

July 30, 2025

Dear Superintendent Stijepovic,

Thank you for submitting the 2025-26 Local Control and Accountability Plan (LCAP) for the Baker Valley Unified School District. We appreciate your dedication to work collaboratively with your community and the San Bernardino County Superintendent of Schools (SBCSS) on this process.

The county superintendent of schools is required to review and approve the district's LCAP in accordance with Education Code sections 52070 and 42127 prior to the approval of the district's budget. The approval process incorporates a comprehensive review of fiscal and programmatic elements of the plan. Our office has completed its review of the district's LCAP and **4 of the 4** required areas of the review have been met:

- The LCAP adheres to the template and instructions adopted by the State Board of Education
- The budget includes expenditures sufficient to implement the specific actions and services in the LCAP.
- The plan adheres to the expenditure requirements for funds apportioned based on the number and concentration of unduplicated students pursuant to California Education Code sections 42238.02 and 42238.03.
- The LCAP includes the required calculations to determine whether there is a carryover requirement as outlined in Education Code Sections 42238.07 and 52064 and, if applicable, also includes a description of the planned uses of the funds and a description of how the planned uses of those funds satisfy the requirements for specific actions to be considered as contributing toward meeting the increased or improved services requirement in Education Code Section 52070.

Based on the above criteria, the **Baker Valley Unified School District 2025-26 LCAP is approved**. As shared with Dr. Michael Esposito, Principal, on July 24, 2025, we asked your district to make edits to the adopted LCAP to meet the four criteria listed. The LCAP attached to the approval email includes the required edits. Please be sure the LCAP attached to the approval email is posted to the homepage of your district website.

On behalf of the state, the county, and your local community, we would like to extend our appreciation for your continued efforts and growing engagement, while embracing the spirit and the requirements of local control and accountability through educational partner engagement, transparency, data monitoring, and strategic planning.

Sincerely,



Tracy Chambers, Education Support Services Assistant Superintendent, SBCSS

cc: Richard DeNava, Chief Business Officer, SBCSS
Thomas Cassida, Business Advisory Services Director, SBCSS
Karen Strong, LCAP Support and Advisory Services Director, SBCSS
Shannon Miller, LCAP Program Manager Name, LCAP Program Manager, SBCSS
Emily Shaw, Small School District Support Program Manager, SBCSS

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Baker Valley Unified School District

CDS Code: 36-73858-0000000

School Year: 2025-26

LEA contact information:

Milan Stijepovic

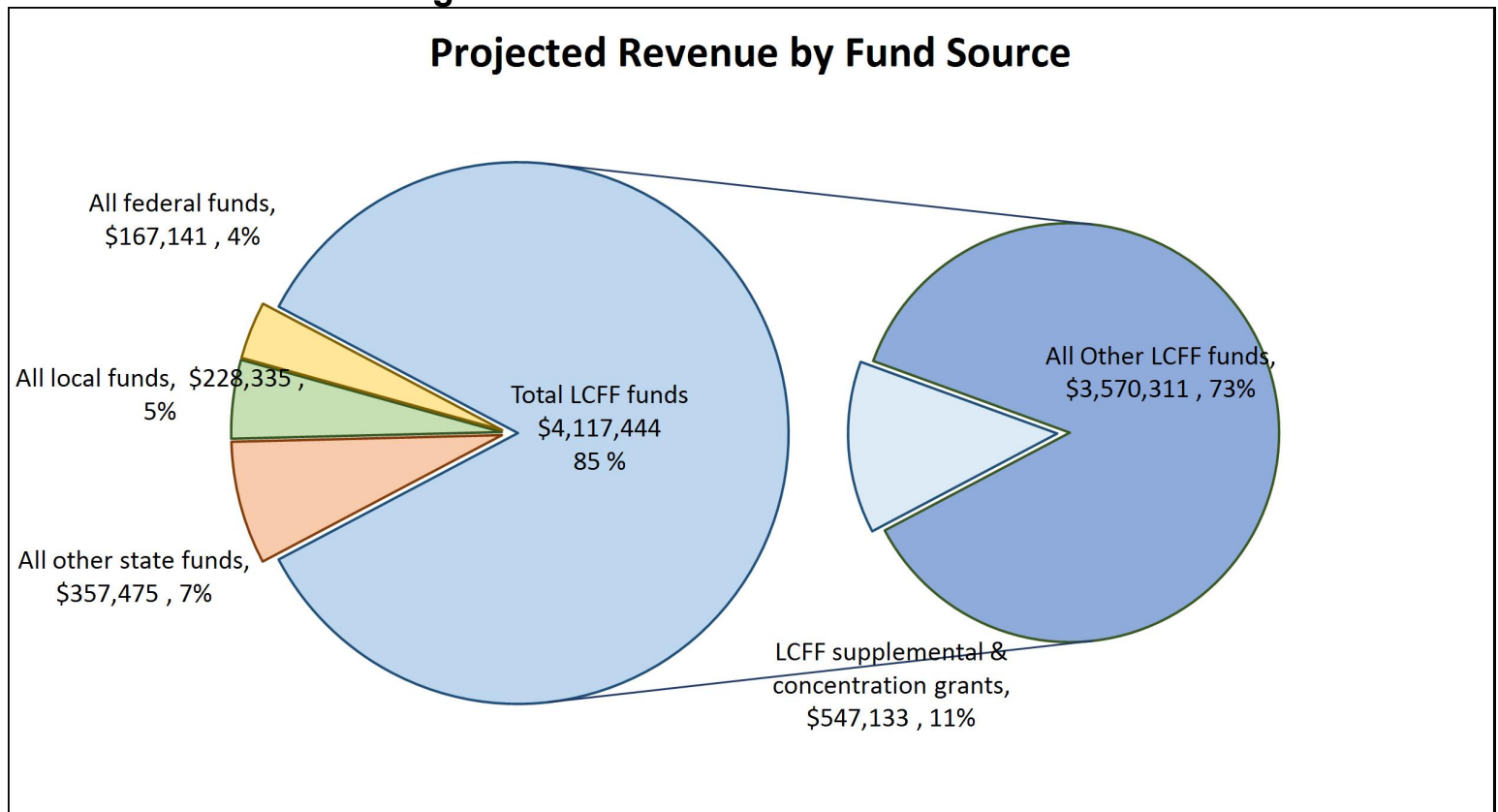
Superintendent

milan_stijepovic@baker.k12.ca.us

(760) 733-4567

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

Budget Overview for the 2025-26 School Year

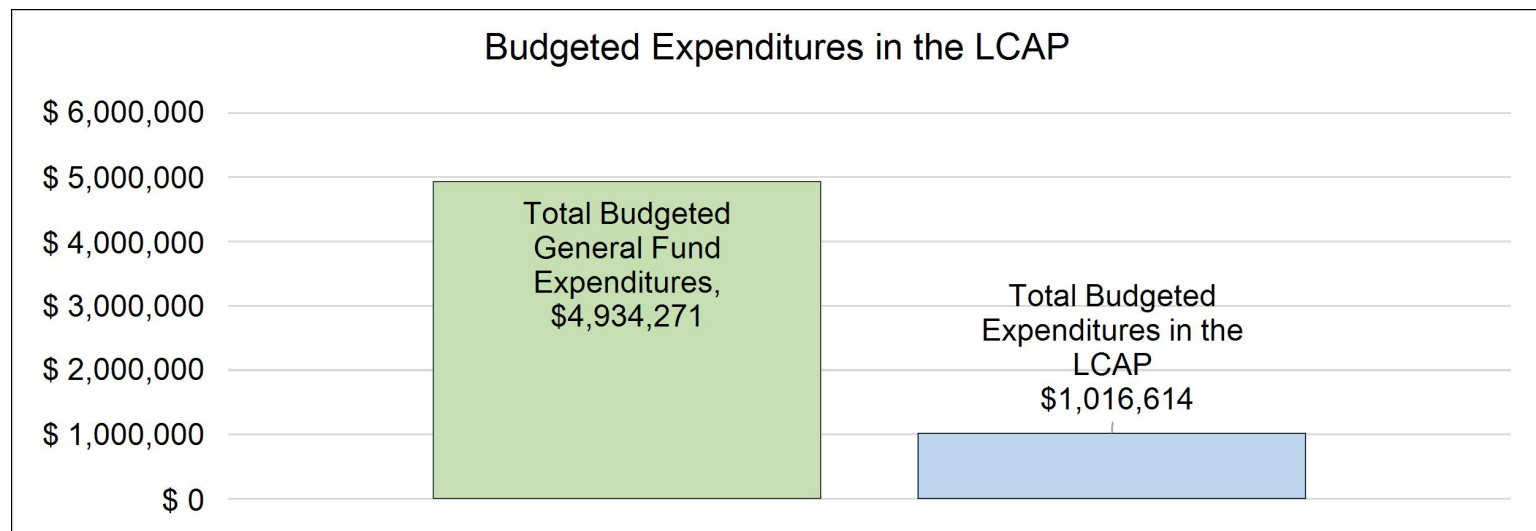


This chart shows the total general purpose revenue Baker Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Baker Valley Unified School District is \$4,870,395, of which \$4,117,444 is Local Control Funding Formula (LCFF), \$357,475 is other state funds, \$228,335 is local funds, and \$167,141 is federal funds. Of the \$4,117,444 in LCFF Funds, \$547,133 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Baker Valley Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Baker Valley Unified School District plans to spend \$4,934,271 for the 2025-26 school year. Of that amount, \$1,016,614 is tied to actions/services in the LCAP and \$3,917,657 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Administration, Teacher Salaries, maintenance, and Special Education.

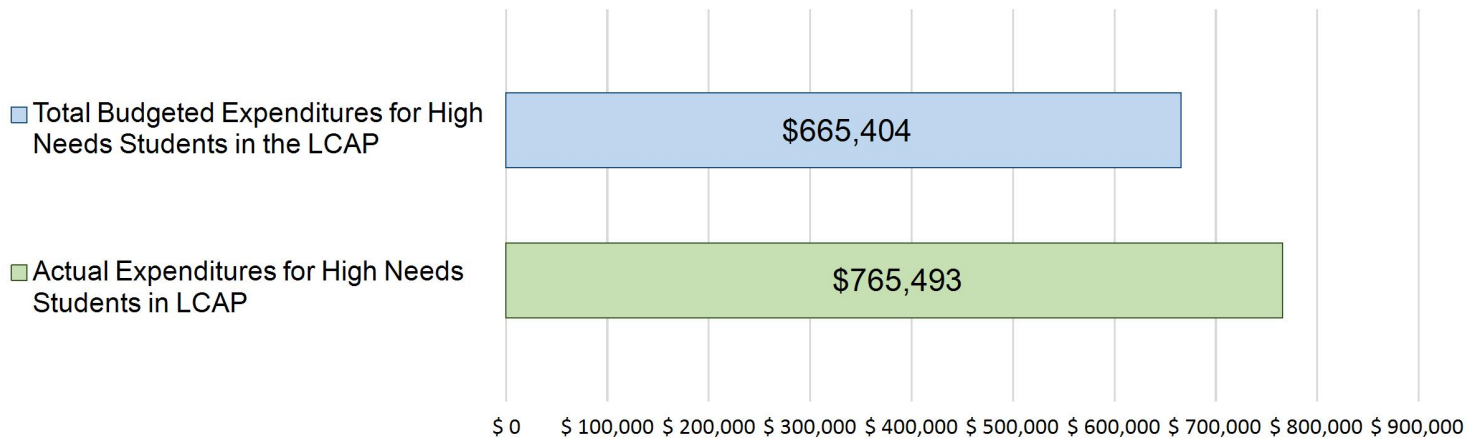
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Baker Valley Unified School District is projecting it will receive \$547,133 based on the enrollment of foster youth, English learner, and low-income students. Baker Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Baker Valley Unified School District plans to spend \$777,493 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2024-25, Baker Valley Unified School District's LCAP budgeted \$665,404 for planned actions to increase or improve services for high needs students. Baker Valley Unified School District actually spent \$765,493 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

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

Reflections: Annual Performance

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

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

Districtwide

English Learner Progress

Academic Engagement
Chronic Absenteeism - English Learners

School Sites - All Student Groups showing the lowest performance levels

Baker Elementary
Academic Performance: Mathematics (All Students)

The 2024 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Districtwide:

Pupil Achievement: ELA
Pupil Achievement: Math

By Subgroup:

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

School Climate:
Suspension - English Learner, Long Term EL, Socioeconomically Disadvantaged

Baker Valley Unified School District's performance on the 2024 Dashboard reflects areas of both progress and ongoing need. The English Learner Progress indicator is green signaling positive growth of 16.4% from the prior year. Chronic Absenteeism also showed significant improvement decreasing 21.7% over prior year.

Learning Recovery Emergency Block Grant (LREBG) Funds:

BVUSD has \$203,807 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be strategically allocated over the next three years to support goals and actions identified in the district's LCAP.

