

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Beardsley Elementary School District

CDS Code: 15633390000000

School Year: 2021-22

LEA contact information:

Paul Miller

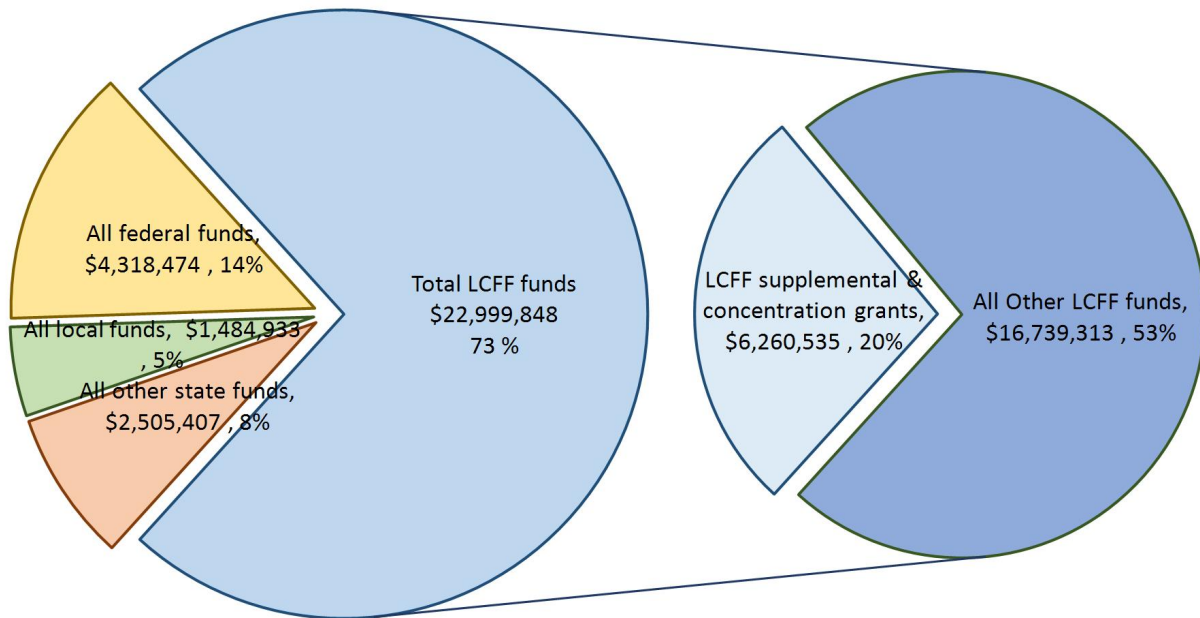
Superintendent

(661) 393-8550

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 2021-22 School Year

Projected Revenue by Fund Source

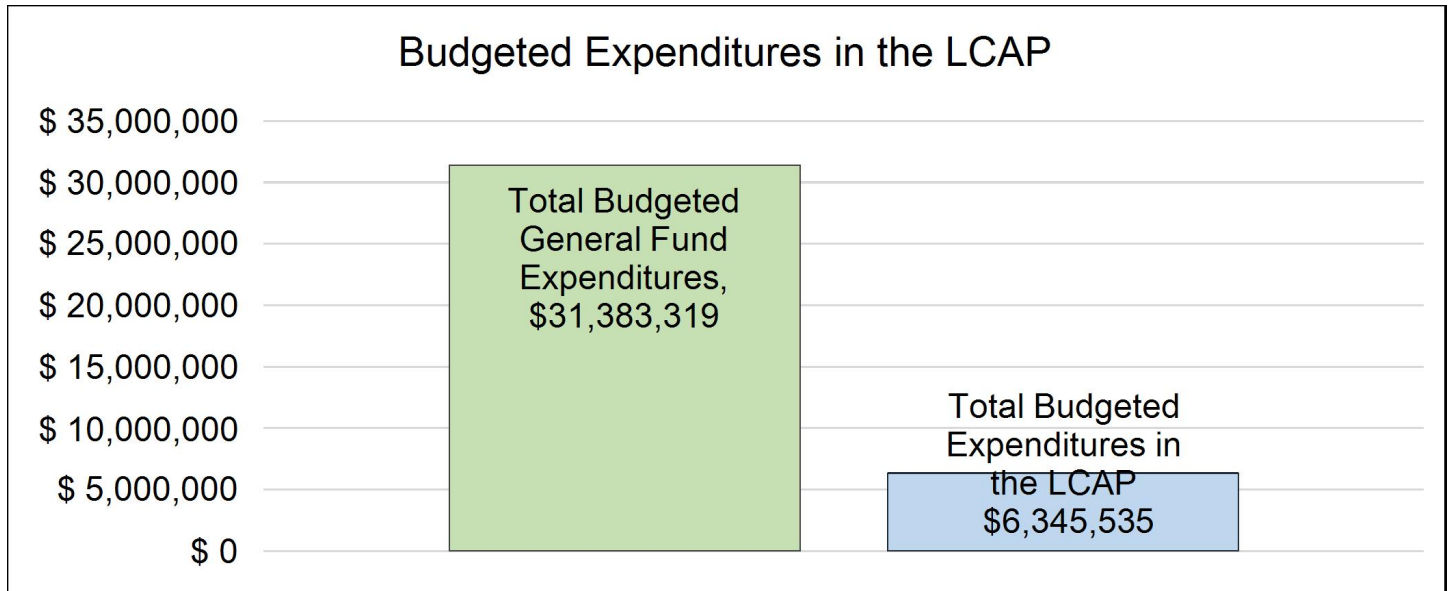


This chart shows the total general purpose revenue Beardsley Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Beardsley Elementary School District is \$31,308,662, of which \$22,999,848 is Local Control Funding Formula (LCFF), \$2505407 is other state funds, \$1484933 is local funds, and \$4318474 is federal funds. Of the \$22,999,848 in LCFF Funds, \$6,260,535 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 Beardsley Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Beardsley Elementary School District plans to spend \$31,383,319 for the 2021-22 school year. Of that amount, \$6,345,535 is tied to actions/services in the LCAP and \$25,037,784 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

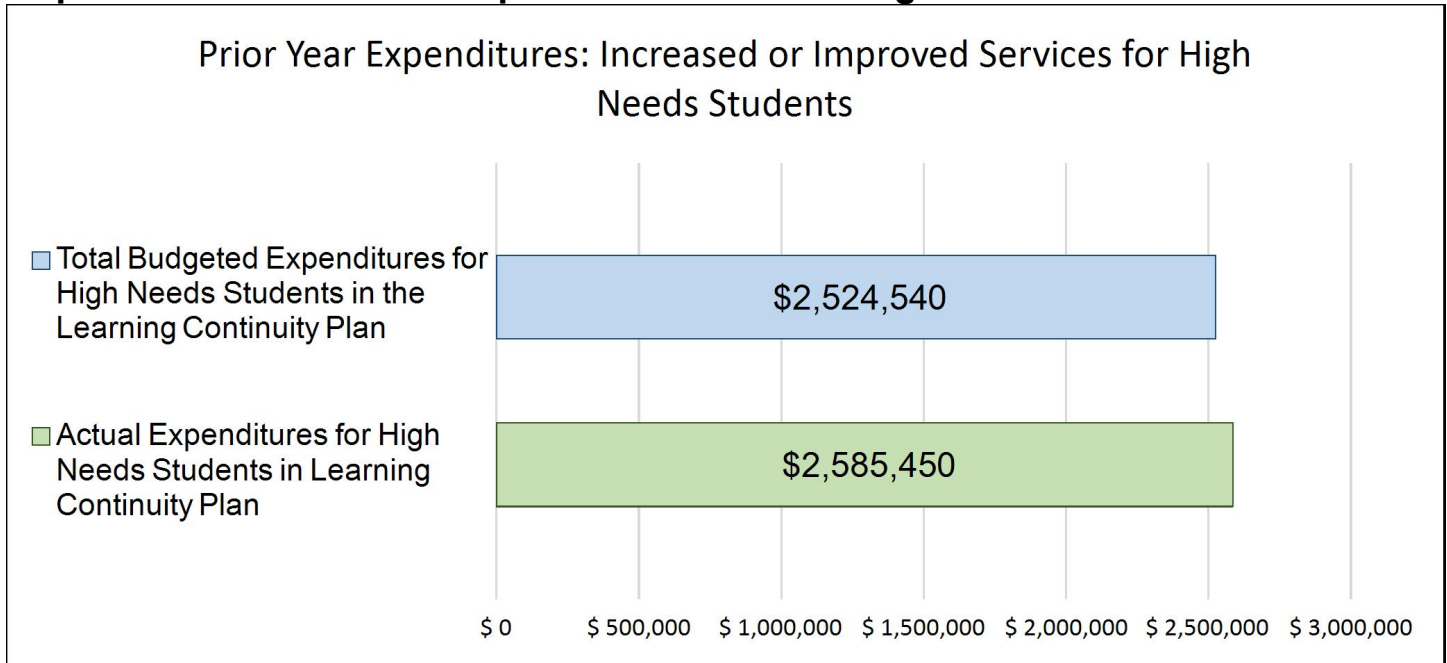
General Fund Budget Expenditures not included in the LCAP support classroom instruction, supplemental resources and services, technology, facilities and other ancillary services. LCAP expenditures are to provide services and materials above and beyond unrestricted and categorical funding sources.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Beardsley Elementary School District is projecting it will receive \$6,260,535 based on the enrollment of foster youth, English learner, and low-income students. Beardsley Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Beardsley Elementary School District plans to spend \$6,343,535 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 2020-21



This chart compares what Beardsley Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Beardsley Elementary 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.

In 2020-21, Beardsley Elementary School District's Learning Continuity Plan budgeted \$2,524,540 for planned actions to increase or improve services for high needs students. Beardsley Elementary School District actually spent \$2,585,450 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Beardsley Elementary School District	Paul Miller Superintendent	pamiller@beardsley.k12.ca.us (661) 393-8550

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All student populations are provided with a continuum of services that address their academic, behavioral, social-emotional, health, and well-being needs. This will allow student to achieve at high academic levels in all areas. (Pupil Outcomes)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority Area Metrics 4 - Pupil Outcomes 4A - Statewide Assessments ELA proficiency on SBAC Math proficiency on SBAC Science proficiency on SBAC	State Priority Area Metrics 4 - Pupil Achievement 4A - Statewide Assessments ELA proficiency - Due to the COVID 19 pandemic, state assessments were not administered in 2019-20. Math proficiency - Due to the COVID 19 pandemic, state assessments were not administered in 2019-20. Science goal TBD from baseline when administered.

Expected	Actual
<p>19-20 State Priority Area Metrics 4 - Pupil Achievement 4A. ELA proficiency - scored 51.2 points below standard. Expected increase of proficiency by 10 points (41 points BS) by 2020. Math proficiency - scored 74.6 points below standard. Expected increase in proficiency by 10 points (64 points BS) by 2020</p> <p>Science testing will be setting the baseline scores this year.</p> <p>Baseline State Priority Area Metrics 4 - Pupil Outcomes 4A - Statewide Assessments</p> <p>2016 ELA proficiency rate is 32% 2016 Math proficiency rate is 21% 2017 Science baseline will be set in the 2017-18 school year.</p>	
<p>Metric/Indicator 4B - Academic Performance Index (API), N/A</p> <p>19-20 4B. Academic Performance Index - N/A</p> <p>Baseline 4B - API - N/A</p>	<p>4B. Academic Performance Index - N/A</p>
<p>Metric/Indicator 4C - A-G N/A for elementary</p> <p>19-20 4C. A-G courses: N/A</p>	<p>4C. A-G courses: N/A</p>

Expected	Actual
Baseline 4C - N/A for elementary LEAs	
Metric/Indicator 4D - English Learners making progress towards toward English proficiency 19-20 4D. AMAO I target of 60% Baseline 4D - 2016 AMAO I - The percentage of EL students making annual progress in English proficiency in 2016 was 35%	4D. AMAO I - 26% of the English Learners are making progress toward English Language Proficiency as measured by the results of the 2020 ELPAC.
Metric/Indicator 4E - English Learner reclassification Rate 19-20 4E AMAO II target 20% Baseline 4E - 2016 AMAO II English Learner reclassification rates from CELDT was 25% in 2016	4E AMAO II - 43% of our 2018 English Learners were reclassified in the 2019-20 school year. (65/191) As per District Reclassification form.
Metric/Indicator 4F - Percent of Students that have passed an AP class - N/A 19-20 4F Percent of Students that have passed an AP class - N/A Baseline 4F Percent of Students that have passed an AP class - N/A	4F Percent of Students that have passed an AP class - N/A
Metric/Indicator 4G College Readiness - N/A 19-20 4G College Readiness - N/A Baseline 4G College Readiness - N/A	4G College Readiness - N/A
Metric/Indicator	8 - Other Pupil Outcomes

Expected	Actual					
8 - Other Pupil Outcomes	8A - Physical Fitness Scores - The District would like to maintain a fitness level above 90% or experience a 2% growth in each area listed, if below 90%. Due to the COVID -19 pandemic, there was no fitness test administered in 2020.					
8A - Demonstrate proficiency on the state assessment of physical fitness	2018 5th	2019 5th	2018 7th	2019 7th		
19-20						
8 - Other Pupil Outcomes	Aerobic Capacity	59%	42%	48%	46%	
	Body Composition	51%	55%	54%	53%	
	Abdominal Strength	61%	48%	98%	96%	
	Trunk Extension	72%	98%	99%	99%	
	Upper Body Strength	40%	57%	74%	61%	
	Flexibility	69%	68%	88%	84%	
Baseline						
8 - Other Pupil Outcomes						
8A - 2016 Physical Fitness Scores						
5th	7th					
Aerobic Capacity	43%	46%				
Body Composition	62%	45%				
Abdominal Strength	93%	96%				
Trunk Extension	98%	100%				
Upper Body Strength	78%	66%				
Flexibility	84%	89%				

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain restoration of print shop personnel to account for increased printing need and offer additional California state standard and RCD materials to students. - 1004	Print shop salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$41,668	Print shop salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$21,863

