dropping from 91.1% to 90.3% (-0.8%). Notably, English Learners (EL) at BBHS experienced a decline from 100% to 94.4% (-5.6%), reflecting a need for more targeted interventions to ensure their success.
Overall, Independent Study Teachers (Action 1.9) were moderately successful overall, however were less effective in addressing the needs of English Learners (EL), as evidenced by their significant declines in ELA performance, A-G completion rates, and graduation rates at BBHS. These disparities highlight the need for differentiated strategies, such as specialized language support, to better target English Learners and ensure equitable access to academic success. Additionally, more intensive guidance and intervention for A-G completion may be required to counteract the downward trend in college and career readiness.

Summer School (Action 1.14)
The Summer School program demonstrates moderate effectiveness with significant variation across student groups and subject areas. This action provides both credit recovery opportunities for high school students (grades 9-12) and accelerated learning opportunities for elementary and middle school students (grades K-8).
The summer school program contributed to mixed academic outcomes. In ELA (Metric 1.10), all students showed minimal decline of -0.5 DFS from baseline, indicating the program helped maintain performance levels. However, English Learners experienced a significant decline of -28.7 DFS, suggesting summer school has not adequately addressed their language development needs. Conversely, Low Income students improved by 5.7 DFS, Homeless students by 5.5 DFS, and Students with Disabilities showed notable gains of 10.1 DFS. Long Term English Learners demonstrated substantial improvement of 20.9 DFS. In Mathematics (Metric 1.12), the program supported an overall improvement of 2.8 DFS for all students. English Learners showed minimal gains of 1.3 DFS, while Low Income students improved by 10.1 DFS. Particularly noteworthy were the gains for Homeless students (28.3 DFS) and Students with Disabilities (25.5 DFS), indicating summer school's effectiveness for these vulnerable populations. Long Term English Learners improved by 6.5 DFS.
For college readiness in ELA (Metric 1.21), all students meeting or exceeding standards increased from baseline by 9.5%. Students with Disabilities improved by 6.7%, and Homeless students showed dramatic improvement of 41.7% in meeting college-ready standards. In Mathematics (Metric 1.22) all students improved by 8.5% in meeting college-ready standards. English Learners showed remarkable gains of 22.7%, Students with Disabilities improved by 8.7%, and Homeless students increased by 36.4%.
While not directly measured through the Graduation Rate (Metric 3.3) for summer school alone, the program supports the district's improved graduation outcomes through credit recovery options, allowing students who have fallen behind to complete necessary coursework.
Summer school demonstrates particular effectiveness for Students with Disabilities and Homeless students across both ELA and Math. The credit recovery component provides essential support for high school students at risk of not graduating. However, the program shows limited effectiveness for English Learners in ELA, indicating a need for enhanced language support strategies during summer instruction. The accelerated learning opportunities for K-8 students appear to be maintaining or slightly improving academic performance, with stronger results in mathematics than in English language arts.

Intervention Support for Students with Disabilities (Action 1.10), Provide Intervention Materials (Action 1.13), Big Bear High School/Chautauqua Principal (Action 1.15), Maintain Expanded Para Professional hours (Action 1.16), Maintain Library Clerks at 5 hours a day (Action 1.17), and Math Intervention Specialist (Action 1.18) were all removed from the LCAP in 2025-2026 and were therefore not able to be assessed for effectiveness.

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

Based on the input from leadership and multiple educational partners and an analysis of the data in local and state metrics showing that for certain populations, we are showing improvement and yet there is still a need to focus on specific areas.

Metrics:
Based on data trends from the past two years, the following “Targets for Year 3” have been updated:
M1.1 (a-g Completion) All from 60% to 40%; EL from 30% to 20%

M1.3 (students seeking postsecondary education) from 60% to 50%
M1.8 (% of students with adequate access to information regarding colleges) from 90% to 80%
M1.13 (North Shore CAASPP DFS) EL from -23 DFS to -55 DFS; SWD from -70 DFS to -80 DFS
M1.14 (BBMS CAASPP DFS) EL from -94 to -110
M1.17 (iReady ELA) Grade 1 from 45% to 40%; Grade 2 from 55% to 45%
M1.20 3rd grade CAASPP DFS) from -14 to -35

Actions:
Action 1.1 (Tk - 3rd Grad Span Adjustment). Metric 1.13 was removed as a measure as it only pertained to one school's 3rd - 5th grades CAASPP scores.

Action 1.5 (Release time for teacher collaboration and curriculum planning) from the 2025-2026 LCAP will be removed from the LCAP as alternative formats will be in place to allow for teacher collaboration.

Action 1.8 (Professional Learning Opportunities), is now Action 1.7. Kagan training, Write from the Beginning training will be removed and replaced with Professional Learning Communities and Instructional Rounds. LREBG funds will be replaced with an alternate funding source.

Action 1.10 (Intervention Support Personnel). Metric 1.13 was removed as a measure as it only pertained to one school's 3rd - 5th grades CAASPP scores.

Action 1.12 (Math and ELA Instructional Coaches) LREBG funds will be replaced with an alternate funding source.

Due to the removal of previously discontinued Actions, the following action numbers have been reassigned in the 2026-2027 LCAP: Action 1.5 is Administer Life Track Senior Survey for 2026-2027. (Was Action 1.6); Action 1.6 is AVID for 2026-2027. (Was Action 1.7).

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Tk - 3rd Grad Span Adjustment	Additional teachers will be hired to ensure TK - 3 small class sizes of 24:1 and allow more one to one interaction, small group instruction, and intervention to promote increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores and iReady scores for 1st and 2nd grades (1.17, 1.18. 1,19, 1.20). This action is principally directed to Low Income, English Learners, and Foster Youth.	$1,959,762.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Increase instructional support	Instructional support will be increased with the maintenance of additional teachers to facilitate 4th - 12th class size averages of 30:1 to allow more one to one interaction, small group instruction and intervention to promote increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores (M1.10, 1.12, 1.21, 1.22). This action is principally directed to Low Income, English Learners, and Foster Youth.	$2,125,584.00	Yes
1.3	Teacher Induction Program	All new teachers will participate in an induction program for the purposes of providing one to one mentoring during their first two years and to facilitate improved instructional strategies and practices in the classroom. The expected outcomes are that all students will receive instruction from highly qualified teachers to improve academic achievement as measured by CAASPP scores (M1.10, 1.12).	$10,000.00	No
1.4	Curricular Licenses and Subscriptions	All teachers will have access to supplemental curriculum materials for the purpose of providing intervention support for primarily Low Income, English Learners, and Foster Youth based on need. The expected outcome is increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores (M1.10, 1.12) . *iReady Licenses (Grades 2- 5): A reading supplemental program that supports struggling readers *Accelerated Reader (Grades 1-6): a supplemental online reading program that promotes fluency and comprehension •Edgenuity (grades 9-12): an online program for credit recovery and additional classes not offered in the core curriculum *IXL supplemental support for math and ELA (grades 6-9). This action is principally directed to Low Income, English Learners, and Foster Youth.	$144,000.00	Yes
1.5	Administer Life Track Senior survey	The administration of the Life Track program will track High School graduates' post secondary educational experiences and provide relevant data for the purpose of informing our practices and provided opportunities to support students post graduation pursuits. The expected outcome is an increase percentage of students attending post secondary institutions as measured by Student Tracker data (M1.3)	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Advancement Via Individual Determination (AVID)	Select teachers will be implementing the Achievement Via Individual Determination (AVID) program with freshmen through seniors for the purpose of providing extra support to students preparing to pursue a college education upon graduation. The expected outcome will be an increase in students completing A-G requirement (M1.1), increased graduation rates (M3.3), and ELA and math CAASPP scores (M1.4, 1.5, 1.6). This action is principally directed to Low Income, English Learners, and Foster Youth.	$145,000.00	Yes
1.7	Professional Learning Opportunities	All teachers, TK - 12, will participate in professional learning opportunities (Artificial Intelligence (AI), Science of Reading, Professional Learning Communities(PLC), Instructional Rounds) to support teachers in intervention strategies and classroom practices to meet the needs of struggling students for the purpose of increasing math and ELA scores as measured by CAASPP scores (M1.10, 1.12).	$45,000.00	No
1.8	Independent Study Teachers	Independent Study teachers will offer an alternative to daily in class instruction (independent study) to ensure students have access to curriculum. Outcomes will be measured by graduation rates (M 3.3) , A-G completion (M 1.1), and ELA and math CAASPP scores (M1.10, 1.12). This action is principally directed to Low Income, English Learners, and Foster Youth.	$424,452.00	Yes
1.9	Professional Learning opportunities for paraprofessionals	Para-professionals will be provided professional learning opportunities by attending the CSEA Para-Professional annual conference and certificate program through DM SELPA for the purpose of supporting students by providing more skills and expertise to the para professionals as they work with students in the classroom. The expected outcome will be increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores (M1.10, 1.12)	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Intervention Support Personnel	Certificated Elementary Intervention Specialists will provide extra support for students who struggle in math and ELA with small groups and one on one tutoring for the purpose of increasing student achievement and standards mastery in Math and ELA as measured by CAASPP scores (1.17, 1.18, 1.19, 1.20). This action is principally directed to Low Income, English Learners, and Foster Youth.	$293,580.00	Yes
1.11	Summer School	Teachers will provide either credit recovery (9th - 12th) or accelerated learning (K - 8th) opportunities in the core content areas to promote increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores (M1.10, 1.12) and increased high school graduation rates (M3.3).	$196,000.00	No
1.12	Part time math and ELA instructional coaches	Part time Instructional Coaches will provide extra support for teachers with additional instructional strategies and practices to enhance classroom instruction in math and ELA. This provides the opportunity for learning by teachers and therefore targeted interventions for the purpose of increasing student achievement and standards mastery in Math and ELA as measured by CAASPP scores (M1.10, 1.12, 1.21, 1.22).	$75,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

In spring of 2026, all site counselors administered a student survey to all students to ascertain the levels of concerns and areas of social emotional need. At Big Bear High School, all students were asked if they felt the need for more information regarding their ability to connect with their friends and family and coping strategies in dealing with levels of anxiety or depression. The percentages reported include all respondents who answered strongly agree/agree. 27% felt they needed more support on connecting with friends, 28% needed more support for getting along with family members, 24% needed strategies for dealing with sadness and depression, and 37% expressed a need for strategies to deal with anxiety and stress. At Chautauqua High School, 17% felt they needed more support on connecting with friends, 13% needed more support for getting along with family members, 13% needed strategies for dealing with sadness and depression, and 17% expressed a need for strategies to deal with anxiety and stress. At Big Bear Middle School, data shows that 40% of students enjoy school, 71% felt academically supported, 88% felt safe at school, and 76% felt comfortable talking with the counselor. At the elementary level, the questions were different but addressed the same social emotional needs. The percentages reported include all respondents who answered strongly agree/agree. 65% of K - 5th grade students said they liked school. 81% said they feel safe at school.

District wide, we continue to recognize that increased mental and social emotional needs of students is a reality. To address the social emotional needs of all students, counselors at every site will be maintained (Action 2.7, 2.8). To continue to meet the academic and social needs of all our students and facilitate the interaction with the counselors and classroom teachers, we maintain a Social Emotional Curriculum district wide as supplemental support (Action 2.6).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Climate Survey Source: Comprehensive Counseling Survey (TK - 12)	2024 Elementary: (agree/strongly agree) K/1/2 % of students that like school: 80% % of students that feel safe at school: 74% 3rd - 5th % of students that feel like they belong: 73% % of students that feel safe at school: 42% Middle School: % of students needing help with -connecting with friends - 60% -connecting with family - 57% -dealing with sadness/depression - 47% -dealing with anxiety - 63% Big Bear High School: % of students needing help with -connecting with friends - 28% -connecting with family - 26%	2025 Elementary: (agree/strongly agree) K/1/2 % of students that like school: 76% % of students that feel safe at school: 76% 3rd - 5th % of students that feel like they belong: 69% % of students that feel safe at school: 61% Middle School: -I enjoy school - 33% -I have the academic support I need - 70% -I feel safe at school- 84% -I am comfortable talking to my counselor - 71% Big Bear High School: % of students needing help with: -connecting with friends - 33%	2026 Elementary: (agree/strongly agree) K/1/2 % of students that like school: 72% % of students that feel safe at school: 84% 3rd - 5th % of students that feel like they belong: 56% % of students that feel safe at school: 81% Middle School: -I enjoy school - 40 % -I have the academic support I need - 71% -I feel safe at school - 88% -I am comfortable talking to my counselor - 76 % Big Bear High School: % of students needing help with: -connecting with friends - 27%	Elementary: (agree/strongly agree) K/1/2 % of students that like school: 85% % of students that feel safe at school: 85% 3rd - 5th % of students that feel like they belong: 85% % of students that feel safe at school: 85% Middle School: -I enjoy school - 90% -I have the academic support I need - 90% -I feel safe at school- 90% -I am comfortable talking to my counselor - 90% Big Bear High School: % of students needing help with -connecting with friends - 10%	Elementary: (agree/strongly agree) K/1/2 % of students that like school: -8% % of students that feel safe at school: +10% 3rd - 5th % of students that feel like they belong: -17% % of students that feel safe at school: +39% Middle School: (compared to Year 1 outcome) -I enjoy school: +7% -I have the academic support I need: +1% -I feel safe at school: +4% -I am comfortable talking to my counselor: +5% Big Bear High School: % of students needing help with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-dealing with sadness/depression - 32% -dealing with anxiety - 42% Chautauqua High School -connecting with friends - 31% -connecting with family - 23% -dealing with sadness/depression - 31% -dealing with anxiety - 8%	-connecting with family - 33% -dealing with sadness/depression - 30% -dealing with anxiety - 41% Chautauqua High School: % of students needing help with: -connecting with friends - 53% -connecting with family - 60% -dealing with sadness/depression -26% -dealing with anxiety - 53%	-connecting with family - 28% -dealing with sadness/depression - 24% -dealing with anxiety - 37% Chautauqua High School: % of students needing help with: -connecting with friends - 17% -connecting with family - 13% -dealing with sadness/depression -13% -dealing with anxiety - 17%	-connecting with family - 10% -dealing with sadness/depression - 20% -dealing with anxiety - 20% Chautauqua High School% of students needing help with: -connecting with friends - 10% -connecting with family - 10% -dealing with sadness/depression - 20% -dealing with anxiety - 5%	-connecting with friends: -1% -connecting with family: +2% -dealing with sadness/depression : -8% -dealing with anxiety: -5% Chautauqua High School -connecting with friends: -14% -connecting with family: -10% -dealing with sadness/depression: -18 % -dealing with anxiety: +9%
2.2	Suspension rates (District) Source: CA School Dashboard	2023 Suspension Rate District All: 5.1% EL: 4.0% LI: 6.3% FY: 15% HMLS: 9% MR: 8.9% 2024: LTEL: 9.2% 2025 SWD: 10.1%	2024 Suspension Rate District All: 5.6% EL: 4.7% LI: 6.5% FY: 20% HMLS: 7.7% MR: 5.7% LTEL: 9.2%	2025 Suspension Rate District All: 6.7% EL: 8.1% LI: 8.3% FY: 7.7% HMLS: 8.7% MR: 6.5% LTEL: 11.3% SWD: 10.1%	Suspension Rate District All: 4.5% EL: 4.5% LI: 4.5% FY: 10% HMLS: 5% MR: 5% LTEL: 5% SWD: 5%	Suspension Rate District All : 1.6% EL: 4.1% LI: 2.0% FY: -7.3 % HMLS: -.3% MR: -2.4% LTEL: 2.1% SWD: n/a
2.3	Suspension rates (High School)	2023: BBHS	2024: BBHS	2025: BBHS	BBHS All: 4.5 %	BBHS All Students: 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	All Students: 6.8% EL: 5.7% LI: 7.9% FY: not a significant student group HMLS: 12.5% 2024: LTEL: 7.6%	All Students: 7.4% EL: 7.8% LI: 8.6% FY: not a significant student group HMLS: 11.4% LTEL: 7.6%	All Students: 8% EL: 14.6% LI: 10.3% FY: not a significant student group HMLS: 14.3% LTEL: 8.5%	EL: 5% LI: 5% FY: not a significant student group HMLS: 6% LTEL: 5 %	EL: 8.9% LI: 2.4% FY: not a significant student group HMLS: 1.8% LTEL: .9%
2.4	Suspension rates (Middle School) Source: CA School Dashboard	2023: BBMS EL: 8.7% LI: 15% FY: not a significant student group HMLS: 18.8% SWD: 16.4% HI: 12.4% 2024: LTEL 13.3%	2024: BBMS EL: 7.8% LI: 13.7 FY: not a significant student group HMLS: 14% SWD: 17.3% HI: 9.8% LTEL: 13.3%	2025: BBMS EL: 10.5% LI: 16.2% FY: not a significant student group HMLS: 9.6% SWD: 16.3% HI: 11.4% LTEL: 16.7%	BBMS EL: 6% LI: 10% FY: not a significant student group HMLS: 5% SWD: 10% HI: 5% LTEL: 10%	BBMS EL: 1.8% LI: 1.2% FY: not a significant student group HMLS: -9.2% SWD: -.1% HI: -1% LTEL: 3.4%
2.5	District Expulsion rates State Metric: (Dataquest: CA Department of Education)	2023: Expulsion Rate: All: .2%	2024: Expulsion Rate: All: .6%	2025: Expulsion Rate: All: .7%	Expulsion Rate All: .1%	Expulsion Rate: All: .5%
2.6	School facilities are maintained in good repair. Source: October 2023 Overall Facility Rating Local Metric: FIT Report	October 2023: Overall Facility Rating Local Metric: FIT report BBHS: 94.6% CT: 97.9% BBMS: 95.8% NS: 98% BLES: 98.1% FV: 97.9%	July 2024: Overall Facility Rating Local Metric: FIT report BBHS: 94.7% CT: 97.9% BBMS: 95.8% NS: 98% BLES: 98.1% FV: 97.9%	December 2025: Overall Facility Rating Local Metric: FIT report BBHS: 96.9% CT: 96.9% BBMS: 96.2% NS: 98.0% BLES: 96.9% FV: 98.0%	Overall Facility Rating Local Metric: FIT report BBHS: 100% CT: 100% BBMS: 100% NS: 100% BLES: 100% FV: 100%	Overall Facility Rating Local Metric: FIT report BBHS: 2.3% CT: -1% BBMS: .4% NS: 0% BLES: -1.2% FV: .1%

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.