Following a comprehensive needs assessment—grounded in 2024 California School Dashboard data for English Language Arts (ELA), Mathematics, and Chronic Absenteeism, along with input from educational partners and local assessment data—the district identified critical areas requiring targeted support. This analysis led to the prioritization of three key actions, funded in whole or in part by LREBG, in alignment

with Education Code Section 32526(c)(2). These actions are designed to advance academic achievement and foster the socioemotional well-being of all students, with a focus on those most impacted by learning disruptions.

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

Mathematics Specialist (Action 1.10):

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

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

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

English Learner (EL) Specialist (Action 1.10):

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

To address these persistent gaps, BVUSD will use LREBG funds to support a dedicated English Learner (EL) Specialist. Research from the U.S. Department of Education and the National Clearinghouse for English Language Acquisition (NCELA) highlights the effectiveness of EL

specialists in accelerating both language proficiency and academic success through differentiated scaffolding, sheltered instruction strategies, and ongoing progress monitoring aligned to Title III and state reclassification requirements. Post-pandemic findings from WIDA and The Reading League also emphasize the need for targeted EL support, noting that EL proficiency growth has lagged significantly behind other student groups in the years following COVID-19.

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

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

Reflections: Technical Assistance

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

1. San Bernardino Superintendent of School:

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

2. Differentiated Assistance:

The 2024 California School Dashboard identifies the English Learner student group as eligible for Differentiated Assistance due to the lowest performance outcomes in both ELA – Academic (-99.9 DFS) and Math – Academic (-115.6 DFS), as well as School Climate – Suspension Rate (8.7%). This marks a shift from the 2023 Dashboard, when the English Learner group qualified for Differentiated Assistance based on low performance in the English Learner Progress Indicator (34.5%) and Chronic Absenteeism (38.3%).

Additionally, the Socioeconomically Disadvantaged student group now qualifies for Differentiated Assistance, with the lowest performance levels in ELA – Academic (-82.6 DFS), Math - Academic (-91.8 DFS), and Suspension Rate (8.5%).

In response to these areas of concern, district leaders, site principals, and teachers have participated in Differentiated Assistance (DA) meetings to analyze root causes related to attendance, academic achievement, and student behavior. As a result of these collaborative

discussions, a targeted action plan has been developed and is currently being implemented to support improved outcomes for these student groups.

Key strategies include:

- Development of a comprehensive writing program to improve ELA academic outcomes for all students, with a specific focus on English Learners.
- To better support student social-emotional well-being and continue efforts to maintain low student discipline rates, counseling services were expanded from one to two days per week. Site administration has implemented various intervention strategies and alternative discipline practices to proactively address student needs. These efforts aim to reduce suspensions and absenteeism by identifying potential issues early and engaging students, staff, and families in supportive solutions. (Goal 3, Action 2)
- School site administration will provide teachers and staff with professional development efforts to create a more engaging, collaborative, and supportive learning environment. This training will be principally directed toward addressing the needs of socioeconomically disadvantaged students and English Learners, with the goal of improving academic achievement in ELA and math, increasing reclassification rates, and raising ELPI scores. (Goal 1, Action 2)
- Partnership with Desert Mountain Children’s Center, a local agency, to provide targeted support in conflict resolution and emotional regulation for English Learners.
- Regular monitoring of attendance data by the DA team to identify early signs of chronic absenteeism and intervene proactively.
- Collaboration among administrators, counselors, parents, social workers, and support staff to ensure timely and responsive support for students in need.
- The District Improvement Team meets bi-monthly and shares updates on progress with the San Bernardino County Superintendent of Schools to ensure accountability and continuous improvement.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners	<p>Educational Partners were notified of the 2025/2026 LCAP engagement activities through several means of communication, including letters, District website, District all call system and district digital sign. During all engagement sessions, any educational partner's input was presented, discussed as a group, and decisions made as a group as to changes to the LCAP goals and actions associated with the goals.</p> <p>An LCAP Survey was developed to gather community input regarding views on academics, school culture and climate, college and career readiness as well as educational partner engagement. The Survey was sent to all educational partners through an email with a link to the survey on January 28, 2025 and the survey was closed on March 14, 2025.</p>
Parents representing Students at all school sites (English Learners, Socioeconomically disadvantaged, Foster Youth, Students with Disabilities)	<p>LCAP development and input meeting was held in person on February 27, 2025. During the meeting, the district discussed their vision and mission and their strategic plan. The District presented an overview of the 2024 California Dashboard along data from local indicators, including iReady and Accelerated Reading. The District also provided attendees with the anticipated LCFF funding amount as well as additional funding sources. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The discussion was focused on input from the parents regarding goals, actions and metrics that should be kept,</p>

Educational Partner(s)	Process for Engagement
	revised or removed when developing the 2025/2026 LCAP. Parents were encouraged to discuss concerns with the district to provide feedback.
Principal, Certificated, Classified Staff Members, Union Representatives	LCAP development and input meeting was held in person on April 9, 2025. During the meeting, the district discussed their vision and mission and their strategic plan. The District presented an overview of the 2024 California Dashboard along data from local indicators, including iReady and Accelerated Reading. The District also provided attendees with the anticipated LCFF funding amount as well as additional funding sources. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The discussion was focused on input from the staff members regarding goals, actions and metrics that should be kept, revised or removed when developing the 2025/2026 LCAP. Staff members were encouraged to discuss concerns with the district to provide feedback.
BVUSD Student Advisory	LCAP development and input meeting was held in person on March 17 and 18, 2025. During the meeting, the district discussed their vision and mission and their strategic plan. The District presented an overview of the 2024 California Dashboard along data from local indicators, including iReady and Accelerated Reading. Students were also interviewed by the administration in March in their classes. The District also provided attendees with the anticipated LCFF funding amount as well as additional funding sources. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The discussion was focused on input from the students regarding goals, actions and metrics that should be kept, revised or removed when developing the 2025/2026 LCAP. Students were encouraged to discuss concerns with the district to provide feedback. The 2025/2026 LCAP draft was presented to the Student Advisory on March 27, 2025. No comments were submitted so the Superintendent did not provide written responses.
Community Members	Family and Community Engagement Activities: Informal meeting with individual and community groups at sporting events, drop off / pick up, Baker2Vegas event.

Educational Partner(s)	Process for Engagement
Parent Advisory Group	The 2025/2026 LCAP draft was presented the Parent Advisory Group representing students at all school sites (English Learners, Socioeconomically disadvantaged and Students with Disabilities) March 27, 2025. No comments were submitted so the Superintendent did not provide written responses.
SELPA Consultation	The 2025-2026 LCAP Draft was presented to the Desert Mountain SELPA on June 11, 2025, for consultation and feedback.
Governing Board Community Members	The 2025/2026 LCAP draft was posted publicly on the district website on June 9, 2025. The 2024-25 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 12, 2025, for public hearing.
Governing Board	Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on January 16, 2025.
Governing Board Community Members	The 2025/2026 LCAP was adopted at a regularly scheduled Board of Education meeting on June 26, 2025.

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

The process of engaging educational partners in the development of the LCAP provided valuable insights into student needs and directly shaped the district's goals and actions. Input gathered through meetings, discussions, and surveys emphasized priorities across academic achievement, student engagement, and school climate.

Goal 1: Academic Achievement and Access

Parents and teachers voiced strong concerns that many elementary students are not reading at grade level and emphasized the need for targeted interventions. The Dashboard data confirms these concerns: All Students scored -84.1 DFS in ELA and -99.3 DFS in Math, with English Learners performing even lower at -99.9 DFS in ELA and -115.6 DFS in Math. These figures validate the need to strengthen Tier II supports and early literacy strategies. Parents also praised the work of the EL teacher, noting visible gains, as supported by an ELPI of 50.9%, showing a 16.4% increase. (Goal 1, Action 1)

In response to feedback requesting more electives for middle and high school students, the LCAP includes an action to expand course offerings that engage student interests and promote college and career readiness. This aligns with College/Career readiness data showing that both English Learners and socioeconomically disadvantaged students had a 0.0% performance rate. (Goal 1, Action 3)

Teachers and paraprofessionals indicated a clear need for professional development to better support students academically, particularly in ELA and Math. This is especially relevant given that Socioeconomically Disadvantaged students scored -82.6 DFS in ELA and -91.8 DFS in Math, and Hispanic students scored -86.2 and -105.5 DFS, respectively. (Goal 1, Action 2)

Staff, students, and parents emphasized the need for updated technology to enhance instructional delivery and student engagement. Educational Partners noted that without reliable devices and infrastructure, students cannot fully participate in digital learning environments that support differentiated instruction. (Goal 1, Action 6)

Transportation remained a top concern for families of socioeconomically disadvantaged students. Chronic absenteeism among SED students was 8.0%, with a decline of 22 points, and for English Learners, it was 9.8%, down 28.5 points—highlighting improvement but also underscoring the importance of continued bus access to maintain that progress. (Goal 1, Action 7)

Goal 2: College and Career Readiness

Parents and students expressed the need for increased educational partnerships to facilitate smooth transitions from high school to postsecondary careers. This is vital given the 0.0% College/Career rate for English Learners and Foster Youth, as well as just 23.1% for SED students. (Goal 2, Action 1)

Educational Partners advocated strongly for the continuation of on-campus college courses, citing geographic barriers to accessing community college options over 60 miles away. Families stressed that access to these programs during the school day is essential for equity. (Goal 2, Action 3)

This year's consultation process again revealed high interest in expanding CTE programs. Students, families, and community partners reinforced the importance of providing hands-on, career-aligned pathways. As this feedback mirrors last year's, it confirms the continued relevance of CTE development efforts and supports ongoing investment in these programs. (Goal 2, Action 5)

Goal 3: School Climate and Student Well-Being

Families, students, and staff consistently emphasized the importance of safe, supportive school environments that foster positive behavior and meaningful relationships with adults on campus. Dashboard data revealed a concerning increase in suspension rates, particularly for English Learners (8.7%) and Socioeconomically Disadvantaged students (8.5%), both of whom remain at the "Red" performance level. This feedback has prompted continued investment in trauma-informed training, counseling supports, and proactive discipline alternatives. (Goal 3, Actions 1 & 2)

In addition, FITT facility inspections and parent comments called attention to the importance of safe, well-maintained learning environments. Addressing safety and cleanliness was viewed as foundational to students' ability to feel secure, respected, and ready to learn. Educational partners expressed appreciation for current efforts but urged the district to maintain vigilance in addressing facility issues that impact student well-being. (Goal 3, Action 3)

Taken together, this feedback confirms the need for a multi-tiered approach that integrates academic, social-emotional, and behavioral supports while strengthening school climate for all student groups—especially those who are most vulnerable.

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Given these challenges, this goal will continue to be a priority to support student achievement, engagement, and equitable access to high-quality learning experiences. Moving forward, the district will strengthen instructional strategies, expand supplemental academic supports, and refine intervention programs to ensure that all students—especially EL, Homeless, and SED populations—have the resources needed to succeed.

Baker Valley Unified School District recognizes the critical importance of equipping students with the resources and support necessary for both academic and personal success. This includes ensuring access to appropriately placed, highly qualified, and well-trained teachers, staff,