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Print shop 3000-3999: Employee Benefits Supplemental and Concentration \$26,191 Ellison die cut materials and repair expenses 4000-4999: Books And Supplies Supplemental and Concentration \$1,500	Print shop 3000-3999: Employee Benefits Supplemental and Concentration \$6,676 Ellison die cut materials and repair expenses 4000-4999: Books And Supplies Supplemental and Concentration \$5,801 Copier equipment lease 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,281
Improve pupil outcomes on fitness test by maintaining a standardized Elementary Physical Education program at each elementary site including instructional materials - 1008	Elementary PE supplies 4000-4999: Books And Supplies Supplemental and Concentration \$12,000 Salary for one Elementary PE Aide per site 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$39,810 Elementary PE aide benefits 3000-3999: Employee Benefits Supplemental and Concentration \$9,118	Elementary PE supplies 4000-4999: Books And Supplies Supplemental and Concentration \$530 Salary for one Elementary PE Aide per site 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$16,137 Elementary PE aide benefits 3000-3999: Employee Benefits Supplemental and Concentration \$4,906
Members of this team moved to Goal 1, Action 12	N/A 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0 N/A 3000-3999: Employee Benefits Supplemental and Concentration 0	N/A 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0 N/A 3000-3999: Employee Benefits Supplemental and Concentration 0
In order to improve academic performance of all students and increase the percentage of EL students making progress towards English proficiency, BSD will maintain full time librarians- 1004	Librarian at all sites 2000-2999: Classified Personnel Salaries	Librarian at all sites 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental and Concentration \$103,920</p> <p>Benefits for Librarians at all sites 3000-3999: Employee Benefits Supplemental and Concentration \$84,263</p> <p>Library Books for 4 facilities 4000-4999: Books And Supplies Supplemental and Concentration \$16,000</p> <p>Library Software and travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,900</p>	<p>Supplemental and Concentration \$108,292</p> <p>Benefits for Librarians at all sites 3000-3999: Employee Benefits Supplemental and Concentration \$86,788</p> <p>Library Books for 4 facilities 4000-4999: Books And Supplies Supplemental and Concentration \$16,939</p> <p>Library Software and travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,878</p>
Schedule release days by grade level to allow staff to collaborate and improve upon CCSS units of study in ELA, science, history, and math as needed. - 1004	<p>Sub costs for release days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,500</p> <p>Driven costs for subs 3000-3999: Employee Benefits Supplemental and Concentration \$921</p>	<p>Sub costs for release days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Driven costs for subs 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>Meeting refreshments 4000-4999: Books And Supplies Supplemental and Concentration \$0</p>
Maintain levels of service for English learners to increase the percentage of EL students making progress toward English proficiency and increase the EL reclassification rate. 1004	<p>ELP teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$209,642</p> <p>LEP Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$69,725</p>	<p>ELP teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$151,928</p> <p>LEP Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$53,244</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Benefits Certificated and Classified 3000-3999: Employee Benefits Supplemental and Concentration \$53,984</p> <p>EL materials 4000-4999: Books And Supplies Supplemental and Concentration \$16,000</p> <p>Subscriptions to EL Learner Software 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,000</p> <p>portion of program resource specialist 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$19,275</p> <p>Benefits for Program Resource Specialist 3000-3999: Employee Benefits Supplemental and Concentration \$12,874</p> <p>Moved above - same action - combined all EL aides. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p> <p>Moved above - same action - combined all EL aides. 3000-3999: Employee Benefits Supplemental and Concentration 0</p> <p>Training for EL Teachers 5000-5999: Services And Other Operating Expenditures</p>	<p>Benefits Certificated and Classified 3000-3999: Employee Benefits Supplemental and Concentration \$72,143</p> <p>EL materials 4000-4999: Books And Supplies Supplemental and Concentration \$983</p> <p>Subscriptions to EL Learner Software 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,054</p> <p>portion of program resource specialist 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$21,296</p> <p>Benefits for Program Resource Specialist 3000-3999: Employee Benefits Supplemental and Concentration \$13,759</p> <p>Moved above - same action - combined all EL aides. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p> <p>Moved above - same action - combined all EL aides. 0</p> <p>Training for EL Teachers 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental and Concentration \$1,000</p> <p>Stipend for translation services (English to Spanish) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,399</p> <p>Driven costs for translators 3000-3999: Employee Benefits Supplemental and Concentration \$2,938</p> <p>No budgeted expenditures this year 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>No budgeted expenditures this year 3000-3999: Employee Benefits Supplemental and Concentration \$0</p>	<p>Supplemental and Concentration \$0</p> <p>Stipend for Translation Services (English to Spanish)</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,678</p> <p>Driven for translators 3000-3999: Employee Benefits Supplemental and Concentration \$1,111</p> <p>No budgeted expenditures this year 0</p> <p>No budgeted expenditures this year 0</p>
<p>Increase summer school services to students by providing reading, math, music, and STEM classes to students moving into grades 3-8. This program will provide exposure to essential standards in the next grade level for all students. This action is designed to increase the percentage of students scoring proficient on state math and ELA assessments and reduce the performance gap between SWD and all students as indicated in the CA Dashboard. - 1004</p>	<p>Staffing 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$32,916</p> <p>benefits 3000-3999: Employee Benefits Supplemental and Concentration \$6,738</p> <p>Summer School support 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,414</p> <p>Benefit for support staff 3000-3999: Employee Benefits Supplemental and Concentration \$1,010</p>	<p>Staffing 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,500</p> <p>benefits 3000-3999: Employee Benefits Supplemental and Concentration \$4,415</p> <p>Summer School support 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,421</p> <p>Benefit for support staff 3000-3999: Employee Benefits Supplemental and Concentration \$1,134</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	SS Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2,500	SS Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1,000
In order to increase state assessment scores in ELA, the LEA will maintain school subscriptions to Reading A to Z and Renaissance Place. These programs will help staff identify deficiencies in unduplicated student populations- 1004	Renaissance subscription 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$36,707	Renaissance subscription 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$32,845
In order to increase performance on statewide assessments in math, science, and ELA the LEA will maintain technology teachers at all sites to support principally directed unduplicated pupils. This will enhance student mastery of the core curriculum and support electronically driven curriculum - 1004	<p>3 credentialed technology teachers and 1 JH tech teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$347,700</p> <p>benefits for technology teachers 3000-3999: Employee Benefits Supplemental and Concentration \$133,422</p> <p>STEM supplies - supplemental 4000-4999: Books And Supplies Supplemental and Concentration \$7,500</p> <p>Training Expenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000</p>	<p>3 credentialed technology teachers and 1 JH tech teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$227,477</p> <p>benefits for technology teachers 3000-3999: Employee Benefits Supplemental and Concentration \$79,112</p> <p>STEM supplies - supplemental 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Training Expenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p> <p>PT Computer Lab Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,864</p> <p>PT Computer Lab Aide Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$1,540</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		travel mileage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6
In order to improve student scores in ELA, math, and science, and to provide students with a safe place to study, BSD will provide after school programs principally directed to unduplicated pupils. - 1004	<p>Operating Expenditures ASES services 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$404,913</p> <p>Focused and Quiet FAQ Instructional Staff 1000-1999: Certificated Personnel Salaries Title I \$18,990</p> <p>Driven costs 3000-3999: Employee Benefits Title I \$2,680</p> <p>Math Intervention (during and after school) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,000</p> <p>Driven costs 3000-3999: Employee Benefits Supplemental and Concentration \$10,228</p>	<p>Operating Expenditures ASES services 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$426,859</p> <p>Focused and Quiet FAQ Instructional Staff 1000-1999: Certificated Personnel Salaries Title I \$0</p> <p>Driven costs 3000-3999: Employee Benefits Title I \$0</p> <p>Math Intervention (during and after school) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Driven costs 3000-3999: Employee Benefits Supplemental and Concentration \$0</p>
Increase student outcomes as related to SP#8 at BJHS by maintaining the Foreign Language Class. This class is also designed to increase the percentage of BJHS students reclassified as English proficient and increase the number of BJHS students making progress toward English proficiency SP4 (D&E) - 1008	<p>Credentialed Foreign Language Teacher - 1008 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$53,694</p> <p>Benefits for said teacher 3000-3999: Employee Benefits Supplemental and Concentration \$28,568</p>	<p>Credentialed Foreign Language Teacher - 1008 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Benefits for teacher 3000-3999: Employee Benefits Supplemental and Concentration \$1,488</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>To improve all unduplicated pupil outcomes on state mathematics and local assessments BSD will increase services to students with a math intervention team to develop district wide strategies to improve instructional programs in mathematics to including instructional materials - 1004</p>	<p>EL Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>Math Intervention Team (CV NIC) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 244711</p> <p>Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration 102810</p>	<p>EL Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Math Intervention Team (CV NIC) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>Boys & Girls Club 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$33,018</p>
<p>All unduplicated students needs are met to reduce the performance gap as indicated by the CA Dashboard, BSD will provide additional support for Students with Disabilities and transition to an "Inclusion" program for all eligible students. This is above and beyond the services already being met by SWD. This will foster student growth and development towards an increased master of core content areas for the 10% SWD population - 1004</p>	<p>Training for all staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$33,000</p> <p>Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration \$6,752</p> <p>Consultant fee 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000</p> <p>Inclusion team to provide professional development and support with BSD transition to Inclusion. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$663,349</p>	<p>Training for all staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>Consultant fee 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p> <p>Inclusion team to provide professional development and support with BSD transition to Inclusion. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$681,378</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Driven costs for Inclusion team 3000-3999: Employee Benefits Supplemental and Concentration \$303,493</p> <p>Utilize Inclusion Team to lead grade level meetings and train other staff in Inclusion practices. - 1004 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,500</p> <p>Driven costs for inclusion staff 3000-3999: Employee Benefits Supplemental and Concentration \$1,535</p>	<p>Driven costs for Inclusion team 3000-3999: Employee Benefits Supplemental and Concentration \$293,703</p> <p>Utilize Inclusion Team to lead grade level meetings and train other staff in Inclusion practices. - 1004 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Driven costs for inclusion staff 3000-3999: Employee Benefits Supplemental and Concentration \$0</p>
<p>In order to improve status and change of student scores in ELA, math, and science, as indicated by the CA Dashboard, BSD will maintain and improve Response to Intervention programs at all elementary sites - 1004</p>	<p>RTI Certificated Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$39,625</p> <p>RTI Certificated Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration \$25,689</p> <p>RTI Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$39,630</p> <p>RTI Classified Driven 3000-3999: Employee Benefits Supplemental and Concentration \$7,033</p> <p>RTI Certificated Teachers 1000-1999: Certificated Personnel Salaries Title I \$132,926</p> <p>RTI Certificated Teachers benefits 3000-3999: Employee Benefits Title I \$23,463</p>	<p>RTI Certificated Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,707</p> <p>RTI Certificated Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration \$29,727</p> <p>RTI Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$46,634</p> <p>RTI Classified Driven 3000-3999: Employee Benefits Supplemental and Concentration \$9,387</p> <p>RTI Certificated Teachers 1000-1999: Certificated Personnel Salaries Title I \$209,685</p> <p>RTI Certificated Teachers benefits 3000-3999: Employee Benefits Title I \$40,692</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
In order to improve status and change of student scores in ELA and science, as indicated by the CA Dashboard, BSD will maintain an annual subscription to PEG Writing for all students in grades 3-8. - 1004	Annual subscription to PEG Writing (Measurement Inc.) for all students in grades 3-8. 5800: Professional/Consulting Services And Operating Expenditures Supplementary Programs - Specialized Secondary \$11,394	<p>Annual subscription to PEG Writing (Measurement Inc.) for all students in grades 3-8. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$9,870</p> <p>Teacher Supplemental 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Teacher Supplemental Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>training / supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

California school districts were closed by the governor of California in March of 2020 due to the COVID 19 virus. Supplemental / Concentrations funds that were not expended during the 2019-20 school year due to issues involving the pandemic were rolled forward and will be the subject of discussions with stakeholders moving forward as to planned actions and services. Programs will be restored in the 2021-22 school year and proportional progress will be met for the 2020-24 LCAP. Many of the actions listed below were affected by the school closures due to the pandemic.

Action 1 - Print shop staffing was reduced to a PT position due to a retirement effective January of 2020. Funding was redirected towards purchases to improve the print shop supplies for the remainder of the year, thus benefitting all low income, EL, and foster youth students.

Action 2 - The amount budgeted for Physical education supplies was \$12,000. Since there was little to no in-person learning this year, these supplies were not purchased.

Action 5 - The amount budgeted for sub costs for teacher release days was used to train substitute teachers and prepare them to sub in a class during distance learning and hybrid instruction.

Action 7 - Funds designated for summer school were not expended due to the pandemic.

Action 12 - Inclusion training planned for the second semester did not occur do to the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

California school districts were closed by the governor of California in March of 2020 due to the COVID 19 virus. During the pandemic students remained on a distance learning model of instruction. When students are at home and not at school, it is difficult to evaluate social emotional health and determine behavioral and well-being needs remotely. Surveys indicated parents were highly concerned with student behavior, academic progress, and the lack of social environment the pandemic brought about. The pandemic posed many obstacles during the year and Beardsley overcame most and provided students with unique opportunities. Once it was determined students would remain on distance learning to begin the school year, each campus met individually with one parent of each student to disseminate information on the daily schedule and expectations. Electronic devices (Chromebooks and hotspots) were distributed to families in need and additional staff were retained to answer the help desk phone and provide in-home services to ensure each student remained connected with their teacher.

Goal 2

Provide and support a dynamic learning environment for all stakeholders that is clean, safe, and conducive to learning. These environments are appropriately staffed for subject area and students. Classrooms will provide appropriate access to a broad course of study through a comprehensible rigorous curriculum and include all basic services including implementation of the California State Standards. These opportunities will provide all students, regardless of age, race, gender, capacity, or intellectual ability, the opportunity to develop critical thinking skills and prepare them to be civically engaged and college and career ready. (Conditions of Learning)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority Area Metrics 1 - Basic Services A. To determine the appropriateness of teacher credentials the LEA is monitoring by the Kern County Superintendent of Schools	State Priority Area Metrics 1 - Basic Services A. 100% of BSD Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching as reported in CalPads.
19-20 State Priority Area Metrics 1 - Basic Services A. 100% of BSD Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	

Expected	Actual
Baseline 1 - Basic Services 1A - 100% of BSD Teachers are: appropriately assigned and fully credentialed in subject areas taught, and for the pupils they are teaching.	
Metric/Indicator 1 - Basic Services 1B. The LEA monitors instructional materials in an ongoing basis throughout the year and select sites are audited for the Williams Act annually. 19-20 1B. 100% of pupils have sufficient access to standards-aligned instructional materials. Baseline 1B - 100% of pupils have sufficient access to standards-aligned instructional materials.	1 - Basic Services B. 100% of pupils have sufficient access to standards-aligned instructional materials as reported in the Williams report and board documents.
Metric/Indicator 1 - Basic Services 1C. The Maintenance and Operations staff use the Facilities Inspection Tool to evaluate all schools in the LEA and select sites are audited for the Williams Act annually by the Kern County Superintendent of Schools. 19-20 1C. School Facilities rating of Exemplary Repair. Baseline 1C. School Facilities rating of Exemplary Repair since 2000.	1C. School Facilities rating of Exemplary Repair based on FIT report from Williams Inspection 2021.
Metric/Indicator 2. Implementation of State Standards	2. Implementation of State Standards A. Implemented academic content and performance standards adopted by the California state board of Education as evidence by the BSD board minutes and 2020 Williams documents.