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

Safety Assistants (Action 2.1), Dean of Students at North Shore (Action 2.12), Student Support Specialist (Action 2.13) and Dean of Students at Baldwin Lane Elementary (Action 2.14) were all successfully implemented as planned as support for students. Big Bear High School was able to successfully hire and maintain five safety assistants at eight hours a day, while the Middle School hired and maintained four safety assistants at six hours a day. The Dean of Students position was filled prior to fall of 2024 and has remained in place. The Dean of Students at Baldwin Lane was filled in 2025 as well as the Student Support Specialists. Each of these positions have provided vital support for administrators and counselors while promoting an environment of safety and mental health support which are imperative to academic progress.

Days of Understanding (Action 2.2) and Social Emotional Curriculum (Action 2.7) were both implemented as planned this year. Days of Understanding is always a great way to integrate students into the ideas of mutual support and respect of each other and how to interact to create a positive school environment. A Social Emotional Curriculum is implemented district wide with “Sown to Grow” at all campuses except Baldwin Lane Elementary and Fallsvale where “2nd Step” is implemented. These programs remain as important supports to students as they navigate their educational and social growth. The challenge remains with the real time application of what is discussed by the students during presentations and daily in the classrooms.

Supplemental support (Action 2.3) and Student Support Liaison (Action 2.5) were implemented as planned as evidenced by the identification of 254 Homeless students and the distribution of close to $13,540 (an increase of $2540 from 2025) in gift cards to mitigate food insecurity, and the distribution of a plethora of clothing items such as: shoes, snow boots, snow clothes, jackets, and gloves as well as school supplies, prepaid gas cards, eye exams, and glasses. The Student Support Liaison is the person responsible for identifying the needs of the students and ensuring that those needs are met.

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

District Psychologists and Counselors (Action 2.10) was fully implemented with a substantive change due to the increased population of Students with Disabilities which necessitated more contracted services and the hiring of a part time SLP to meet student needs.

Maintain On Campus Intervention program (Action 2.6) and Probation Officer (Action 2.11) were both removed from the LCAP and so were not implemented this year.

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

The District's measure of material difference is anything that exceeds 15%, either above or below.
The budget was an accurate representation of planned expenditures other than a couple areas. Action 2.1 (Campus Safety Assistance) was substantially higher due to additional positions filled at both Big Bear Middle School and Big Bear High School which were vacant in years past. For Action 2.7 (Social Emotional Curriculum) the budgeted amount was for one site. The districtwide license actually totaled $30,000. For Action 2.8 (Elementary Counselors), costs were slightly higher due to increased personnel costs. Similarly, Action 2.10 (Counselors and Psychologists) was higher due to an increase in special education population which led to more contracted services, and a part time SLP being hired to meet the need.

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

Safety Assistants (Action 2.1)
Safety Assistants at Big Bear High School and Big Bear Middle School support campus supervision and student safety throughout the school day. School Climate data (Metric 2.1) shows moderate improvements at both sites. Big Bear Middle School showed positive trends across all indicators, including increases in school enjoyment (+7 points), safety (+4 points), and comfort with counselors (+5 points), suggesting a more supportive environment. Big Bear High School showed decreases in students needing help with depression (–8 points), anxiety (–5 points), and peer connection (–1 point) indicate improved well-being. However, the need for help connecting with family increased (+2 points). Suspension data (Metrics 2.3, 2.4) shows limited impact and ongoing concerns. For Big Bear High School, suspension rates increased across all groups, most notably for English Learners (+8.9 points), representing the most significant concern. For Big Bear Middle School there were mixed results, with a major decrease for Homeless students (–9.2 points), but increases for English Learners, Low Income students, and Long-Term English Learners.
In summary, Action 2.1 is partially effective. While Safety Assistants contribute to improved school climate and perceptions of safety, these gains have not translated into reduced suspension rates for most student groups.

Days of Understanding (Action 2.2)
A two-day program focused on tolerance, bullying prevention, and inclusion for high school students. School Climate (Metric 2.1) results show improved student well-being, especially at Chautauqua. Big Bear High School showed moderate improvements, including decreases in students needing help with depression (–8 points), anxiety (–5 points), and peer connection (–1 point). However, the need for help connecting with family increased (+2 points). Chautauqua High School showed strong gains, including decreases in needs related to peer connection (–14 points), family connection (–10 points), and depression (–18 points). Anxiety increased (+9 points), indicating an ongoing need. These trends suggest the program is positively influencing student connectedness and emotional well-being. Suspension Rates (Metric 2.3) at Big Bear High School increased across all groups, particularly for English Learners (+8.9 points) and Low Income students (+2.4 points), indicating limited impact on reducing disciplinary outcomes. District expulsion rates (Metric 2.5) increased slightly (+0.5 points), suggesting the program has not reduced severe disciplinary incidents.

In summary, Action 2.2 is partially effective. It contributes to improved school climate and student well-being, particularly at Chautauqua. However, these gains have not translated into reduced suspension or expulsion rates, especially for English Learners and Low Income students.

Access to Supplemental Supports (Action 2.3), Student Support Liaison (Action 2.5)
Bear Valley Unified School District's implementation of Actions 2.3 (Provide access to supplemental supports) and 2.5 (Student Support Services) has demonstrated remarkable effectiveness in reducing chronic absenteeism among the district's most vulnerable student populations.
These two actions work in tandem to create a comprehensive support system for Low Income and Foster Youth students. Action 2.3 addresses immediate material needs by providing food cards, gas cards, clothing, shoes, hygiene products, and school supplies, effectively removing tangible barriers that prevent students from attending school regularly. Complementing this, Action 2.5 connects students with critical mental health and social-emotional support through the Student Support Liaison's coordination with the Department of Behavioral Health, Lutheran Social Services, and other community agencies.
The impact of this dual approach is evident in the chronic absenteeism data (Metric 3.5). Low Income students, who are specifically targeted by both actions, experienced the most significant improvement with a 6.9% reduction in chronic absenteeism from baseline. This represents the largest decrease among all student groups measured. English Learners, while not directly targeted by these limited actions, also benefited with a 5.5% reduction, suggesting positive spillover effects of the comprehensive support system. Overall, the district saw a 3.8% reduction in chronic absenteeism for all students, with Long Term English Learners experiencing a 2.7% decrease.
When students have reliable access to food, transportation, and appropriate clothing while also receiving support for social-emotional challenges, they are far more likely to maintain regular school attendance. The Student Support Liaison's role in coordinating services ensures that families receive holistic support rather than fragmented assistance, creating a seamless safety net that catches students before they fall into patterns of chronic absence. This integrated approach has proven to be one of the district's most effective strategies for improving student outcomes, demonstrating that when barriers to attendance are systematically removed and students feel supported both materially and emotionally, they are able to engage more fully in their education.

Health Aides at 6 hours a day (Action 2.4)
Health Aides at each site support student health needs and help maintain a safe campus environment. School Climate Data (Metric 2.1) shows improved perceptions of safety, especially at the elementary level. At the Elementary level, students feeling safe increased significantly (+10 points K–2; +39 points grades 3–5), suggesting Health Aides contribute to a stronger sense of physical safety. However, school enjoyment (–8 points K–2) and sense of belonging (–17 points grades 3–5) declined, indicating safety gains are not translating into connection. Big Bear Middle School shows positive trends across all indicators, including increased school enjoyment (+7 points) and comfort with counselors (+5 points). Big Bear High School shows moderate improvements in mental health indicators, with decreases in depression (–8 points) and anxiety (–5 points), but increased need for help connecting with family (+2 points). Chautauqua High School shows strong improvements in peer relationships (–14 points), family (–10 points), and depression-related needs (–18 points), though anxiety increased (+9 points). While data is not disaggregated, the district’s high unduplicated pupil rate suggests these trends reflect the experiences of English Learners, Foster Youth, and Low Income students.
In summary, Action 2.4 is moderately effective. Health Aides are contributing to improved student safety across sites, particularly at the elementary level. However, declines in school enjoyment and belonging show that health supports alone are not enough to strengthen overall student connectedness.

District Wide Social Emotional Learning curriculum (Action 2.7), Full Time Social Worker at CT (Action 2.9), Student Support Specialist (Action 2.13). These three actions form the district's coordinated approach to improving student social-emotional well-being, school connectedness, and reducing discipline rates.
Overall, School Climate data (Metric 2.1) results show improved safety and emotional support, with variation by site. At the Elementary level, safety improved significantly (+10 points K–2; +39 points grades 3–5), but school enjoyment (–8 points) and sense of belonging (–17 points) declined, indicating a gap between feeling safe and feeling connected. At Big Bear Middle School, positive trends across all indicators, including increases in school enjoyment (+7 points) and comfort with counselors (+5 points), suggesting meaningful impact from SEL implementation. At Big Bear High School, moderate improvements in mental health indicators, with decreases in depression (–8 points) and anxiety (–5 points). However, the need for help connecting with family increased (+2 points), signaling an area for growth. Chautauqua High School showed the strongest gains districtwide, including decreases in needs related to depression (–18 points), peer connection (–14 points), and family connection (–10 points). Anxiety increased (+9 points), indicating a continued need for targeted support.
Despite improved climate, suspension rate (Metrics 2.2, 2.3) trends are concerning overall. Districtwide had increases for English Learners (+4.1 points), Low Income students (+2.0 points), and Long-Term English Learners (+2.1 points). Some decreases occurred for Foster Youth and other smaller groups. Big Bear High School had Increases across all groups, especially English Learners (+8.9 points), indicating limited impact of SEL and the Student Support Specialist on reducing discipline.
In summary, Actions 2.7, 2.9, and 2.13 are partially effective. They are clearly improving student safety, connectedness, and emotional well-being, especially at Chautauqua and, to a lesser extent, at Big Bear Middle and High School.
However, these improvements have not consistently translated into reduced suspension or expulsion rates, particularly for English Learners, Low Income students, and Long-Term English Learners. Chautauqua stands out as a successful model, likely due to the integration of clinical mental health support and a more personalized setting.
These results suggest that while the district's social-emotional supports are building a stronger foundation of student well-being and connectedness, additional strategies focused on restorative practices, culturally responsive behavioral interventions, and targeted support for English Learners, Low Income students, and Foster Youth are needed to translate improved school climate into measurable reductions in exclusionary discipline across all sites.

District Wide Psychologists and Counselors (Action 2.10)
Three counselors (two at Big Bear High School, one at Big Bear Middle School) and two district psychologists support students' social-emotional well-being, access to curriculum, and intervention needs. Overall, School Climate data (Metric 2.1) shows consistent improvement across all secondary sites. At Big Bear Middle School, all four indicators improved, including a 7-point increase in students enjoying school and a 5-point increase in students feeling comfortable talking to their counselor—evidence of strong relationship-building. These gains likely benefit English Learners, Foster Youth, and Low Income students, who make up a large portion of the population. At Big Bear High School, moderate improvements include decreases in students needing help with depression (–8 points) and anxiety (–5 points), indicating effective emotional support. However, the need for help connecting with family increased (+2 points), suggesting a gap in family engagement.
Suspension Rates (Metrics 2.3, 2.4) results are mixed and highlight a key concern. Big Bear High School's suspension rates increased across all groups, most notably for English Learners (+8.9 points), indicating limited impact on reducing behavioral incidents. Big Bear Middle School had mixed results, with a major decrease for Homeless students (–9.2 points), but increases for English Learners, Low Income students, and Long-Term English Learners. Additionally, the district expulsion rate (Metric 2.5) increased by 0.5% from baseline (from 0.2% to 0.7%), suggesting that the counseling and psychological services have not yet translated into reductions in the most severe disciplinary outcomes.

In summary, three counselors and two district psychologists play a key role in supporting students' social-emotional well-being, academic access, and intervention needs across the district. School climate data shows overall improvement, with Big Bear Middle School demonstrating strong gains in all indicators; Big Bear High School also saw moderate progress. In contrast, suspension data reveals ongoing challenges: rates increased across all groups at Big Bear High School—particularly among English Learners—while Big Bear Middle School showed mixed results, including a notable decrease for Homeless students but increases among several other student groups. The increase in the district expulsion rate further highlights the need for more targeted behavioral support and intervention strategies to complement the social-emotional gains being made through counseling services.

Elementary Counselor at North Shore and Baldwin Lane (Action 2.8), Dean of Students at North Shore (Action 2.12), Dean of Students at Baldwin Lane (Action 2.14)
These actions provide coordinated academic, behavioral, and social-emotional support at both elementary sites through counseling services and site-based discipline and climate leadership.
School Climate (Metric 2.1) results show strong gains in safety but mixed outcomes in student connection. In K–2, students feeling safe increased (+10 points), indicating improved campus climate. However, students who like school decreased (–8 points), suggesting safety gains have not translated into overall enjoyment. In Grades 3–5, students feeling safe increased dramatically (+39 points), the largest gain in the district. At the same time, sense of belonging declined significantly (–17 points), highlighting a gap between safety and connection. These trends suggest that counseling and restorative practices are improving safety but are not yet strengthening students' sense of belonging and engagement.
Districtwide suspension rates (Metric 2.2) increased for most groups, including English Learners (+4.1 points), Low Income students (+2.0 points), and Long-Term English Learners (+2.1 points). Decreases were seen for Foster Youth (–7.3 points) and Multi-Race students (–2.4 points). While elementary-specific data is not isolated, these trends indicate that improvements in climate at the elementary level have not yet translated into consistent reductions in suspension rates across key student groups.
In summary, Actions 2.8, 2.12, and 2.14 are partially effective. They are clearly improving students' sense of safety—especially the significant gains in grades 3–5—but are not yet strengthening school connectedness, as seen in declines in enjoyment and belonging.

Maintain On Campus Intervention Program (Action 2.6) was modified and expanded in Action 2.13 (Student Support Specialist) so the evaluation for effectiveness is under Action 2.13.

Probation Officer (Action 2.11) was removed so cannot be evaluated for effectiveness.

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

Metrics:
Students With Disabilities will be added to the Suspension Indicator (M2.2) due to being eligible for Differentiated Assistance.

Based on data trends from the past two years, the following "Targets for Year 3" have been updated:
M2.2 (Suspension Rate) All from 3.5% to 4.5%; EL from 3.5% to 4.5%; LI from 3.5% to 4.5%
M2.3 (BBHS Suspension Rate) All from 3% to 4.5%; EL from 3% to 5%; LI from 3% to 5%; HMLS from 5% to 6%; LTEL from 3% to 5%

Actions:
Action 2.6 (On Campus Intervention Program) was removed due its continuation and expansion in Action 2.10 (Student Support Specialist) on the 2026-2027 LCAP.

Action 2.7 (Elementary Counselors at each Baldwin Elementary School and North Shore Elementary) will now be completely funded with LREBG funds.

Action 2.9 (Social Worker at Chautauqua High School) this action will be removed from the LCAP due to the redesignation of funding and therefore the need to reassign personnel and the inability to maintain this position at Chautauqua High School.

Action 2.11 (Probation Officer) was removed due to the inability to fill the position for the past three years.