and site principals who are prepared to meet the diverse needs of all learners. The district also prioritizes the availability of high-quality instructional materials and the maintenance of school facilities in excellent condition.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA and Math Difference From Standard (DFS) California Dashboard	2022-23 District: ELA All Students: -55.9DFS EL: -80.7DFS SED: -57.3 DFS Math All Students: -83.7 DFS EL: -89.9 DFS SED: -92.3 DFS Baker Elementary: ELA All Students: -83.8DFS EL: -112.47DFS SED: -83.6DFS Math All Students: -125.1 DFS EL: -139.8 DFS SED: -130.4 DFS	2023-24 SY District: ELA All Students: -84.1DFS EL: -99.9DFS SED: -82.6 DFS Math All Students: -99.3 DFS EL: -115.6 DFS SED: -91.8 DFS Baker Elementary: ELA All Students: -93.9DFS EL: -118.1 DFS SED: -94.4 DFS Math All Students: -90 DFS EL: -118.1 DFS SED: -75.9 DFS		District: ELA All Students: -45 DFS EL: -55 DFS SED: -45 DFS Math All Students: -70 DFS EL: -70 DFS Homeless: SED: -70 DFS Baker Elementary: ELA All Students: -73DFS EL: -92DFS SED: -73DFS Math All Students: -105 DFS EL: -109 DFS SED: -105 DFS	District: ELA All Students: -28.1DFS EL: --19.2 DFS SED: --25.3 DFS Math All Students: -15.6 DFS EL: -25.7 DFS SED: +0.5 DFS Baker Elementary: ELA All Students: -10.1 EL: -5.6 SED: -10.8 Math All Students: -35.1 EL: +21.7 SED: +54.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Access to State Standard Based aligned curriculum at all grade levels. Percentage Rate California Dashboard	2022-23 100% of students had access to state standard based curriculum in every classroom for every subject.	2023-24 100% of students had access to state standard based curriculum in every classroom for every subject.		100% of students had access to state standard based curriculum in every classroom for every subject.	No change
1.3	Attendance Rate Percentage Rate Local Indicator (Student Information system)	2022-23 All Students: 92.81% EL: 91.7% SED: 92.32%	2023-24 All Students: 94.81% EL: 95.12% SED: 94.92%		All Students: 95% EL: 95% SED: 95%	All Students: +2% EL: +3.42% SED: +2.6%
1.4	Chronic Absenteeism Rate Percentage California Dashboard	2022-23 District All Student: 28.9% EL: 38.3% SED: 30%	2023-24 District All Student: 7.1% EL: 9.8% SED: 8%		All Students: 15% EL: 15% SED: 15%	All: -21.8% EL: -29.3% SED: -22%
1.5	ELD Reclassification Rate Percentage Local Indicator: Student Information System (SIS) - Infinite Campus	2022-23 District: EL - 3.2% Elementary: 0% LTEL - 0%	2023-24 District: EL - 10.9% Elementary: 0% LTEL - 0%		District EL: 13% Elementary: 10% LTEL - 10%	District: +7.7% Elementary: No change LTEL: No change
1.6	English Proficiency Progress	2022-2023	2023-2024		District EL - 45%%	District EL - +16.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage Rate California Dashboard	District EL - 34.5% Elementary EL - 14.3% District LTEL - 48% Elementary LTEL - 14.3%	District EL - 50.9% Elementary EL - 50% District LTEL - 63.6% Elementary LTEL - 50%		Elementary EL - 30%% District LTEL - 60% Elementary LTEL - 20%	Elementary EL - +35.7% District LTEL - +15.6% Elementary LTEL - +35.7%
1.7	Technology Device to Student Ratio Local Metric (inventory documents)	2023-24 Student to device ratio is 1:1	2024-25 Student to device ratio is 1:1		Student to device ratio is 2:1	No change from baseline
1.8	Accelerated Reader Lexile Levels Percent of Students showing 1 years growth Local Indicators	2022-23 All Students: 72% EL Students: 62% SED Students: 71% Local Data	2023-24 All Students: 25% EL Students: 21% SED Students: 20% Local Data		Elementary All Students: 80% EL Students: 80% SED Students: 80%	All Students: -47% EL Students: -41% SED Students: -51%
1.9	CAST Results Percentage of students who met or exceeded standard	SY 2022-23 All Students - 9.38% 5th Grade - 0% 8th Grade - Student group too small, not percentage give to protect student identification 11th Grade - 23.8%	SY 2023-24 All Students - 10% 5th Grade - 7.14% 8th Grade - Student group too small, not percentage give to protect student identification 11th Grade - Student group too small, not		All Students - 15% 5th Grade - 15% 8th Grade - No Baseline, target will be established after baseline is established 11th Grade - 30%	All Students - +.62%% 5th Grade - +7.14% 8th Grade - Student group too small, not percentage give to protect student identification 11th Grade - Student group too small, not

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		California Dashboard 2023	percentage give to protect student identification California Dashboard 2023			percentage give to protect student identification
1.10	CAASPP - MATH DFS Grades 3,4, and 5	SY 2022-23 Baker Elementary All Students: -125.1 DFS SED: -130.4 DFS EL: -139.8 DFS	SY 2023-24 Baker Elementary All Students: -90 DFS SED: -75.9 DFS EL: -118.1 DFS		Baker Elementary All Students: -100 DFS SED: -100 DFS EL: -100 DFS	Baker Elementary All Students: +35.1 SED: +54.5 EL: +21.7
1.11	Credentialed and Assignments Number of misassignments and Credential errors Local metrics - CALPADS	2022-2023 0 misassignments 0 credentialing errors	2024-2025 3 misassignments 0 credentialing errors		0 misassignments 0 credentialing errors	3 misassignments
1.12	Implementation of state board adopted academic content and performance standards California Dashboard (local Indicators)	2022/23 100% of classes have implemented state board adopted academic content and performance standards	2023/24 100% of classes have implemented state board adopted academic content and performance standards		100% of classes have implemented state board adopted academic content and performance standards	No change

Goal Analysis [2024-25]

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

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

Action 1.1 – Curriculum and Classroom Materials

This action was fully implemented. Site administration evaluated and provided curriculum, including ELD curriculum, instructional materials, and resources to support high-quality instruction for all students. Textbooks and classroom resources were successfully procured and distributed, including materials funded through lottery resources. These efforts directly supported increased student proficiency across all subject areas, as measured by Metrics M1.1, M1.2, M1.5, M1.6, and M1.9. The district ensured that all materials aligned with academic standards and instructional goals, allowing teachers to deliver effective, standards-based instruction throughout the year.

Action 1.2 – Professional Development

This action was fully implemented. Teachers and staff participated in professional development sessions designed to enhance collaborative, engaging, and standards-aligned instruction. A special emphasis was placed on supporting English Learners and socioeconomically disadvantaged students. These opportunities contributed to improvements in instructional strategies aimed at increasing reclassification rates and ELPI scores.

Action 1.3 – Instructional Support Programs

Action 1.3 was fully implemented as planned. Site administration provided supplemental ELD programs, such as Educere, Rosetta Stone, and other language acquisition tools, to support EL and LTEL students. These programs were integrated into the ELD curriculum to boost proficiency and reclassification rates. Feedback from staff indicated improved student engagement with these resources.

Action 1.4 – Increase Staffing

This action was fully implemented with the addition of both a certificated teacher and a paraprofessional to support reading instruction and ELD at the elementary level. The staffing support allowed for smaller instructional groups and targeted intervention, particularly for English Learners and socioeconomically disadvantaged students, positively impacting literacy instruction and student access to language development opportunities.

Action 1.5 – Expanded Learning

The district fully implemented expanded learning opportunities, including after-school instructional programs and summer school, supported by ELOP funds. These programs were made available to all students and focused on improving ELA and math proficiency. Participation levels were strong, and families expressed appreciation for the additional academic support and enrichment activities offered beyond the regular school day.

Action 1.6 – Technology

This action was fully implemented. The district increased supplemental technology resources such as interactive podiums and Active Floor systems for classrooms. These tools were primarily directed toward English Learners and socioeconomically disadvantaged students to support academic achievement in ELA and math. The integration of these technologies enhanced classroom instruction and provided greater

access to digital learning tools. While the district prioritized the implementation of these supplemental tools during the year, it will begin moving toward a 2:1 student device ratio in the upcoming school year to further expand equitable access to technology.

Action 1.7 – Transportation

Transportation services were fully implemented and were critical in supporting attendance goals. The superintendent ensured that reliable transportation was available, with a particular focus on socioeconomically disadvantaged students. Bus and van services were maintained throughout the year, contributing to reductions in chronic absenteeism by addressing access barriers for families in remote areas.

Action 1.8 – Elementary Math

This action was partially implemented, due to lower than expected utilization. ExactPath, a supplemental math support program, was introduced at the elementary level to help increase math proficiency for all students. The program was integrated into regular math instruction, and staff reported that it provided helpful diagnostic insights and individualized practice opportunities that aligned with classroom goals.

Action 1.9 – EL and LTEL Specific Professional Development

This action was fully implemented with professional development provided to both teachers and bilingual aides. The training focused on strategies for supporting academic language acquisition and increasing reclassification rates. The initiative strengthened the instructional capacity of staff serving EL and LTEL students, and it aligned with district goals to improve English Language Proficiency as measured by M1.5 and M1.6.

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

Action 1.3 experienced an overexpenditure due to increased licensing costs and the expansion of access to supplemental ELD support programs, including Educeri, Rosetta Stone, Learning Paths, and text-to-speech tools. These resources were provided to a greater number of English Learner (EL) and Long-Term English Learner (LTEL) students than initially projected, based on emerging student proficiency data and site-identified needs. The expansion was implemented to accelerate English language development and support reclassification outcomes, as measured by Metrics M1.5 and M1.6.

Action 1.4 also exceeded budgeted expenditures as a result of adding both certificated and paraprofessional staff to deliver targeted reading and ELD instruction at the elementary level. Higher-than-anticipated enrollment of English Learner and socioeconomically disadvantaged (SED) students increased the demand for instructional support. The additional staffing was critical in addressing early literacy gaps and advancing student performance in ELA, as measured by Metrics M1.1, M1.5, M1.6, and M1.8.

Action 1.8 was underspent due to lower-than-expected utilization of the Edmentum/ExactPath math intervention programs. While the program remained accessible to students, implementation at the classroom level was limited due to competing instructional priorities and staff capacity constraints. Additionally, there was a material difference between budgeted and actual expenditures for this action because it was ultimately funded through an alternative funding source. Consequently, LCAP funds originally allocated to this action were not used.

Moving forward, this action will be re-evaluated to increase program usage and impact, particularly in support of math achievement as measured by Metric M1.10.

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

Action 1.1: Curriculum and Classroom Materials

Action 1.1 supported curriculum access for all students, maintaining 100% alignment with state standards (Metric 1.2). However, academic performance declined across all student groups. ELA DFS dropped for All Students from -55.9 to -84.1, for English Learners (EL) from -80.7 to -99.9, and for Socioeconomically Disadvantaged (SED) students from -57.3 to -82.6. Similarly, Math DFS declined for All Students (-83.7 to -99.3), EL (-89.9 to -115.6), and SED (-92.3 to -91.8) (Metric 1.1). The ELD Reclassification Rate increased from 3.2% to 10.9% at the district level, although it remained 0% for both elementary ELs and LTEL students (Metric 1.5). English Proficiency Progress improved from 34.5% to 50.9% for EL students, and from 50% to 63.6% for LTELs (Metric 1.6), reflecting growth in language acquisition. CAST Science results showed a slight increase in overall student performance from 9.38% to 10%, with 5th grade rising from 0% to 7.14% (Metric 1.9). These results suggest that while curriculum access was maintained, it did not result in improved proficiency outcomes for any group, and substantial gaps remain for EL and low-income students.

Action 1.2: Professional Development

Action 1.2 provided professional learning opportunities focused on engagement and instructional improvement for teachers, particularly to benefit EL and SED students. The district's reclassification rate improved from 3.2% to 10.9% (Metric 1.5), and EL English proficiency increased from 34.5% to 50.9% (Metric 1.6), reflecting progress in language acquisition. However, ELA DFS scores declined for EL students (-80.7 to -99.9) and SED students (-57.3 to -82.6), indicating that despite gains in English proficiency, academic literacy gaps persisted. This trend was further reflected in Metric 1.8, where the percentage of students demonstrating one year's growth in Lexile level dropped significantly from 2022–23 to 2023–24—for All Students (72% to 25%), EL students (62% to 21%), and SED students (71% to 20%). These outcomes suggest a continued need for targeted instructional strategies and support in foundational literacy.

Action 1.3: Instructional Support Programs

Action 1.3 offered supplemental ELD tools such as Rosetta Stone and Learning Paths to support language acquisition for EL and LTEL students. Reclassification rates rose from 3.2% to 10.9%, and English proficiency increased from 34.5% to 50.9% (Metrics 1.5 and 1.6), showing clear improvement in targeted outcomes. Despite these gains, DFS scores remained low for EL students in both ELA (-99.9) and Math (-115.6), pointing to ongoing academic achievement gaps that language-focused supports alone did not resolve.

Action 1.4: Increase Staffing

Action 1.4 provided additional staffing to support EL and SED students with reading and ELD instruction. As a result, the district saw improvements in EL reclassification (from 3.2% to 10.9%) and English proficiency (from 34.5% to 50.9%) (Metrics 1.5 and 1.6). However, academic performance continued to lag, with EL Math DFS declining from -89.9 to -115.6 and SED Math DFS holding at -91.8. Similarly, Metric 1.8 showed a sharp decline in the percentage of students demonstrating one year of Lexile growth: All Students dropped from 72% to

25%, EL students from 62% to 21%, and SED students from 71% to 20%. These results suggest that while staffing contributed to gains in language development, it has not yet led to corresponding improvements in broader academic achievement, particularly in literacy and math.

Action 1.5: Expanded Learning

Action 1.5 provided extended learning opportunities through afterschool and summer programs. Despite these efforts, academic scores declined. ELA DFS fell for EL students from -80.7 to -99.9 and for SED students from -57.3 to -82.6. Math DFS also dropped significantly for EL (-89.9 to -115.6) and remained low for SED (-92.3 to -91.8) students. The data indicates that while time for learning increased, the action was not yet effective in closing academic achievement gaps for All Students, EL, or low-income students.

Action 1.6: Technology

Action 1.6 supported a 1:1 student-to-device ratio (Metric 1.7) and provided supplemental tools to enhance instruction. Maintaining a 1:1 ratio ensured consistent access to technology, which contributed to improved English proficiency among EL students, rising from 34.5% to 50.9% (Metric 1.6). Despite these gains in language development, academic DFS scores declined across student groups, with EL students showing significant drops in Math (-115.6) and ELA (-99.9). These outcomes suggest that while technology access and engagement improved, it did not yet translate into measurable academic progress for key student groups.