Expected	Actual
<p>A. California Academic Performance Survey (APS) and Local surveys of both staff and parents, administrative observation, and textbook adoptions.</p> <p>19-20 2. Implementation of State Standards A. Continue to Implement the academic content and performance standards adopted by the California state board.</p> <p>Baseline Implementation of State Standards 2A - Implementation of the academic content and performance standards adopted by the California state board is 94% as defined by the Academic Performance Survey (APS), local surveys, Administrative observation. ELA and math adoptions are indicative of CCSS, and history, ss, and science will be adopted withing the next two years.</p>	
<p>Metric/Indicator 2. Implementation of State Standards B. Indicated by the California Academic Performance Survey (APS), Administrative observation, and Student information System class schedules and ELA/ELD materials adopted.</p> <p>19-20 2. Implementation of State Standards B. 100 % of EL students are able to access the California State Standards and ELD standards</p> <p>Baseline 2. Implementation of State Standards 2B - 100 % of EL students are able to access the California State Standards and ELD standards for purposes of gaining academic content knowledge and</p>	<p>2. Implementation of State Standards B. 100 % of EL students are able to access the California State Standards and ELD standards as evidence by the BSD board documents, Williams visits, and staff assignments in CALPADS.</p>

Expected	Actual
English Language proficiency through designated and integrated ELD.	
<p>Metric/Indicator 7. Course Access A. Indicated by class schedules, bell schedules, and administrative observation.</p> <p>19-20 7 Course Access A. Continue to meet the 100% requirement for all students having access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p> <p>Baseline 7. Course Access 7A - 100% of students have access to a broad course of study that includes all subject areas described in Section 51210 and 51220 (a)</p>	<p>7 Course Access A. Met the 100% requirement for all students having access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) as indicated by class schedules and our SIS.</p>
<p>Metric/Indicator 7. Course Access B. Indicated by class schedules, bell schedules, and administrative observation.</p> <p>19-20 7 Course Access B. Maintain programs and services developed to provide 100% of unduplicated students.</p> <p>Baseline 7. Course Access</p>	<p>7 Course Access B. Maintained all programs and services developed to provide 100% of unduplicated students as indicated by class schedules and administrative observations.</p>

Expected	Actual
7B - Programs and services are developed and provided to 100% of unduplicated pupils.	
Metric/Indicator 7. Course Access C. Indicated by class schedules, bell schedules, and administrative observation. 19-20 7 Course Access C. Maintain 100% compliance for programs and services for 100% of students with disabilities. Baseline 7. Course Access 7C - Programs and services are developed and provided to 100% of students with disabilities. All students with disabilities have current Individualized Educational Plans and meetings are held with parents, and appropriate school staff to insure FAPE.	7 Course Access C. Maintained 100% compliance for programs and services for 100% of students with disabilities as evidence and correlation between SIRAS and CALPADS.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain additional staff added since 2014 to exceed GSA requirements. Lower student to staff ratios is principally directed to help increase core curriculum mastery for unduplicated pupils - 2001	Maintain staff added since 2014-15 to exceed GSA requirements. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$540,869 Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration \$247,288	Maintain staff added since 2014-15 to exceed GSA requirements. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$538,835 Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration \$228,499

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supply costs 4000-4999: Books And Supplies Supplemental and Concentration \$450</p> <p>Reduce class sizes in intermediate grades below the required CBA. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$116,161</p> <p>Driven costs 3000-3999: Employee Benefits Supplemental and Concentration \$58,929</p> <p>Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,205</p>	<p>Supply costs 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Reduce class sizes in intermediate grades below the required CBA. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$128,679</p> <p>Driven costs 3000-3999: Employee Benefits Supplemental and Concentration \$57,697</p> <p>Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0</p>
<p>Utilize the Facilities Inspection Tool as a rubric to identify needs at all campuses. - 2001</p>	<p>No direct costs associated with this action 0</p>	<p>No direct costs associated with this action 0</p>
<p>Maintain or increase services to students with disabilities within the District by maintaining and hiring additional special education staff to provide services to unduplicated pupils. Lower student to staff ratios is principally directed to help increase core curriculum mastery for unduplicated pupils - 2001</p>	<p>Maintain certificated staff hired in order to return students to their school of residence. Hired one additional Mod-Sev teacher at BJHS. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$144,862</p> <p>Maintain Classified staff to support returning all students with special needs to their school of residence. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$36,940</p> <p>Driven costs for employees above 3000-3999: Employee Benefits</p>	<p>Maintain certificated staff hired in order to return students to their school of residence. Hired one additional Mod-Sev teacher at BJHS. 1000-1999: Certificated Personnel Salaries Special Education \$149,242</p> <p>Maintain Classified staff to support returning all students with special needs to their school of residence. 2000-2999: Classified Personnel Salaries Special Education \$19,286</p> <p>Driven costs for employees above 3000-3999: Employee Benefits Special Education \$75,907</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental and Concentration \$74,660</p> <p>Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>Renewal of CPI license 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,000</p> <p>sub costs for teacher CPI training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000</p> <p>sub costs driven 3000-3999: Employee Benefits Supplemental and Concentration \$615</p> <p>CPI Training Classified 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$600</p> <p>CPI Training Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$182</p>	<p>Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Renewal of CPI License 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p> <p>Sub costs for teacher CPI Training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Sub Costs driven 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>CPI Training Classified 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>CPI Training Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$0</p>
<p>Maintain student services to BJHS students by maintaining a 9th period PE class to allow students broader access to courses of study - 2007</p> <p>The district will maintain Art, as an elective at BJHS all day - 2007</p>	<p>Salary for 9th period teacher and Art Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$96,782</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$37,381</p>	<p>Salary for 9th period PE and Art Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$98,974</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$37,577</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	9th period PE and art supplies 4000-4999: Books And Supplies Supplemental and Concentration \$10,000 Via de Arte at the Marketplace 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300	9th period PE and art supplies 4000-4999: Books And Supplies Supplemental and Concentration \$7,986 Via de Arte at the Marketplace 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0 Art Workshop 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0
Maintain resources in math and ELA California State Standards for grade levels requesting additional materials to meet 2A - 2007	Learning Plus (Standards Plus ELA and math workbooks) 4000- 4999: Books And Supplies Supplemental and Concentration \$6,031	Learning Plus (Standards Plus ELA and math workbooks) 4000- 4999: Books And Supplies Supplemental and Concentration \$15,361
Maintain services to BSD students with a second Psychologist. This will foster support for unduplicated students and provide them with a proper placement to foster academic growth and development. - 2001	1 school Psychologist salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$97,665 Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$33,543 Supplies 4000-4999: Books And Supplies Supplemental and Concentration 500	1 school Psychologist salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$13,898 Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$2,421 Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0
In order to keep school facilities in properly working order, BSD will Replace/ Update technology equipment including servers/wireless access points as deemed necessary by the technology department. BSD technology department will update Chromebook equipment as needed in order to support unduplicated student populations as they move into the technology age using electronic devices to access the	Update and replacement of Chrombooks 4000-4999: Books And Supplies Bond Fund \$108,000 Repair Chrome book equipment as needed 5000-5999: Services	Update and replacement of Chrombooks 4000-4999: Books And Supplies Bond Fund \$10,423 Repair Chrome book equipment as needed 5000-5999: Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
curriculum. This will foster growth and development of the student population and more complete master of core content areas. 2001	<p>And Other Operating Expenditures Supplemental and Concentration \$12,000</p> <p>Purchase servers, Uninterruptible Power Supply, wireless access points, and switches to support 1 to 1 devices in the classroom and increase communication with a broadcast ability on each campus. 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p> <p>Headphones for electronics based curriculum and CAASPP testing 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p>	<p>And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>Purchase servers, Uninterruptible Power Supply, wireless access points, and switches to support 1 to 1 devices in the classroom and increase communication with a broadcast ability on each campus. 4000-4999: Books And Supplies Supplemental and Concentration \$27,595</p> <p>Headphones for electronics based curriculum and CAASPP testing 4000-4999: Books And Supplies Supplemental and Concentration \$5,461</p> <p>Tech Support 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$14,587</p> <p>Chromebooks 4000-4999: Books And Supplies Supplemental and Concentration \$13,424</p> <p>Technology staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$33,516</p> <p>Technology staff benefits 3000-3999: Employee Benefits Supplemental and Concentration \$18,531</p>
To provide student access to California State Standards material the District will maintain a subscription to California Streaming featuring audio/video resources in all curricular areas - 2002	subscription to California Streaming 5800: Professional/Consulting Services	subscription to California Streaming 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures Supplemental and Concentration \$5,000	And Operating Expenditures Supplemental and Concentration \$4,661
Support elementary students with a Part Time instructor for music and choir - 2007	PT Music and Choir Instructor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000 PT Music/Choir Benefits 3000- 3999: Employee Benefits Supplemental and Concentration \$672	PT Music and Choir Instructor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$48,372 PT Music/Choir Benefits 3000- 3999: Employee Benefits Supplemental and Concentration \$27,195
In order to promote reading and evaluate student progress in math and reading, BSD will purchase subscription for student data analysis - 2001	Maintain Illuminate contract for student data management system to analyze assessment data 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$11,490	Maintain Illuminate contract for student data management system to analyze assessment data 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,202
Moved to action 7	Moved to action 7 4000-4999: Books And Supplies Bond Fund N/A Moved to action 7 4000-4999: Books And Supplies Supplemental and Concentration N/A	Moved to action 7 Moved to action 7
Moved to action 7	Moved to action 7 4000-4999: Books And Supplies Supplemental and Concentration N/A	Moved to action 7
In order to meet the needs of all unduplicated students, BSD will maintain one Health Aide at North Beardsley in order to accommodate student health needs. 2001	Maintain one health aide at NB in 2015-16 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$19,318	Maintain one health aide at NB in 2015-16 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,375

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Driven costs 3000-3999: Employee Benefits Supplemental and Concentration \$5,846	Driven costs 3000-3999: Employee Benefits Supplemental and Concentration \$7,708
In order to ensure students have access to a broad course of study, BSD will Maintain the Science Technology Engineering and Math (STEM) course at Beardsley Junior High School (partially funded by Chevron) and STEM Robotics at elementary sites - 2007	<p>Supplies and Materials 4000-4999: Books And Supplies Chevron Grant \$13,712</p> <p>Video equipment to run Bear TV 4000-4999: Books And Supplies Supplemental and Concentration \$4,000</p> <p>STEM Supplies for Elementary STEM Programs 4000-4999: Books And Supplies Supplemental and Concentration \$21,000</p> <p>Entry Fees for STEM Competitions 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,000</p>	<p>Supplies and Materials 4000-4999: Books And Supplies Chevron Grant \$1,613</p> <p>Video equipment to run Bear TV 4000-4999: Books And Supplies Supplemental and Concentration \$172</p> <p>STEM Supplies for Elementary STEM Programs 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Entry Fees for STEM Competitions 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>STEM Sub Costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>STEM Sub Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$0</p>
Student work is automatically backed up in the cloud using Google Classroom - Action not needed.	Student work is automatically backed up in the cloud using Google Classroom - Action not needed. 5800: Professional/Consulting Services And Operating Expenditures	SHI download software 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$998

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration N/A	hard drives 4000-4999: Books And Supplies Supplemental and Concentration \$4,481
Increase Classroom Print Supplies to accommodate increased print requirements for California State Standards 2001	Classroom Toner/supplies -2002 4000-4999: Books And Supplies Supplemental and Concentration \$27,000	Classroom Toner/supplies -2002 4000-4999: Books And Supplies Supplemental and Concentration \$17,474
In order to continue providing pupil outcomes in other areas (Priority 8A), BSD will maintain the maintenance budget for the band program 2007	Supplies and repairs 4000-4999: Books And Supplies Supplemental and Concentration \$5000 Costs for travel / band trips 5700- 5799: Transfers Of Direct Costs Supplemental and Concentration \$5,000 Stipend for coach of color-guard & percussion 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$21,000 Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration \$2,009 band equipment repairs 5000- 5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000 band equipment replacement 6000-6999: Capital Outlay Supplemental and Concentration \$5,000	Band supplies 4000-4999: Books And Supplies Supplemental and Concentration \$15,228 Costs for travel / band trips 5700- 5799: Transfers Of Direct Costs Supplemental and Concentration \$0 Stipend for coach of color-guard & percussion 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5,864 Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration \$766 Band equipment repairs 5000- 5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,561 band equipment replacement 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
In order to ensure teachers are appropriately assigned and have appropriate credentials, professional development will be provided to new teachers and Interns in the area of Teacher Induction. - 2001	<p>Teacher Induction / Intern contract with KCSOS 5800: Professional/Consulting Services And Operating Expenditures Title I \$60,300</p> <p>Stipends for Coaches 1000-1999: Certificated Personnel Salaries Title I \$30,000</p> <p>Driven costs 3000-3999: Employee Benefits Title I \$6,138</p>	<p>Teacher Induction / Intern contract with KCSOS 5800: Professional/Consulting Services And Operating Expenditures Title I \$51,925</p> <p>Stipends for Coache 1000-1999: Certificated Personnel Salaries Title I \$37,000</p> <p>Driven costs 3000-3999: Employee Benefits Title I \$7,056</p> <p>Induction/Intern Contract with KCSOS 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,000</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Supplemental / Concentrations funds that were not expended during the 2019-20 school year due to issues involving the pandemic were rolled forward and will be the subject of discussions with stakeholders moving forward as to planned actions and services.

Programs will be restored in the 2021-22 school year and proportional progress will be met for the 2020-24 LCAP.

Action 5 - In order to provide additional instruction to students to remediate learning loss caused by the pandemic, BSD expanded its summer school program, causing the books and supply cost to more than double the budgeted amount.

Action 6 - Psychologist - The additional psychologist was retained late in the year due to COVID 19 and will remain in the 2021-24 LCAP.

Action 7 - Once it was determined the district would teach in a distance learning environment, additional Chromebooks were purchased to meet the 1:1 ratio that was needed. CBs were purchased through CARES funds.