(Due to the removal of previously discontinued Actions, the following Action numbers have been reassigned in the 2026-2027 LCAP: Action 2.6 is Social Emotional Learning curriculum for 2026-2027. (Was Action 2.7); Action 2.7 is Elementary Counselors at each Baldwin Elementary and North Shore Elementary for 2026-2027. (Was Action 2.8); Action 2.8 is Counselors and Psychologists for 2026-2027. (Was Action 2.10); Action 2.9 is Dean of Students at North Shore for 2026-2027. (Was Action 2.12); Action 2.10 is Student Support Specialist at Big Bear High School for 2026-2027. (Was Action 2.13); Action 2.11 is Dean of Students at Baldwin Lane Elementary for 2026-2027. (Was Action 2.14)

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Safety Assistants at Big Bear High School and Big Bear Middle School	Maintain Campus Safety Assistants at BBHS (five 8 hour employees) and BBMS (four 6 hour employees) will be on campuses for the purpose of facilitating and monitoring a safe environment for all students during the school day. The expected outcome would be an increase in the percent of student who feel safe as measured by the Comprehensive Counseling Survey (Metric 2.1) and a reduction in suspension/expulsion rates (M2.3, 2.4) at the secondary level.	$401,818.00	No
2.2	Days of Understanding	"Days of Understanding" is a two day activity for all students led by a guest speaker for the purpose of addressing tolerance, bullying, and inclusion on the high school campus. The expected outcome is the increase in the	$9,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		percent of students feeling connected to the site as measured by the Comprehensive Counseling Survey (Metric 2.1) and the decrease of suspension/expulsion rates at the High Schools (M2.3, M2.5). This action is principally directed to Low Income, English Learners, and Foster Youth.		
2.3	Provide access to supplemental supports	District employees (Health clerks, school nurse, front office staffs) provide access to food cards, gas cards, clothing, shoes, hygiene products, school supplies and incentives for students in small groups for social skills, emotion management, and peer leadership for the purpose of enabling students to feel comfortable at school and have access to resources if needed. The expected outcome is an increase in the percent of students that feel connected to their school which leads to a decrease in Chronic Absenteeism (M3.5). This action is limited to Low Income and Foster Youth students.	$2,500.00	Yes
2.4	Health Aides	Health Aides at each school site attend to the needs of all students who require minor medical attention and assist office staff in the monitoring of immunization records for the purpose of maintaining a safe and healthy environment for students on campus. Hours were expanded to six hours a day in 2023 to better meet the needs of students. The expected outcome is an increase in the percent of students that feel connected and safe at their site as measured by the Comprehensive Counseling Survey (M2.1). This action is principally directed to Low Income, English Learners, and Foster Youth.	$182,910.00	Yes
2.5	Student Support Services	Student Support Liaison works with the Department of Behavioral Health (DBH), Lutheran Social Services, and other local support agencies for the purpose of meeting the social emotional and mental health needs of students. The expected outcome is a decrease in Chronic Absenteeism (Metric 3.5). This action is limited to Low Income and Foster Youth.	$95,475.00	Yes
2.6	Social Emotional Learning curriculum	Teachers will use the district adopted Social Emotional Learning (SEL) curriculum district wide for the purpose of instructing the students in social	$42,000.00	No

Action #	Title	Description	Total Funds	Contributing
		emotional skills needed to improve school climate and culture. The expected outcome is an increase in the percent of students that feel connected to their site as measured by the Comprehensive Counseling Survey (M2.1) and a reduction in suspension/expulsion rates (M2.2, 2.5).		
2.7	Elementary Counselors at each Baldwin Elementary School and North Shore Elementary	A full time Elementary Counselor will be at each of the two elementary sites (North Shore/Baldwin Lane) who will work with elementary students for the purpose of supporting them in academics and meeting the increasing need of social emotional and mental health support. The expected outcome is an increase in the percent of students that feel connected to their site as measured by the Comprehensive Counseling Survey (M2.1) and a reduction in suspension rates (M2.2). Fully funded by LREBG $263,205.00	$263,205.00	No
2.8	Counselors and Psychologists	Three full time Counselors (two at Big Bear High School and one at Big Bear Middle School) and two Psychologists will ensure that students have equal access to all curriculum and resources for the purpose of providing support via counseling for social and emotional well being and placing students in intervention if needed. The expected outcome will be an increase in connectedness to the sites (M2.1) resulting in a decrease in suspension/expulsion rates (M2.3, 2.4, 2.5). This action is principally directed to Low Income, English Learners, and Foster Youth.	$603,000.00	Yes
2.9	Dean of Students at North Shore Elementary	Due to increased enrollment and continuing social emotional needs of all students, for the purpose of providing additional support to the Principal to deal with students needs, the position of Dean of Students was implemented.The expected outcome will be a reduction in suspension (M2.2) rates as well as an increase in students connection to the site as measured by the annual Comprehensive Counseling Survey (M2.1).	$159,795.00	No
2.10	Student Support Specialist at Big Bear High School	Due to the continuing social emotional needs of all students and for the purpose of providing additional support to the Principal, this position contributes to creating a positive school climate where students feel	$140,000.00	No

Action #	Title	Description	Total Funds	Contributing
		supported, empowered, and equipped with the social, emotional, and academic skills necessary to achieve their future objectives and aspirations. The expected outcome is an increase in the percent of students that feel connected to their site as measured by the Comprehensive Counseling Survey (M2.1) and a reduction in suspension/expulsion rates (M2.2, 2.5).		
2.11	Dean of Students at Baldwin Lane Elementary	Due to increased enrollment and continuing social emotional needs of all students, for the purpose of providing additional support to the Principal to deal with students needs, the position of Dean of Students was created.The expected outcome will be a reduction in suspension rates (M2.2) as well as an increase in students connection to the site as measured by the annual Comprehensive Counseling Survey (M2.1). Fully funded by LREBG ACTION: $140,000	$140,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 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.

Educational partner input and current data demonstrate the need to increase student engagement. As attendance data is analyzed, there is the need to increase attendance rates and reduce chronic absenteeism rates (2024: Attendance 92.1%, Chronic Absenteeism 26.5%, 2025: Attendance 91.45%, Chronic Absenteeism 25.8%) . The School Connect Team meets monthly with the principal and attendance clerks to identify specific students/families who are struggling. This team is also working in tandem with the school site staff and counselors to contact students on an individual basis to determine the challenges to their attendance and to help staff understand the importance of creating a school experience that engages both parents and the students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Middle School Dropout Rate Source: CALPADS	2023 0%	2024 0%	2025: 0%	0%	0%
3.2	High School Dropout Rate Source: CALPADS/Ed-Data	2023: BBHS 7.53% CT 12.8%	2024: BBHS 6.3% CT 6.7%	2025 BBHS 8.3% CT 8.3%	BBHS: 3% CT: 5%	BBHS: .77% CT: -4.5%
3.3	High School Graduation Rate Source: CA School Dashboard	2023: BBHS: 91.1% EL: 100% LI: 93.5%	2024: BBHS: 91.8% EL: 95.2% LI: 92.2%	2025: BBHS: 90.3% EL: 94.4% LI: 91.8%	BBHS: 94% EL: 94% LI: 96%	BBHS: -.8% EL: -5.6% LI: -1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: *not a significant student group 2024: LTEL: 95.2% CT: 67.5% EL: *not a significant student group LI: 67.6% FY: *not a significant student group 2024: LTEL: *not a significant student group	FY: *not a significant student group LTEL: 95.2% CT: 94.1% EL: *not a significant student group LI: 93.5% FY: *not a significant student group LTEL: *not a significant student group	FY: *not a significant student group LTEL: 93.3% CT: 87.5% EL: *not a significant student group LI: 87.5% FY: *not a significant student group LTEL: *not a significant student group	FY: *not a significant student group LTEL: 85% CT: 93% EL: *not a significant student group LI: 93% FY: *not a significant student group LTEL: *not a significant student group	FY: *not a significant student group LTEL: -1.9% CT: 20% EL: *not a significant student group LI: 19.9% FY: *not a significant student group LTEL: *not a significant student group
3.4	Attendance Rate Source: Local data	2024 (April): All: 92.1% Elementary: 93.2% Middle School: 89.4% High School: 90.1%	2025 (March): All: 91% Elementary: 91.5% Middle School: 91.7% High School: 84.4%	2026 (March): All: 91.45% Elementary: 90.25% Middle School: 91.45% High School: 80.25%	All: 95% Elementary: 95% Middle School: 95% High School: 95%	All: -.65% Elementary: -2.95% Middle School: 2.05% High School: -9.85%
3.5	Chronic Absenteeism Rate Source: CA School Dashboard	2023: All: 29.6% EL: 24% LI: 36.4% FY: *not a significant student group 2024: LTEL: 24.1% 2025 HMLS: 34.6% SWD: 36.6%	2024: All: 26.5% EL: 21.8% LI: 30.7% FY: *not a significant student group LTEL: 24.1%	2025: All: 25.8% EL: 18.5% LI: 29.5% FY: *not a significant student group LTEL: 21.4% HMLS: 34.6% SWD: 36.6%	All: 20% EL: 20% LI: 20% FY: *not a significant student group LTEL: 20% HMLS: 20% SWD: 20%	All: -3.8% EL: -5.5% LI: -6.9% FY: *not a significant student group LTEL: -2.7% HMLS: n/a SWD: n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Chronic Absenteeism Rate (Elementary) Source: CA School Dashboard	2023: BLES All: 31.8% EL: 35.7% LI: 39% FY: *not a significant student group SWD: 36.4% HI: 37.1% NS: All: 28.1% EL: 21.8% MR: 43.3% FV: All: 28% SED: 28.9% White: 20.4%	2024: BLES All: 26.8% EL: 28.6% LI: 29.9% FY: *not a significant student group SWD: 29.8% HI: 29.2% NS: All: 25.2% EL: 21.4% MR: 33.3% FV: All: 21.6% SED: 24.1% White: 9.1%	2025: BLES All: 29.5% EL: 26.1% LI: 31.5% FY: *not a significant student group SWD: 38.8% HI: 33.2% NS: All: 19.6% EL: 13.8% MR: 36% FV: All: 27.3% SED: 40% White: 24.3%	BLES All: 20% EL: 25% LI: 20% FY: *not a significant student group SWD: 20% HI: 20% NS: All: 20% EL: 17% MR: 30% FV: All: 20% SED: 20% White: 5%	BLES All: -2.3% EL: -9.6% LI: -7.5% FY: *not a significant student group SWD: 2.4% HI: -3.9% NS: All: -8.5% EL: -8% MR: -7.3% FV: All: -.7% SED: 11.1% White: 3.9%
3.7	Chronic Absenteeism Rate (Middle School) Source: CA School Dashboard	2023: BBMS All: 29.1% EL: 21.7% LI: 34% HMLS: 39.3%	2024: BBMS All: 27.8% EL: 18.7% LI: 33.3% HMLS: 30.4%	2025: BBMS All: 26.2% EL: 19.2% LI: 30.7% HMLS: 32.7%	BBMS All: 20% EL: 15% LI: 25% HMLS: 25%	BBMS All: -2.9% EL: -2.5% LI: -3.3% HMLS: -6.6%
3.8	Engagement Survey for Parents Source: CA School Dashboard Local Indicators 1-5 scale of Implementation - 1: Exploring, 2: Beginning,	2024: BVUSD builds capacity in parents to engage in advisory groups/decision making: 3.3 BVUSD provides opportunities for	2025: BVUSD builds capacity in parents to engage in advisory groups/decision making: 3.7 BVUSD provides opportunities for	2026: BVUSD builds capacity in parents to engage in advisory groups/decision making: 4.1 BVUSD provides opportunities for	BVUSD builds capacity in parents to engage in advisory groups/decision making: 5 BVUSD provides opportunities for	BVUSD builds capacity in parents to engage in advisory groups/decision making: +.8 BVUSD provides opportunities for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3: Initial, 4: Full 5: Sustainable	parents to give input: 3.2 BVUSD provide parents opportunities for parents to plan family engagement activities: 3.1	parents to give input: 3.7 BVUSD provide parents opportunities for parents to plan family engagement activities: 3.7	parents to give input: 4.0 BVUSD provide parents opportunities for parents to plan family engagement activities: 4.1	parents to give input: 5 BVUSD provide parents opportunities for parents to plan family engagement activities: 5	parents to give input: +.8 BVUSD provide parents opportunities for parents to plan family engagement activities: +1.0
3.9	% of Students Designated as College and Career Ready (Source: CA School Dashboard College and Career Indicator)	2023: All students: 22% LI: 15.8% EL: 7.1% FY: *not a significant student group 2024: LTEL: 0% HMLS: 11.1% SWD: 0%	2024: All students: 19.9% LI: 16.1% EL: 3.2% FY: *not a significant student group LTEL: 0% HMLS: 17.1% SWD: 0%	2025: All students: 31% LI: 27.1% EL: 4.8% FY: *not a significant student group LTEL: 5.9% HMLS: 12.1% SWD: 3.6%	All students: 32% LI: 20% EL: 15% FY: *not a significant student group LTEL: 10% HMLS: 25% SWD: 10%	All students: 9% LI: 11.3% EL: -2.3% FY: *not a significant student group LTEL: 5.9% HMLS: 1% SWD: 3.6%
3.10	% of students completing CSU/UC a-g course requirements and a CTE Pathway. Source: Data quest	2023: All 1.6%	2024: All: 2.0%	2025: All: 3%	All: 10%	All: 1.4%

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.

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

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

Stem Opportunities (Action 3.2), Career Tech Education (CTE - Action 3.3), Project Lead the Way (Action 3.4), Music/Drama/Choir/Art (Action 3.8), Dual Enrollment (Action 3.12), eSports (Action 3.13) were all implemented fully, with Dual Enrollment showing extensive expansion in student participation numbers and Project Lead the Way necessitating the purchase of upgraded equipment to implement the class with fidelity. It was BVUSD's goal is to offer classes that are engaging, hands-on, and enriching for students' educational experiences. The continued CTE classes, Music/Drama/Choir/Art classes, and Dual Enrollment classes linked to Crafton Hills Community College of Student Development, Art History, Communications, World History, Biology, Physics, Spanish, and Aviation were well attended by students. eSports continued to grow at the Middle School and at the High School. The challenge for a small school to find the balance of classes to offer versus the number of students enrolled is ever present, however, the feedback from the students suggests a continuum of growth over the next couple of years in each program.

Expanded College Awareness (Action 3.5), Transportation (Actions 3.7, 3.10) were all implemented as planned. Multiple trips were made to colleges including Cal State San Bernardino, Point Loma University, University of San Diego and Palomar College. When there, students were given the opportunity to explore the campuses, the programs offered, and the tenets of college life. Albion University, University of Oregon, and Adelphi University were also visited via an online Virtual Tour with Admissions and Grand Canyon University sent a guest speaker to meet with the students. A college fair was held in the fall and included 45 colleges and community colleges, along with three keynote speakers, two of which were Big Bear High School graduates.
Transportation was provided to students for athletic competitions, which proved to be very successful as the BBHS Football finished the season 4th overall in the small schools conference. Cross County won League and went to the State Champions and boys finished in the top 15 and girls finished in the top 10 in California. Girls Volleyball finished 3rd in our league as well. Two Cross Country girls advanced to State Finals, one placed in the top ten. Approximately 62% of our student body at the HS participates in athletics and it is a vital component of our culture. The challenge for transportation remains due to the difficulty of hiring enough staff to do all the driving. Because of a shortage of bus drivers, transportation to several of the trips outside of Big Bear Lake was provided by an outside bus company.

Enrichment/Intervention (Action 3.6) and Sensory tools (Action 3.9) were successfully implemented as planned for this year. Enrichment/Intervention was offered after school at elementary and middle school sites but a challenge remains at the Middle School due to the lack of transportation for after school activities. However, as evidence of an intervention success, a "sensory room" was created at Big Bear High School for our students with moderate or severe disabilities to provide a safe, controlled environment for students to self-regulate emotions, manage sensory overload, and develop crucial skills, acting as a calming retreat or a space for therapeutic activities, leading to better focus, reduced anxiety, improved motor skills, and enhanced learning readiness.

College and Career exploration (Action 3.11) was partially implemented due to a transition from the Xello platform to the use of California College Guidance Initiative (CCGI) at the semester break. For the first semester, students continued to use Xello to explore college opportunities, however this new program provides a comprehensive toolkit for college and career planning as well as a common application platform where students can directly apply to CSU, UC, and Community College. The purchase of the Xello platform will be removed from the LCAP as it has been replaced.

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

The District’s measure of material difference is anything that exceeds 15%, either above or below. The actual expenditures were mostly in line with the original budget except in a few areas. Action 3.2 (STEM at every site) was under the budgeted amount due to a smaller number of student participating in the STEAM activities. Action 3.4 (Project Lead the Way) necessitated upgraded equipment to fully implement the class to fidelity which necessitated an increase in spending. For action 3.10 (Additional Transportation costs) (fuel etc.) lead to increased spending. Action 3.12 (Dual Enrollment) necessitated additional funding due to a dramatic increase in student participation, leading to additional student fees and books for students.

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

One to one Technology (Action 3.1), STEM opportunities at every site (Action 3.2), Music/Drama/Choir/Art (Action 3.8), Transportation (Action 3.10)
The district's implementation of one-to-one technology , STEM opportunities at every site , Music/Choir/Drama/Art programs, and annual transportation services has demonstrated mixed effectiveness in improving student engagement as measured by attendance rates and chronic absenteeism.
The district experienced a slight decrease in overall attendance (Metric 3.4) from the baseline of 92.1% to 91.45% in March 2026, representing a negative .65 percentage point change. This decline was particularly pronounced at the high school level (Big Bear High School and Chautauqua High School combined) where attendance dropped from 90.1% (baseline) to 80.25% (March, 2026), a concerning 9.85 percentage point decrease. Middle school showed slight improvement (89.4% to 91.45%) and Elementary schools experienced a decrease (93.2% to 90.25%). More positively, the district achieved meaningful reductions in chronic absenteeism (Metric 3.5) across all student groups. Overall chronic absenteeism improved from 29.6% (baseline) to 25.8%, a 3.8 percentage point reduction. English Learners showed the strongest improvement, decreasing from 24% to 18.5% (5.5 percentage point improvement). Low-income students also demonstrated progress, with chronic absenteeism declining from 36.4% to 29.5% (6.9 percentage point improvement). Long-term English Learners improved from 24.1% to 21.4% (2.7 percentage point improvement).
The data indicates these combined actions are making progress toward the goal of increasing student and family engagement, particularly for historically underserved student groups, though continued monitoring and potential adjustments are warranted to address the declining overall attendance rates.