Action 1.7: Transportation

Action 1.7 helped reduce chronic absenteeism by ensuring transportation access for socioeconomically disadvantaged students. Chronic absenteeism declined significantly from 28.9% to 7.1% for All Students, from 38.3% to 9.8% for EL students, and from 30% to 8% for SED students (Metric 1.4). In alignment with these improvements, overall attendance rates also increased (Metric 1.3), with All Students rising from 92.81% to 94.81%, EL students from 91.7% to 95.12%, and SED students from 92.32% to 94.92%. These outcomes suggest that reliable transportation had a direct, positive impact on daily attendance and helped remove a critical barrier to school access for low-income and EL students, laying the groundwork for future academic progress.

Action 1.8: Elementary Math

Action 1.8 utilized ExactPath to offer supplemental math support in elementary grades. However, student progress declined in key indicators. Lexile growth rates dropped significantly: EL students from 62% to 21% and SED students from 71% to 20% (Metric 1.8). Meanwhile, Math DFS for EL students at Baker Elementary remained low, improving only from -139.8 to -118.1 (Metric 1.10). The data indicates limited impact on math achievement for EL and low-income students.

Action 1.9: EL and LTEL Specific Professional Development

Action 1.9 focused on professional development for teachers and bilingual aides supporting EL and LTEL students. The district saw notable improvements in reclassification (3.2% to 10.9%) and English proficiency (34.5% to 50.9%) as shown in Metrics 1.5 and 1.6. These outcomes reflect the effectiveness of targeted professional development in supporting language acquisition and progression for EL students, even though broader academic performance remains an area for continued support.

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

The baseline data for Metric 1.6 related to Long-Term English Learners (LTELs) was initially reported inaccurately and has since been corrected to reflect the accurate information.

For Metric 1.8, the original statement "A new metric has been introduced for the middle/high school level, with a baseline to be established in Year 1/2" was removed from both the baseline, Year 1 outcome, and Target for Year 3 Outcome, as Accelerated Reader is only used at the elementary level.

Action 1.8 was updated to include Edmentum for greater transparency, as Exact Path is a program offered through Edmentum.

Action 1.10 was added to formally identify and sustain the targeted supports funded through the Learning Recovery Emergency Block Grant (LREBG). This new action includes the addition of a full-time Math Specialist and English Learner (EL) Specialist to provide direct instructional support, coaching, and intervention services for students most impacted by learning disruptions. The action ensures alignment between the district's learning recovery strategies and its broader goals for academic achievement and equity.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Classroom Materials	Site administration will evaluate and provide curriculum (including ELD curriculum and materials), instructional materials, and resources that support high quality instruction for all students, to increase proficiency in all subject areas as measured by M1.1, M1.2, M1.5, M1.6, and M1.9	\$10,000.00	No
1.2	Professional Development	School site administration will provide teachers and staff the opportunity to attend professional development to implement a more engaging, collaborative, and interactive learning environment for all students, which will be principally directed for our socioeconomically disadvantaged and EL students to increase both ELA and math scores and well as increase reclassification rate and ELPI score. This action will be measured by M1.1, M1.5, M1.6 and M1.8	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Instructional Support Programs	Site administration will provide supplemental ELD support programs (Educeri, Rosetta Stone, Learning Paths, text to speech options) that will be used in the ELD program for language acquisition so that our EL and LTEL students will increase EL proficiency and increase EL reclassification rates as measured by M1.5 and M1.6	\$20,000.00	Yes
1.4	Increase Staffing	School administration will continue to provide additional staff (certificated teacher and paraprofessional) to support reading instruction and additional ELD instructional support at the elementary level. This action will be provided to all students, principally directed towards EL and SED students in order to increase ELA and reading proficiency. This action will be measured by M1.1, M1.5, M1.6 and M1.8	\$211,880.00	Yes
1.5	Expanded Learning	Site administration will provide for expanded learning opportunities in the form of after school instructional programs and summer school at all school sites. This action will be provided to all students in order to increase ELA and Math proficiency as measured by M1.1	\$100,000.00	No
1.6	Technology	Site administration will purchase additional student devices to increase the ratio to 2:1 and purchase supplemental technology devices to provide additional technology access to students (Pilot X interactive podiums, Active Floor systems) to support increase scores in math and ELA. This action is principally directed toward socioeconomic disadvantaged and EL students and will be measured by M1.1 and M1.7	\$50,000.00	Yes
1.7	Transportation	The superintendent will ensure the district has reliable and available transportation for our socioeconomically disadvantaged students. This action will be provided to all students but principally directed towards transportation for our SED students will play a vital role in maintaining our attendance rate as a district and reducing chronic absenteeism as measured by M1.3 and M1.4	\$132,175.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Elementary Math	Site administration will provide supplemental Math support programs (Edmentum/ExactPath) that will be used in the elementary school to support our all students to increase math proficiency as measured by M1.10	\$1,000.00	No
1.9	EL and LTEL specific professional development	The Superintendent will provide access to professional development for teachers and bilingual aids to support our EL and LTEL students with language acquisition, including academic language, to increase English Language Proficiency scores and the district reclassification rate as measured by M1.5 and M1.6	\$5,000.00	Yes
1.10	Additional Support (Math and EL) Specialist	<p>The District will provide a part-time English Learner (EL) Specialist and a part-time Mathematics Specialist to provide targeted instructional support and address learning gaps in language development and mathematics. The EL Specialist will deliver small-group language instruction, coach teachers in integrated ELD strategies, and monitor student progress toward reclassification. The Math Specialist will provide instructional coaching, lead data-driven math interventions, and support teachers in implementing evidence-based practices. Both positions will focus on improving outcomes for English Learners, Socioeconomically Disadvantaged students, and other students most impacted by learning disruptions as measured by M1.1, M1.5, M1.6, M.10.</p> <p>This will be funded through LREBG: \$90,000.00</p>	\$90,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>The Local Education Agency (LEA) developed this goal to ensure that all students are prepared for higher education and/or a viable career path by providing equitable access to engaging instructional programs, diverse electives, and enrichment opportunities that support college and career readiness. In Baker, CA, there are limited resources available to support students in their transition beyond high school, making it essential for the district to take proactive steps to provide guidance, exposure, and hands-on experiences that will equip students for success in their post-secondary pursuits.</p> <p>A key component of this goal is the integration of local businesses into the school, allowing students to interact with industry leaders and explore career opportunities within their local community. Developing relationships with local business partners not only enhances work-based learning experiences but also ensures students gain a clear understanding of available career paths. To further align student skills with workforce demands, the district will administer the Armed Services Vocational Aptitude Battery (ASVAB) to high school students, helping to identify strengths and guide career readiness initiatives.</p> <p>According to the California Dashboard, the district’s College/Career Indicator (CCI) is currently at 36.4%, signaling a need to strengthen post-secondary preparation efforts. The graduation rate declined from 90.9% in 2022-23 to 85.7% in 2023-24, reinforcing the necessity for stronger interventions and academic planning to keep students on track for success. While dual enrollment participation increased from 25% to 50%, the percentage of EL students taking college courses remained disproportionately low at 12%, highlighting inequities in access to post-secondary opportunities that require targeted intervention and support.</p> <p>Additionally, participation in career-aligned assessments, such as the ASVAB, remained at 0%, indicating that students are not yet fully engaging in career pathway planning. Expanding Career and Technical Education (CTE) offerings has been a focus, with the district successfully increasing CTE courses from zero to four, covering Hospitality, Building and Construction, Early Childhood Development, and Public Service. However, continued expansion is necessary to ensure students gain industry-relevant skills and credentials that will prepare them for the workforce.</p>
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This goal will continue to be a priority to address these challenges and support student achievement and post-secondary readiness. The district remains committed to expanding dual enrollment opportunities, increasing CTE participation, strengthening business partnerships, and administering career-readiness assessments to ensure that all students, particularly English Learners (EL) and Socioeconomically Disadvantaged (SED) students, are equipped with the knowledge, skills, and resources necessary for a successful transition into college or the workforce.

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

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	A-G Completion Rate Percentage Rate DataQuest	A-G Completion Rate 2022-2023 All - 90% EL - 86% SED - 88%	2023-2024 All - 0% EL - 0% SED - 0%		All - 95% EL - 95% SED - 95%	All - -90% EL - -86% SED - -88%
2.4	CTE Courses offered Number of Courses Offered Local Metric - District Master Schedule	2023-2024 No CTE courses were offered	2024-2025 4 CTE courses offered: Hospitality Building and Construction Early Childhood Development Public Service		3 courses	+4 CTE Courses offered
2.5	Middle School Drop Out Rate Percentage Rate Local Metric - Student Information System	2023-2024 All Students - 0% EL - 0% SED - 0%	2024-2025 All Students - 0% EL - 0% SED - 0%		All Students - 0% EL - 0% SED - 0%	No change
2.6	High School Drop Out Rate Percentage Rate Data Quest	2022-2023 All Students - 0% EL - 0% SED - 0%	2023-2024 All Students - 7.1% EL - 0% SED - 0%		All Students - 0% EL - 0% SED - 0%	All Students - +7.1% EL - 0% SED - 0%
2.7	Students Taking the SAT or ACT	2022-2023	2023-2024		All Students - 50% EL - 50%	All Students - +10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage Rate Local Metric - Sign up sheets	All Students - 30% EL - 45% SED 28%	All Students - 40% EL - 10% SED 40%		SED 50%	EL - -35% SED- +12%
2.8	Graduation Rate Percentage Rate California Dashboard	2022-2023 All Students - 90.9% EL - Not Significant for data SED - Not Significant for data	2023-2024 All Students - 92% EL - Not Significant for data SED - Not Significant for data		All Students - 100% EL - 100% SED - 100%	All - -5.2% EL - Not Significant for data SED - Not Significant for data
2.9	College Courses Taken Percentage Rate Local Metric - Dual Enrollment Tracking System	2022-2023 All Students - 25% EL - 37% SED - 31%	Fall Semester 24: All students: 50% (17/34) EL: 12% SED: 32%		All Students - 75% EL - 80% SED - 80%	All Students - +25% EL - -25% SED - +1%
2.10	High School Students Taking the ASVAB Assessment Percentage Rate Local Metric - ASVAB Registration Tracking System	2023-2024 All Students - 0 EL - 0 SED - 0	2023-2024 All Students - 0 EL - 0 SED - 0		All Students -2 EL - 1 SED - 2	No change
2.11	Students have access to and are enrolled in a broad course of study Percentage Rate	2022-2023 100% of students have access to and are	2023/24 100% of students have access to and are enrolled in		100% of students have access to and are enrolled in a broad course of study.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Dashboard (Local Indicators)	enrolled in a broad course of study.	a broad course of study.			
2.12	Students who have passed an advanced placement examination with a score of 3 or higher. Percentage Local Indicator - Master Schedule	2022-2023 0 % Baker does not offer AP courses	2024/25 0 % Baker does not offer AP courses		0 % Baker does not offer AP courses	No change
2.13	Students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education (CTE) sequences or programs of study. Percentage Data Quest	2022-2023 0% Baker did not offer CTE courses or programs	2023/24 0% Baker did not offer CTE courses or programs		All - 50% EL - 50% SED - 50%	No change
2.14	Completed at Least One Career Technical Education (CTE) Pathway	2023 0% of students completed at least one CTE Pathway. California Dashboard	2024 0% of students completed at least one CTE Pathway. California Dashboard		10% of students will complete at least one CTE Pathway.	No change

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

Goal Analysis [2024-25]

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

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

Action 2.1 – Local Business Partnerships

This action was implemented as planned. Site administration worked to establish and expand partnerships with local businesses to help students explore career pathways and identify post-secondary opportunities. These partnerships were intended to provide real-world exposure and align with future workforce needs. One implementation challenge was identifying businesses able and willing to participate consistently in a small rural context. However, the relationships formed were meaningful, and efforts will continue to strengthen these partnerships moving forward.

Action 2.2 – Student College and Trade School Visits

Action 2.2 was fully implemented. The district coordinated visits to colleges and trade schools and participated in career fairs, helping students and families explore post-secondary options. Coordination and transportation logistics required additional planning, but the events were well-attended and positively received. Staff collaboration and student engagement contributed to the success of this action, reinforcing its value for future implementation.

Action 2.3 – Dual Enrollment Opportunities

This action was implemented as planned. The district continued its partnership with Barstow Community College to provide dual enrollment opportunities. While course offerings remained limited due to scheduling constraints and available instructors, students were given access to college-level coursework. Continued coordination with the community college and efforts to build student readiness for participation are ongoing to strengthen implementation in future years.

Action 2.4 – Increase Graduation Rate

Implementation of this action proceeded as planned, with site administration working to provide academic planning and credit recovery options for students. Counselors and site leaders focused on identifying students at risk of falling behind and offered individualized support to ensure they remained on track for graduation. One success was increased student participation in planning meetings, though limited staffing capacity occasionally impacted the frequency of check-ins.