Action 9 - PT Music teacher - Due to the pandemic, in order to meet with all elementary students in band, there was a need to add time to the originally planned PT music teacher's day. He was employed as full time and will remain so in the next LCAP.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

California school districts were closed by the governor of California in March of 2020 due to the COVID 19 virus. As the district transitioned back to in-person learning from distance learning, additional materials were needed because teachers had students both in class and remote learning simultaneously. Extra computer monitors and other technical devices were used to ensure teachers could interact appropriately with students, both remotely and in-person. Many requests for additional devices were made by parents claiming student Chromebooks were lost, stolen, or damaged. A Distance Learning Coordinator assisted each school site with evaluation and distribution of tech equipment and hot spot connection issues. The district eventually purchased 5 times the number of hot spots that estimates predicted from surveys sent home to district families. With the assistance of the KCSOS, BSD was able to meet the needs of its student population this year.

Goal 3

Communication efforts with all stakeholders during the process, as listed in the stakeholder section above, indicated a need to maintain and improve student safety, and reduce chronic absenteeism and suspensions. Progress has been made in all of these areas.

Students are provided with motivating programs, coursework, and opportunities where they feel respected both including socially and emotionally, and cared for in and outside of the classroom. Families, schools, and communities work closely together to build a strong framework for student achievement. Families and community members are partners where they have options for meaningful involvement in student's education and in the life of the school. The school responds to family interests and involvement in a culturally responsive manner. (Engagement)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority Area Metrics 3 Parental Involvement A - To evaluate the LEA and school site efforts made to seek parent input, the district sends home a parent survey each year. The district seeks a 75% or better approval rating from parents.	State Priority Area Metrics 3 Parental Involvement A - Seventy-six percent of parents responding to the BSD parent survey indicated the district values their opinion and 85% indicated the district provides ample opportunities for parents to take part in decisions made regarding the educational programs.

Expected	Actual
<p>19-20 State Priority Area Metrics</p> <p>3 Parental Involvement</p> <p>A - The BSD goal for parent survey responses is that 80% or more of respondents will indicate the district values their opinion and provides ample opportunities for parents to take part in decisions made regarding the educational programs.</p> <p>Baseline State Priority Area Metrics</p> <p>3 Parental Involvement</p> <p>A - The BSD parent survey indicated that 97% of our parents believe the district values their opinion. 90% of respondents indicated that BSD provides ample opportunities for parents to take part in decisions made within the district.</p>	
<p>Metric/Indicator 3B - To assess how BSD promotes parents participation we evaluate meeting sign in sheets. Each school calendar will indicate events parents are invited to each year. The LEA goal is to have representation from each unduplicated parent group and staff at each of our meetings. Records of all paper based parent notification are kept in the District Print Office. All web based notifications are stored on the District Website at www.beardsleyschool.org. BSD also utilizes PowerAnnounce to contact parents electronically in order to promote participation in school events. The District Foundation also maintains a Facebook page indicating current events.</p> <p>To evaluate the efforts of BSD to seek parent input in making decisions for District and School sites the LEA looks to maintain</p>	<p>3B - BSD held 4 District Advisory Committee (DAC) meetings and 4 District English Learner Advisory Committee (DELAC) meetings and received representation from a sample group of parents of all non-duplicated students.</p> <p>The last Principal Partner Day was held in February 2020. Due to COVID 19 there is no plan to have this event during the 2020-2021 school year.</p> <p>Evening Stakeholder Meetings were held at each school site to seek input on the LCAP in January and February of 2020.</p> <p>Participation in annual events like the the District Carnival and sporting clay tournament continue to strengthen. The Carnival</p>

Expected	Actual
<p>parent representation from all sites and maintain the participation of non-parent community members at District events. This is evidenced with participation rates and sign in sheets.</p> <p>19-20 3B - BSD will hold at least 4 District Advisory Committee meetings and 4 District English Learner Advisory Committee meetings and expect representation from a sample group of parents of non-duplicated students.</p> <p>BSD's goal for Principal Partner Day is to attract at least a 3:1 ratio of parents:community members to promote unity and collaboration.</p> <p>School Site Councils meetings (4 per year per site - various dates English Learner Advisory Committees per site - various dates</p> <p>Evening Parent Meetings at each school sites beginning in January.</p> <p>Participation in annual events like the the District Carnival and sporting clay tournament continue to strengthen.</p> <p>Baseline 3B - The District Advisory Committee met on the following dates with participation from each site 10/09/15, 12/11/2015, 2/05/2016, 6/03/2016.</p> <p>District English Language Advisory Committee - 10/09/15, 12/11/2015, 2/05/2016, 6/03/2016 {Low parent attendance rates continue to exist for this group}</p>	<p>and Clay Shoot were postponed last year and will be held again once Health Department Guidelines allow for large group events.</p>

Expected	Actual
<p>Over 30 community professionals attended our Principal Partner Day held on February 9, 2017. This is double last year's attendance.{Fourth year for this event and attendance continues to increase as evidenced in sign in sheets.}</p> <p>School Site Councils meetings (4 per year per site - various dates English Learner Advisory Committees per site - various dates</p> <p>Evening Parent Meetings at school sites- January 18, 2017, January 25, 2017; March 15, 2017 {Over 750 received and recorded - up over 100 from last year.}</p> <p>Participation in annual events like the sporting clay tournament continue to strengthen in 2016-17.</p>	
<p>Metric/Indicator 3C - To measure how the LEA promotes participation of parents of SWD, BSD uses attendance rates at student IEP meetings.</p> <p>19-20 3C - Continue to have above 95% participation from parents.</p> <p>Baseline 3C - Continue to have above 95% participation from parents.</p>	<p>3C - Due to the COVID 19 Pandemic, there were no in-person parent events</p>
<p>Metric/Indicator 5 Pupil Engagement</p> <p>5A - Student attendance rates are compiled in the BSD Student Information System (PowerSchool) and CALPADS</p> <p>19-20 5A. Attendance Rates All students to improve to 96%</p> <p>English Learners expected to remain at or above 95%.</p>	<p>5 Pupil Engagement</p> <p>5A. Attendance Rates compiled in BSD Student Information System (Power School) and CALPADS Attendance rates were disrupted by Covid 19.</p> <p>English Learners attendance rate was 96.3%.</p> <p>Low Income attendance rate was 95.1%</p> <p>Foster Youth attendance rate was 96.2%</p>

Expected	Actual
<p>Low Income: , expected to improve to 95.3%</p> <p>Foster Youth: expected to improve to 94%</p> <p>Special Education: expected to improve to 93%</p> <p>Baseline 5A. Attendance Rates as indicated in the BSD Student Information System All: 93.94%</p> <p>English Learners: 95.25%</p> <p>Low Income: 93.8%</p> <p>Foster Youth: 92.54%</p> <p>Special Education: 90%</p>	<p>Special Education attendance rate was 94.7%</p>
<p>Metric/Indicator 5B - Chronic Absenteeism rates are compiled in CALPADS.</p> <p>19-20 5B. Chronic absenteeism rate goal is less than 16%</p> <p>Baseline 5B. Chronic absenteeism rate for all is 25%, as indicated by the LEA Student Information System.</p>	<p>5B. BSD recorded in CALPADS a 1.6% Chronic Absenteeism rate through March 15, 2020.</p>
<p>Metric/Indicator 5C - The BSD middle school dropout rate is compiled in CALPADS.</p> <p>19-20 5C. Middle school dropout rate: 0%</p>	<p>5C. Middle school dropout rate: 0% as compiled in CALPADS</p>

Expected	Actual
Baseline 5C. Middle school dropout rate: 0% as indicated in CALPADS fall 1 certified reports. Expected less than .05% for the 2016-17 school year.	
Metric/Indicator 5D. High School Dropout rate - N/A 19-20 5D. High School Dropout rate - N/A Baseline 5D. High School Dropout rate - N/A	5D. High School Dropout rate - N/A
Metric/Indicator 5E. High School Graduation Rate - N/A 19-20 5E. High School Graduation Rate - N/A Baseline 5E. High School Graduation Rate - N/A	5E. High School Graduation Rate - N/A
Metric/Indicator 6. School Climate 6A. Pupil Suspension rates are measured by the California Dashboard system and CALPADS. 19-20 6A. The District expected suspension rate is 4% Baseline 6A. Pupil Suspension rate for the 2016-17 school year was 8%, as indicated in the California Dashboard system.	6. School Climate 6A. The District suspension rate as measured by the California Dashboard system and CALPADS for 2019-20 was 3.3%
Metric/Indicator 6B - Pupil expulsion rates are indicated in the BSD Student Information System (PowerSchool) and CALPADS	6B. Pupil expulsion rate in BSD Student Information System (Power School) and CALPADS 0% is expected.

Expected	Actual
19-20 6B. Pupil expulsion rate of 0% is expected. Baseline 6B. Pupil expulsion rate is 0 for the 2016-17 school year	
Metric/Indicator 6C - To evaluate the LEA and school sites' efforts to seek parent input, the district uses parent, staff, and student surveys each year. The district seeks an approval rating of 75% or better in the area of school safety and school climate. 19-20 6C. BSD seeks to receive at least 75% approval rate on both school safety and school connectedness on future surveys. Baseline 6C. When asked whether students are safe at school, over 80% indicated (yes). When asked about whether their child's school seeks parent input related to children's education, over 85% provided a yes comment in 2016-17.	6C. BSD received a 77% approval rate on both school safety and school connectedness on Stakeholder surveys.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain our SIS (PowerSchool) to monitor and improve site attendance and Chronic Absenteeism: 3005	SIS – PowerSchool - 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$18,000	SIS Powerschool 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$51,803
Included in action 13 below.	Included in action 13 below. 4000-4999: Books And Supplies Supplemental and Concentration N/A	
Moved to action 14	Moved to action 14 2000-2999: Classified Personnel Salaries	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration 0 Moved to action 14 3000-3999: Employee Benefits Supplemental and Concentration 0 Moved to action 14 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 0	
Maintain annual subscription to "Alert Solutions" phone system to better communicate school to home and increase parent participation in educational decisions. - 3003	PowerAnnouncement subscription 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,277	PowerAnnouncement subscription 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$11,014
Maintain site cell phones and hand held radios. Maintain service for cell service to iPads used with security camera system. - 3006	radios - 4000-4999: Books And Supplies Supplemental and Concentration \$2,500 cell phones & iPads w/ cell service 5900: Communications Supplemental and Concentration \$3,200 Site Cell phone stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,400 Site Cell phone stipend benefits 3000-3999: Employee Benefits Supplemental and Concentration \$492	Radios 4000-4999: Books And Supplies Supplemental and Concentration \$0 cell phones & iPads w/ cell service 5900: Communications Supplemental and Concentration \$0 Site Cell Phone Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,409 Site Cell Phone stipend benefits 3000-3999: Employee Benefits Supplemental and Concentration \$76
Maintain coordination and services including working with county child welfare agency and share information responding to the needs of juvenile court system and ensuring transfer of health and education records within 48 hours. Maintain hours for district Liaison. - 3006	Foster Youth Liaison 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,832	Foster Youth Liaison 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,534