CTE classes (Action 3.3)
The Career Technical Education classes action has demonstrated moderate effectiveness in improving college and career readiness, though with notable disparities across student populations.
In looking at the College and Career Indicator (M3.9), the district has seen overall progress with all students improving from a baseline of 22% to 31%, representing a 9 percentage point gain toward the target of 32%. This improvement has been particularly pronounced among Low Income students, who experienced an 11.3 percentage point increase from 15.8% to 27.1%, suggesting that hands-on, career-focused pathways are especially valuable for socioeconomically disadvantaged students who may face barriers to traditional four-year college preparation.
However, the effectiveness of this action varies significantly across different student groups. While Students with Disabilities moved from 0% to 3.6% prepared and Long Term English Learners progressed from 0% to 5.9%, demonstrating that CTE pathways are beginning to reach

previously underserved populations, English Learners experienced a concerning 2.3 percentage point decline from 7.1% to 4.8%. This decline indicates that current CTE offerings may not adequately support students still developing English proficiency, potentially due to the technical language demands of coursework or insufficient scaffolding. Meanwhile, Homeless students showed minimal improvement with only a 1 percentage point increase from 11.1% to 12.1%, possibly reflecting attendance challenges or lack of stable resources needed to complete multi-year CTE pathway requirements.
The uneven impact of the CTE classes action across student groups reveals both its potential and its limitations. While the program has contributed to district-wide improvement and shown particular success with Low Income students, the negative outcomes for English Learners and minimal gains for Homeless students indicate a need for program modifications to ensure equitable access and success. The emerging progress among Students with Disabilities and Long Term English Learners, though still far below district averages, suggests that with enhanced support and targeted interventions, CTE pathways could become more inclusive and effective for all student populations.

Project Lead the Way (Action 3.4)
The Project Lead the Way Engineering Class at Big Bear High School demonstrates mixed effectiveness in achieving its intended outcomes of increasing student engagement and improving attendance and graduation rates. The attendance data (Metric 3.4) reveals a concerning trend, with the district experiencing a decline from 92.1% (baseline) in April 2024 to 91.45% in March 2026, representing a .65% decrease from baseline. This suggests that despite offering hands-on experiences in physics and math designed to expand post-secondary educational opportunities, the engineering program has not successfully translated student interest into improved daily attendance rates.
Similarly, graduation rates at Big Bear High School (Metric 3.3), where the program is implemented, show slight declines across all measured student groups. The overall BBHS graduation rate decreased from 91.1% to 90.3%, a -0.8% difference from baseline. More notably, English Learners experienced a larger decline from 100% to 94.4% (-5.6%), while Low Income students decreased from 93.5% to 91.8% (-1.7%). Although these graduation rates remain relatively high above 90%, the downward trend indicates that the Project Lead the Way program has not yet achieved its goal of increasing student engagement in ways that lead to improved graduation outcomes.
The data suggests that while the engineering class may provide valuable learning experiences and career pathway exposure for participating students, these benefits have not materialized into the measurable improvements in attendance and graduation rates that were anticipated. The program's limited effectiveness to date may indicate a need to examine implementation strategies, student recruitment, or how the program connects to broader school engagement efforts to better achieve the intended outcomes of increased attendance and graduation rates.

Expand College and Career awareness (Action 3.5)
Bear Valley Unified School District's implementation of college and career awareness field trips to four-year universities and community colleges has demonstrated mixed effectiveness in supporting students' post-secondary readiness. The action's impact varies significantly across different metrics and student populations.
Regarding post-secondary enrollment intentions (Metric 1.3), the district has seen minimal progress. From a baseline of 38% in 2023, only 39% of seniors are currently seeking post-secondary education in 2025, representing a mere 1% increase over two years. However, the College and Career Indicator (Metric 3.9) reveals a more nuanced picture of the action's effectiveness. Overall, the district has made substantial progress, with students designated as "prepared" increasing from 22% to 31%, a 9% improvement that brings the district close to its 32% target. However, this overall success masks significant disparities among student groups. Low Income students have shown remarkable gains, improving by 11.3 percentage points from 15.8% to 27.1%, suggesting that these college exposure opportunities may be

particularly transformative for students who might not otherwise have access to such experiences. Long Term English Learners (LTEL) progressed from 0% to 5.9% prepared, while Students with Disabilities moved from 0% to 3.6%, and Homeless students showed modest growth from 11.1% to 12.1%.
Most concerning is the decline among English Learners, who dropped from 7.1% to 4.8% prepared, a decrease of 2.3 percentage points. This regression indicates that the current format of college visits may not adequately address the unique needs of English Learners, possibly due to language barriers, lack of translated materials, or insufficient culturally responsive support during campus tours.
Overall, Action 3.5 demonstrates limited effectiveness in achieving its intended outcomes. While the initiative has contributed to improved college and career readiness for some student groups—particularly Low Income students who have benefited significantly from campus exposure—the minimal impact on actual post-secondary enrollment intentions and the concerning decline in English Learner performance suggest the need for substantial program enhancement.

Offer Enrichment/Intervention at Elementary and Middle School (Action 3.6)
The district's intervention and enrichment opportunities, which provide after-school programming in areas such as yoga, dance, music, coding, art, math, and ELA at North Shore Elementary, Baldwin Lane Elementary, and Big Bear Middle School, demonstrate varying levels of effectiveness across different student populations and school sites based on the current difference from baseline data.

Baldwin Lane Elementary
Based on the current difference from baseline on Metric 3.6, chronic absenteeism at Baldwin Lane Elementary improved for All students (-2.3%), English Learners (-9.6%), Low Income students (-7.5%), and Hispanic students (-3.9%). However, Students with Disabilities increased (+2.4%). Foster Youth did not represent a significant student group for data reporting purposes. On Metric 3.4, elementary attendance rates declined (-2.95%).
This action demonstrates moderate to strong effectiveness at Baldwin Lane Elementary in reducing chronic absenteeism for several unduplicated student groups. English Learners showed the most notable improvement (-9.6%), and Low Income students also showed meaningful progress (-7.5%). These reductions suggest that the after-school intervention and enrichment opportunities are positively impacting engagement for English Learners, Low Income students, and Hispanic students at this site. However, the increase in chronic absenteeism for Students with Disabilities (+2.4%) is a concern and indicates that the current enrichment and intervention offerings may not be effectively reaching or meeting the needs of this student group. The overall decline in elementary attendance rates (-2.95% on Metric 3.4) further suggests that while chronic absenteeism is improving for many unduplicated student groups, consistent daily attendance remains a challenge. Additional attention may be needed to ensure that intervention and enrichment opportunities at Baldwin Lane are accessible to and effective for Students with Disabilities, and that strategies are explored to translate the reductions in chronic absenteeism into improved daily attendance for English Learners, Foster Youth, and Low Income students.

North Shore Elementary
Based on the current difference from baseline on Metric 3.6, chronic absenteeism at North Shore Elementary improved for All students (-8.5%), English Learners (-8%), and Multiple Races (-7.3%). Foster Youth did not represent a significant student group for data reporting purposes. On Metric 3.4, elementary attendance rates declined (-2.95%).
This action demonstrates strong effectiveness at North Shore Elementary in reducing chronic absenteeism. All students showed a significant improvement (-8.5%), and English Learners showed a comparable reduction (-8%). The Multiple Races student group also improved notably (-7.3%). These reductions suggest that the after-school intervention and enrichment opportunities are meaningfully engaging students at this

site and contributing to improved attendance patterns for English Learners in particular. Despite these gains in chronic absenteeism, the overall decline in elementary attendance rates (-2.95% on Metric 3.4) indicates that daily attendance remains a broader challenge at the elementary level. The district may want to examine how the strong reductions in chronic absenteeism at North Shore can be leveraged to also improve daily attendance for English Learners, Foster Youth, and Low Income students.

Big Bear Middle School
Based on the current difference from baseline on Metric 3.7, chronic absenteeism at Big Bear Middle School improved for All students (-2.9%), English Learners (-2.5%), Low Income students (-3.3%), and Homeless students (-6.6%). Foster Youth did not represent a significant student group for data reporting purposes. On Metric 3.4, middle school attendance rates improved (+2.05%).
This action demonstrates strong effectiveness at Big Bear Middle School. Homeless students showed the most significant improvement in chronic absenteeism (-6.6%), and Low Income students also showed meaningful progress (-3.3%). English Learners improved (-2.5%), and All students improved (-2.9%). Notably, the middle school was the only level to show an improvement in overall attendance rates (+2.05% on Metric 3.4), suggesting that the combination of intervention and enrichment opportunities is positively impacting both chronic absenteeism and daily attendance at this site. The reductions across multiple unduplicated student groups indicate that the after-school programming is effectively engaging English Learners, Low Income students, and Homeless students at the middle school level. The district may want to examine the practices at Big Bear Middle School that are contributing to these positive outcomes and consider how they might be replicated at other sites to support English Learners, Foster Youth, and Low Income students across the district.

Athletic League Transportation (Action 3.7)
The district's investment in athletic league transportation for Big Bear Middle School and Big Bear High School has demonstrated measurable effectiveness in supporting student engagement, particularly for the targeted unduplicated student groups. This action, which enables students to participate in sports teams while maintaining a minimum 2.0 GPA requirement, has shown positive outcomes in reducing chronic absenteeism across multiple student populations.
The attendance rate (Metric 3.4) has declined for All students (-0.65%) and notably at the High School level (-9.85%) since baseline. However, the Middle School shows a positive gain of +2.05%. Since Action 3.7 serves both Big Bear Middle School and Big Bear High School, the results are mixed. For EL, FY, and LI students, disaggregated attendance data is not available in this metric, making it difficult to determine the specific impact on unduplicated student groups. The significant decline at the high school level (-9.85%) is a concern and suggests that while athletic transportation may contribute to middle school engagement, it has not been sufficient to improve high school attendance overall.
At the district level, the chronic absenteeism data (Metric 3.5) reveals substantial improvements from baseline. All students experienced a 3.8 percentage point reduction in chronic absenteeism, moving from 29.6% to 25.8%. More notably, the action has been particularly effective for the unduplicated student groups it was designed to serve. Low Income students showed the most significant improvement with a 6.9 percentage point decrease (from 36.4% to 29.5%), while English Learners demonstrated a 5.5 percentage point reduction (from 24% to 18.5%). Long Term English Learners also benefited with a 2.7 percentage point decrease (from 24.1% to 21.4%).
The effectiveness of athletic transportation is further evidenced at Big Bear Middle School specifically (Metric 3.7), where chronic absenteeism decreased by 2.9 percentage points for all students (from 29.1% to 26.2%). The impact on vulnerable populations at the middle school level is particularly noteworthy, with Homeless students showing the greatest improvement at 6.6 percentage points (from 39.3% to 32.7%), followed by Low Income students with a 3.3 percentage point reduction (from 34% to 30.7%). English Learners at the middle school also experienced a 2.5 percentage point decrease (from 21.7% to 19.2%).

The consistent improvements in chronic absenteeism rates across all monitored student groups suggest that removing transportation barriers for athletic participation has successfully increased student engagement and school connectedness.
Action 3.7 demonstrates moderate effectiveness overall. The strongest evidence of progress is seen in the reduction of chronic absenteeism at both the district level (Metric 3.5) and at Big Bear Middle School (Metric 3.7), with notable improvements for EL and LI students. However, the attendance rate data (Metric 3.4) presents a more mixed picture—while middle school attendance improved, the significant decline in high school attendance (-9.85%) suggests that athletic transportation alone may not be sufficient to address engagement challenges at the high school level.

Sensory Tools for Students with Disabilities (Action 3.9)
This action demonstrates positive effectiveness for Students with Disabilities in the area of academic achievement. On Metric 1.10, Students with Disabilities improved by +10.1 DFS in ELA from baseline, and on Metric 1.12, Students with Disabilities improved by +25.5 DFS in math from baseline. The math improvement is particularly noteworthy, as it represents one of the largest gains for any student group across the district. These results suggest that the provision of sensory tools and flexible seating is contributing meaningfully to the academic growth of Students with Disabilities by creating a more accessible and supportive learning environment that promotes sustained attention and engagement during instruction.
However, despite the academic gains, attendance remains a significant concern for Students with Disabilities. On Metric 3.4, attendance rates have declined across most levels, and the chronic absenteeism rate for Students with Disabilities on Metric 3.5 stands at 36.6%, which is significantly more than the district's target of 20% and substantially higher than the rate for All students (25.8%). This indicates that while Students with Disabilities are making academic progress when they are present in the classroom, a significant portion of this student group continues to miss school at high rates, potentially limiting the full impact of the sensory tools and flexible seating being provided.

Xello Career and College planning tool (Action 3.11), Dual Enrollment classes (Action 3.12)
Both the Xello College and Career Planning program and the Dual Enrollment classes have demonstrated limited effectiveness in increasing the percentage of seniors seeking post-secondary education. According to metric 1.3, the percentage of all students pursuing post-secondary education showed only a minimal increase from the baseline of 38% in 2023 to 39% in 2025, representing merely a 1% improvement over two years—falling significantly short of the district's ambitious target of 50% by Year 3. Despite the Xello program providing career exploration, college searches, and four-year planning tools principally directed toward Low Income, English Learners, and Foster Youth students, and the Dual Enrollment classes offering students the opportunity to earn both high school and community college credits through partnership with Crafton Hills Community College neither action has generated the anticipated impact on college-going rates. This minimal progress suggests that while these programs may have merit, the current implementation strategies require substantial enhancement, possibly by addressing barriers that prevent dual enrollment experiences from translating into college enrollment intentions or providing additional support structures to help students connect their current academic experiences with future post-secondary aspirations.

eSports (Action 3.13)
The eSports program, implemented at Big Bear High School and Big Bear Middle School as an after-school initiative, has shown positive results in addressing chronic absenteeism. According to Metric 3.5, the district-wide chronic absenteeism rate decreased from 29.6% to 25.8%, representing a 3.8 percentage point improvement. This positive trend extends across all identified student groups, with English

Learners improving from 24% to 18.5% (a 5.5 percentage point decrease), and Low Income students showing substantial progress from 36.4% to 29.5% (a 6.6 percentage point decrease) and Long Term English Learners went from 24.1% to 21.4% (a 2.7 percentage point improvement).
At the middle school level, as measured by Metric 3.7, the eSports program contributed to reducing chronic absenteeism from 29.1% to 26.2% for all students. The program's impact was particularly significant for specific student groups at Big Bear Middle School. English Learners showed improvement from 21.7% to 19.2% (a 2.5 percentage point decrease), while Low Income students improved from 34% to 30.7% (a 3.3% percentage point decrease). Most notably, the Homeless (HMLS) student group demonstrated remarkable progress, with chronic absenteeism dropping from 39.3% to 32.7%, an impressive 6.9 percentage point reduction.
The effectiveness of the eSports program appears to stem from its ability to create an engaging extracurricular opportunity that motivates students to maintain regular attendance. The program's success is particularly evident among traditionally underserved populations, suggesting that this innovative approach to student engagement resonates well with students who might otherwise struggle with consistent school attendance. The substantial improvements, especially among Homeless students at the middle school level, indicate that the eSports program provides a compelling reason for students to remain connected to their school community.

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

Metrics:
The Homeless student group and Students with Disabilities was added to the Chronic Absenteeism Indicator (M3.5) due to being eligible for Differentiated Assistance.

Based on data trends from the past two years, the following “Targets for Year 3” have been updated:
M3.2 (HS Dropout Rate) BBHS from 1% to 3%
M3.3 (Graduation Rate) BBHS from 96% to 94%; EL from 96% to 94%; CTHS from 95% to 93%; LI from 95% to 93%
M3.5 (Chronic Absenteeism) All, EL, LI, LTEL, HMLS, and SWD from 15% to 20%
M3.7 (BBMS Chronic Absenteeism) ; ALL from 15% to 20%; LI from 20% to 25%; HMLS from 20% to 25%

Actions:
Action 3.6 (Intervention and Enrichment opportunities) will no longer be designated as contributing due to a change in funding resource.
Action 3.11 (Xello College and Career planning and exploration program) will be removed from the 2026-2027 LCAP as it has been replaced with the California College Guidance Initiative (CCGI), a no cost digital platform helping 6th–12th grade students plan for college and careers offered by the state-funded organization that manages CaliforniaColleges.edu.
Action 3.12 (Dual Enrollment Classes) , now Action 3.11, has changed to reflect the new partnership with Crafton Hills Community College, as they were able to offer more classes that appealed to our students. The previous partnership with San Bernardino Community College has ended.