Action 2.5 – CTE Courses

This action was fully implemented, and the district successfully introduced CTE course offerings on campus. Implementation involved scheduling new courses, coordinating with instructors, and aligning content with pathway expectations. While student interest was high, maintaining long-term staffing and securing industry-aligned materials posed some challenges. To better evaluate this action's impact,

Metrics 2.13 and 2.14 were added to track completion of UC/CSU-aligned coursework and full CTE pathways. These additions will support a more comprehensive understanding of how CTE contributes to post-secondary readiness.

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

There were no material differences between Budgeted and Estimated Actual Expenditures

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

Action 2.1: Local Business Partnerships

Action 2.1 effectively expanded the number of local business and community partnerships from a baseline of three to six organizations in 2024–25, including MP Materials, the US Army, and Barstow College (Metric 2.1). This expansion reflects successful outreach efforts and alignment with the district’s goal of improving college and career readiness opportunities for students. While disaggregated participation data is not available, these partnerships support meaningful pathways for Socioeconomically Disadvantaged (SED) and English Learner (EL) students. Metric 2.8 shows a slight increase in the graduation rate from 90.9% in 2022–23 to 92% in 2023–24, suggesting a positive trend that may be influenced by expanded career readiness efforts. Additionally, while the percentage of students taking the ASVAB assessment (Metric 2.10) remained at 0% in 2023–24, the inclusion of the US Army as a partner presents future opportunities to integrate career assessments and expand military pathway awareness. Continued outreach and monitoring are needed to evaluate the long-term impact of these partnerships on postsecondary transitions for targeted student groups.

Action 2.2: Student College and Trade School Visits

Action 2.2 demonstrated moderate effectiveness, with an increase in the number of postsecondary visits from four to five colleges and the addition of one college fair during the 2024–25 school year (Metric 2.2). These experiences were intended to expose students—including Socioeconomically Disadvantaged (SED) and English Learner (EL) populations—to a range of college and career options. To assess broader impact, several associated metrics were reviewed. The high school dropout rate (Metric 2.6) increased from 0% in 2022–23 to 7.1% in 2023–24, suggesting a need to strengthen re-engagement and follow-up supports. Metric 2.7 shows a positive trend, with the percentage of students taking the SAT or ACT increasing from 30% in 2022–23 to 40% in 2023–24 overall. However, EL student participation declined significantly from 45% to 10%, while SED student participation rose from 28% to 40%, indicating uneven access across subgroups. Graduation rates (Metric 2.8) improved slightly from 90.9% to 92%, which may reflect early gains in college and career readiness efforts. However, Metric 2.10 shows no change in ASVAB participation, with 0% of students taking the assessment in both years, indicating that military-related career exploration remains an area for growth.

Action 2.3: Dual Enrollment Opportunities

While dual enrollment offerings remained in place, Action 2.3 shows a sharp drop in effectiveness, with A–G completion rates falling from 90% (All Students), 86% (EL), and 88% (SED) in 2022–23 to 0% reported for all groups in 2023–24 (Metric 2.3). This concerning decline highlights potential issues related to course access, credit alignment, and student support. Despite the continued availability of dual enrollment through Barstow Community College, the data suggests a lack of monitoring and guidance to ensure these courses fulfill A–G

requirements—an especially critical gap for English Learners (EL) and Socioeconomically Disadvantaged (SED) students who may require more structured academic planning. Supporting metrics reveal mixed results. The high school dropout rate (Metric 2.6) increased from 0% in 2022–23 to 7.1% in 2023–24, indicating a potential disengagement issue that may be linked to limited course relevance or insufficient academic supports. Graduation rates (Metric 2.8) improved modestly from 90.9% to 92%, suggesting that while more students are completing high school, they may not be doing so with the college-ready coursework needed for postsecondary options. Dual enrollment participation (Metric 2.9) increased overall from 25% in 2022–23 to 50% (17 out of 34 students) in the fall of 2024. However, the data shows a significant drop for EL students—from 37% to 12%—while SED participation remained relatively stable at 31% to 32%. This trend points to potential inequities in access or support for EL students in particular.

Action 2.4: Increase Graduation Rate

Graduation rate data (Metric 2.8) shows a slight improvement from 90.9% to 92% for All Students in 2023–24. However, disaggregated graduation data remains marked as “not significant” for English Learner (EL) and Socioeconomically Disadvantaged (SED) student groups, limiting the ability to evaluate the impact of targeted supports for these populations. Metric 2.6 indicates a high school dropout rate increase from 0% in 2022–23 to 7.1% in 2023–24, raising concerns about student disengagement and signaling a potential need for more proactive monitoring and interventions. In contrast, Metric 2.5 shows that the middle school dropout rate remained at 0% for All Students, including EL and SED student groups, in both 2023–24 and 2024–25. This consistency at the middle school level may reflect the effectiveness of early intervention strategies but also underscores the importance of ensuring sustained support through the high school transition. Although the overall graduation rate trend is positive and reflects the influence of programs such as summer school and academic planning, the rise in high school dropout rate and lack of visibility into subgroup graduation outcomes suggest the need to strengthen supports for at-risk students, particularly English Learners and Foster Youth. Addressing these gaps is essential to fully assess effectiveness and ensure that progress is equitably experienced across all student populations.

Action 2.5: CTE Courses

Action 2.5 shows strong improvement in access, with the district expanding from offering zero CTE courses in 2023–24 to four pathways—Hospitality, Building and Construction, Early Childhood Development, and Public Service—in 2024–25 (Metric 2.4). This marks significant progress in postsecondary readiness and aligns with district efforts to provide equitable opportunities for Socioeconomically Disadvantaged (SED) and English Learner (EL) students. However, related outcome metrics reflect that implementation is still in its early stages. Metric 2.13 indicates that 0% of students completed both A–G requirements and a CTE sequence in 2023–24, a decline from 12% in 2022–23. Additionally, Metric 2.14 shows that 0% of students completed at least one full CTE pathway, underscoring the need for sustained course sequencing, student retention, and pathway completion support. Graduation rate (Metric 2.8) improved slightly from 90.9% in 2022–23 to 92% in 2023–24, which may reflect broader gains in postsecondary readiness programming. However, Metric 2.6 shows the high school dropout rate increased from 0% to 7.1% during the same period, signaling that while access has improved, stronger monitoring and support systems are needed to ensure CTE programs contribute to both engagement and completion.

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 reflections on prior practice, a correction has been made to the data source for Metric 2.3. Previously, the A-G completion rate was incorrectly reported using CALPADS; however, to accurately reflect the number of students graduating with A-G completion, the metric will now be reported from DataQuest. This adjustment ensures that the data used for tracking student readiness for post-secondary education is accurate, reliable, and aligned with state reporting standards. Moving forward, this correction will provide a clearer picture of student achievement and support more informed decision-making to enhance college and career readiness efforts.

Metric 2.14: The metric for students completing at least one Career Technical Education (CTE) Pathway was added to the LCAP. This metric was not previously included but is now reflected in the Baseline (2023) and Year 1 Outcome (2024), both at 0%, with a new Year 3 Target set at 10%. This change allows the district to better monitor and support student access to CTE opportunities moving forward.

Metric 2.10: The district established and updated the baseline for the ASVAB participation metric in 2023–24. Previously untracked, this metric now includes baseline data for All Students, EL, and SED student groups. This update will help the district monitor student participation in the ASVAB assessment more effectively in future years.

Action 2.5 has been updated to include Metrics 2.13 and 2.14 to more comprehensively evaluate the effectiveness of the action. Metric 2.13 measures the percentage of students who have successfully completed courses that meet UC/CSU entrance requirements and CTE sequences or programs of study, while Metric 2.14 tracks the percentage of students who have completed at least one full CTE pathway. The inclusion of these metrics will provide a more complete picture of student access to and success in college- and career-aligned coursework, ensuring that the action is effectively supporting post-secondary readiness for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Local Business Partnerships	Site administration will develop partnerships with local businesses (including MP Materials, local emergency responders, US Park Service) to allow for students to identify local career opportunities and career pathways. While this action will benefit all students, it is principally directed to Socioeconomically Disadvantaged and English Learners to provide post graduate opportunities. As measured by M2.1, M2.8 and M2.10.	\$21,188.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Student College and Trade School Visits	Administration, teachers and staff will provide college and career information, counseling support and provide opportunities for students and families to explore college and career opportunities. While all students will benefit from this action, it is principally directed to our EL and SED students as measured by M2.2, M2.6, M2.7, M2.8 and M2.10.	\$3,000.00	Yes
2.3	Dual Enrollment Opportunities	Site administration will continue to maintain instructional opportunities for students to enroll and complete college level courses with Barstow Community College. While all students will benefit from this action, it is principally directed to our EL and SED students as measured by M2.3, M2.6, M2.8 and M2.9.	\$22,000.00	Yes
2.4	Increase Graduation Rate	Site administration will provide students academic plans for high school to ensure students are on track for graduation. While this action benefits all students, it is principally directed to our EL students as measured by M2.5, M2.6 and M2.8	\$7,000.00	Yes
2.5	CTE Courses	Site administration will provide high school students the opportunity to enroll in CTE courses to increase students' college and career readiness. While all high school students will benefit from this action, it is principally directed to Socioeconomically Disadvantaged and English Learner students as measure by M2.4, M2.6, M2.8, M2.13, and M2.14.	\$20,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to prioritize student safety, well-being, and a sense of belonging, particularly for students experiencing homelessness, low-income challenges, or English language barriers. Survey feedback and community engagement have highlighted concerns about both physical and emotional safety, with FITT inspections identifying critical facility issues that require immediate attention. Additionally, student suspension rates have increased from 0% to 7.4%, particularly affecting English Learners (8.7%) and socioeconomically disadvantaged students (8.5%), indicating a need for stronger behavioral support systems and positive school climate initiatives. While academic interventions such as ELD curriculum integration and a dedicated Math period have been fully implemented, student performance in ELA and Math has declined, signaling a need for stronger student-adult relationships and additional emotional and academic support. This goal ensures that facilities remain safe and conducive to learning, while also fostering a supportive environment where students feel connected, valued, and equipped with the resources they need to succeed.

Given the decline in academic performance, the increase in suspension rates, and the ongoing concerns about school facilities and student well-being, this goal will continue to be a priority to ensure that all students—especially those who are homeless, low-income, or English Learners—feel safe, supported, and connected to their school community. The data underscores the urgent need for sustained efforts in improving academic outcomes, behavioral interventions, and facility maintenance to create an environment where every student can thrive both emotionally and academically.

the district prioritizes access to high-quality instructional materials and maintains school facilities in excellent condition, with current metrics indicating 100% compliance (M3.6).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP ELA and Math Difference From Standard (DFS) California Dashboard	2022-23 ELA All Students: -55.9DFS EL: -80.7DFS SED: -57.3 DFS Math All Students: -83.7 DFS EL: -89.9 DFS SED: -92.3 DFS	2023-24 SY District: ELA All Students: -84.1DFS EL: -99.9DFS SED: -82.6 DFS Math All Students: -99.3 DFS EL: -115.6 DFS SED: -91.8 DFS		ELA All Students: -45 DFS EL: -55 DFS SED: -45 DFS Math All Students: -70 DFS EL: -70 DFS SED: -70 DFS	ELA All Students: -28.2 EL: --19.2 SED: -25.3 Math All Students: -15.6 EL: -25.7 SED: -.5
3.2	Negative Referrals Number of Referrals per Academic year Local Metric - Student Information System	2022-23 Average 3 classroom referrals this academic year	2023-24 Average 2.6 classroom referrals this academic year		Reduce classroom referrals to less than two.	-.4 average classroom referrals
3.3	Suspension Rate Percentage Rate California Dashboard	2022-23 Suspension Rate All Students: 0% EL Students: 0% SED Students: 0%	2023-24 Suspension Rate All Students: 7.4% EL Students: 8.7% SED Students: 8.5%		All Students: 0% EL Students: 0% SED Students: 0%	All Students: +7.4% EL Students: +8.7% SED Students: +8.5%
3.4	Expulsion Rate	2022-23	2023-24		All Students: 0%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage Rate Data Quest	Expulsion Rate All Students: 0% EL Students: 0% SED Students: 0%	Expulsion Rate All Students: 0% EL Students: 0% SED Students: 0%		EL Students: 0% SED Students: 0%	
3.5	Student Survey Percentage Local Indicator - Survey Results	2022-23 Engaged Teaching and Learning: Very Satisfied (VS) - 7.69% Satisfied (S) - 50% Somewhat Satisfied (SS) - 38.47% Not Satisfied (NS) - 3.84% College and Career Readiness: VS - 15.38% S - 23.08% SS - 50% NS - 11.54% Positive Culture/Healthy Environment: VS - 11.54% S - 26.92% SS - 19.23% NS - 42.31%	2024-25 Engaged Teaching and Learning: Very Satisfied (VS) - 24% Satisfied (S) - 35% Somewhat Satisfied (SS) - 29% Not Satisfied (NS) - 12% College and Career Readiness: VS - 22% S - 33% SS - 24% NS - 21% Positive Culture/Healthy Environment: VS - 41% S - 30% SS - 19%		Engaged Teaching and Learning: (VS) - 20% (S) - 70% (SS) - 10% (NS) - 0% College and Career Readiness: VS - 25% S - 50% SS - 25% NS - 0% Positive Culture/Healthy Environment: VS - 30% S - 40% SS - 20% NS - 10% Parent and Community Engagement: VS - 30%	2024-25 Engaged Teaching and Learning: Very Satisfied (VS) - (-1) Satisfied (S) (-35) Somewhat Satisfied (SS) - (0) Not Satisfied (NS) - (0) College and Career Readiness: VS - (-3) S - (-17) SS - (-1) NS - (0) Positive Culture/Healthy Environment: VS - (+11) S - (-10) SS - (-1) NS - (0)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent and Community Engagement: VS - 19.23% S - 73.07% SS - 7.7% NS - 0%	NS - 10% Parent and Community Engagement: VS - 24% S - 65% SS - 11% NS - 0%		S - 70% SS - 0% NS - 0%	Parent and Community Engagement: VS - (-6) S - (-5) SS - (-11) NS- (0)
3.6	School Facilities FIT Completion Local Data - Annual FIT report	2023-24 100% of sites passed the FIT assessment conducted.	2024-25 100% of sites have a FIT assessment conducted.		100% of sites pass the FIT assessment conducted.	No change