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Foster Youth Liaison driven costs 3000-3999: Employee Benefits Supplemental and Concentration \$2,921	Foster Youth Liaison driven costs 3000-3999: Employee Benefits Supplemental and Concentration \$3,194
Maintain communication and receive feedback from staff and Parents using web based survey client - 3003	Survey Monkey - 3003 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$442	Web page Admin 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$384 Web page Admin 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0 Web page Admin Benefits 3000- 3999: Employee Benefits Supplemental and Concentration \$0 Parent engagement supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0
Improve and monitor video surveillance systems at all District properties - 3006	Maintenance of existing equipment and add cameras to high vandalism areas as identified by law enforcement and MOT staff. 4000-4999: Books And Supplies Supplemental and Concentration \$9,652	Maintenance of existing equipment and add cameras to high vandalism areas as identified by law enforcement and MOT staff. 4000-4999: Books And Supplies Supplemental and Concentration \$0
Maintain contract with Document Tracking Services for on-line templates for plans to be shared - 3003	Annual contract for services with Document Tracking - 3003 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,652	Annual contract for services with Document Tracking 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>In order to decrease Chronic Absenteeism, BSD will employ a Licensed Vocational Nurse, Attention 2 Attendance services, a Vice Principal, a Community Specialist, and a School Resource Officer through an agreement with the Kern County Sheriff Department. These actions will decrease chronic absenteeism and foster unduplicated student growth in the core content areas. - 3005</p>	<p>Agreement with KCSO 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$126,000</p> <p>Not needed - SRO is an outside contract Supplemental and Concentration 0</p> <p>recognition and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1500</p> <p>Not needed - SRO is an outside contract and vehicle is included 6000-6999: Capital Outlay Supplemental and Concentration 0</p> <p>Part time LVN - Full Year 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$26,977</p> <p>Driven costs for LVN 3000-3999: Employee Benefits Supplemental and Concentration \$8,162</p> <p>Vice Principal 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$74,518</p> <p>Driven for VP 3000-3999: Employee Benefits Supplemental and Concentration \$28,784</p> <p>Agreement with School Innovations & Achievement for Attention 2 Attendance and K-3 Achievement Initiative. 5800:</p>	<p>Agreement with KCSO 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p> <p>recognition and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Part time LVN - Full Year 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$13,814</p> <p>Driven costs for LVN 3000-3999: Employee Benefits Supplemental and Concentration \$6,744</p> <p>Vice Principal 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$81,615</p> <p>Driven for VP 3000-3999: Employee Benefits Supplemental and Concentration \$26,805</p> <p>Agreement with School Innovations & Achievement for Attention 2 Attendance and K-3 Achievement Initiative. 5800:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,000 Community Specialist 2000-2999: Classified Personnel Salaries Title IV \$17,788 Community Specialist Benefit 3000-3999: Employee Benefits Title IV \$5,383	Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30,975 Community Specialist 2000-2999: Classified Personnel Salaries Title IV \$21,383 Community Specialist Benefit 3000-3999: Employee Benefits Title IV \$5,545
Increase student access to CA State Standards resources and fund study trips and trips to recognize student performance and curriculum studies. 3005	Cost of bus and driver 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$15,000	Cost of bus and driver 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$0 Bus Driver for Hybrid 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,840 Bus Driver for Hybrid Benefit 3000-3999: Employee Benefits Supplemental and Concentration \$15,253
In order to improve school connectedness with parents of BSD students, BSD will team with the Bakersfield Adult School and Kern Health to provide classes for Beardsley community members in areas requested by stakeholders - 3006	Classes offered by KHSD and Bakersfield Adult School for GED, ESL, and High School Diploma. 4000-4999: Books And Supplies Base 0 Classes offered by Kern Health for Healthy Eating and Healthy Lifestyle 4000-4999: Books And Supplies Base 0 Employee to coordinate parent engagement room 2000-2999: Classified Personnel Salaries	Classes were not offered due to COVID Classes were not offered due to COVID Employee to coordinate parent engagement room 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental and Concentration \$16,938</p> <p>Driven costs 3000-3999: Employee Benefits Supplemental and Concentration \$5,125</p> <p>Supplies for room 4000-4999: Books And Supplies Supplemental and Concentration \$4,000</p>	<p>Supplemental and Concentration \$14,698</p> <p>Driven costs 3000-3999: Employee Benefits Supplemental and Concentration \$4,225</p> <p>Supplies for room 4000-4999: Books And Supplies Supplemental and Concentration \$0</p>
<p>In order to reduce suspensions each site will have access to appropriate Alternative Placement programs for all student populations. This will reduce student suspension rate, thereby promoting student growth and development in core content areas. - 3005</p>	<p>Staff the Alternative placement rooms 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$162,559</p> <p>Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration \$86,004</p> <p>Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$21,000</p> <p>AmeriCorps Contract with KCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$14,000</p>	<p>Staff the Alternative placement rooms 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$205,466</p> <p>Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration \$90,291</p> <p>Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>AmeriCorps Contract with KCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$19,000</p> <p>Evolution Labs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>
<p>In order to reduce suspensions and improve attendance each elementary campus will provide safe and attractive activities during recess to alter undesired playground behaviors. This will reduce student suspension rate, thereby promoting student growth and development in core content areas. - 3005</p>	<p>playground equipment 4000-4999: Books And Supplies Supplemental and Concentration \$18,000</p> <p>Noon activities leader and additional campus support 2000-</p>	<p>playground equipment and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$3,842</p> <p>Noon activities leader and additional campus support 2000-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>2999: Classified Personnel Salaries Supplemental and Concentration \$89,046</p> <p>Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration \$10,267</p> <p>Stipends for athletic coaching to provide other measures to decrease suspensions. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,500</p> <p>Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration \$335</p> <p>bus transportation to athletic events 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$1,200</p> <p>Intramural Activity Leader JH 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,000</p> <p>Intramural Activity Leader JH 3000-3999: Employee Benefits Supplemental and Concentration \$2,119</p> <p>token economy program supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p>	<p>2999: Classified Personnel Salaries Supplemental and Concentration \$8,440</p> <p>Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration \$678</p> <p>Stipends for athletic coaching to provide other measures to decrease suspensions. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>bus transportation to athletic events 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$0</p> <p>Intramural Activity Leader JH 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Intramural Activity Leader JH Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$0</p> <p>token economy program supplies 4000-4999: Books And Supplies Supplemental and Concentration \$3,402</p>
In order to keep campuses safe, BSD will purchase and support a check in, visitor, ID system at each campus.	Raptor Technologies Visitor Management System 4000-4999: Books And Supplies	Raptor Technologies Visitor Management System 4000-4999: Books And Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$4,000 Raptor Services Agreement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,000	Supplemental and Concentration \$0 Raptor Services Agreement 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0 Health and Safety AEDs 4000- 4999: Books And Supplies Supplemental and Concentration \$639

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Supplemental / Concentrations funds that were not expended during the 2019-20 school year due to issues involving the pandemic were rolled forward and will be the subject of discussions with stakeholders moving forward as to planned actions and services. Programs will be restored in the 2021-22 school year and proportional progress will be met for the 2020-24 LCAP.

Action 10 - Due to the pandemic, the district chose to not contract with the KCSO for a school resource officer during the 2020-21 school year.

Action 14 - due to the pandemic, students were working virtually and there was no need for additional playground equipment at school.

Action 15 - Since there were no visitors and offices were closed to the public, there were no need for visitor badges using the Raptor system.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

California school districts were closed by the governor of California in March of 2020 due to the COVID 19 virus.

Students were not present for over 50% of the year and therefore it was difficult to ensure social emotional needs were met for all unduplicated students. Surveys indicated parents were highly concerned with student behavior, academic progress, and the lack of social environment the pandemic brought about. Having retained a new School Social Worker for the 2019-20 school year, BSD found that he was very helpful when dealing with the many student mental health issues caused by the pandemic.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1 BSD continues to provide services to our English Learner subgroup. BSD will hire two additional English Learner certificated teachers to Assist English Learner students become proficient in the English language. These fully credentialed teachers will work with classroom teachers in a co-teaching model during distance learning to ensure student learning and competency development.	\$158,647	\$145,606	Yes
2 Bus drivers were hired in order to facilitate social distancing on buses. An additional bus was purchased to provide additional space to distance students. This action allows schools to begin on time for all students. BSD provides transportation to school for students that live more than 1 mile from their school of residence. By adding more drivers and buses, BSD plans to socially distance students during transportation.	\$246,318	\$186,628	No
3 Retained 10 Technology Mentors to assist colleagues infuse technology into the instructional program. In order to effectively teach in a distance learning or hybrid environment, all Beardsley staff need to be proficient in Google Classroom and the Google suite of apps. These tech mentors will assist our Distance Learning specialist to accomplish this with new teachers (25% of BSD staff are not tenured) and other teachers that may experience difficulties using technology when teaching. This action provides services to teachers in order for them to provide needed services to students in the distance learning or hybrid phase of reopening.	\$35,886	\$35,886	Yes
4 BSD has determined from stakeholder feedback the need for additional support with transportation when BSD transitions back to	\$104,297	\$9,231	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
in-person instruction. When in-person learning returns, it will require additional bus routes for enrichment and intervention. BSD will make every effort to connect students back to school and address potential learning loss during the pandemic. With the additional support personnel on the bus we will be able to ensure students are safe and be able to offer these additional supports.			
5 Retained 2 Psychologist interns to assist with staff training in the area of Social Emotional Learning. This action is being provided on an LEA-wide basis and will benefit all students, with emphasis for our low-income, English learners and Foster Youth.	\$35,886	\$35,885	Yes
6 Offer a full range of summer school programs to mitigate learning loss. This action is being provided on an LEA-wide basis and will benefit all students, with emphasis for our low-income, English learners and Foster Youth.	\$45,465	\$36,120	Yes
7 Offer after school programs like ASES where students can continue to learn and mitigate learning loss. This action is being provided on an LEA-wide basis and will benefit all students, with emphasis for our low-income, English learners and Foster Youth.	\$438,926	\$438,926	Yes
8 Cafeteria Tables were purchased to increase each school site's ability feed all students during the school day in a physically distant environment. (6 feet apart)	\$111,000	\$120,846	No
9 Preparation and implementation of health and safety protocols and protective measures, including the procurement of equipment and supplies for a safe transition back to an in-person learning environment. This action includes Cleaning and Disinfecting supplies.	\$125,000	\$28,130	No
10 Air purification systems in all buildings on BSD property.	\$75,000	\$337,200	No
11 Preparation and implementation of health and safety protocols and protective measures, including the procurement of equipment and supplies for a safe transition back to an in-person learning environment. This action includes PPE equipment.	\$95,000	\$214,035	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
12 Carts for meals in the classroom. These carts are needed to transport meals from the cafeteria into the classroom where students will be allowed to eat in a physically distant environment.	\$4,600	\$16,268	No
13 Shade structures for social distancing during meal times. BSD cafeterias are not large enough to provide eating space for all students while ensuring a physically distant environment. In order to provide accommodations for students to eat meals with 6 feet of space between each other, lunches would extend from 9 am - dismissal and negatively affect the learning process. BSD is located in the southern San Joaquin Valley. August, September, and October mid day temperatures are often over 100 degrees. These shade structures were purchased in order to protect students, eating lunch, and providing them a place where they can be physically distant from other students.	145,000	\$229,205	No
14 Additional assessment for student learning loss. BSD uses multiple measures to identify student growth and or learning loss. Many of the assessments used by the district are free of charge, but several are subscription services: DIBELS Illuminate Renaissance Learning Assessments	\$47,867	\$44,905	Yes
15 Isolation rooms at each campus - In order to meet CDC guidelines for reopening, each campus will develop an isolation room to be used when a student shows signs of COVID 19 symptoms.	\$60,000	\$52,788	No
16 Sanitizing all student materials that may be contaminated - Band equipment	\$5,000	\$3,646	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Supplemental / Concentrations funds that were not expended during the 2020-21 school year due to issues involving the pandemic were rolled forward and will be the subject of discussions with stakeholders moving forward as to planned actions and services.

Programs will be restored in the 2021-22 school year and proportional progress will be met for the 2020-24 LCAP.

1 - EL teachers were not retained until part of the year had expired therefor the cost was less than expected.

4 - Due to the pandemic there was no need for transportation at the beginning of the current school year. This expenditure is less than anticipated due to the pandemic.

6 - Due to the pandemic, costs associated with the expansion of summer school were paid for with ELO funding.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Planning for in-person instruction during the pandemic was a challenge. Requirements for in-person instruction were frequently updated by local and state governments making it difficult to get most any plan approved by the LEAs Board of Trustees during a regularly scheduled meeting. Students with disabilities returned to in-person learning on November 2, 2020. General education students were brought back to a Hybrid system of learning starting in March 2021 with all students offered in person learning by March 22, 2021. All actions other than those listed above were implemented during the 2019-20 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1 - There was an indication from several stakeholder groups that there would be a need for support for teachers, students, and parents during the distance learning and hybrid phases of reopening. BSD hired additional certificated and classified support personnel for distance learning. A Distance Learning Coordinator was hired to assist all low income students with connectivity and access issues.	\$131,135	\$134,417	Yes
2 - Staff Professional development BSD will continue to provide professional development for certificated and classified staff, focusing on the California Standards for Teaching Profession and the following six interrelated domains for teaching practices: <ul style="list-style-type: none"> • Engaging and Supporting All Students in Learning • Creating and Maintaining Effective Environments for Student Learning • Understanding and Organizing Subject Matter for Student Learning • Planning Instruction and Designing Learning Experiences for All Students • Assessing Students for Learning • Developing as a Professional Educator 	\$502,753	\$264,234	Yes
3 - There was an indication from several stakeholder groups that there would be a need for support for teachers, students, and parents during the distance learning and hybrid phases of reopening. BSD hired additional certificated and classified support personnel for distance learning. Hired a Community Specialist to monitor student participation in online courses. In order to effectively ensure students who drop online participation are supported and reached out to,	\$44,519	\$46,053	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
principals, the parent resource person, and the community specialist will make contact with families of struggling students.			
4 - There was an indication from several stakeholder groups that there would be a need for support for teachers, students, and parents during the distance learning and hybrid phases of reopening. BSD hired additional certificated and classified support personnel for distance learning. Hired a Parent Volunteer Coordinator to monitor student participation in online courses and assist parents with helping their child during distance learning.	\$18,213	\$17,047	Yes
5 - BSD purchased over 1300 Chromebooks to provide to students in order to provide instruction during distance learning and hybrid instruction.	\$400,000	\$796,988	Yes
6 - BSD purchased over 300 Hot spots in order to ensure students have the needed connectivity to learn during the distance learning and hybrid phase of reopening school.	\$175,000	\$96,170	Yes
7 - BSD purchased 2000 headphones in order to ensure students have the needed devices to learn during the distance learning and hybrid phase of reopening school.	\$5,000	\$31,651	Yes
8 - Chromebook Licenses - this item is needed in order for the purchased Chromebooks to function.	\$62,000	\$64,680	Yes
9 - Coolers for drive through Food Lines and for cooling under shade structures during in-person learning. BSD is located in the southern San Joaquin Valley. August, September, and October mid day temperatures are often over 100 degrees. These coolers were purchased in order to protect staff when serving lunches/breakfasts during the drive through meal times at each campus. Coolers will then be used under shade structures once in person learning continues.	\$15,000	\$7,180	No
10 - Postage for mailing additional communication to parents regarding school opening and or closing due to Covid-19.	\$10,000	\$4,867	Yes
11 - Copy costs for producing instructional packets during distance learning .	\$10,000	\$5,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
12 - Materials and supplies sent home with students during conferences. BSD held conferences with one guardian of every student enrolled in the school. Supplies such as a pencil, pencil sharpener, paper, crayons, were sent home for students to be successful during distance learning.	\$20,000	\$19,154	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

#2 - Professional development was provided to staff at the beginning and throughout the 2019-20 school year; however, most of the PD costs were encumbered in the BSD Title 1 budget.

#6 - The monthly rate for service was less than anticipated, over 500 hot spots were purchased. The original purchase came from the county office which was discounted, then T-Mobile offered an education rate. Both hotspots were CIPA compliant and total cost was less than anticipated.

#10 - BSD used less postage than anticipated. When budgeting for LCP it was discussed that we may need to communicate with families solely via U.S. mail; however, a variety of methods were used as an alternative to mail. BSD also used social media platforms, our BSD web presence, Zoom/Google Meet, and Power Announce to provide effective communication with families of students.

#11 - Unlike originally planned, students and teachers were quick to adapt to the distance learning platform using Google Classroom and many packets planned for distribution to students during the first month of school were not needed and therefore not produced, providing a savings to the district of \$5,000.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

CONTINUITY OF INSTRUCTION: Before the first day of school, BSD held 1:1 conferences with a parent or guardian for each enrolled student. Parents and guardians were provided with a chromebook, all necessary textbooks and workbooks, supplies and materials, as well as hotspots if requested. This meeting proved invaluable as it provided an opportunity to develop relationships, as well as instruct parents/guardians on how to access the Google Classroom system or Zoom meeting used in each individual classroom. Each teacher set up a Google Classroom, and held virtual class every day. Board approved curriculum continued to be

used during distance learning for all core academic subjects. Students were also assigned Physical Education minutes to be completed. Assignments for students were on line in the Google Classroom, and teachers held "office hours" in the afternoon for students to return and ask for assistance. Students continued to be assessed and evaluated for tiered academic interventions, and those Rtl services were provided virtually as well. Time was provided during the day for students to social with their peers, contributing to their social and emotional well being. The library continued to provide access to materials for check out. Periodically teachers would hold "drive thru" material pick up sessions where they would hand out additional supplies for seasonal projects, class awards, and other motivational incentives and rewards. Principals continued to provide on line morning "school news" broadcasts, and to "visit" classrooms to check in with students and staff..