(Due to the removal of previously discontinued Actions, Action numbers have been reassigned in the 2026-2027 LCAP: Action 3.11 is Dual Enrollment for the 2026-2027 LCAP. (Was Action 3.12); Action 3.12 is eSports program for the 2026-2027 LCAP. (Was Action 3.13)

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	One to one technology	The District will issue a chrome book or ipad to ensure access to the curriculum and increase achievement via engagement. The expected outcome is increased academic achievement and growth as it relates to increased student attendance (M3.4) and decreasing Chronic Absenteeism (M3.5). This action is principally directed to Low Income, English Learners, and Foster Youth.	$300,000.00	Yes
3.2	Science, Technology, Engineering, and Math (STEM) at every site	Each site will offer Science, Technology, Engineering, and Math (STEM) opportunities for the purpose of engaging students and exposing them to a variety of courses. The expected outcomes are an increase in student attendance rates (M3.4) and a decrease in chronic absenteeism (M3.5). This action is principally directed to Low Income, English Learners, and Foster Youth.	$50,000.00	Yes
3.3	Career Technical Education classes	High school students will have the opportunity to enroll in Career Technical Education (CTE) classes to build college and career pathways for the purpose of providing options for post - secondary educational opportunities for our students. The expected outcome is an increase in the percent of students college and career ready as measured by the College and Career Indicator (M3.9). This action is principally directed to Low Income students, English Learners, and Foster Youth.	$60,000.00	Yes
3.4	Project Lead the Way Engineering Class	Big Bear High School students may enroll in Project Lead the Way: Principles of Engineering class for the purpose of participating in hands-on experiences in the fields of Physics and math (annual program fee) to expand their opportunities in post secondary educational pursuits. The expected outcome is an increase in engagement as measured by attendance rates (M3.4) and graduation rates (M3.3).	$9,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Expand college and career awareness	BVUSD will provide middle school and high school students opportunities to participate on field trips to four year universities and community colleges for the purpose of expanding college and career awareness and promoting options for post secondary educational options. The expected outcome will be an increased in college and career readiness as measured by the College and Career indicator (M3.9), and an increase in the percent of seniors seeking post secondary education as measured by the Student Tracker (M1.3).	$5,000.00	No
3.6	Intervention and Enrichment opportunities	Teachers will offer enrichment (yoga/dance/music/coding/art etc) and intervention (math/ELA) opportunities at North Shore Elementary, Baldwin Lane Elementary, and Big Bear Middle School for after school two days a week for the purpose of providing engaging curriculum and academic support. The expected outcome is an increase in engagement as measured by attendance rates (M3.4) and decrease chronic absenteeism (M3.6, 3.7).	$35,000.00	No
3.7	Athletic League transportation	The district will provide league transportation for sports teams at Big Bear Middle School and Big Bear High School for the purpose of supporting student engagement and academic performance as students must maintain a 2.0 to participate. The expected outcome will be an increase in attendance rates (M3.4) and a decrease in chronic absenteeism (M3.5, 3.7). This action is principally directed to Low Income, English Learners, and Foster Youth.	$70,000.00	Yes
3.8	Offer Music/Choir/Drama/Art	The District will offer Music/Drama/Choir/Art classes to students either as a class or after school enrichment program for the purpose of increasing student engagement in classes outside the core curriculum. The expected outcome will be an increase in attendance rate (M3.4) as well as a decrease in chronic absenteeism (M3.5).	$361,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.9	Sensory Tools for Students with Special Needs including Flexible seating options	The District will provide sensory tools and flexible seating options to students with disabilities for the purpose of enhancing the learning experience of students with special needs and providing alternative stimulation to facilitate academic learning and growth in the classroom. The expected outcome are increased attendance rates (M3.4) and increased CAASPP scores in math and ELA (1.10, 1,12)	$2,000.00	No
3.10	Annual Transportation	The District will continue to supplement the allotted base funding to ensure transportation for students thus eliminating any potential barriers of access to school. As well, it provides home to school transportation to mitigate chronic absenteeism and provides opportunities for students to participate in extra curricular activities outside of the school day. The expected outcome is students will be able to compete at competitions such as robotics competition, choral competitions, and typical field trips and attend school on a daily basis and for the purpose of increasing attendance, (M3.4) and reducing chronic absenteeism rates (M3.5). This action is principally directed to Low Income, English Learners, and Foster Youth.	$150,000.00	Yes
3.11	Dual Enrollment classes	In partnership with Crafton Hill Community College, students at the high school will have access to dual enrollment classes for the purpose of providing students the opportunity to obtain high school credit as well as community college units upon completion. The expected outcome is an increase is students pursuing post secondary education as measured by Student Tracker (M1.3).	$5,000.00	No
3.12	Esports program	Big Bear High School and Big Bear Middle School will implement an after school program for the purpose of providing extra curriculum activities that promote student engagement as well as additional college and career opportunities. The expected outcome is an increase in engagement as measured by a decrease in chronic absenteeism (M3.5, 3.7).	$6,500.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

BVUSD is committed to ensuring the success of ALL students and to provide them with choices to further educational pursuits upon graduation.
Our English Learners continue to need support in the rigorous academic program preparing them for College and Careers after they graduate. (2025: ELPI at 34.6%, and 4.8% designated as College and Career Prepared), To facilitate this goal and monitor and support our English Learners, we continue to maintain a District Wide English Learner Coordinator (Action 4.1), Site English Learner coordinator (Action 4.2), and a Parent/community liaison (Action 4.7) as well as Ellevations software which offers a "Strategies" component as curriculum support for teachers as they differentiate instruction for English Learners in the classroom (Action 4.5).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of English Learners designated as College and Career Ready Source: CA School Dashboard CCI Indicator	2023: EL: 7.1% Prepared 2024: LTEL: 0% Prepared	2024: EL: 3.2% Prepared LTEL: 0% Prepared	2025: EL: 4.8% Prepared LTEL: 5.9% Prepared	EL:10% LTEL: 10%	EL: -2.3% LTEL: 5.9%
4.2	English Learner Reclassification Rate Source: CA School Dashboard	2023: 5.5%	2024: 6.6%	2025: 9.5%	12%	4%
4.3	% of students showing progress in English Language Proficiency Indicator (ELPI)	2023: All: 39.2% NSES All: 30.7%	2024: District All: 41.4% NSES All: 30.4%	2025: District All: 34.6% NSES All: 41.1%	District All: 50% NSES All: 40% BBHS	District All: - 4.6% NSES All: 10.4% BBHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	BBHS All: 34.3%	BBHS All: 39.4%	BBHS All: 33.3%	All: 45%	All: -1%
4.4	% of Long Term English Learners Source: CDE Dataquest	2023: 19%	2024: 17.4%	2025: 10.6%	10%	-8.4%
4.5	% of Long Term English Learners showing progress in English Language Proficiency Indicator (ELPI) Source: CDE Dataquest	2023: 23.3%	2024: 52.3% (CA Dashboard)	2025: 50.7% (CA Dashboard)	60%	27.4%

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.

BVUSD is committed to ensuring the success of ALL students and to provide them with choices to further educational pursuits upon graduation. This goal addresses the State Priorities 4) Pupil Achievement and 8) Other Pupil Outcomes

District and Site English Learner coordinators(Actions 4.1, 4.2), Bilingual aides (Action 4.6), Supplemental materials (Action 4.4) were successfully implemented as positions were filled and retained for the entire year. In addition, a substitute bi-lingual aide was hired to cover for the contracted aides when needed. As our English Learner population continues to grow, it is imperative that there are personnel in place to support and facilitate the students' assimilation into BVUSD. The District and Site coordinators work to support teacher instruction with additional software and/or training as well as organize and facilitate state testing. Due to this new program, there were fewer requests for additional supplemental materials which reduced expenditures, but did not reduce any EL supports.

DELAC/ELAC meetings (Action 4.3) were implemented successfully as evidenced by the continual increase in attendance at these meetings. Both DELAC and ELAC meetings are held quarterly. Parents are able to come and learn about the respective sites as well as general information about the District, and how to support their children in their education. Information is shared about how to check their child(ren)'s grades and attendance, state testing, and resources available to English Learners. Parent input is sought in terms of what is needed for them to feel supported and welcomed at the sites. These meetings are led by the District Wide English Learner Coordinator.

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

English Learner Parent/Community Liaison (Action 4.7) was successfully implemented in the fall of 2024, remained in place for this year with added responsibilities and hours due to the increased participation of our EL families. This position served as a vital link between English Language Learner families and the school district and success is evidenced by the increased numbers of English Learner families that are participating in District English Learner Advisory Committee (DELAC) meetings.

Family Based English Tutoring (Action 4.8) was not implemented during the 2025-2026 school year due to insufficient staffing. The district was unable to secure personnel to implement this action. However, due to parent requests, the action will be implemented in the 2026-2027 school year.

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

The District’s measure of material difference is anything that exceeds 15%, either above or below. For Action 4.1 (District Wide English Learner Supports) negotiated stipend and hourly increase led to additional expenses. For Action 4.3 (ELAC and DELAC meetings) were increasing in attendance which was leading to better participation and higher costs. In Action 4.4 (Supplemental Instructional Supplies to support English Learners), less supplemental supports were requested from staff leading to the lower cost. Action 4.6 (Bilingual aides) long time vacancies were filled leading to additional costs. Additionally, a newcomer program was established with aides to provide additional support to our newest students. In Action 4.7 (English Learner Parent Community Liaison), additional CCSPP funding was used to expand the hours and role of the English Learner Parent Community Liaison. This led greater support for families.

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

District Wide English Learner Coordinator (Action 4.1)
The District Wide English Learner Supports action, which includes personnel monitoring English Learners district-wide, providing professional learning opportunities in English language acquisition, facilitating DELAC meetings, and coordinating ELPAC testing, shows positive progress toward improving reclassification rates.
According to Metric 4.2, the English Learner Reclassification Rate has increased from a baseline of 5.5% in 2023 to 9.5% in 2025, representing a current difference from baseline of +4.0 percentage points. This upward trajectory indicates that the comprehensive support system established through Action 4.1 is having a measurable impact on English Learners' language proficiency development.
The 4.0 percentage point increase in reclassification rates suggests that the district-wide coordination efforts, professional development for teachers, and systematic monitoring of English Learner progress are effectively supporting students in meeting the criteria for reclassification. While the district has not yet reached its target of 12% reclassification rate, the consistent year-over-year growth (5.5% to 6.6% to 9.5%) demonstrates that the action is moving English Learners in the right direction.

The effectiveness of this action is particularly notable given that it addresses system-wide capacity building rather than direct student services, indicating that investing in teacher professional development and coordinated monitoring systems can yield positive outcomes for English Learner achievement.

Site English Language Coordinator (Action 4.2), Purchase Supplemental Supplies for English Learners (Action 4.4), Ellevations software (Action 4.5), Bilingual Aides (Action 4.6)
The district's comprehensive approach to supporting English Learners through Site English Learner Coordinators, supplemental instructional supplies, Ellevations software, and bilingual aides has demonstrated moderate effectiveness with notable variations across sites and metrics. All four actions working together have contributed to a positive 4% increase in the English Learner reclassification rate (Metric 4.2), rising from a baseline of 5.5% to 9.5%. This improvement indicates that the coordinated efforts of site coordinators monitoring progress, supplemental materials like Rosetta Stone and Spanish library books providing language support, the Ellevations platform tracking student data, and bilingual aides offering native language assistance have successfully helped more English Learners meet reclassification criteria. However, the effectiveness of these combined actions shows mixed results when examining English Language Proficiency Indicator (ELPI) progress (Metric 4.3). The district experienced an overall decline of 4.6% from the baseline of 39.2% to 34.6%, suggesting that while these supports have helped students reach reclassification thresholds, they have been less effective in supporting broader language proficiency development across all students. The data reveals significant variation by site, with North Shore Elementary showing remarkable success with a 10.4% increase in ELPI progress, while Big Bear High School experienced a 1% decline. This disparity suggests that the elementary level implementation of these four actions has been more effective, possibly due to better coordination between the site coordinator, more consistent use of the Ellevations software strategies, age-appropriate supplemental materials, and more effective deployment of bilingual aide support.

Hold Quarterly ELAC and DELAC meetings (Action 4.3)
The quarterly ELAC and DELAC meetings were designed to keep English Learner students and families informed of school practices, academic processes, and college application procedures. However, when examining the current difference from baseline for Metric 4.1, the data reveals a decline in effectiveness.
For English Learners overall, the percentage of students designated as College and Career Ready (Metric 4.1) decreased from the baseline of 7.1% to 4.8% (2025 data), representing a negative change of 2.3 percentage points. This decline suggests that despite holding regular meetings to inform and engage English Learner families, the action has not been effective in improving college and career readiness outcomes.
For Long-Term English Learners (LTEL), the data shows improvement from 0% prepared at baseline to 5.9% currently (2025 data), representing a positive change of 5.9 percentage points. While this represents progress for this specific subgroup, the overall achievement levels remain critically low.
The mixed effectiveness of Action 4.3 - with English Learners declining while LTELs showing modest improvement - suggests that while information sharing through ELAC and DELAC meetings may have some benefit for long-term English learners, it is insufficient to address the broader challenges English Learners face in achieving college and career readiness. The meetings may need to be restructured to include more direct support services, academic interventions, or concrete action steps that families can take to support their students' college and career preparation beyond simply receiving information.

English Learner Parent/Community Liaison (Action 4.7)
The English Learner Parent Community Liaison position has demonstrated strong effectiveness in supporting English Learner outcomes based on the current difference from baseline data. The action has yielded positive results across both aligned metrics. For Metric 4.2 (English Learner Reclassification Rate), the district achieved a 4% increase from baseline, improving from 5.5% in 2023 to 9.5% in 2025, progressing toward the target of 12%. Simultaneously, Metric 4.4 (% of Long Term English Learners) showed remarkable improvement with an 8.4% reduction from baseline, decreasing from 19% in 2023 to 10.6% in 2025. These improvements suggest that the Parent Community Liaison's efforts to facilitate effective communication between English Language Learner families and the school district have created stronger support systems that both enable students to progress in their English language proficiency and prevent them from becoming long-term English learners. The liaison's work in ensuring parents are well-informed about their child's education, resources, and opportunities, combined with the role in bridging communication gaps and engaging families, has proven to be a valuable investment in the district's efforts to support English Learner success.

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

Metrics:
M4.5 (% of LTELs making progress on the ELPI) was added as an additional outcome measure for Actions 4.4 (Supplemental instructional supplies to support English Learners) and 4.5 (Ellevations software).

Based on data trends from the past two years, the following “Targets for Year 3” have been updated:
M4.2 (EL Reclassification Rate) from 15% to 12%

Actions:
Action 4.7 Title has changed from "English Learner Parent Community Liaison" to "Community Schools English Learner Parent Coordinator" to better reflect this position's responsibilities.
Action 4.8 (Family Based English Tutoring Program) was not implemented during the 2025-2026 school year due to insufficient staffing. However, due to parent requests, this action will be reinstated to the 2026-2027 LCAP. This program will enhance the support to English Learner parents as they navigate the academic system with their children.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	District Wide English Learner Supports	The District Wide English Learner Supports include personnel who will monitor English Learners district wide and and their academic progress,	$11,000.00	No

Action #	Title	Description	Total Funds	Contributing
		provide professional learning opportunities in English language acquisition targeted towards the specific needs for EL and LTEL students for teachers district wide, facilitate the District English Learner Advisory Committee (DELAC), and coordinate all ELPAC testing for the purpose of providing needed support for the students. The expected outcome of this action is an increase in the reclassification rate (M4.2).		
4.2	Site English Learner Coordinators at each site	Site Coordinators will monitor progress and support EL students at their respective sites. They will provide professional learning opportunities in ELD strategies, coordinate ELPAC testing, and facilitate quarterly English Learner Advisory Council (ELAC) for the purpose of supporting English Learners academic progress. The expected outcome is an increase in the reclassification rates (M4.2), and an increase in the % of students at demonstrating progress on the ELPI (M4.3). This action is limited to English Learners.	$8,000.00	No
4.3	Quarterly ELAC and DELAC meetings	The District will hold ELAC and DELAC meetings for the purpose of keeping students and families informed of school practices and procedures, academic related processes such as applying for colleges, and provide a venue for parents of English Learners to ask questions and ask for clarification. The expected outcome is an increase in the percent of English Learners designated as College and Career Ready as measured by the College and Career Indicator (M4.1). This action is limited to English Learners.	$300.00	No
4.4	Supplemental instructional supplies to support English Learners	The District will purchase supplemental instructional supplies and materials to specifically support English Learners and Long Term English Learners (Rosetta Stone, library books in Spanish, translated text books) for the purpose of additional support and instruction for English Learner's and Long Term English Learner's academic achievement and language acquisition. The expected outcome of this action is an increase in the percent of English Learners showing progress on the ELPI (M4.3), the percent of Long Term English Learners showing progress on the ELPI (M4.5) and an increase in the reclassification rate (M4.2). This action is limited to English Learners.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Ellevations software	The District will purchase Ellevations software, a monitoring system for English Learners and Long Term English Learners for the purpose of supporting English Learners in the areas of academic achievement. District and Site coordinators will use to track and monitor English's progress. The expected outcome is an increase in reclassification rates (M4.2) and an increase on the number of English Leaners showing progress on the ELPI (M4.3) and the percent of Long Term English Learners showing progress on the ELPI (M4.5) . This action is limited to English Learners	$14,000.00	No
4.6	Biliingual Aides	Bilingual aides, under the direction of the classroom teacher, will work in small groups or one on one with English Learners for the purpose of providing additional academic support. The expected outcome of this action is an increase in the percent of English Learners showing progress on the ELPI (M4.3) and an increase in the reclassification rate (M4.2). This action is limited to English Learners.	$244,000.00	Yes
4.7	Community Schools English Learner Parent Coordinator	The Bear Valley Unified School District-wide English Learner (EL) Parent Liaison will serve as a vital link between English Language Learner families and the school district. The primary responsibility of this role is to facilitate effective communication and collaboration between EL parents/guardians and the district, ensuring that they are well informed about their child's education, resources, and opportunities. The expected outcome of this position is an increase in the reclassification rate (M4.2) and a decrease in the % of Long Term English Learners (M4.4).	$96,000.00	No
4.8	Family Based English Tutoring Program	The District Wide English Learner Coordinator will facilitate English Learner Parent Education meetings for the purpose of supporting parents of EL students as they navigate the education system with their students. Meetings will focus on how to help students with homework, familiarize parents with the Local Education Agencies (LEA) processes for enrollment, grading, and reclassification processes. The expected outcome is the increase in reclassification rates (M4.2) and a decrease in the percent of	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Long Term English Learners (M4.4). This action is limited to English Learners.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	In the 2026-2027 school year, Chautauqua High School will improve for all student groups, the % of students designated as "prepared" on the College and Career Indicator (M5.2). As well, the suspension rate will decrease for all students, including Low Income, Hispanics, and White.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In 2025, Chautauqua High School was identified as an Equity Multiplier School due to the Mobility rate above 25% (CT: 72%) and the Socioeconomically Disadvantaged percent is greater than 70% (CT: 94.7%). Of particular concern is that all student groups both show as the lowest performing groups in the College and Career Indicator and in 2025. After meeting with relevant educational partners such as site and district administration, teachers, parents, and individual students on needs assessment, the need for culture building and engagement was determined. The introduction of a wellness center and corresponding staff to Chautauqua will lead to increased student engagement and attendance, leading to increased graduation rates and potential college and career options.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate of Chautauqua High School Source: CA School Dashboard	2023: All: 67.5% EL: *not a significant student group LI: 67.6% FY: *not a significant student group W: 60%	2024: All: 94.1% EL: *not a significant student group LI: 93.5% FY: *not a significant student group W: 91.7%	2025: All: 87.5% EL: *not a significant student group LI: 87.5% FY: *not a significant student group W: *not a significant student group	All: 93% EL: *not a significant student group LI: 93% FY: *not a significant student group W: 93%	All: 20% EL: *not a significant student group LI: 19.9% FY: *not a significant student group W: *not a significant student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	% of Students designated as College and Career Ready Source: CA School Dashboard	2023: All: 0% prepared LI: 0% prepared	2024: All: 0% prepared LI: 0% prepared	2025: All: 4.2% prepared LI: 4.2% prepared	All: 15% prepared LI: 15% prepared	All: 4.2% LI: 4.2%
5.3	Suspension Rates Source: CA School Dashboard	2023: All: 6.6% LI: 7.8% HI: 4.7% WH: 6.7%	2024 All: 11.7% LI: 10.7% HI: 10.3% WH: 12.1%	2025 All: 4.1% LI: 3.2% HI: 3% WH: 3%	All: 5% LI: 5% HI: 5% WH: 5%	All: -2.5% LI: -4.6% HI: -1.7% WH: -3.7%

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.