Goal Analysis [2024-25]

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

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

Action 3.1: Additional Staffing

Action 3.1 was fully implemented as planned, with the hiring of two elementary teachers to reduce class sizes and provide targeted instructional support, particularly for English Learners. The intended goal was to enhance classroom ELD integration and improve academic outcomes in ELA and Math. There were no substantive differences between the planned and actual implementation. A success of this action was improved student access to differentiated instruction in smaller classroom environments. However, despite the added staffing, the district faced challenges in reversing academic declines, especially for EL and socioeconomically disadvantaged students, as reflected in CAASPP scores. These results suggest that while implementation was on track, the impact may have been limited by broader instructional or systemic factors.

Action 3.2: Campus Climate

Action 3.2 was implemented as planned, with administration focusing on best practices and preventive strategies to improve school climate and reduce disciplinary incidents. The strategies included staff training, student support systems, and early intervention practices. No

substantive changes were made from the original plan. A noted success was the slight reduction in the average number of classroom referrals from 3.0 to 2.6 per student, indicating some positive shift in student behavior. However, a significant challenge emerged with a notable increase in suspension rates across all student groups, including EL (8.7%) and SED (8.5%) students. This suggests that while the overall structure was in place, consistent implementation of restorative practices and equitable discipline remains an area for focused improvement.

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

There were no material differences between Budgeted and Estimated Actual Expenditures

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

Action 3.1: Additional Staffing

Action 3.1 aimed to improve ELA and math performance by lowering student-to-teacher ratios and increasing support for English Learner (EL) integration in general education classrooms. Despite the fully implemented staffing support, student performance declined across all groups. ELA DFS worsened for All Students from -55.9 to -84.1, for EL students from -80.7 to -99.9, and for SED students from -57.3 to -82.6. Similarly, Math DFS declined for All Students from -83.7 to -99.3, for EL from -89.9 to -115.6, and held nearly steady for SED at -92.3 to -91.8 (Metric 3.1). These results suggest that while the additional staffing may have improved access to support, it did not translate to academic gains for targeted student groups, highlighting a need for deeper analysis of instructional quality and targeted interventions for EL and low-income students.

Action 3.2: Campus Climate

Action 3.2 focused on improving campus climate through proactive discipline strategies and student supports. The average number of negative classroom referrals declined from 3.0 to 2.6 (Metric 3.2), indicating some improvement in behavior. However, suspension rates increased significantly for All Students (0% to 7.4%), EL students (0% to 8.7%), and SED students (0% to 8.5%) (Metric 3.3), raising concerns about the equitable implementation of discipline policies. Expulsion rates remained at 0% (Metric 3.4), and all school sites successfully completed and passed the Facilities Inspection Tool (FIT) assessment, maintaining a standard of safe and functional learning environments (Metric 3.6). While facility quality supports a positive physical climate, the rise in suspensions—particularly among vulnerable student groups—suggests a need for stronger alignment between restorative practices, discipline protocols, and equity-focused training. Continued efforts to strengthen campus climate must include both environmental conditions and inclusive behavioral support systems.

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.

To ensure accurate alignment between metrics and actions and to effectively measure the impact of Action 3.2, Metric 3.6 has been removed from this action. This adjustment allows for a more precise evaluation of the strategies implemented to support student discipline and campus climate, ensuring that the most relevant data points are used to assess effectiveness.

Metric 3.5 was added to Action 3.2, as it was not previously aligned with any action and directly supports the outcomes identified in Action 3.2.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Additional Staffing	The site administration has reduced the student/staff ratio to 11-1. Site administration has integrated curriculum for ELD students, as well as established one period a day for Math and EL curriculum to focus on the students. Site administration has also incorporated a Math specialist for additional instructional support. While small class size benefits all students, this action will principally support our EL students by allowing for additional instructional support in ELA and math as measured by M3.1	\$270,250.00	Yes
3.2	Campus Climate	Site administration has continued to incorporate strategies to keep our student discipline rate low. The administration has implemented various intervention strategies and also are implementing alternative best practices for student discipline. The implementation of these strategies and best practices will provide support to our students, staff and families to help identify potential issues with students and engage that student with the support needed as measured by M3.2, M3.3, M3.4, and M3.5.	\$12,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to increase parent and community involvement by improving communication, transparency, and engagement between families and schools. Over the past year, there has been a decline in participation, as reflected in the drop in Parent-Teacher Conference attendance from 86% to 82% in 2023-24. Additionally, participation in school committees and advisory councils has been inconsistent, with ELPAC attendance at zero in 2023-24. While progress has been made—increasing SSC participation from 3 to 8, PAC from 2 to 4, and ELPAC from 0 to 3 attendees—there is still room for growth. The district has also made strides in hosting more family engagement events, increasing from 5 in 2023-24 to 8 in 2024-25, demonstrating a commitment to fostering connections. However, sustained efforts are necessary to further strengthen school-home partnerships and ensure families feel connected, valued, and informed. This goal will continue as ongoing engagement remains crucial to student success, and the district will persist in refining strategies to enhance outreach, remove barriers to participation, and create meaningful opportunities for involvement.

Measuring and Reporting Results

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

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

Goal Analysis [2024-25]

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

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

Action 4.1: Parent and Community Communication

Action 4.1 was implemented as planned, with the district focusing on improving communication strategies to ensure families received timely, relevant updates on school and district activities. The action supported the use of communication tools and staff time to increase awareness and participation in school governance. There were no substantive differences between the planned and actual implementation. A notable success was the increase in School Site Council participation from 3 to 8 attendees and the initiation of ELPAC meetings, which grew from 0 to 3 participants. These outcomes reflect successful outreach to families of English Learners. However, participation in the Parent Advisory Committee (PAC) remained unchanged, highlighting an ongoing challenge in building engagement with a broader range of parent representatives.

Action 4.2: Parent and Community Involvement

Action 4.2 was fully implemented as outlined, with the district hosting a total of 8 family events in 2024–25, up from 5 the previous year. These events aimed to increase community engagement and provide supportive environments for families—particularly those of English Learners and socioeconomically disadvantaged students—to connect with school staff and activities. The implementation matched the planned scope, with no substantive changes. A success of the action was the expanded event calendar, which created more touchpoints for families to engage. However, a key challenge remains in capturing and analyzing attendance data by subgroup to determine whether participation by Foster Youth families and EL parents increased proportionally. Future efforts will focus on tracking this data to better evaluate the reach and impact of events.

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

Action 4.1 was overspent due to expanded efforts in communication and outreach beyond the original scope. Additional costs were incurred from increased printing, translation services, digital communication tools, and staff time to ensure timely, relevant updates were shared with families throughout the year. These expanded efforts were aligned with the district’s goal of strengthening family engagement (as measured by Metric 4.1) and reflected the district’s commitment to inclusive, accessible communication for all educational partners.

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

Action 4.1: Parent and Community Communication

Action 4.1 resulted in notable improvements in family engagement, particularly among English Learner and low-income families. Participation in School Site Council (SSC) meetings increased from 3 attendees in 2023–24 to 8 in 2024–25, and ELPAC participation increased from 0 to 3, indicating improved outreach to families of EL students (Metric 4.1). While PAC attendance remained constant at 2, the rise in SSC and ELPAC participation suggests families are receiving clearer, more relevant communication about school activities and their role in governance. These gains demonstrate progress in building stronger school-home connections, though further work is needed to increase PAC engagement and ensure outreach effectively includes Foster Youth families.

Action 4.2: Parent and Community Involvement

Action 4.2 contributed to increased opportunities for family engagement, with the number of school-sponsored family events growing from 5 in 2023–24 to 8 in 2024–25 (Metric 4.2). These events strengthened connections between schools and families, particularly those of socioeconomically disadvantaged and English Learner students. Additionally, participation in parent advisory groups increased, with School Site Council (SSC) attendance rising from 3 to 8 members and ELPAC participation improving from 0 to 3 (Metric 4.1), reflecting expanded outreach and growing parent voice. However, disaggregated data on attendance is not yet available, limiting insight into whether participation has increased equitably across all student groups, including Foster Youth. Continued refinement of outreach strategies and improved tracking of subgroup participation will be essential to ensure all families are meaningfully and inclusively engaged in district decision-making.

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.

As a result of reflecting on prior practice, the district increased the budgeted amount for Action 4.1 to strengthen communication efforts with families and the community. This increase supports more consistent, engaging outreach aligned with Metric 4.1 and aims to improve family awareness and involvement in school activities. Given the significance of the budget change, this adjustment is noted here to ensure clarity and transparency for educational partners.

Metric 4.1 was revised to update the Baseline, Year 1 Outcome, and Year 3 Target to more accurately reflect participation across all parent advisory groups. This revision ensures that data includes input not only from the original advisory bodies but also from the School Site Council (SSC), which was added to provide a more comprehensive view of parent engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent and Community Communication	The Administration will ensure relevant, engaging communication with parents and the community is conducted regularly to ensure our families have updated and relevant information regarding school and district activities. This action will create a positive relationship with families and ensure they are aware of school activities and functions as measured by M4.1	\$25,121.00	No
4.2	Parent and Community Involvement	Site administration will continue to engage parents and the community in school sponsored events. The district, schools, teachers and parents are able to better support our lower socioeconomic students and families to bring awareness about all community events at the school sites as measured by M4.1 and M4.2.	\$1,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$547,133	\$68916

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
25.973%	0.000%	\$0.00	25.973%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>LTEL: In order to protect student privacy, data is suppressed because fewer than 11 students tested.</p> <p>The 2023 CA Dashboard shows student outcomes on the CAASPP Math showed</p> <p>All Students: -83.7 DFS EL: -89.9 DFS SE: -92.3 DFS</p> <p>LTEL: In order to protect student privacy, data is suppressed because fewer than 11 students tested.</p> <p>The data demonstrates a disparity between the All Student group our EL/LTEL student group and our SED students on the CAASPP. This highlights the need for us to provide professional development for our teachers and staff so that they can engage in collaborative and interactive learning environments, specifically for our EL and SED students.</p> <p>Educational partner feedback from our staff indicates that they need professional development that helps them stay current on best practices for creating a learning environment that supports our student's academic success.</p> <p>Scope: LEA-wide</p>	<p>enhance instructional practices and foster an inclusive learning environment. Research indicates that professional development tailored to teachers' needs significantly improves student outcomes, especially for disadvantaged groups (Darling-Hammond et al., 2017).</p> <p>The professional development program includes specialized training in language acquisition strategies, culturally relevant pedagogy, and data-driven instruction. Teachers will receive ongoing support through coaching and collaborative planning sessions, enabling them to implement these strategies effectively. Additionally, the district is investing in supplemental materials, such as bilingual resources and technology-enhanced learning tools, to support differentiated instruction. For example, incorporating adaptive learning software can provide personalized practice and immediate feedback, which is crucial for EL and SED students who often require additional support to achieve academic proficiency.</p> <p>Although this professional development is implemented district-wide, it is principally directed toward addressing the needs of Socioeconomically Disadvantaged (SED) and English Learner (EL) students. These student groups face systemic barriers that often require differentiated instructional strategies and additional supports. By training all teachers—regardless of their site or student assignment—the district ensures that EL and SED students receive consistent, high-quality instruction across all classrooms and grade levels, rather than limiting improvements to isolated settings.</p>	