Every effort was made to continue as many traditional elements and activities as a traditional classroom as possible. While BSD believes that the best possible plan was executed for our students, the challenge often remained getting students to log on and participate, especially in upper elementary and junior high grades.

ACCESS TO DEVICES AND CONNECTIVITY: BSD purchased over 1800 Chromebooks, enabling each student to take one home, and one to be left in the classroom upon the return to hybrid learning. Students were also provided with headphones. Over 450 Wi-Fi hot spots were deployed to families with no internet access, or inadequate internet service. Chromebooks that were in need of repair during distance learning were replaced usually within a day of the request by a parent or guardian. If the parent or guardian was unable to go to a school office to retrieve a device or hot spot, staff delivered to their homes. Teachers were each provided with laptops so they could work from home during distance learning. When requested, additional monitors were provided to classrooms when teachers taught on campus. OWL cameras, web cams, and document cameras were purchased as requested by staff. Enterprise for Google Suite, Zoom Screencastify, Kami, Remind, and Class Dojo were a few of the software programs utilized by staff during distance learning. A Distance Learning Coordinator was hired to help manage requests for equipment and connectivity. Each campus had 2 Technology Mentors on site to assist teachers and staff with software or hardware issues.. One of the larger challenges was the turnover of misused and broken tech devices. BSD ensured all students were quickly and properly provided necessary devices to participate in all school activities, dedicating staff to ensuring this happened daily. Parents often experienced frustration when internet providers were overwhelmed and service would drop, both at home or for our staff at school. Working on line was especially challenging for younger students.

PUPIL PARTICIPATION AND PROGRESS: Enrollment at each campus either maintained from the first day of school, or increased by the end of the school year. Many students logged in daily and participated via Google Classroom or Zoom. For those student who did not, reengagement strategies were employed. Office staff made daily phone calls home to determine why students were not logged on. Issues involving devices or connectivity were immediately dispatched to technology team members to assist families. For students were just not engaged, teachers contacted a parent or guardian, site administrators followed up, and the Distance Learning Coordinator and Community Specialist reached out by phone and often in person to attempt to reengage students. Some students seem to excel in this new environment, particularly those students who often struggle in a traditional classroom or those who are more introverted. Other students were not able to maintain the self discipline needed to work independently during asynchronous learning. Parent involvement also seemed to wain as time went on.

DISTANCE LEARNING PROFESSIONAL DEVELOPMENT: Teachers were offered professional development using Google Suite through Google University. The Distance Learning Coordinator also provided distance learning videos for specific skills and tasks. Classes being provided by the Kern County Superintendent of Schools were offered for all teachers to attend virtually. Staff were offered "TK Distance Learning: Strategies and Curriculum to Engage TK Students Virtually;" "High Quality Science in a Virtual World;" "Tips and Tricks for Distance Learning for Your First Week of School;" "Engaging with Your Class Online;" "Distance Learning and UDL with Katie Novak; The Distance Learning Training Series, which included several modules like classroom management on line, as well as hands on learning. Technology Mentors provided zoom meetings and mini lessons for staff professional development.

STAFF ROLES AND RESPONSIBILITIES: Teachers and instructional aides provided academic content and support; Office staff tracked attendance and reached out to families who were not logging in daily. Site Administrators followed up with additional conversations with parents regarding truancy and non participation issues. The Distance Learning Coordinator, Director of Technology, Network Administrator, technology team and Technology Mentors ensured students and staff had devices and connectivity to participate daily.

SUPPORT FOR PUPILS WITH UNIQUE NEEDS: All students with current IEPs or 504 plans continued to receive those services. SDC students returned to campus for in person learning in October for a short period, and then again when the district returned to Hybrid Learning. Students who had RSP met with their case managers virtually for the number of prescribed minutes in their IEP. Speech services were also conducted virtually as outlined in IEP's. English Learners continued to meet with the EL teacher on line daily, and often those EL teachers or an EL instructional aide would also join the students general education classroom to provide support. Student Success Teams continued to meet on students referred. Students identified for Rtl services in reading or math continued to meet virtually with intervention staff. Students struggling with social emotional well being were identified either through self harm alerts (232 received), teacher concern, parent concern, or sometimes their peers. Those incidents prompted intervention from administrators, school social workers, and school psychologists. When needed, referrals were made to outside agencies for support such as Child Guidance.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1 After School Tutoring - During school and after-school tutoring is provided for all students who are demonstrating learning loss and in need of intervention. Priority will be given to our English Learners, Low-income, and Foster Youth students.	\$50,000	\$42,462	Yes
2 Additional Period (after school) at Junior High for remediation with priority given to our EL, Low-Income, and Foster Youth students	\$29,390	\$45,661	Yes
3 Participation in Kern NIC - All Elementary schools will participate in the Network of Improvement Communities of Kern. This group of 3rd - 5th grade teachers will meet (virtually) 4-6 times this year to share and discover additional strategies in order to improve instruction in the area of mathematics. This group is led by KCSOS staff members Cole Sampson and Robin Shive.	\$40,000	13,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Item 1 - This item was budgeted for \$50,000 and is dependent upon the number of employees that request to be a tutor after their normal work hours. Due to the pandemic there were less employees available than budgeted for; therefore less money was expended.

Item 3 - Completed but costs were short of budget due to the pandemic. The group met after hours instead of during the school day when substitutes would be required, saving the district budgeted funds. Supplemental / Concentrations funds that were not expended during the 2020-21 school year due to issues involving the pandemic were rolled forward and will be the subject of discussions with stakeholders moving forward as to planned actions and services. Programs will be restored in the 2021-22 school year and proportional progress will be met for the 2020-24 LCAP.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Over 94% of the students with our district are Low Income. This amplifies the lack of resources available to students in their home. Additional time for remediation was provided at each campus, beyond the normal school day, in order to assist students struggling with academics during the pandemic.

Assessing learning loss will be an ongoing process as we return to in person learning. Assessments can be properly proctored in the classroom setting, providing accurate results. Anecdotal data from teachers indicate that students were not exposed to as much content during Distance Learning as they would have been in person. It was reported however, that when students returned at the end of the year for Hybrid Learning, they were eager to participate in learning and teachers did see growth in individuals in that short span of time. This is encouraging for when all students return to in person instruction.

To address any learning loss, instructional minutes were increased 30 minutes daily for each grade level for the 2021-2022 school year. Instructional Aide hours were all increased so they would be available to assist in classrooms for the full day instead of half days. Additional aides were hired so that every Kindergarten classroom would have an aide full day. English Learner Instructional Aide hours were also increased so they could attend general education classes with students after regular EL lessons to assist in learning. A new Director of Student Services has been added to streamline the process of Student Success Teams, Response to Intervention, and Special Education Services. An additional psychologist was also hired to meet expected demand for assessment. A Community Outreach team will be in place to provide services to families to help students be successful. Three additional School Social Workers have been hired to address social and emotional well being. Professional Development is being offered to staff before the beginning of school which will include Social Emotional Strategies when Returning In Person; Suicide Prevention; Data and Assessments; High Impact Strategies for Literacy, and Implementing and Sustaining Equitable Mathematics. Teaching for Deeper Learning will also be offered after the beginning of the school year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Beardsley teachers dedicated time each morning for students to interact and share with their peers. Staff held dress up days and contests even during remote learning days. This produced a positive climate and students wanted to participate.

Due to the pandemic and distance learning environment, there was an increased number of incidents where students were flagged for self-harm language on their personal device. Administrators would immediately contact parents when students used self-harm language to determine the level of threat.

The district social worker, together with Kern agencies held multiple drive through resource fairs to provide families connections for assistance.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The district social worker, together with Kern agencies held multiple drive through resource fairs to provide families connections for assistance.

BSD formed a team to engage students and parents during the pandemic. This team included the school social worker, AmeriCorps employees, Distance learning Coordinator, Homeless and Foster youth Liaisons, and Community Specialist to work with families that requested services or were identified as needing assistance during the distance learning timeframe.

BSD found it difficult to have meaningful family engagement during the pandemic, however we did have parent teacher conferences to begin distance learning in the fall.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The biggest challenge with school nutrition was to provide meals to students whose family had no means of transportation but lived in remote areas of the district. The district had remote deliveries of food with vans and our box truck for many of these families.

Each school site set up a drive through food line where parents successfully picked up food for their children without exiting their car.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	1- Hired a social worker to address the mental health and social emotional needs of students as well as providing training to staff.	\$100,000	100,000	Yes
Distance Learning Program	2- Administration additional days to prepare for distance learning and CDC recommended health protocols at each site.	\$33,260	\$28,240	No
Distance Learning Program (Access to Devices and Connectivity)	3- Clerical additional days to prepare class lists early in order for teachers to call each parent to schedule conferences where orientation was presented to each parent along with electronic devices for students to connect.	\$3,912	\$1,756	No
Distance Learning Program (Staff Roles and Responsibilities)	4- Laptops for teachers to zoom with students. Many teachers only had a desktop unit that would not function when moving around the classroom.	\$25,000	\$119,786	Yes
Distance Learning Program (Pupil Participation and Progress)	5- Expansion of district WiFi to allow for the connectivity of additional devices. During our hybrid phase of reopening the classrooms will need better WiFi to each student's desktop in order to accommodate both in-person learning and the students working distantly from home.	\$15,000	15,000	Yes
Distance Learning Program (Pupil Participation and Progress)	6- Interpreters for parent meetings. Many of our families do not feel comfortable with their proficiency in the English language. BSD retained interpreters for those families that were identified by the teacher as in need during the conference.	\$19,556	\$5,186	Yes
School Nutrition	7- Crossing Guards. BSD hired crossing guards during the months of March - the end of the	\$1,500	\$86,705	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	distance learning program to escort students walking to pick up their lunch.			
Distance Learning Program (Continuity of Instruction)	8- Temperature scanners to detect body temperature at office entries on all sites. Following the Kern County Health Department's recommendation, BSD purchased body temp scanners to quickly scan staff and students entering campus.	\$10,000	\$12,372	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Supplemental / Concentrations funds that were not expended during the 2020-21 school year due to issues involving the pandemic were rolled forward and will be the subject of discussions with stakeholders moving forward as to planned actions and services. Programs will be restored in the 2021-22 school year and proportional progress will be met for the 2020-24 LCAP.

#6 - BSD provided a budget for interpreters to be used during the beginning of the year conferences with parents. Many of our English speaking students have Spanish speaking parents. In reality, many Spanish speaking families sent bilingual family members to these conference and an interpreter was not needed.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

BSD held several staff and administrative meetings during the 2020-21 school year to seek stakeholder input. All staff were well aware of the pandemic, its challenges, and the affect it had on BSD students. All actions related to the 2021-24 LCAP were developed with knowledge from both in-person and virtual learning.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

BSD will offer an expanded summer school program during the summer of 2021 and increase the amount of daily instruction by 30 minutes for the 2021-22 school year.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In general, all actions and services were implemented to a maximum degree of effectiveness. For services that were unnecessary due to a realized lack of need, expenditures are less than budgeted amounts.

Supplemental / Concentrations funds that were not expended during the 2020-21 school year due to issues involving the pandemic were rolled forward and will be the subject of discussions with stakeholders moving forward as to planned actions and services. Programs will be restored in the 2021-22 school year and proportional progress will be met for the 2020-24 LCAP.

As per Section 15496 in the CA code of Regulations, BSD has described all substantive differences in the In-Person Instruction, Distance Learning Program, Learning Loss, and Additional Action sections above.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

BSD held several staff and administrative meetings during the 2020-21 school year to seek stakeholder input and review data gathered from the CA dashboard, local assessments, surveys, Williams reports, local indicators, our SIS, and CALPADS to make informed decisions on LCAP goals and actions for 2021-24.

All staff were well aware of the pandemic, its challenges, and the affect it had on BSD students. All actions related to the 2021-24 LCAP were developed with knowledge from both in-person and virtual learning. Students were assessed throughout the 2020-21 school year; however, this assessment data was deemed skewed and many scores were deemed invalid. Student assessment is ongoing and will continue during the 2021-22 school year to more accurately identify student needs moving forward. The LCAP is a living document and changes are ongoing as well.

Based on the 2019 CAASPP results and the new California Dashboard System:

ELA - BSD students scored -43.4 pts from level 3. This score represents an increase of 7.6 pts from last year. All students scored in the yellow range - no subgroup scored 2 or more levels below all students.

Math - BSD students scored -71.1 pts from level 3. This score represents an increase of 0.7 pts from the previous year. Since all students scored in the orange range - no subgroup scored 2 or more levels below all students.

The District is providing a number of professional development opportunities for staff to address both ELA and mathematics in order to improve student mastery in both areas.

Both Homeless and Students with Disabilities scored in the red category. This is below that of all students in ELA. The district has also contracted with he Kern County Superintendent of Schools to provide district wide implementing and sustaining mathematics. Homeless students scored yellow in math. This again is one level above the "All Students" group. This is the opposite of last year's scores when homeless scored one level below all students.