BVUSD is committed to ensuring the success of ALL students and to provide them with choices to further educational pursuits upon graduation. This goal addresses the State Priorities 5) Pupil Engagement, 6) School Climate, and Priority 8) Other Pupil Outcomes

Provision of Additional Literary Supports (Action 5.2) was implemented as planned. Additional novels were added to Chautauqua however these novels were not purchased but instead were repurposed from Big Bear High School. The existing access to novels is deemed sufficient.

Wellness Center (Action 5.4) was implemented as planned and a student support position was hired and maintained all year. The center is located at Chautauqua High School.

Math and ELA Instructional Coaches (Action 5.5) was not implemented. The district determined that existing instructional coaching resources from Big Bear High School effectively served Chautauqua High School students, eliminating the need for dedicated coaching positions at this site.

eSports program (Action 5.6) was not implemented due to insufficient staffing to provide adequate supervision for the program. The district was unable to secure personnel to implement this action with fidelity.

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

The District’s measure of material difference is anything that exceeds 15%, either above or below. For this goal, Action 5.2 (Additional Literary Supports) were not purchased due to the quantity purchased in the 24-25 school year. For Action 5.4 (The Wellness Center) a student support specialist was hired and therefore the additional expense was necessary. For Action 5.5, (Instructional coaches), the Math and ELA coaches at Big Bear High School were used for this. Action 5.6 (eSports) was not implemented due to insufficient staffing to provide adequate supervision for the program to be implemented with fidelity and therefore no funding was spent for this Action.

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

Provision of additional literary supports (Action 5.2)
The district's implementation of Action 5.2, which involved the utilization of novel sets borrowed from Big Bear High School to implement literacy groups, discussion forums, and extended writing assignments, has demonstrated positive initial progress toward improving college and career readiness at Chautauqua High School. According to Metric 5.2, the percentage of all students designated as college and career ready increased from 0% in both 2023 and 2024 to 4.2% in 2025, representing a 4.2 percentage point improvement from baseline. The provision of novel sets and structured literacy activities appears to be a step in the right direction for building the academic skills necessary for college and career readiness. However, the modest gains suggest that this action alone may not be sufficient to achieve the substantial improvements needed at Chautauqua High School.

Wellness Center (Action 5.4)
The Creation of a Wellness Center at Chautauqua High School is a new initiative that was implemented for the first time in the 2024-2025 school year, but is already showing early signs of an effective impact. Based on the current difference from baseline data for the school overall and the research-based design of this intervention, the district anticipates the wellness center will contribute to continued positive trends across all three aligned metrics. For graduation rates (Metric 5.1), where the school has already shown a 20 percentage point improvement for all students (from 67.5% to 87.5%) and Low Income students (from 67.6% to 87.5%), the wellness center is expected to help maintain and potentially further improve these gains through providing mental health and social-emotional support. Regarding College and Career Readiness (Metric 5.2), where the school has moved from 0% to 4.2% prepared for both all students and Low Income students, the wellness center's counseling services and safe space for one-on-one interactions are anticipated to accelerate this upward trajectory by addressing the social-emotional barriers that often prevent students from engaging in college and career planning. For suspension rates (Metric 5.3), which have already decreased for all students by 2.5 percentage points (from 6.6% to 4.1%), Low Income students by 4.6 percentage points (from 7.8% to 3.2%), Hispanic students by 1.7 percentage points (from 4.7% to 3%), and White students by 3.7 percentage points (from 6.7% to 3%), the wellness center is expected to further reduce these rates by providing proactive mental health interventions and coping strategies before behavioral issues escalate to disciplinary actions. The district will continue to monitor the impact of this new wellness center throughout the year to determine its effectiveness in supporting these anticipated outcomes.

Bilingual Aides (Action 5.1), Supplemental materials to support English Learners (Action 5.3, Math and ELA Instructional Coaches (Action 5.5), and eSports Program (Action 5.6) were not implemented during the 2025-2026 school year. As these actions were not enacted, the district is unable to measure their effectiveness at this time. All four actions will be discontinued in the 2026-2027 LCAP.

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

Metrics:
Based on data trends from the past two years, the following “Targets for Year 3” have been updated:
M5.1 (CT Graduation Rate) All, LI, W from 95% to 93%
M5.2 (CT CCI) All and LI from 20% to 15%

Actions:
Actions 5.1 (Bilingual Aides) and Action 5.3 (Supplemental materials to support English Learners) will be removed from the 2026-2027 LCAP due to a change in demographics. The existing support is deemed sufficient.

Action 5.5 (Providing Math and ELA Instructional Coaches) will be discontinued in the 2026-2027 LCAP. The district determined that existing instructional coaching resources from Big Bear High School effectively served Chautauqua High School students, eliminating the need for dedicated coaching positions at this site. This action will no longer be listed in the LCAP as the intended outcomes are being met through existing district resources.

Action 5.6 (eSports) will be discontinued in the 2026-2027 LCAP due to insufficient staffing to provide adequate supervision for the program. The district was unable to secure personnel to implement this action with fidelity.

(Due to the removal of previously discontinued Actions, the following Actions numbers have been reassigned in the 2026-2027 LCAP as follows: Action 5.1 is Provision of additional literary supports for 2026-2027. (Was Action 5.2); Action 5.2 is Creation of a Wellness Center for 2026-2027. (Was Action 5.4).

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Provision of additional literary supports	The District will purchase Novel sets to implement literacy groups, discussion forums, and extended writing assignments pertaining to the readings. This action addresses all students but is primarily to directed to	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		LI students for the purpose of providing academic opportunities to increase learning. The outcome of this action is to increase the percent of students who are college and career ready on the CA Dashboard indicator (M5.2).		
5.2	Creation of a Wellness Center	This center was created for the purpose of providing a safe space and a venue for one to one interactions with a counselor to support students' growth in mental and social health and well being. The outcome of this action will increase the graduation rate (M5.1), the percent of students prepared according to the college and career indicator (M5.2) and a decrease in the suspension rate (M5.3).	$81,179.00	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
$5843744	$566103

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.923%	0.000%	$0.00	23.923%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Tk - 3rd Grad Span Adjustment **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the 2025 CA School Dashboard 3rd grade CAASPP scores are significantly lower than All students. (2025: ELA ALL: -11 DFS; EL: -108.8 DFS; LI : -16 DFS; FY: *not a significant student group. 2025 Math: ALL: -	To address the identified needs of our unduplicated population we are providing extra teachers and proven research-based intervention methodology to support smaller class sizes providing opportunities for targeted instruction. All grades TK-3 remain below the 24:1 mandated class size. We have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' academic scores will increase at a greater rate to close the achievement	This actions will be measured by the metrics identified in the action description.

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	58.5 DFS; EL: -67.2 DFS; LI: -42.3DFS; FY *not a significant student group. While LI exceeded ALL in math, the rest of these data points demonstrate the need for the District to implement multiple intervention strategies. As well, input from administration and teachers stressed the need for smaller class sizes, as preparation for the K-2nd grades as well as 3rd grade, to better facilitate small group and individualized instruction and provide focused opportunities to promote standards mastery. **Scope:** Schoolwide	gap between the unduplicated population and all students. While these services are available to unduplicated students to address and accelerate learning, we want all students to have equal access to increased services to provide consistency with the curriculum being delivered and that is why this action is schoolwide and for all students, TK - 3rd.	
1.2	**Action:** Increase instructional support **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the 2025 CA School Dashboard CAASPP scores are significantly lower than ALL: students. (2025 ELA ALL: -21.8 DFS; EL: -98.4 DFS; LI : -37 DFS; LTEL: -108.9 DFS; FY: *not a significant student group. 2025 Math: ALL: -57 DFS; EL: -116.2 DFS; LI: -74.4 DFS; LTEL: -160.2; FY *not a significant student group.) These data points demonstrate the need for the District to implement multiple intervention strategies. As well, input from administration and teachers stressed the need for smaller class sizes to better facilitate small group and	To address the identified needs of our unduplicated population we are providing extra teachers and proven research-based intervention supports to support smaller class sizes providing opportunities for targeted instruction such as 1 to 1 instruction, small learning groups, differentiated instruction, enhanced classroom management, and strong teacher to student relationships. We have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' academic scores will increase at a greater rate to close the achievement gap between the unduplicated population and all students. While these services are available to unduplicated students to address and accelerate learning, we want all students to have equal access to increased services to provide consistency with the curriculum being delivered and that is why this action is schoolwide for all students, 4th - 12th grades.	This actions will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	individualized instruction and provide focused opportunities to promote standards mastery. **Scope:** Schoolwide		
1.4	**Action:** Curricular Licenses and Subscriptions **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the 2025 CA School Dashboard CAASPP scores are significantly lower than ALL students. (2025: ELA ALL: -21.8 DFS; EL: -98.4 DFS; LI : -37 DFS; LTEL: -108.9 DFS; FY: *not a significant student group. 2025 Math: ALL: -57 DFS; EL: -116.2 DFS; LI: -74.4 DFS; LTEL: -160.2; FY *not a significant student group.) These data points demonstrate the need for the District to implement multiple intervention strategies. As well, input from administration and teachers stressed the need for additional targeted instructional materials to provide added support for all students to further promote standards mastery. **Scope:** LEA-wide	To address the identified need of our unduplicated student population, we recognize the need for supplemental curriculum to enable teachers to provide targeted and individualized instructional opportunities and provide additional monitoring of student progress. The close monitoring of student progress is vital in order to address and mitigate any gaps. While these services are available to unduplicated students to address and accelerate learning, we want all students to have equal access to increased services to provide consistency with the curriculum being delivered and that is why this action is LEA wide and for all students. We have reviewed the data to prioritize and target the needs of unduplicated students and expect that their academic scores will increase at a greater rate to close the achievement gap between the unduplicated population and all students and that this action will address and accelerate their learning.	This actions will be measured by the metrics identified in the action description.
1.6	**Action:**	Provision of the AVID program, targeting unduplicated students, allows for concentrated	This actions will be measured by the metrics

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	Advancement Via Individual Determination (AVID) **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the 2025 CA School Dashboard CAASPP scores are significantly lower than All students. (2025: ELA All: -21.8 DFS; EL: -98.4 DFS; LI : -37 DFS; LTEL: -108.9 DFS; FY: *not a significant student group. 2025 Math: All: -57 DFS; EL: -116.2 DFS; LI: -74.4 DFS; LTEL: -160.2; FY *not a significant student group.) From 2023 to 2025, the District average of students completing A-G went from 36% to 24.9%, Low Income went from 24% to 23.1%, and English Learners went from 15% to 4.8%. From 2023 to 2025, the District graduation rate went from 85.6% to 89.9%, Low Income students went from 86.3% to 91% and English Learners went from 96.4% to 95.2%, and there were not enough Foster Youth to generate data. While some graduation rates have improved, the District continues to believe we need to keep a close watch on this data due to gaps in scores in CAASPP and A-G rates. With input from the LCAP Committee, administration, parents and students, it was determined that the continued focus on strategies taught in the AVID program (writing, inquiry, collaboration, organization, and reading) and the exposure to colleges and the application process were	focus on preparing students for college and career with specialize support for students who may be the first to aspire to attend college, who need help navigating college paperwork, grants and possible scholarships, who have not been aware of post secondary graduation college options as well as focus on skills that foster independence and problem solving. While this action is primarily directed to unduplicated students, we believe that all students should have equal access to this information and educational opportunities to promote academic achievement and post secondary planning.	identified in the action description.

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	necessary to promote post secondary educational opportunities. **Scope:** Schoolwide		
1.8	**Action:** Independent Study Teachers **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the 2025 CA School Dashboard CAASPP scores are significantly lower than ALL students. (2025: ELA ALL: -21.8 DFS; EL: -98.4 DFS; LI : -37 DFS; LTEL: -108.9 DFS; FY: *not a significant student group. 2025 Math: ALL: -57 DFS; EL: -116.2 DFS; LI: -74.4 DFS; LTEL: -160.2; FY *not a significant student group.) From 2023 to 2025, the District average of students completing A-G went from 36% to 24.9%, Low Income went from 24% to 23.1%, and English Learners went from 15% to 4.8%. From 2023 to 2025, the District graduation rate went from 85.6% to 89.9%, Low Income students went from 86.3% to 91% and English Learners went from 96.4% to 95.2%, and there were not enough Foster Youth to generate data. While the graduation rate shows a slight increase, the District continues to believe we need to keep a close watch on this data due to gaps in scores in CAASPP and A-G rates.	The Independent Study program offers one to one relationships between teachers and students, and focused attention on academics and post secondary pursuits. As well, the independent study option allows students who are unable to attend 5 days a week to be able to graduate with A-G classes completed. Having independent study options provide access to credit recovery classes, a flexible schedule, and individualized instruction and monitoring for struggling students. While these services are available to unduplicated students to address and accelerate learning, we want all students who may have mitigating circumstances that prevent them from following a traditional schedule, to have equal access to increased services to provide consistency with the curriculum being delivered and that is why this action is LEA-wide for all students	This actions will be measured by the metrics identified in the action description.

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	With input from LCAP committee members, administration, teachers, and students, is was determined that for some students, a more flexible and individualized instructional model meets their needs better than daily classroom attendance. This provides the opportunity for students to meet one on one, with a flexible schedule, and completing classwork at home with support from their teacher. **Scope:** LEA-wide		
1.10	**Action:** Intervention Support Personnel **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the 2025 CA School Dashboard CAASPP scores are significantly lower than ALL students. (2025: ELA All: -21.8 DFS; EL: -98.4 DFS; LI : -37 DFS; LTEL: -108.9 DFS; FY: *not a significant student group. 2025 Math: ALL: -57 DFS; EL: -116.2 DFS; LI: -74.4 DFS; LTEL: -160.2; FY *not a significant student group.) These data points demonstrate the need for the District to implement multiple intervention strategies. With input from LCAP committee meetings, administration, parents, and students there is always a request for more support for struggling students in the form of additional personnel to provide additional	To address the identified need of our unduplicated population we are providing additional intervention support personnel in the elementary grades to provide more opportunities for small group instruction, reinforcement of standards (vocabulary, writing, reading comprehension), and individualized instruction within the classroom. These services are offered TK - 5, to best prepare students when they reach 3rd grade testing. We have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' academic scores will increase at a greater rate to close the achievement gap between the unduplicated population and all students. While these services are available to unduplicated students to address and accelerate learning, we want all students to have equal access to increased services to provide consistency with the curriculum being delivered and that is why this action is schoolwide for all students grades TK - 5.	This actions will be measured by the metrics identified in the action description.

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	opportunities for small groups and individualized instruction, before, during, and after school. **Scope:** Schoolwide		
2.2	**Action:** Days of Understanding **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students we learned that there was an increase in suspension rates across most student groups. For the overall district, the suspension rate increased from 5.1% (2023 CA School Dashboard) to 6.7% (2025 CA School Dashboard). Specific student groups such as English Learners (EL) and Low Income (LI) also saw increases, from 4.7% to 8.1% and 6.5% to 8.3%, respectively. However, the Foster Youth (FY) group experienced a significant decrease from 20% to 7.7%. For the 2026 Comprehensive Counseling Survey, at Big Bear High School, students needing help with connecting with friends went from 33% to 27%, those dealing with sadness/depression went from 30% to 24%. At Chautauqua High School, students needing help connecting with friends went from 53% to 17%, and those dealing with sadness/depression went from 26% to 13%. The counseling survey data is not	The Days of Understanding action directly addresses the growing social-emotional needs of unduplicated student groups, particularly in terms of improving peer connection and reducing behavioral challenges. The action aims to improve students' emotional well-being by fostering self-acceptance and empathy. It will address these needs by providing district-wide training that teaches acceptance of oneself and others, supports the development of emotional regulation, and creates a school climate where students feel more connected to each other. This approach is supported by research from the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020), which found that high-quality SEL programs significantly improve students' social-emotional skills, reduce emotional distress and problem behaviors, and increase students' connection to school—especially among historically underserved populations. By focusing on these foundational social-emotional skills, Days of Understanding seeks to reduce feelings of isolation, decrease disciplinary incidents, and increase overall school engagement. By offering Days of Understanding on a schoolwide basis, the district ensures that all	This actions will be measured by the metrics identified in the action description.