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		<p>This LEA-wide approach provides a greater benefit to unduplicated students by equipping every educator with the tools to deliver more engaging, collaborative, and interactive instruction specifically designed to increase ELA and math achievement, improve reclassification rates, and elevate ELPI performance. It also ensures that students who move between classrooms or schools continue to receive instruction aligned with best practices for language development and academic support. Furthermore, fostering a collaborative culture where teachers share strategies and reflect on student outcomes creates systemic change that most directly supports the success of those students furthest from opportunity.</p> <p>By investing in professional development at the district level, the LEA reinforces its commitment to equity, ensuring that unduplicated students benefit most from improved instructional practices and are better positioned for academic success.</p>	
1.4	<p>Action: Increase Staffing</p> <p>Need: The 2023 CAASPP ELA scores for Baker Elementary reveal significant disparities in student achievement, particularly among English Learner (EL) and Socioeconomically Disadvantaged (SED) students. All students scored -83.8 DFS, while EL students scored -112.47 DFS, and SED students scored -83.6 DFS. Additionally, Accelerated Reader data</p>	<p>Providing additional staff for reading and ELA improvement at Baker Elementary is a crucial step in addressing the significant academic disparities faced by English Learner (EL) and Socioeconomically Disadvantaged (SED) students. The 2023 ELA CAASPP scores reveal that EL students are particularly struggling, with a -112.47 DFS, compared to -83.8 DFS for all students and -83.6 DFS for SED students. This stark difference highlights the need for targeted intervention. By increasing the number of specialized reading teachers and ELA support</p>	<p>This action will be measured by the metrics identified in the action description.</p>

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	<p>shows that 72% of all students demonstrated one year of growth in reading, compared to 62% of EL students and 71% of SED students. This indicates a pressing need to address the achievement gap for EL and SED students, who are performing below their peers.</p> <p>Educational partner feedback underscores their concern for our ELA and reading scores. Educational partners have expressed concerns about the insufficient academic progress of EL and SED students and have highlighted the need for additional instructional support. To address these disparities, we propose adding a dedicated teacher and paraprofessional to focus on ELA and reading for EL and SED students. This action aims to provide intensive, differentiated instruction to improve literacy outcomes and ensure equitable educational opportunities for all students.</p> <p>Scope: Schoolwide</p>	<p>staff, the school can offer more personalized and effective instruction. Research indicates that one-on-one or small group tutoring significantly improves reading outcomes for struggling students (Shanahan, 2018). These additional staff members can focus on differentiated instruction tailored to the unique linguistic and socio-economic challenges that EL and SED students face, thereby fostering a more inclusive and supportive learning environment.</p> <p>Furthermore, the integration of supplemental materials and programs, such as leveled reading books and adaptive learning software, will enhance the learning experience for these students. Accelerated Reader scores show that 62% of EL students and 71% of SED students exhibit one year's growth, which is below the 72% for all students. With dedicated ELA support staff, the school can implement evidence-based interventions such as guided reading and phonics instruction, which have been proven to accelerate reading proficiency (National Reading Panel, 2000). Providing this support on a school wide basis ensures that all students benefit from enhanced reading and ELA programs, fostering equity and addressing systemic disparities. By targeting EL and SED students within a broader framework, the district not only meets their specific needs but also promotes overall academic excellence and inclusivity, thereby aligning with the district's commitment to closing the achievement gap and supporting every student's success.</p>	

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

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
	<p>engaging collaborative and interactive learning environments.</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: Transportation</p> <p>Need: Local Data indicates that when the district does not have a bus to transport students (maintenance issues, driver issues) than our socioeconomic students attendance rate drops. Our SED student population struggles with transportation which has a direct impact on their attendance rate and chronic absenteeism</p> <p>Student chronic absenteeism is based on the 2023-2024 CA Dashboard is 28.9% District wide and SED at 30%. The district's attendance rate for all students is 92.7%. Although the district's attendance rate has seen improvement in the elementary schools, we are still below our pre-pandemic rates.</p> <p>During parent engagement opportunities, it has been shared that without the bus, SED parents would struggle to get their students to school, and therefore, our attendance rate is impacted when busing isn't available.</p>	<p>Providing reliable transportation to and from school is crucial in addressing the educational needs of SED students. Ensuring that Transportation is consistently available can mitigate these attendance issues, fostering a stable educational environment for SED students and improving overall attendance rates.</p> <p>Providing transportation extends beyond merely getting students to school; it encompasses a broader commitment to creating an equitable learning environment. By ensuring that SED students have reliable transportation, the district supports their consistent participation in educational programs, access to supplemental materials, and engagement with highly qualified teachers. For instance, students benefit from continuous learning without interruptions, making full use of the district's educational resources. Research has shown that regular school attendance is linked to higher academic achievement and better long-term educational outcomes. Moreover, consistent attendance allows students to participate in after-school programs and extracurricular activities, which are crucial for development and often inaccessible to those without reliable transportation.</p>	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	<p>While this action is implemented on an LEA-wide basis, it is principally directed toward supporting Socioeconomically Disadvantaged (SED) students, who are more likely to face transportation-related barriers that impact daily attendance. Providing reliable and consistent transportation for all students ensures operational efficiency and equity in access; however, it is SED students who benefit most significantly, as they often lack alternative means of getting to and from school.</p> <p>By offering transportation district-wide, the superintendent ensures that routes remain viable and sustainable while prioritizing access for those most at risk of chronic absenteeism due to socioeconomic challenges. This approach promotes inclusivity while targeting the root causes of attendance issues for unduplicated students. Reliable transportation directly supports improved attendance, which in turn contributes to better academic outcomes and school engagement. The district's commitment to maintaining access through transportation reflects its broader strategy to eliminate barriers and create equitable learning conditions, with the greatest impact realized by SED students.</p>	
2.1	Action: Local Business Partnerships Need: As of the 2023-2024 school year BVUSD has built a partnerships with the local mine only. SED and EL students face unique challenges that can hinder their access to meaningful	Building local business partnerships is essential for addressing the unique needs of Socioeconomically Disadvantaged (SED) students in TUSD. By establishing these partnerships, the district can create a bridge between the classroom and the workforce, providing SED students with exposure to diverse career options, mentorship, and networking opportunities that they might not	This action will be measured by the metrics identified in the action description.

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	<p>educational opportunities and career pathways. Compared to their peers, English Learners (EL) and Socio-Economically Disadvantaged (SED) students often lack exposure to diverse career options, mentorship, and networking opportunities, which are critical for academic and professional success. Research indicates that EL and SED students frequently face systemic barriers, including limited access to resources and support systems that facilitate career exploration and development. For instance, a study by the American Institutes for Research highlights that EL students often have fewer opportunities to engage in extracurricular activities that provide career insights and skills development (Cervantes & Hanson, 2013). Additionally, the National Center for Education Statistics reports that SED students are less likely to have access to mentors and professional networks, which are essential for career advancement (NCES, 2019). Addressing these disparities is crucial to ensuring that all students have equitable opportunities to succeed in their future careers. They may also experience limited access to resources such as internships, job shadowing programs, and industry-relevant certifications. These disparities contribute to a lack of readiness for post-secondary education and the workforce, leading to lower employment rates and income levels among EL and SED individuals.</p> <p>During education partnership meetings, they highlighted the critical need to bridge this gap</p>	<p>otherwise have access to. These partnerships can lead to internships, job shadowing programs, and industry-relevant certifications, all of which are crucial for enhancing the readiness of SED students for post-secondary education and the workforce.</p> <p>Partnerships could include providing supplemental materials and resources, such as access to technology or industry-specific training, to further support SED students in their educational and career goals.</p> <p>Research has shown that such partnerships can have a positive impact on SED students. For example, a study by the National Association of State Directors of Career Technical Education Consortium found that students who participate in career and technical education (CTE) programs, which often involve partnerships with local businesses, are more likely to graduate from high school, enroll in post-secondary education, and have higher earnings. Another study by the U.S. Chamber of Commerce Foundation found that students who participate in internships are more likely to secure employment and have higher earnings than those who do not.</p> <p>While this action is implemented on an LEA-wide basis, it is principally directed toward supporting Socioeconomically Disadvantaged (SED) and English Learner (EL) students, who often have limited access to career exposure and postsecondary planning resources outside of school. By developing partnerships with local businesses—such as MP Materials, local</p>	

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	<p>by establishing strong, deep rooted partnerships with local industry and government agencies. They emphasized that such partnerships would not only provide EL and SED students with exposure to various career pathways but also create opportunities for internships, mentorship programs, and potentially job placements. By fostering these partnerships, BVUSD can ensure that EL and SED students have access to the resources and support needed to pursue their educational and career goals successfully.</p> <p>These disparities underscore the urgent need to prioritize building local business partnerships to address the unique needs of EL and SED students and provide them with equitable opportunities for success.</p> <p>Scope: Schoolwide</p>	<p>emergency responders, and the U.S. Park Service—site administration creates structured opportunities for all students to explore local career pathways. However, these opportunities are especially impactful for SED and EL students, who may lack the community networks or out-of-school experiences that typically support career readiness.</p> <p>Implementing this action LEA-wide ensures that partnerships are sustainable and integrated into broader site programming, but the intended outcome is to increase post-graduate options and workforce alignment for unduplicated students in particular. These partnerships not only help close opportunity gaps by connecting students to real-world experiences but also support improved engagement, long-term planning, and transitions beyond high school.</p>	
2.2	<p>Action: Student College and Trade School Visits</p> <p>Need: Baker Valley is an rural remote district that does not have a college or university. Our students do not have access to visit and explore college or trade schools.</p> <p>2023 California Dashboard indicates only 36.4% (11 students) of all students are considered 'prepared' for college and career readiness, and 28% (9 students) of students</p>	<p>Addressing this gap, Baker Valley's initiative to provide college and trade school visits is pivotal in increasing student awareness and enabling them to make informed decisions about their post-secondary education and career choices.</p> <p>The college and trade school visit program will include several key components to ensure its success and address the specific needs of EL and SED students. Firstly, the program will involve teachers who will accompany students on these visits, offering guidance and support throughout the process. Supplemental materials, such as</p>	This action will be measured by the metrics identified in the action description.

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	<p>who qualify as SED and 19% (6 students) of EL students are considered prepared for college and career readiness. Many EL and SED students lack the resources to travel outside the city limits, and the school providing these visits increases student awareness so that they can make informed decisions about their college choices, ensuring they select the best institution for their academics and/or skills.</p> <p>Feedback provided by educational partners stated a need to increase student exposure to colleges and trade schools, increasing the number of students who will continue their educational journey.</p> <p>Scope: Schoolwide</p>	<p>brochures, informational packets, and virtual tours, will be provided to prepare students for their visits and help them understand what to expect. Additionally, workshops and seminars will be conducted before and after the visits to reinforce the information learned and assist students in the application process. Research indicates that students who have the opportunity to visit college campuses are more likely to pursue higher education. For example, a study by the American Council on Education found that campus visits significantly influence students' college enrollment decisions, particularly for first-generation college students and those from low-income backgrounds.</p> <p>Administration, teachers, and staff will provide college and career information, counseling support, and coordinated opportunities for students and families to explore postsecondary pathways. While this action is implemented on an LEA-wide basis, it is principally directed toward supporting Socioeconomically Disadvantaged (SED) and English Learner (EL) students, who often face systemic barriers to accessing higher education and career exploration resources.</p> <p>Providing these opportunities to all students ensures the sustainability and visibility of the program across the district, but the greatest impact is realized by SED and EL students, who may lack access to college visits, career counseling, and informational resources outside the school setting. This inclusive approach fosters a districtwide culture of college and career readiness, while also addressing opportunity gaps for unduplicated</p>	

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		<p>students through targeted support and intentional exposure.</p> <p>By implementing this LEA-wide action, Baker Valley Unified aims to elevate aspirations, increase academic motivation, and ultimately improve postsecondary enrollment and success rates—particularly for students who have historically been underrepresented in higher education and skilled career pathways.</p>	
2.3	<p>Action: Dual Enrollment Opportunities</p> <p>Need: The Baker Valley Unified School District recognizes the significant challenges our students face in accessing higher education opportunities due to the lack of a local community college or trade school within a 70-mile radius. For the 2023/24 school year, 25% of all students participated in dual enrollment college courses. However, a higher percentage of English Learner (EL) students (37%) and Socioeconomically Disadvantaged (SED) students (31%) took advantage of these opportunities, indicating a strong demand and reliance on these programs among our most vulnerable populations.</p> <p>Educational partners have highlighted the importance of continuing and expanding dual enrollment courses, particularly to support EL and SED students who lack the ability to attend night or weekend classes due to transportation and economic constraints.</p>	<p>The Baker Valley Unified School District (BVUSD) has made significant strides in addressing the educational needs of our most vulnerable student populations, particularly English Learner (EL) and Socioeconomically Disadvantaged (SED) students, through the provision of dual enrollment courses. These courses, offered in partnership with colleges and universities, allow students to earn college credits while still in high school, effectively bridging the gap to higher education. For the 2023/24 school year, the data highlights a notable trend: 37% of EL students and 31% of SED students participated in dual enrollment programs, compared to 25% of the overall student population. This increased participation rate among EL and SED students underscores the critical role these programs play in meeting their unique needs.</p> <p>Specific components of the dual enrollment program have been tailored to support EL and SED students effectively. BVUSD has implemented additional teacher support, including professional development focused on culturally responsive teaching and strategies for supporting</p>	This action will be measured by the metrics identified in the action description.