Chronic Absenteeism - BSD has taken steps to reduce the number of students who are chronically absent or exhibit truant behaviors. Additional resources like Technology/Engagement Specialist and AmeriCorps have helped this year. BSD has a 13.7% chronic absenteeism rate as of 2019. Beardsley improved their score by one level and landed in the yellow zone reducing its rate by 8%. BSD utilized a community specialist, an SRO, and two AmeriCorps staff to assist reducing chronic absenteeism last year.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	6,306,539.00	5,246,868.00
	0.00	0.00
After School Education and Safety (ASES)	404,913.00	426,859.00
Base	0.00	0.00
Bond Fund	108,000.00	10,423.00
Chevron Grant	13,712.00	1,613.00
Special Education	0.00	244,435.00
Supplemental and Concentration	5,470,852.00	4,190,252.00
Supplementary Programs - Specialized Secondary	11,394.00	0.00
Title I	274,497.00	346,358.00
Title IV	23,171.00	26,928.00
	17,788.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	6,306,539.00	5,246,868.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	3,135,369.00	2,662,863.00
2000-2999: Classified Personnel Salaries	557,780.00	434,481.00
3000-3999: Employee Benefits	1,460,565.00	1,262,749.00
4000-4999: Books And Supplies	354,050.00	152,354.00
5000-5999: Services And Other Operating Expenditures	434,390.00	501,204.00
5700-5799: Transfers Of Direct Costs	21,200.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	334,985.00	233,217.00
5900: Communications	3,200.00	0.00
6000-6999: Capital Outlay	5,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	6,306,539.00	5,246,868.00
		0.00	0.00
	Supplemental and Concentration	0.00	0.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	149,242.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	2,953,453.00	2,266,936.00
1000-1999: Certificated Personnel Salaries	Title I	181,916.00	246,685.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	19,286.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	539,992.00	393,812.00
2000-2999: Classified Personnel Salaries	Title IV	17,788.00	21,383.00
3000-3999: Employee Benefits	Special Education	0.00	75,907.00
3000-3999: Employee Benefits	Supplemental and Concentration	1,422,901.00	1,133,549.00
3000-3999: Employee Benefits	Title I	32,281.00	47,748.00
3000-3999: Employee Benefits	Title IV	5,383.00	5,545.00
4000-4999: Books And Supplies	Base	0.00	0.00
4000-4999: Books And Supplies	Bond Fund	108,000.00	10,423.00
4000-4999: Books And Supplies	Chevron Grant	13,712.00	1,613.00
4000-4999: Books And Supplies	Supplemental and Concentration	232,338.00	140,318.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	404,913.00	426,859.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	29,477.00	74,345.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	21,200.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	263,291.00	181,292.00
5800: Professional/Consulting Services And Operating Expenditures	Supplementary Programs - Specialized Secondary	11,394.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	60,300.00	51,925.00
5900: Communications	Supplemental and Concentration	3,200.00	0.00
6000-6999: Capital Outlay	Supplemental and Concentration	5,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	3,532,518.00	2,811,749.00
Goal 2	1,941,448.00	1,785,550.00
Goal 3	832,573.00	649,569.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,733,892.00	\$1,935,305.00
Distance Learning Program	\$1,393,620.00	\$1,487,441.00
Pupil Learning Loss	\$119,390.00	\$101,123.00
Additional Actions and Plan Requirements	\$208,228.00	\$369,045.00
All Expenditures in Learning Continuity and Attendance Plan	\$3,455,130.00	\$3,892,914.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$866,918.00	\$1,188,746.00
Distance Learning Program	\$15,000.00	\$7,180.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$48,672.00	\$129,073.00
All Expenditures in Learning Continuity and Attendance Plan	\$930,590.00	\$1,324,999.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$866,974.00	\$746,559.00
Distance Learning Program	\$1,378,620.00	\$1,480,261.00
Pupil Learning Loss	\$119,390.00	\$101,123.00
Additional Actions and Plan Requirements	\$159,556.00	\$239,972.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,524,540.00	\$2,567,915.00

Local Control 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
Beardsley Elementary School District	Paul Miller Superintendent	pamiller@beardsley.k12.ca.us (661) 393-8550

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Beardsley School District is committed to meeting the educational needs of all children through a partnership between the school, parents, and community. This educational commitment includes the opportunity for every student to: be successful; develop a positive self-image; make decisions; and grow academically, socially, psychologically, and physically. Further, this commitment will help to prepare each student for College, Career, Life, and Leadership in the 21st Century.

Beardsley School District is one of two elementary districts in the Oildale community. We have four schools: North Beardsley (grades TK-6), Beardsley Elementary (grades TK-6), San Lauren (TK-6), and Beardsley Junior High (grades 7-8).

The October 2020 C-BEDS document reports Beardsley School District enrollment to be 1,857. Due to the continuing COVID-19 pandemic, instruction has been delivered via distance learning for much of the year. School enrollment has declined from 2019 by 153 students. Our student population is low socio-economic, with 94% of our total population receiving free and reduced meals. The ethnic distribution is 48% Hispanic, 43% White, 5% African American, and 4% other. According to the 2020 fall CALPADS report, 152 students (8.2%) were limited or non-English speaking and 17 (11%) were reclassified to Fluent-English Proficient (R-FEP).

The October 2020 C-BEDS document reports Beardsley School District has 16 Foster youth (1%), and 16 Homeless youth (1%), Beardsley students with special needs resulting from a handicapping condition are provided with a specialized program of instruction as outlined in the Individualized Education Plan (IEP). During the 2020-21 school year, 105 students (5.7%) received RSP services, and 50 (3%) students received SDC services according to an Individualized Education Plan. In addition, 74 students (4%) received speech services.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

State Priorities

1- Basic services

- a. The number/percentage of mis-assigned teachers of English learners is 0 (zero). The total teacher mis-assignments is 0 and the number of vacant teacher positions is 0 (zero).
- b. The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home is 0 (zero). The 2020 Williams visit noted 100% sufficiency with instructional materials.
- c. The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies is 0 (zero). School facilities were rated as exemplary during the 2020 Williams visit.

2 - Implementation of Standards - 100% of BSD students, including English Learners and Students with Disabilities, have equal access to all California academic content standards in the areas of ELA, Math, Science, History, and PE.

3 - Parental Involvement - District Advisory and DELAC has experienced growth and participation from parents and all aspects of the school. Principal Partner Day is extremely successful with over 40 community members and parents attending this event annually. BSD has partnered with Kern Health and the Bakersfield Adult School to provide educational classes to BSD parents. Interest in daytime classes is high as indicated by our interest survey sent out to District parents. Beardsley School District surveys parents in the spring of each school year. Results of the following surveys, administered in March 2021, were publicly shared during a regularly scheduled board meeting in April, 2021.

A. Parents/Guardian Decision Making Parent response choices include: Strongly Agree, Agree, Disagree, or Strongly Disagree

The District will review results of the survey and summarize key findings around the following statements:

- o The District Values parents/guardians as important partners in their child's education.
- o I participate in decisions that improve student learning

B. Parents/Guardian Participation Parent response choices include: Strongly Agree, Agree, Disagree, or Strongly Disagree

The District will review results of the survey and summarize key findings around the following statements:

- o Parents are provided resources and training needed to strengthen student learning at home.
- o I have participated in the decision making process by attending meetings at school.

C. The Beardsley School District chose to survey parents in one of two ways. All parents received information regarding our annual survey. Directions were provided to parents on how to access the survey online. An option to receive a hard copy survey was included with each parent packet. This survey also allowed parents to provide important feedback on our Local Control Accountability Plan.

4 - Pupil Achievement - - 2019 CAASPP results for ELA and math both improved. District wide our 3rd grade scale scores improved over 10 points in ELA and math, 5th grade improved 28 points in ELA and 7th grade improved 38 points in ELA and 17 points in math. We feel this is due to the efforts of staff during the RCD process, lower class sizes, and Multi-tiered Systems of Support at BSD.

5 - Pupil Engagement - Beardsley District increased its ADA rate by 1% at P2 this year. Attendance rates remain above 95%. Chronic absenteeism continues to be monitored in the District and steps have been included in this plan to reduce absenteeism. Absenteeism rates for Homeless, Hispanics, and students of 2 or more races is still high. BJHS dropout rate is 0%.

6 - School Climate - BSD suspension rates appear high as indicated by the CA dashboard, but a closer look will indicate a change that took place this year to significantly reduce the rate of suspensions for all subgroups. Beardsley School District administers a local climate survey each spring to all students in grades 3-8. Results of the survey provide a valid measure of student perceptions of school safety and student connectedness. Results of the surveys are shared with the District Advisory Committee in June and the Board of Trustees in April or May each year.

Student response choices include: Agree or Disagree The District will state results and summarize key findings around statements similar to the following:

- o I feel safe at school

- o Teachers at this school treat students fairly.

- o At my school, there is a teacher, or some other adult, that really cares about me.

The District also administered the California Healthy Kids Survey to 7th grade students in May 2021.

7 - Course Access - 100% of all students have access to and are enrolled in a broad course of study incl. ELA, Math, Science, History, and PE including students with exceptional needs. Beardsley

Junior High School opened a 9th period PE class to accommodate students interested in taking additional elective classes during the regular school day.

8 - Other Pupil Outcomes - Successfully implemented CA State Standards benchmark assessments each semester and its teachers use a reflection tool to share strengths and areas of concern at each site.

Beardsley School District plans on continuing and building on the successes with the goals and actions outlined within the LCAP.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 2019 CAASPP results and the new California Dashboard System:

ELA - BSD students scored -43.4 pts from level 3. This score represents an increase of 7.6 pts from last year. All students scored in the yellow range - no subgroup scored 2 or more levels below all students.

Math - BSD students scored -71.1 pts from level 3. This score represents an increase of 0.7 pts from the previous year. Since all students scored in the orange range - no subgroup scored 2 or more levels below all students. BSD will heavily focus on improving math scores for all subgroups in this LCAP.

Using data from the 2019 dashboard, Students with Disabilities scored in the orange category. This is one level below that of all students in ELA.

Homeless students scored yellow in math. This again is one level above the "All Students" group. This is the opposite of last year's scores when homeless scored one level below all students.

To address these areas of low performance, the District is providing a number of professional development opportunities for staff to address both ELA and mathematics in order to improve student mastery in both areas. The district has also contracted with the Kern County Superintendent of Schools to provide district wide implementing and sustaining mathematics. Additional supplemental materials in mathematics and ELA will be purchased or printed to meet student needs. Summer school will be expanded to provide an opportunity for students to receive intervention services in math and reading. Math and reading intervention programs will be provided on each campus.

Chronic Absenteeism - BSD has taken steps to reduce the number of students who are chronically absent or exhibit truant behaviors. Additional resources like Technology/Engagement Specialist and AmeriCorps staff have helped this year. Using 2019 data from the dashboard, BSD has a 13.7% chronic absenteeism rate for all students. Beardsley improved their score by one level and landed in the yellow zone reducing its rate by 8%. Foster youth had a 4.4% decline in CA but scored 22.5% or 8.8% higher than all students. Homeless students showed the largest decline in absenteeism, declining 14.4% better than 2018; however, the homeless youth subgroup is still scoring a 20% higher rate of absenteeism than all students.

To reduce chronic absenteeism, BSD will utilize a Community Outreach Team, health services staff, Student Intervention Facilitators and AmeriCorps staff , as well as utilizing grade span adjustment to provide a smaller teacher to student ration to promote positive relations.

Although none of the above data indicates a 2 level difference for any subgroup to that of all students, it is evident there is a need for additional actions to assist English Learners and low income students in the areas of math and ELA. Great strides have been made decreasing Chronic Absenteeism and Suspension rates in the past two years; however, additional actions should assist reduce the gap for homeless and foster youth.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Through analysis of stakeholder input along with state and local data Beardsley School District has identified our areas of focus . Our actions and services fall into three areas including:

1. All student populations will achieve at high academic levels in all areas. (Pupil Outcomes)
2. Provide and support a dynamic learning environment for all stakeholders that is clean, safe, and conducive to learning. These environments, staffed with highly qualified teachers, will provide appropriate access to a variety of courses through a comprehensible, rigorous curriculum adopted by the CA State Board of Education and include all basic services including implementation of the California State Standards (Conditions of Learning)
3. Provide an engaging and nurturing environment, at all district sites, that is safe, healthy, and conducive to learning. (Engagement)

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.

None

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Beardsley School District engaged key stakeholders in the development of the LCAP. Parents, community members, local bargaining units, students, staff, and other subgroups identified in Ed code sec. 52052 were identified and consulted in the development of the plan. Each group analyzed pupil outcomes on the 2019 SBAC (math and ELA) & CST(Science) , CELDT & ELPAC scores, EL Student reclassification rates, suspension rates, chronic absenteeism, DIBELS, STAR math and Reading scores as well as Imagine Math benchmarks. We use Illuminate Education to track Student data since 2015. Stakeholders were informed on an ongoing process through the entities listed below:

1. District Advisory Committee Composed of Parents, Staff, Students, and Community Members met in - October, December, February, and June each school year.
 2. District English Language Advisory Committee Composed of Parents, Staff, Students met in October, December, February, and June each year.
 3. On April 9, 2021 Superintendent Miller and the LCAP committee met with the Kern County Consortium SELPA for consultation.
 4. School Site Councils per site - various dates
 5. English Learner Advisory Committees per site - various dates
 6. Staff Meetings - various dates
 7. Bargaining Unit Meetings with BTA (Teachers) and CSEA (Classified) - March 2019 and March 2021, and ongoing in 2021.
 8. School Board Meetings – September, October, November, and December 2020, and the April and June 2021 meetings.
 9. Evening Stakeholder Meetings were held in-person for all school sites in 2019 and again virtually in February 2021.
 10. Kern Community Foundation - Report on the status of women & girls in Kern County.
 11. Principal Partner Day meeting Included Parents, Staff, Students, and community leaders from many areas - February 2019 - Feb 2020 postponed due to pandemic.
 12. Student, staff, and parent surveys were utilized to gather stakeholder input in March 2019 and March 2021
- BSD has a web page dedicated to LCAP input and has sought input via our annual parent survey distributed in March of 2019 & 2021.
<http://beardsleyschool.org/district-info/stakeholder-feedback/>
13. Principal's Advisory Committee meetings were held monthly with the Superintendent, Assistant Superintendent, Site Principals, and department Directors.

On June 14, 2021 the Beardsley School District Board of Trustees held a public hearing during its normally scheduled board meeting to review the BSD LCAP, answer any final questions, and listen to comments from stakeholders.

During the regularly scheduled board meeting on June 21, 2021 the BSD board of trustees approved the BSD LCAP for 2021-2024.

In addition to receiving stakeholder input, Superintendent Miller also reviewed the School Plan for Student Achievement for all sites to ensure that the LCAP Goals and Actions are addressing the needs at the site-level".

Annual Update:

An annual update on the LCAP progress was presented to several stakeholder groups during the 2020-21 school year. LCAP progress was presented to the school board during regularly scheduled board meetings during the 2020-21 school year. Other meetings where updates were presented include:
February DAC and DELAC meetings
Principal Partner Day on February 2019
Evening parent meetings held in February 2021
At each of the parent meetings, updates were provided, by goal, and included the metrics for each of the 8 state priorities.

A summary of the feedback provided by specific stakeholder groups.

Feedback from stakeholder groups included recommendations such as:

District Advisory Committee: EL Master Plan reviewed and accepted, EL student reclassification reviewed and accepted; educating homeless children policy reviewed and accepted; recommended professional development for Trauma Responsive schools discussed and approved.

District English Language Advisory Committee: Add computer classes for adults; EL Master Plan reviewed and accepted, EL student reclassification reviewed and accepted;

Kern County Consortium SELPA: All teachers in grades -8 administer one IAB; Gen Ed and SPED teachers receive professional development on administering the IABs; all teachers receive training on how to use data from IABs to drive instruction; SBAC Interim assessments used for ELA and math; reconnect students and teachers to Tier I Direct Instruction; morning meetings for Social Emotional Learning in general education and SPED environments; MTSS development and continuity from pre-referral to SPED services; use training resources to assure accurate code use; develop a district-wide instructional minute resource; all district Pre-School SPED staff complete the "Intro to DRDP" training on the DRA access website; SPED Director monitor and ensure training occurs for any staff turnover.