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	disaggregated into the student groups, so we need to look at the overall data. While showing some significant improvement, these data points still demonstrate the need for continued supports and interventions for these students. Days of Understanding provide a training for all students in the areas of acceptance of themselves and others. **Scope:** Schoolwide	students—especially those from unduplicated groups—have equitable access to the social-emotional support necessary for their success.	
2.4	**Action:** Health Aides **Need:** While the 2026 Comprehensive Counseling Survey is not disaggregated by student group, the district's overall unduplicated pupil rate is 72%, which allows for reasonable inference that the trends in the survey data are reflective of needs among English Learners (EL), Foster Youth (FY), and Low Income (LI) students. At the elementary level, from 2024 to 2026, a decrease in the percentage of students in grades 3–5 who feel a sense of belonging (from 73% to 56%) and a slight decline in K–2 students who like school (from 76% to 72%) indicate a need to strengthen inclusive and supportive school environments. However, there was a significant improvement in students feeling safe at school in grades 3–5 (from 42% to 81%), suggesting that focused efforts in this area are making an impact.	This action increases access to school-based mental health and counseling services to support the social-emotional well-being and connectedness of students, particularly those from unduplicated student groups (EL, FY, SED), who make up 72% of the district's population. The action will fund additional school counselors and mental health professionals, including targeted support at high-need sites such as Chautauqua High School. Implementation will include: *Site-based counselors providing both individual and group counseling sessions. *Proactive check-ins with students identified as high-risk based on attendance, behavior, and academic data. *Social-emotional learning (SEL) lessons embedded into the school schedule, with age-appropriate content to build self-awareness, relationship skills, and emotional regulation. *Dedicated counseling office hours and referrals to external mental health providers as needed.	This action will be measured by the metric identified in the action description.

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	At the middle school level, new data reveal that only 40% of students enjoy school, while 71% feel academically supported and 76% feel comfortable speaking to counselors—indicating that while access to adult support is improving, engagement and school connectedness remain areas of concern. At the high school level, Big Bear High School showed a decrease in the need for support connecting with friends (from 33% to 27%), family (from 33% to 28%), and managing anxiety (from 41% to 37%). Chautauqua High School students reported sharp decreases in the need for support connecting with friends (from 31% to 17%), family (from 23% to 13%), but a slight increase in managing anxiety (from 8% to 17%). Given the high percentage of unduplicated pupils at this continuation site, this data shows improvement with relationships but a continued need for help with anxiety among our most vulnerable students. These results underscore the need for increased access to school-based counseling and social-emotional supports, particularly for students likely to be from EL, FY, or SED backgrounds. **Scope:** LEA-wide	*Collaboration with families, including parent workshops and communication to support mental health at home. Educational partners consistently voiced support for expanded mental health access during LCAP input sessions, including school site meetings, parent advisory groups, and student focus groups. Specifically, at Chautauqua High School, students and staff requested continued access to counseling and mental health support. Research-based justification: The National Association of School Psychologists (2016) emphasizes that school-based mental health services increase access for underserved populations and improve both academic and emotional outcomes. CASEL also reports that SEL programs enhance student behavior, emotional regulation, and academic achievement, with a strong cost-benefit return of $11 for every $1 invested. By increasing access to responsive, research-backed services, this action directly supports the identified social-emotional needs of unduplicated students and reflects educational partner priorities.	
2.8	**Action:** Counselors and Psychologists	This action expands site-based mental health and counseling services to address elevated suspension rates and increased social-emotional	This actions will be measured by the metrics

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	Need: Analysis of 2025 California School Dashboard data reveals concerning suspension trends among unduplicated student groups in Bear Valley Unified School District. While the overall district suspension rate rose from 5.1% to 5.6%, English Learners (EL) increased from 4.0% to 4.7%, Low-Income students from 6.3% to 6.5%, and Foster Youth (FY) from 15% to 20%. These rates are significantly higher than district averages, particularly for FY students. Though the 2026 Comprehensive Counseling Survey is not disaggregated by student group, the district's 72% unduplicated enrollment rate makes it reasonable to infer that overall student responses reflect the experiences of EL, FY, and SED students. At the middle school level, new data reveal that only 40% of students enjoy school, while 71% feel academically supported and 76% feel comfortable speaking to counselors—indicating that while access to adult support is improving, engagement and school connectedness remain areas of concern. At the high school level, Big Bear High School showed a decrease in the need for support connecting with friends (from 33% to 27%), family (from 33% to 28%), and managing anxiety (from 41% to 37%). Chautauqua High School students reported sharp decreases in the need for support connecting with friends (from 31% to 17%), family (from 23% to 13%), but an increase in managing anxiety (from 8% to 17%). Given the	needs among unduplicated student groups, especially Foster Youth (FY), English Learners (EL), and Low-Income (LI) students. Dashboard data shows that EL suspension rates rose from 4.7% to 8.1%, LI suspension went from 6.5%. to 8.3% and survey data from Chautauqua High School highlights an increase in anxiety. These indicators point to a pressing need for proactive behavioral and emotional support to prevent exclusionary discipline and build a more inclusive school climate. Implementation of the action will include: *Deployment of additional school counselors and mental health providers at high-need sites, especially Chautauqua High School and Big Bear Middle School. *Regular one-on-one and group counseling sessions focused on trauma-informed care, peer relationships, and emotional regulation. *Delivery of structured SEL lessons using research-based curricula (e.g., Sown to Grow) integrated into advisory or class periods. *A Wellness Center as a safe, supportive space where students can access mental health services, decompress, and receive referrals. *Ongoing coordination with administrators and teachers to support positive behavior interventions and alternatives to suspension. Research Justification: The use of school-based mental health services is strongly supported by research. The National Center for School Mental Health (NCSMH) and the National Association of School Psychologists emphasize that integrated, accessible counseling services reduce disciplinary incidents and improve	identified in the action description.

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	high percentage of unduplicated pupils at this continuation site, this data shows improvement with relationships but a continued need for help with anxiety among our most vulnerable students. These data illustrate a clear need to reduce exclusionary discipline practices and improve campus connectedness and mental health supports—especially at high-need sites like Chautauqua, where Foster Youth and Low-Income students make up the majority. To address these needs, the district is implementing actions that expand access to school counselors, social workers, and site-based mental health services. These actions are designed to provide early intervention, trauma-informed counseling, and behavior supports that foster inclusion and reduce suspensions. Educational partners—through DELAC, the Student Advisory Council, and community meetings—consistently identified student behavior, anxiety, and emotional wellness as top priorities. Input from these groups, documented in the "Engaging Educational Partners" section of the LCAP, directly influenced the decision to invest in additional mental health personnel and expand access to counseling services at the most impacted sites.	academic and social outcomes for underserved students. Studies show that SEL programs like School-Connect improve student behavior and reduce suspension rates by enhancing students' emotional regulation, empathy, and conflict-resolution skills (CASEL, 2020). Additionally, Moya et al. (2022) found a positive correlation between student use of Wellness Centers and improvements in school engagement, mood, and coping strategies. Connection to Need and Educational Partner Input: This action was designed in response to disaggregated suspension and survey data that highlight disproportionate impacts on unduplicated students. Educational partners, including the DELAC, Student Advisory Committee, and Equity Multiplier planning team, specifically called for more mental health services, safer school climates, and reduced punitive discipline. T By increasing access to proactive, evidence-based social-emotional and behavioral supports, this action seeks to reduce suspension rates and improve connection and well-being for the district's most vulnerable students.	

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	Scope: Schoolwide		
3.1	**Action:** One to one technology **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the 2025 CA School Dashboard CAASPP scores are significantly lower than All students. (2025: ELA All: -21.8 DFS; EL: -98.4 DFS; LI : -37 DFS; LTEL: -108.9 DFS; FY: *not a significant student group. 2025 Math: All: -57 DFS; EL: -116.2 DFS; LI: -74.4 DFS; LTEL: -160.2; FY *not a significant student group.) Low academic achievement and lack of growth leads to frustration and an increase in absenteeism. Even though Chronic absenteeism has decreased district wide, it continues to be a challenge overall. 2025 Chronic Absenteeism rates: All: 25.8%; EL: 18.5%, LI: 29.5%, LTEL: 21.4%; FY *not a significant student group With input from administration and teachers, it was decided that access to their own Chromebooks would increase student achievement by providing access to technology and the imbedded resources available that many unduplicated students would not otherwise have access to. Through increased student achievement and success, chronic absenteeism will decrease, as well as, increased engagement, responsibility, and	At BVUSD, a majority of the curriculum is online and teachers use Google Classroom to inform students of assignments, assessments, and other needed information. To ensure access to unduplicated students, each student is assigned a Chromebook in order for students to access curriculum at school and at home. BVUSD provides chrome books or ipads to all students. While one to one technology is available LEA-wide to all students, we have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' with full access to technology will facilitate the reduction of chronic absenteeism to close the gap between the unduplicated population and all students. While one to one technology is available to the unduplicated population, we want all students to have equal access to online curriculum and assignments for consistency across curriculum and equal opportunities to accelerate learning so this action is LEA wide.	This action will be measured by the metrics identified in the action description.

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	accountability on the part of the students as all curriculum can be accessed online. **Scope:** LEA-wide		
3.2	**Action:** Science, Technology, Engineering, and Math (STEM) at every site **Need:** Low academic achievement and lack of growth leads to frustration and an increase in absenteeism. Even though Chronic absenteeism has decreased district wide, it continues to be a challenge overall. 2025 Chronic Absenteeism rates (CA School Dashboard): All: 25.8%; EL: 18.5%, LI: 29.5%, LTEL: 21.4%; FY *not a significant student group. The overall attendance rate dropped from 92.1% in 2025 to 91.45% in 2026. This suggests that while chronic absenteeism decreased, overall attendance did not improve as expected. With input from administration and teachers, it was decided that providing curriculum in the areas of STEM, it would increase engagement and achievement in the areas of Science, Technology, and math and literacy. Through increased student achievement and success, chronic absenteeism will decrease, as well as, increase engagement, responsibility, and accountability on the part of the students.	While STEM activities are is available LEA-wide to all students, we have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' continued access will facilitate the reduction of chronic absenteeism to close the gap between the unduplicated population and all students. We want all students to have equal access to STEM activities and assignments for consistency across curriculum and equal opportunities to accelerate learning so this action is LEA wide. Recent classroom-based research ("Student engagement and attendance are central mechanisms interacting with inclusive and equitable quality education" (Public Library of Science ONE, 2023) shows that student attendance, as a key form of behavioral engagement, is strongly linked to improved academic performance. Higher engagement through consistent attendance supports academic progress and reduces learning difficulties, which in turn helps lower student frustration and disengagement. By providing meaningful academic challenges through STEM, students develop a sense of competence and purpose, which fosters regular school attendance and engagement.	This action will be measured by the metrics identified in the action description.

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	Scope: LEA-wide		
3.3	**Action:** Career Technical Education classes **Need:** According to the 2025 CA School Dashboard, the percent of students college and career ready were All 31%, Low Income 27.1%, English Learner 4.8%, LTEL 5.9% and there were not enough Foster Youth to generate data. While percents are increasing, LCAP committee members, primarily students and parents, continued to request the maintenance and expansion (if possible) of the Career Technical Education classes as a means to prepare students for vocational pursuits and interests beyond high school. **Scope:** Schoolwide	The expanded CTE program has grown to include multiple sections of Transportation, Medical Core, and Arts/Media/Entertainment, all three provide opportunities to explore post secondary options. In 2024-2025, an Arts/Media/Entertainment pathway was added as well as an ESports after school club. Anecdotally, participation in CTE Pathway courses increase student engagement by allowing students to select a course of study based on student interest, while at the same time, providing relevance to post secondary career goals. CTE programs equip students with technical skills that are directly applicable to various industries, preparing them for immediate entry to the workforce. For unduplicated students, who may face financial barriers to higher education, these skills provide a crucial pathway to gainful employment after high school. While CTE classes are available to the unduplicated population, this action is being provided schoolwide to ensure equal access, consistency of class offerings and equal opportunities to accelerate learning.	This action will be measured by the metrics identified in the action description.
3.7	**Action:** Athletic League transportation **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that there is a need to address the attendance and engagement of Middle and	Recent research (Kim, J., & Park, S. (2025). "From low participation to high engagement: Developing extracurricular programs to optimize students' talents and interests". Journal of Educational Development) provides compelling evidence that extracurricular activities are an effective strategy for improving student attendance and engagement. Through mechanisms of belonging,	This action will be measured by the metrics identified in the action description.

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	High School students. 2025 Chronic Absenteeism rates (CA School Dashboard): All: 25.8%; EL: 18.5%, LI: 29.5%, LTEL: 21.4%; FY *not a significant student group. Specifically at the Middle School: All: 26.2%, EL: 19.2%, LI: 30.7%, LTEL 21.4% The overall attendance rate dropped from 92.1% in 2025 to 91.45% in 2026. When reviewing this action with the LCAP committee, most parents shared that transportation removes a barrier in participating in athletics. This is very important to their student athlete and provides motivation to maintain grades and attendance and that this action was vital for maintenance of the culture of the school. **Scope:** Schoolwide	accountability, and school climate, participation in structured activities contributes to both increased engagement and reduced absenteeism. As schools seek to address ongoing challenges related to student disengagement, investment in high-quality, accessible extracurricular programs represents a promising and evidence-based approach. We have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' chronic absenteeism will decrease at a greater rate than all students. While these experiences are available to the unduplicated population, the action is being provided schoolwide, as we want all students to have equal access to these opportunities for travel to athletic events and the opportunity to participate in activities outside the school day.	
3.10	**Action:** Annual Transportation **Need:** In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that there is a need to address the attendance and engagement of our students. 2025 Chronic Absenteeism rates (CA School Dashboard): All: 25.8%; EL: 18.5%, LI: 29.5%, LTEL: 21.4%; FY *not a significant student group. The overall attendance rate dropped from 92.1% in 2025 to 91.45% in 2026.	Providing transportation for unduplicated students ensures that they have safe and reliable means to get to and from school. Recent research (Kim, J., & Park, S. (2025). "From low participation to high engagement: Developing extracurricular programs to optimize students' talents and interests". Journal of Educational Development) provides compelling evidence that extracurricular activities are an effective strategy for improving student attendance and engagement. Through mechanisms of belonging, accountability, and school climate, participation in structured activities contributes to both increased engagement and reduced absenteeism. As schools seek to address ongoing	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
	Gathering input from LCAP Committee meetings, administration, teachers, parents, and students it was pointed out that our bus transportation is a needed service for home to school and school to home access. In addition, transportation is need to ensure access to extracurricular opportunities for unduplicated students. Educational partners stressed the importance of home to school transportation citing the difficulty of transportation due to inclement weather in the winter and the safety of children due to the rural nature of the community's lack of side walks, creating safety concerns for some students to walk or bike to school. In addition, the difficulty presented by the high percentage of parents that have to commute off the mountain for work. As well as the cost of, or access to, transportation for the population of low income families served by Bear Valley USD. **Scope:** LEA-wide	challenges related to student disengagement, investment in high-quality, accessible extracurricular programs represents a promising and evidence-based approach. Reliable transportation is essential to ensure equitable access to these opportunities for unduplicated students. In addition, this removes any barriers the families of unduplicated students have in making sure students have access to extracurricular programs and activities. Opportunities offered outside the core curriculum, such as robotics competition, choral competitions, college visits and tours beyond the typical field trips, increase students' desire to attend school as for some students, extra curricular activities promote peer interaction and collaboration. While these experiences are available to the unduplicated population, we want all students to have equal access to these opportunities for extra curricular activities as well as consistent transportation to and from school so this action is offered LEA-wide.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** Provide access to supplemental supports **Need:** Our 2025 Chronic Absenteeism data (CA School Dashboard) shows that rates are improving for some student groups. ALL students went from 26.5% to 25.8%, EL students went from 21.8% to 18.5%, LTELs went from 24.1% to 21.4%, and Low Income from 30.7% to 29.5%. However, Homeless students slightly increased from 35.4% to 36.4% and Students with Disabilities went from 35% to 36.6%. Foster Youth was not significant in numbers and therefore did not produce data points. While some groups are improving, the rates are still higher than desired. This data was shared at the LCAP Committee meetings for the purpose of gathering input to address chronic absenteeism and the comments were related to the importance of keeping of this support to reduce resource inequities in students and provide equal access to learning opportunities by addressing the barriers to student needs. **Scope:** Limited to Unduplicated Student Group(s)	In order to provide more support for our low income and foster youth students and address their absenteeism, we are providing access to gas cards, food cards, and school supplies as needed. We also have a full time Student Support Liaison specifically for our low income and foster youth students. We have a School Connect Team that visits attendance clerks and principals at each site monthly from September to May to monitor absenteeism overall. This program targets Low Income and Foster Youth, and the expectation is that their chronic absenteeism rate will continue to decrease.	This action will be measured by the metrics identified in the action description.
2.5	**Action:** Student Support Services	This action is designed to reduce chronic absenteeism and improve student well-being by	This action will be measured by the metrics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Our 2025 Chronic Absenteeism data (CA School Dashboard) shows that our Low Income and Foster Youth are chronically absent significantly more than all students. In 2025, 25.8% of All students were chronically absent while 29.5% of Low Income were chronically absent (there were not enough of Foster Youth to generate data). This data was shared at the LCAP Committee meetings for the purpose of gathering input to address chronic absenteeism and the decision was to keep this support to reduce resource inequities in students and provide equal access to learning opportunities by addressing the barriers to student needs. **Scope:** Limited to Unduplicated Student Group(s)	directly addressing the unmet social-emotional and basic needs of low-income and foster youth students. The Student Support Liaison serves as a centralized coordinator of care, leveraging partnerships with the Department of Behavioral Health, Lutheran Social Services, and other community agencies to provide trauma-informed and culturally responsive mental health supports. According to research, school-based mental health services and case management improve attendance, engagement, and academic outcomes for high-risk student groups (Bruns et al., 2011; Dowdy et al., 2013). Providing access to resources such as gas cards, food cards, and school supplies further reduces logistical barriers to school attendance, consistent with findings that wraparound services improve stability and educational access for foster and low-income youth (Huang et al., 2005; Walker et al., 2010). The monthly coordination of the School Connect Team ensures a data-informed, multi-tiered approach to absenteeism by enabling timely intervention and accountability across school sites.	identified in the action description.
4.6	**Action:** Biliingual Aides **Need:** In 2024, English Learner reclassification rate was at 6.6% and 9.5% in 2025. In 2025, the % of students showing progress on the ELPI was at 34.6% and on the 2025 CA Dashboard for College/Career Indicators, only 4.8% of English Learners are Prepared. With input from the English Learner parents asking for more support so students had equitable	To support English Learners, bi-lingual aides in the classroom can target small groups or provide individual support in their own language as well as prepare them for the ELPAC test.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	access to the curriculum and to help eliminate barriers to learning, it was agreed that these data points justify the need for a focus on supporting academic achievement during school and preparing English learners for post graduation opportunities. **Scope:** Limited to Unduplicated Student Group(s)		