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	<p>These students disproportionately benefit from accessible college-level courses that can be taken during the regular school day, providing them with essential pathways to post-secondary success and career readiness. Addressing this need is crucial for closing the educational achievement gap and ensuring equitable opportunities for all students in our district.</p> <p>Scope: Schoolwide</p>	<p>EL students in college-level coursework. Supplemental materials, such as bilingual resources and tutoring services, ensure that language barriers do not hinder academic progress. The district also provides logistical supports, such as transportation to partner institutions and access to technology, addressing the barriers that SED students often face in pursuing higher education. Research by the Community College Research Center (CCRC) indicates that dual enrollment programs significantly increase the likelihood of college attendance and completion, particularly for underrepresented groups . These targeted supports ensure that EL and SED students can fully benefit from the opportunities dual enrollment provides.</p> <p>BVUSD offers dual enrollment programs on a school wide basis to foster an inclusive educational environment that elevates the overall academic standard. District Administration will continue to maintain instructional opportunities for students to enroll in and complete college-level courses through Barstow Community College. While this action is implemented on an LEA-wide basis, it is principally directed toward English Learner (EL) and Socioeconomically Disadvantaged (SED) students, who often face greater barriers to accessing advanced academic opportunities and early college credit.</p> <p>These programs are especially critical for EL and SED students, who frequently rely on school-facilitated dual enrollment pathways due to limited access to enrichment resources outside of school.</p>	

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		<p>By offering dual enrollment district-wide, Baker Valley Unified ensures equitable access while maximizing participation and sustainability. This inclusive structure promotes academic excellence and college readiness for all students, while delivering the greatest impact to those most in need of structured, college-aligned supports.</p> <p>This comprehensive approach not only helps close opportunity gaps for unduplicated students but also cultivates a culture of high expectations and postsecondary preparedness across the district, benefiting the broader school community and reinforcing long-term educational equity.</p>	
2.5	<p>Action: CTE Courses</p> <p>Need: Baker Valley Unified School District did not offer CTE courses in the 2023/2024 school year</p> <p>Feedback from educational partners shared their concerns regarding the limited CTE courses offered at Baker Valley Unified.</p> <p>Scope: Schoolwide</p>	<p>A robust Career Technical Education (CTE) program is crucial for addressing the needs of EL and SED students in Baker Valley as it equips them with practical skills that lead to meaningful career opportunities. By offering a variety of CTE courses aligned with State Board of Education standards, Baker High School ensures that students graduate with valuable skills ready for the workforce.</p> <p>Specific areas of the program, such as providing a range of CTE courses in fields like child development, manufacturing and law enforcement, ensure that students have diverse options to explore their interests and talents. Additionally, offering industry-standard equipment and materials, qualified teachers, and relevant supplemental materials enriches the learning</p>	This action will be measured by the metrics identified in the action description.

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		<p>experience and prepares students for real-world job demands.</p> <p>Site administration will provide high school students with the opportunity to enroll in Career Technical Education (CTE) courses to increase college and career readiness. While this action is implemented on an LEA-wide basis, it is principally directed toward Socioeconomically Disadvantaged (SED) and English Learner (EL) students, who often face limited access to industry-aligned coursework and postsecondary planning resources.</p> <p>Research consistently shows that CTE programs significantly benefit EL and SED students by improving graduation rates and expanding post-graduation employment opportunities. According to the Association for Career and Technical Education (ACTE), 91% of high school graduates who completed two to three CTE credits enrolled in college, joined the military, or secured employment within one year. These outcomes are particularly meaningful for unduplicated students, who may not otherwise have access to pathways that lead to economic mobility and long-term stability.</p> <p>By providing a comprehensive CTE program across the district, Baker Valley Unified addresses the immediate academic and career-readiness needs of EL and SED students while fostering a culture of opportunity and skill development that benefits the entire student body. This action supports equity and inclusivity by preparing all students—especially those furthest from</p>	

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		opportunity—for success in both college and the workforce.	
3.1	<p>Action: Additional Staffing</p> <p>Need: The 2023 CA School Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -65.9 Distance from Standard (DFS), English Learners (EL) scored -115.2 DFS, and Socioeconomic Disadvantaged students scored -71.5 DFS. CAASPP Math for All Students is -105.3 DFS, EL scored -149.7 and SED -109.4. The data demonstrates a disparity between the All Student group and EL and SED students, thus highlighting the need for this actions.</p> <p>Educational partner feedback highlights a critical need for additional academic support and resources tailored to the unique challenges faced our EL and SED students. Parents, teachers, and community members have stressed the importance of after-school tutoring programs, increased access to technology, and enhanced counseling services to address academic and socio-emotional needs. Utilizing CAASPP data, the district aims to implement these targeted actions to close the achievement gaps and ensure equitable educational opportunities for all students.</p>	<p>In response to the identified need, providing smaller class sizes is a strategic approach to address these academic challenges and support our students' diverse needs. Research has shown that smaller class sizes can lead to increased student achievement, particularly for disadvantaged students, as they allow for more individualized instruction and closer teacher-student interactions (Nye, Hedges, & Konstantopoulos, 2001).</p> <p>By implementing smaller class sizes, we can offer a more personalized learning experience that caters to the specific needs of our students. For example, teachers can provide targeted support and interventions for students struggling with foundational skills in ELA and Math. In a smaller classroom setting, teachers can utilize supplemental materials and differentiated instruction techniques to ensure that all students, including those with unique learning needs, receive the appropriate level of challenge and support. Furthermore, smaller class sizes enable teachers to employ formative assessments more effectively, allowing them to identify and address learning gaps promptly.</p> <p>The decision to provide smaller class sizes on an LEA-wide basis, while principally directed toward supporting Socioeconomically Disadvantaged (SED) students, is grounded in both equity and operational effectiveness. SED students often require more individualized attention and support</p>	This action will be measured by the metrics identified in the action description.

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	<p>Scope: LEA-wide</p>	<p>due to systemic barriers that can impact academic achievement. Smaller class sizes help ensure these students receive more direct instruction, timely feedback, and personal connection with teachers—critical factors in improving outcomes for students facing economic hardship.</p> <p>Implementing this action across the district enables consistent instructional quality and equitable learning environments, regardless of school or classroom. While all students benefit from reduced class sizes, the greatest impact is realized by unduplicated students, who may not have access to academic support systems outside of school. Research supports this approach: Glass & Smith (1979) found that smaller class sizes are particularly beneficial for disadvantaged students, improving academic performance, engagement, and behavior.</p> <p>By reducing class sizes LEA-wide, the district fosters a culture of high expectations and inclusive support, while strategically directing resources to ensure that SED students—those most in need of targeted intervention—receive the greatest benefit. This approach reflects a balanced strategy of universal access and focused equity, aimed at closing achievement gaps and promoting long-term student success.</p>	

Limited Actions

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

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

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

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,106,581	\$547,133	25.973%	0.000%	25.973%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$816,614.00	\$200,000.00	\$0.00	\$0.00	\$1,016,614.00	\$778,664.00	\$237,950.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum and Classroom Materials	All	No			All Schools	Ongoing	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
1	1.2	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.3	Instructional Support Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.4	Increase Staffing	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Elementary	Ongoing	\$211,880.00	\$0.00	\$211,880.00				\$211,880.00	
1	1.5	Expanded Learning	All Students with Disabilities	No			All Schools	Ongoing	\$100,000.00	\$0.00		\$100,000.00			\$100,000.00	
1	1.6	Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	1 Year	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
1	1.7	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$37,725.00	\$94,450.00	\$132,175.00				\$132,175.00	
1	1.8	Elementary Math	All	No			Specific Schools: Elementary School	Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
1	1.9	EL and LTEL specific professional development	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
1	1.10	Additional Support (Math and EL) Specialist	All	No			All Schools	1 year	\$90,000.00	\$0.00		\$90,000.00			\$90,000.00	
2	2.1	Local Business Partnerships	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Baker High School	Ongoing	\$21,188.00	\$0.00	\$21,188.00				\$21,188.00	
2	2.2	Student College and Trade School Visits	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: High School	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.3	Dual Enrollment Opportunities	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: High School	Ongoing	\$20,000.00	\$2,000.00	\$22,000.00				\$22,000.00	
2	2.4	Increase Graduation Rate	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High School	Ongoing	\$3,000.00	\$4,000.00	\$7,000.00				\$7,000.00	
2	2.5	CTE Courses	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Middle and High School	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.1	Additional Staffing	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$270,250.00	\$0.00	\$270,250.00				\$270,250.00	
3	3.2	Campus Climate	All	No			All Schools	Ongoing	\$0.00	\$12,000.00	\$12,000.00				\$12,000.00	
4	4.1	Parent and Community Communication	All	No			All Schools	Ongoing	\$24,621.00	\$500.00	\$25,121.00				\$25,121.00	
4	4.2	Parent and Community Involvement	All	No			All Schools	Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,106,581	\$547,133	25.973%	0.000%	25.973%	\$777,493.00	0.000%	36.908 %	Total:	\$777,493.00
								LEA-wide Total:	\$467,425.00
								Limited Total:	\$32,000.00
								Schoolwide Total:	\$278,068.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$15,000.00	
1	1.3	Instructional Support Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,000.00	
1	1.4	Increase Staffing	Yes	Schoolwide	English Learners Low Income	Specific Schools: Elementary	\$211,880.00	
1	1.6	Technology	Yes	LEA-wide	English Learners Low Income	All Schools	\$50,000.00	
1	1.7	Transportation	Yes	LEA-wide	Low Income	All Schools	\$132,175.00	
1	1.9	EL and LTEL specific professional development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	
2	2.1	Local Business Partnerships	Yes	Schoolwide	English Learners Low Income	Specific Schools: Baker High School	\$21,188.00	
2	2.2	Student College and Trade School Visits	Yes	Schoolwide	English Learners Low Income	Specific Schools: High School	\$3,000.00	
2	2.3	Dual Enrollment Opportunities	Yes	Schoolwide	English Learners Low Income	Specific Schools: High School	\$22,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Increase Graduation Rate	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: High School	\$7,000.00	
2	2.5	CTE Courses	Yes	Schoolwide	English Learners Low Income	Specific Schools: Middle and High School	\$20,000.00	
3	3.1	Additional Staffing	Yes	LEA-wide	English Learners	All Schools	\$270,250.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$791,904.00	\$913,614.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Curriculum and Classroom Materials	No	\$10,000.00	10,000
1	1.2	Professional Development	Yes	\$4,000.00	3,000
1	1.3	Instructional Support Programs	Yes	\$5,000.00	20,000
1	1.4	Increase Staffing	Yes	\$150,000.00	211,880
1	1.5	Expanded Learning	No	\$100,000.00	100,000
1	1.6	Technology	Yes	\$50,000.00	50,000
1	1.7	Transportation	Yes	\$120,000.00	132,175
1	1.8	Elementary Math	No	\$1,000.00	0
1	1.9	EL and LTEL specific professional development	Yes	\$5,000.00	5,000
2	2.1	Local Business Partnerships	Yes	\$19,921.00	21,188
2	2.2	Student College and Trade School Visits	Yes	\$3,000.00	3000

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	2.3	Dual Enrollment Opportunities	Yes	\$22,000.00	22,000
2	2.4	Increase Graduation Rate	Yes	\$7,000.00	7000
2	2.5	CTE Courses	Yes	\$23,000.00	20,000
3	3.1	Additional Staffing	Yes	\$256,483.00	270,250
3	3.2	Campus Climate	No	\$12,000.00	12,000
4	4.1	Parent and Community Communication	No	\$2,500.00	25,121
4	4.2	Parent and Community Involvement	No	\$1,000.00	1000.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$537,276	\$665,404.00	\$765,493.00	(\$100,089.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development	Yes	\$4,000.00	\$3,000		
1	1.3	Instructional Support Programs	Yes	\$5,000.00	\$20,000		
1	1.4	Increase Staffing	Yes	\$150,000.00	\$211,880		
1	1.6	Technology	Yes	\$50,000.00	\$50,000		
1	1.7	Transportation	Yes	\$120,000.00	\$132,175		
1	1.9	EL and LTEL specific professional development	Yes	\$5,000.00	\$5,000		
2	2.1	Local Business Partnerships	Yes	\$19,921.00	\$21,188		
2	2.2	Student College and Trade School Visits	Yes	\$3,000.00	\$3,000		
2	2.3	Dual Enrollment Opportunities	Yes	\$22,000.00	\$22,000		
2	2.4	Increase Graduation Rate	Yes	\$7,000.00	\$7,000		
2	2.5	CTE Courses	Yes	\$23,000.00	\$20,000		
3	3.1	Additional Staffing	Yes	\$256,483.00	\$270,250		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,087,180	\$537,276	0%	25.742%	\$765,493.00	0.000%	36.676%	\$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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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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