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

Not Applicable

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	1:32

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	1:19

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	24427153	5843744	23.923%	0.000%	23.923%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,207,449.00	$1,250,179.00	$0.00	$528,932.00	$8,986,560.00	$7,738,555.00	$1,248,005.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Tk - 3rd Grad Span Adjustment	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Baldwin Lane Elementary, North Shore Elementary, Fallsvale School Tk - 3rd	On Going	$1,959,762.00	$0.00	$1,959,762.00				$1,959,762.00	
1	1.2	Increase instructional support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	On Going	$2,125,584.00	$0.00	$2,125,584.00				$2,125,584.00	
1	1.3	Teacher Induction Program	All	No			All Schools	On Going	$0.00	$10,000.00				$10,000.00	$10,000.00	
1	1.4	Curricular Licenses and Subscriptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$144,000.00	$144,000.00				$144,000.00	
1	1.5	Administer Life Track Senior survey	All	No			Specific Schools: Big Bear High School; Chautauqua High School 12th	Annually	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.6	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School 9-12	On Going	$135,000.00	$10,000.00	$145,000.00				$145,000.00	
1	1.7	Professional Learning Opportunities	All	No			All Schools	Annually	$0.00	$45,000.00				$45,000.00	$45,000.00	

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	1.8	Independent Study Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$424,452.00	$0.00	$424,452.00				$424,452.00	
1	1.9	Professional Learning opportunities for paraprofessionals	All	No			All Schools	Annually	$0.00	$2,000.00		$2,000.00			$2,000.00	
1	1.10	Intervention Support Personnel	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: North Shore Elementary, Baldwin Lane Elementary	Annually	$293,580.00	$0.00	$44,948.00			$248,632.00	$293,580.00	
1	1.11	Summer School	All	No			All Schools	Annually	$196,000.00	$0.00	$24,000.00	$172,000.00			$196,000.00	
1	1.12	Part time math and ELA instructional coaches	All	No			All Schools	One more year	$75,000.00	$0.00				$75,000.00	$75,000.00	
2	2.1	Safety Assistants at Big Bear High School and Big Bear Middle School	All	No			Specific Schools: Big Bear Middle School and Big Bear High School	On Going	$401,818.00	$0.00	$401,818.00	$0.00	$0.00	$0.00	$401,818.00	
2	2.2	Days of Understanding	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School, Chautauqua High School	Annually	$0.00	$9,500.00	$9,500.00	$0.00	$0.00	$0.00	$9,500.00	
2	2.3	Provide access to supplemental supports	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	On Going	$0.00	$2,500.00	$2,500.00	$0.00	$0.00	$0.00	$2,500.00	
2	2.4	Health Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$182,910.00	$0.00	$182,910.00	$0.00	$0.00	$0.00	$182,910.00	
2	2.5	Student Support Services	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s	Foster Youth Low Income	All Schools	On Going	$95,475.00	$0.00	$95,475.00	$0.00	$0.00	$0.00	$95,475.00	

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
					)											
2	2.6	Social Emotional Learning curriculum	All	No			All Schools	On Going	$0.00	$42,000.00	$0.00	$42,000.00	$0.00	$0.00	$42,000.00	
2	2.7	Elementary Counselors at each Baldwin Elementary School and North Shore Elementary	All	No			Specific Schools: Baldwin Lane Elementary; North Shore Elementary	On Going	$0.00	$263,205.00	$0.00	$263,205.00	$0.00	$0.00	$263,205.00	
2	2.8	Counselors and Psychologists	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear Middle School, Big Bear High School, Chautauqua High School	On Going	$603,000.00	$0.00	$603,000.00	$0.00	$0.00	$0.00	$603,000.00	
2	2.9	Dean of Students at North Shore Elementary	All	No			Specific Schools: North Shore Elementary	On Going	$159,795.00	$0.00	$0.00	$159,795.00	$0.00	$0.00	$159,795.00	
2	2.10	Student Support Specialist at Big Bear High School	All	No			Specific Schools: Big Bear High School	On Going	$140,000.00	$0.00	$0.00	$140,000.00	$0.00	$0.00	$140,000.00	
2	2.11	Dean of Students at Baldwin Lane Elementary	All	No			Specific Schools: Baldwin Lane Elementary	On Going	$140,000.00	$0.00	$0.00	$140,000.00	$0.00	$0.00	$140,000.00	
3	3.1	One to one technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$300,000.00	$300,000.00	$0.00	$0.00	$0.00	$300,000.00	
3	3.2	Science, Technology, Engineering, and Math (STEM) at every site	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	
3	3.3	Career Technical Education classes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School;	On Going	$0.00	$60,000.00	$60,000.00	$0.00	$0.00	$0.00	$60,000.00	

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
							Chautauqua High School									
3	3.4	Project Lead the Way Engineering Class	All	No			Specific Schools: Big Bear High School	On Going	$0.00	$9,000.00	$0.00	$9,000.00	$0.00	$0.00	$9,000.00	
3	3.5	Expand college and career awareness	All	No			Specific Schools: Big Bear Middle School, Big Bear High School, Chautauqua High School	On Going	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	$5,000.00	
3	3.6	Intervention and Enrichment opportunities	All	No			Specific Schools: Big Bear Middle, North Shore, Baldwin Lane, Fallsvale	On Going	$0.00	$35,000.00	$0.00	$35,000.00	$0.00	$0.00	$35,000.00	
3	3.7	Athletic League transportation	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School, Big Bear Middle School	On Going	$0.00	$70,000.00	$70,000.00	$0.00	$0.00	$0.00	$70,000.00	
3	3.8	Offer Music/Choir/Drama/Art	All	No			All Schools	On Going	$361,000.00	$0.00	$282,000.00	$79,000.00	$0.00	$0.00	$361,000.00	
3	3.9	Sensory Tools for Students with Special Needs including Flexible seating options	Students with Disabilities	No			All Schools	On Going	$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	
3	3.10	Annual Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$150,000.00	$150,000.00	$0.00	$0.00	$0.00	$150,000.00	
3	3.11	Dual Enrollment classes	All	No			Specific Schools: Big Bear High School	On Going	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
3	3.12	Esports program	All	No			Specific Schools: Big Bear	On Going	$0.00	$6,500.00	$0.00	$6,500.00	$0.00	$0.00	$6,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High School, Big Bear Middle School									
4	**4.1**	District Wide English Learner Supports	All	No			All Schools	On Going	$11,000.00	$0.00	$0.00	$11,000.00	$0.00	$0.00	$11,000.00	
4	**4.2**	Site English Learner Coordinators at each site	English Learners	No			All Schools	On Going	$8,000.00	$0.00	$0.00	$8,000.00	$0.00	$0.00	$8,000.00	
4	**4.3**	Quarterly ELAC and DELAC meetings	English Learners	No			All Schools	On Going	$0.00	$300.00	$0.00	$0.00	$0.00	$300.00	$300.00	
4	**4.4**	Supplemental instructional supplies to support English Learners	English Learners	No			All Schools	On Going	$0.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	$10,000.00	
4	**4.5**	Ellevations software	English Learners	No			All Schools	On Going	$0.00	$14,000.00	$14,000.00	$0.00	$0.00	$0.00	$14,000.00	
4	**4.6**	Biliingual Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On Going	$244,000.00	$0.00	$109,000.00	$0.00	$0.00	$135,000.00	$244,000.00	
4	**4.7**	Community Schools English Learner Parent Coordinator	English Learners	No			All Schools	On Going	$96,000.00	$0.00	$0.00	$96,000.00	$0.00	$0.00	$96,000.00	
4	**4.8**	Family Based English Tutoring Program	English Learners	No			All Schools	Annually	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	
5	**5.1**	Provision of additional literary supports	All	No			Specific Schools: Chautauqua High School	On Going	$0.00	$500.00	$0.00	$500.00	$0.00	$0.00	$500.00	
5	**5.2**	Creation of a Wellness Center	All	No			Specific Schools: Chautauqua High School	On Going	$81,179.00	$0.00	$0.00	$81,179.00	$0.00	$0.00	$81,179.00	

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
24427153	5843744	23.923%	0.000%	23.923%	$6,476,131.00	0.000%	26.512 %	**Total:**	$6,476,131.00
								LEA-wide Total:	$1,251,362.00
								Limited Total:	$206,975.00
								Schoolwide Total:	$5,017,794.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Tk - 3rd Grad Span Adjustment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Baldwin Lane Elementary, North Shore Elementary, Fallsvale School Tk - 3rd	$1,959,762.00	
1	**1.2**	Increase instructional support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,125,584.00	
1	**1.4**	Curricular Licenses and Subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$144,000.00	
1	**1.6**	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School 9-12	$145,000.00	
1	**1.8**	Independent Study Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$424,452.00	
1	**1.10**	Intervention Support Personnel	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: North Shore	$44,948.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	Elementary, Baldwin Lane Elementary		
2	2.2	Days of Understanding	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School, Chautauqua High School	$9,500.00	
2	2.3	Provide access to supplemental supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$2,500.00	
2	2.4	Health Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$182,910.00	
2	2.5	Student Support Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$95,475.00	
2	2.8	Counselors and Psychologists	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear Middle School, Big Bear High School, Chautauqua High School	$603,000.00	
3	3.1	One to one technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
3	3.2	Science, Technology, Engineering, and Math (STEM) at every site	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
3	3.3	Career Technical Education classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School; Chautauqua High School	$60,000.00	
3	3.7	Athletic League transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Bear High School, Big Bear Middle School	$70,000.00	
3	3.10	Annual Transportation	Yes	LEA-wide	English Learners Foster Youth	All Schools	$150,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
4	**4.6**	Biliingual Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$109,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,673,997.23	$9,248,309.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Tk - 3rd Grad Span Adjustment	Yes	$1,998,861.59	1808134
1	**1.2**	Increase instructional support	Yes	$2,150,045.75	2072483
1	**1.3**	Teacher Induction Program	No	$10,000.00	14400
1	**1.4**	Curricular Licenses and Subscriptions	Yes	$50,000.00	120469
1	**1.5**	Release time for teacher collaboration and curriculum planning	No	$5,000.00	5000
1	**1.6**	Administer Life Track Senior survey	No	$2,500.00	2500
1	**1.7**	Advancement Via Individual Determination (AVID)	Yes	$150,000.00	96745
1	**1.8**	Professional Learning Opportunities	No	$45,000.00	46342
1	**1.9**	Independent Study Teachers	Yes	$351,750.00	384879
1	**1.10**	Intervention support for Students with Disabilities	No	$0.00	0
1	**1.11**	Professional Learning opportunities for paraprofessionals	No	$2,000.00	2000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Intervention Support Personnel	Yes	$512,550.00	556785
1	1.13	Provide Intervention materials	No	$0.00	0
1	1.14	Summer School	No	$100,000.00	187106
1	1.15	Big Bear High School/Chautauqua Continuation High School Principal	No	$0.00	0
1	1.16	Maintain Expanded Para-professional hours (5 hours a day)	No	$0.00	0
1	1.17	Maintain Library clerks at five hours a day for five days a week	No	$0.00	0
1	1.18	Math Interventionist at Big Bear Middle School	No	$0.00	0
1	1.19	Part time math and ELA instructional coaches	No	$75,000.00	63750
2	2.1	Safety Assistants at Big Bear High School and Big Bear Middle School	No	$261,176.39	407529
2	2.2	Days of Understanding	Yes	$9,500.00	9500
2	2.3	Provide access to supplemental supports	Yes	$2,500.00	2500
2	2.4	Health Aides	Yes	$182,910.00	193421
2	2.5	Student Support Services	Yes	$95,475.00	109652

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Maintain On Campus Intervention program	No	$0.00	0
2	2.7	Social Emotional Learning curriculum	No	$10,000.00	30000
2	2.8	Elementary Counselors at each Baldwin Elementary School and North Shore Elementary	No	$226,125.00	268843
2	2.9	Social Worker at Chautauqua High School	No	$123,313.50	130303
2	2.10	Counselors and Psychologists	Yes	$603,000.00	758027
2	2.11	Probation Officer	No	$0.00	0
2	2.12	Dean of Students at North Shore Elementary	No	$159,795.00	168991
2	2.13	Student Support Specialist at Big Bear High School	No	$140,000.00	145992
2	2.14	Dean of Students at Baldwin Lane Elementary	No	$140,000.00	153113
3	3.1	One to one technology	Yes	$300,000.00	300000
3	3.2	Science, Technology, Engineering, and Math (STEM) at every site	Yes	$50,000.00	38000
3	3.3	Career Technical Education classes	Yes	$50,000.00	57480
3	3.4	Project Lead the Way Engineering Class	No	$3,000.00	12460
3	3.5	Expand college and career awareness	No	$5,000.00	5000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Intervention and Enrichment opportunities	Yes	$35,000.00	35000
3	3.7	Athletic League transportation	Yes	$70,000.00	75395
3	3.8	Offer Music/Choir/Drama/Art	No	$376,875.00	368606
3	3.9	Sensory Tools for Students with Special Needs including Flexible seating options	No	$2,000.00	2000
3	3.10	Annual Transportation	Yes	$120,000.00	139225
3	3.11	Xello College and Career planning and exploration program (9- 12)	Yes	$3,700.00	3710
3	3.12	Dual Enrollment classes	No	$5,000.00	11883
3	3.13	Esports program	No	$6,500.00	6500
4	4.1	District Wide English Learner Supports	No	$9,200.00	11000
4	4.2	Site English Learner Coordinators at each site	No	$9,020.00	8000
4	4.3	Quarterly ELAC and DELAC meetings	No	$300.00	1193
4	4.4	Supplemental instructional supplies to support English Learners	No	$10,000.00	6455
4	4.5	Ellevations software	No	$7,000.00	7000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.6**	Bilingual aides	Yes	$80,400.00	203508
4	**4.7**	English Learner Parent Community Liaison	No	$35,000.00	71124
4	**4.8**	Family Based English Tutoring program	No	$0.00	0
5	**5.1**	Bilingual Support	No	$0.00	0
5	**5.2**	Provision of additional literary supports	No	$3,000.00	365
5	**5.3**	Purchase Supplemental materials for English Learners.	No	$0.00	0
5	**5.4**	Creation of a Wellness Center	No	$10,000.00	145941
5	**5.5**	Providing math and ELA Instructional Coaches	No	$70,000.00	0
5	**5.6**	eSports	No	$6,500.00	0

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)
5475386	$6,780,692.34	$6,476,131.00	$304,561.34	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Tk - 3rd Grad Span Adjustment	Yes	$1,998,861.59	$1,959,762.00	0	0
1	1.2	Increase instructional support	Yes	$2,150,045.75	$2,125,584.00	0	0
1	1.4	Curricular Licenses and Subscriptions	Yes	$50,000.00	$144,000.00	0	0
1	1.7	Advancement Via Individual Determination (AVID)	Yes	$150,000.00	$145,000.00	0	0
1	1.9	Independent Study Teachers	Yes	$351,750.00	$424,452.00	0	0
1	1.12	Intervention Support Personnel	Yes	$512,550.00	$44,948.00	0	0
2	2.2	Days of Understanding	Yes	$9,500.00	$9,500.00	0	0
2	2.3	Provide access to supplemental supports	Yes	$2,500.00	$2,500.00	0	0
2	2.4	Health Aides	Yes	$182,910.00	$182,910.00	0	0
2	2.5	Student Support Services	Yes	$95,475.00	$95,475.00	0	0
2	2.10	Counselors and Psychologists	Yes	$603,000.00	$603,000.00	0	0
3	3.1	One to one technology	Yes	$300,000.00	$300,000.00	0	0
3	3.2	Science, Technology, Engineering, and Math (STEM) at every site	Yes	$50,000.00	$50,000.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.3**	Career Technical Education classes	Yes	$50,000.00	$60,000.00	0	0
3	**3.6**	Intervention and Enrichment opportunities	Yes	$0.00	0	0	0
3	**3.7**	Athletic League transportation	Yes	$70,000.00	$70,000.00	0	0
3	**3.10**	Annual Transportation	Yes	$120,000.00	$150,000.00	0	0
3	**3.11**	Xello College and Career planning and exploration program (9- 12)	Yes	$3,700.00	0	0	0
4	**4.6**	Bilingual aides	Yes	$80,400.00	$109,000.00	0	0

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)
23424181	5475386	0	23.375%	$6,476,131.00	0.000%	27.647%	$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).

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