School Site Councils from sites: Increase number of EL teachers at the North Beardsley campus to provide additional instruction; hire additional EL instructional aides for the North Beardsley and San Lauren campuses to provide additional small group assistance; additional incentive items and opportunities for those students with good behavior and attendance; addition of a Student Intervention Facilitator at San Lauren;

English Learner Advisory Committee from sites: Increase number of EL teachers at the North Beardsley campus to provide additional instruction; hire additional EL instructional aides for the North Beardsley and San Lauren campuses to provide additional small group assistance; additional EL curriculum and training

Staff Meetings: Increase number of EL teachers at the North Beardsley campus to provide additional instruction; hire additional EL instructional aides for the North Beardsley and San Lauren campuses to provide additional small group assistance, add more psychologists to meet increased requests for assessment for possible learning disability; create token economy systems at the elementary sites similar to one being used at Beardsley Junior High; return of School Resource Officer to campus; add Academic Coaches or TOSAs to each campus to mentor and assist staff in an effort to increase efficacy; provide a credentialed PE teacher for each elementary campus; provide

instructional aides for 2nd and 3rd grade classrooms to assist with small group instruction; more math intervention activities; Beardsley Junior High staff requested their own school site library, instead of sharing with Beardsley Elementary; provide tech mentors to help with technology issues at each site; return of elementary STEM classes; Social Emotional Learning training for classified staff; Career Day; student newspaper, School Resource Officer

Bargaining Unit meetings with BTA (Teachers) and CSEA (Classified): Increase instructional minutes

School Board meetings: Hire a Support Services clerk to coordinate district events such as Oral Language Festival, Battle of the Books, Science Fair, Parent Engagement events and Principal's Partner Day;

Evening Stakeholder Meetings: No new recommendations were provided from attendees at the meeting.

Kern Community Foundation: no new recommendations

Principal Partner Day meeting: cancelled due to COVID

Student Surveys: More elective options at Beardsley Junior High; allow service animals; close the playgrounds; clean the school and take out the trash; hand sanitizer on each desk; gloves; wear masks, wash hands, give elbow bumps instead of hugs and high fives; teacher get vaccinated

Parent Surveys: Expand Summer School to include more students; get kids back in school; require vaccinations for staff and children; require masks; provide emotional support when kids go back; concerned about the lack of social interaction

Staff (Certificated and Classified) Surveys: Provide additional nurses on school sites due to COVID 19 concerns; add a full time music teacher to provide services to all elementary sites for band and choir; increase electives offered to Beardsley Junior High students; Technology mentors assigned to each school site to assist staff with technology needs; a staff member designated to coordinate and assist with virtual learning; Additional library books in addition to the normally purchased amount.; Request for a return of our School Resource Officer; Provide Summer School for all students; hire TOSAs or academic coaches to mentor and train staff; increase school instructional time; provide a credentialed PE teacher for each elementary campus; provide new math materials and textbooks for elementary campuses; increase the time instructional aides are in the Kindergarten and 1st grade classrooms to provide more small group instruction; provide instructional aides for 2nd and 3rd grade classrooms to assist with small group instruction; improve math intervention activities based on needs indicated from assessments; provide more professional development in Social Emotional Learning due to concerns for student welfare; more professional development using technology programs such as Illuminate and Gradebook; provide professional development in math strategies due to continued low math scores.

Principal's Advisory Committee: Addition of one Student Intervention Facilitator at San Lauren, and increase the two existing Student Intervention Facilitators to full time positions to meet student needs; consider an additional psychologist to help meet requests for testing; create a director position to coordinate collection of student data, requests for Student Assistance Team Meetings, tiered intervention strategies, and requests for assessment to Special Services; create a Virtual Learning Liaison/Coordinator to work with students, parents,

teachers, and tech mentors during distance and hybrid learning; hire additional instructional aides for North Beardsley Kindergarten so they no longer have to share an aide with 1st grade; provide professional development in math strategies due to continued low math scores; add a Network Administrator to coordinate data rostering from our SIS to Google and all ancillary classroom applications; increase electives at Beardsley Junior High; Director of Student data position; Universal Design for Learning; additional music teacher; increased library book funding; School Resource Officer, expand summer school; formation of district wide data committee; academic coaches, attendance incentives; full time PE teacher; coding/tech program; SEL curriculum; additional nurse

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

In consideration of our students' performance in ELA, Math, Chronic Absenteeism, and Suspensions, the following goals and actions have been implemented for the 2021-22 school year based on the stakeholder input provided above. Each action's effectiveness will be measured using the California Dashboard and the Kern Integrated Data System, stakeholder meetings, committee and staff meetings

2021-22

Goal 1

Action 2 - Certificated staff requested credentials PE teachers; however, elementary physical education Instructional Aide time was increased to provide a more comprehensive PE program for all students on a daily basis.

Action 3 - As requested by BJHS staff, a new library was constructed at the junior high and staffed for use by junior high students.

Action 4 - Staff has requested additional personnel to work with our English learner students. BSD increased services by adding 1 new certificated staff and 2 additional EL Aides. Hours were increased for existing EL instructional aides to 5.5 hours.

Action 5 - Due to the pandemic and parent requests, BSD will offer an expanded summer school program in the areas of reading/math intervention, music, and STEM.

Action 7 - As requested by staff at board meetings, BSD increased services to students by adding a support services clerk to coordinate district events like the Oral Language Festival, Battle of the Books, Science Fair, parent engagement events, and Principal Partner Day. These extended learning opportunities will be provided for students to enhance their academic growth in the areas of ELA and math.

Action 8 - Site technology mentors were retained, as requested by staff, to increase services on each campus and assist students staff with technology needs and/or questions.

Action 11 - As requested by BSD staff Instructional support was increase at each elementary campus with adding five instructional personnel and increased amount of time for other instructional aides.

Goal 2

Action 1 - As requested by school staff, BSD will add a network administrator to coordinate data rostering from our SIS to Google and all ancillary classroom applications (math, ELA, library) daily.

Action 2 - As requested by staff, due to the increased numbers of low income students needing assessments and additional services, BSD hired an additional Lead Psychologist to provide appropriate services to students.

Actions 6 - It was recommended by parents and staff to increase services to our low income students and provide a better school climate, by adding a band director for elementary schools.

Action 7 - As requested by staff, students, and the superintendent, BJHS will increase its offerings of electives to students by adding an elective teacher to provide a broader course of study.

Goal 3

Action 2 - As requested by staff, in order to continue to reduce suspensions and improve the school climate, as part of the MTSS, BSD will provide incentives for each campus' token economy program.

Action 4 - Due to the continued effects of the pandemic, with recommendations by staff, the district will continue to provide increased services in the area of technology support for students with the addition of a Distance Learning Liaison to ensure students are engaged on a daily basis.

To continue our efforts to reduce Chronic Absenteeism, BSD also added a Community Specialist and School Resource Officer to form a larger team to attack this issue in the district.

Action 6 - As per recommendations by the School site counsels at elementary sites, in order to reduce suspensions and assist sites with their MTSS, all elementary sites will increase services with an Student Intervention Specialist.

Action 9 - It was recommended by elementary staff to add one additional RN to improve School Climate and keep each campus safe.

Goals and Actions

Goal

Goal #	Description
1	All student populations are provided with a continuum of services that address their academic, behavioral, social-emotional, health, and well-being needs. This will provide opportunities for students to achieve at high academic levels in all areas. (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Communication efforts with all stakeholders during the process, as listed in the stakeholder section above, indicated academic achievement for Beardsley Students is a high priority. The COVID 19 pandemic has significantly impacted student progress as reported by staff, parents, and students. There is a clear need to provide remediation services to students in focused areas like math and ELA.

There has been significant growth in CAASPP scores during the last two administrations, however Beardsley students are still far below the state and county average.

The needs of unduplicated students within the district are great. Socio-economically disadvantaged and English Learners scored in the "Yellow" category on the 2019 California Dashboard in Language Arts and scored in the "Orange" category in math. Learning loss over the last year, combined with current performance below standard, compound the concern regarding academic achievement of unduplicated students. In consideration of the performance gaps and variation in services, we have identified key district and site level personnel, programs, and actions principally directed to ensure support for disaggregating data and utilizing this data to support the academic achievement of unduplicated student groups including Foster, English Learners, and Socio-economically disadvantaged. Desired outcomes may be increased as student outcomes return to normal assessment timelines.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4 - Pupil Outcomes 4A - Statewide Assessments (CAASPP: ELA, Math, CAA, CAST, CMA, and CAPA) 2019 Dashboard data used.	4 - Pupil Achievement 4A. ELA proficiency - scored 43.4 points below standard.				State Priority Area Metrics 4 - Pupil Achievement 4A. Expected increase of ELA proficiency by 6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners scored 64.4 points below standard. This represents a 21 point difference from all students but in the same color category</p> <p>Low-Income scored 50.3 points below standard. This represents a 6.9 point difference from all students but in the same color category</p> <p>Students with Disabilities scored 124.5 points below standard. This represents a 81 point difference from all students and one color category below all students</p> <p>Math proficiency - scored 74.1 points below standard.</p> <p>English Learners = 94.4 points below standard. This represents a 20 point difference from all</p>				<p>points (37 points BS) by 2024.</p> <p>English Learners and Low-Income students - narrow the ELA gap to + or - 3 points from all students.</p> <p>Students with Disabilities - reducing the ELA gap by one half of its current 80 point difference.</p> <p>Expected increase in math proficiency by 12 points (62 points BS) by 2020</p> <p>English Learners and Low-Income students - narrow the ELA gap to + or - 5 points from all students.</p> <p>Students with Disabilities - reducing the ELA gap by one half of its current 50 point difference.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students but in the same color category</p> <p>Low-Income, 80.9 points below standard. This represents a 6.8 point difference from all students but in the same color category</p> <p>Students with Disabilities scored 124.5 points below standard. This represents a 50 point difference from all students but in the same color category</p> <p>CAST - All Students- 18.62% Met or Exceeded SED- 18.03% Met or Exceeded EL- 3.45% Met or Exceeded</p>				<p>Science - Expected increase of student who meet or exceed: All students - 23% SED - 23% EL - 8%</p>
4B - A-G N/A for elementary	4B. A-G courses: N/A				4B. A-G courses: N/A
4C - % of pupils that have successfully completed CTE pathways	4C - CTE Pathways: N/A				4C - CTE Pathways: N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4D - Percentage of pupils who have successfully completed both B & C	4D - Percentage of pupils who have successfully completed both B & C = N/A				4D - Percentage of pupils who have successfully completed both B & C = N/A
4E - Percentage of ELs who make progress toward English proficiency (as measured by ELPAC)	4E. AMAO I of 60%				4E - AMAO I target of 75%
4F- EL reclassification rate as measured by District records.	4F AMAO II of 20% .				4F - AMAO II target 35%
4G - Percent of Students that have passed an AP class - N/A	4G Percent of Students that have passed an AP class - N/A				4G Percent of Students that have passed an AP class - N/A
4H College Readiness - N/A	4H College Readiness - N/A				4G College Readiness - N/A
8 - If available, for the adopted course of study for grades 1-6 and or the adopted course of study for grades 7-12, as applicable	<p>8 - Physical Fitness Scores - The State has suspended Physical Fitness testing until further notice. The 2018 scores are listed below:</p> <p>5th grade - 2018 scores Aerobic Capacity - 58.9%</p>				<p>8 - Physical Fitness Scores - Expected growth by 2024 for fitness testing as follows:</p> <p>5th grade - Aerobic Capacity - 64% Body Composition - 57% Abdominal Strength - 66%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Body Composition - 51.1% Abdominal Strength - 60.5% Trunk Extension - 72.1% Upper Body Strength - 39.5% Flexibility - 68.9% 7th grade - 2018 score Aerobic Capacity - 48.4% Body Composition - 54.2% Abdominal Strength - 98.1% Trunk Extension - 98.7% Upper Body Strength - 74.2% Flexibility - 88.4%				Trunk Extension - 78% Upper Body Strength - 46% Flexibility - 74% 7th grade - Aerobic Capacity - 54% Body Composition - 60% Abdominal Strength - 99% Trunk Extension - 99% Upper Body Strength - 80% Flexibility - 92%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Printed supplemental materials for the classroom	BSD will maintain supplemental classroom materials identified and requested by teachers to meet the needs of targeted student populations in the areas of math and language arts and offer additional California state standards material for low income, foster youth, and English Learners. These identified groups fall below level 3 in both areas as indicated in the CA Dashboard for 2019. - 1004	\$50,579.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Elementary Physical Education Instruction	<p>The Beardsley district will develop healthy students at all elementary sites and improve pupil outcomes on fitness tests. BSD will maintain a standardized Elementary Physical Education program at each elementary site. Four Instructional Aides will provide targeted assistance to low income, English learners, and Foster Youth, groups who are more likely to have limited participation in physical activity. According to the U.S. Dept. of Health, there is a strong relationship between family income and physical activity, with low income families being the most sedentary.</p> <p>The effectiveness of this action will be measured by local fitness scores at BJHS and the state fitness test when reinstated. - 1008</p>	\$69,591.00	Yes
3	Library Services	<p>BSD believes that school libraries provide students with fiction and non-fiction resources to broaden their understanding of the world and improve scores on ELA assessments. In order to improve academic performance of all students, and increase opportunities for connecting to literacy, BSD will maintain 3 full time librarians at all elementary sites and one part time librarian at the junior high school. This action will be measured by the percentage change for targeted student groups on state and local ELA assessments as indicated on the CA Dashboard - 1004</p>	\$264,957.00	Yes
4	Services to English Learners	<p>Beardsley School District will increase services to English Language Learners, who are performing below their English speaking peers. Staffing increases, extended instructional aide time, and additional supplemental services and materials will be implemented.</p> <p>Beardsley School District will increase the instructional hours of all EL Instructional Aides to 5.5 hours daily. These aides are assigned to support designated ELD instruction, promote speaking and writing with small group practice sessions to increase language capacity, and to address focus standards using Wonders ELD. Instructional Aides will</p>	\$460,782.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>also “push in” to classrooms to assist in other core subject areas such as math, social studies and science.</p> <p>BSD will increase our certificated EL staff by one additional member, for a total of 5. This new position will collaborate with the current EL teachers, general education classroom teachers, special education teachers, and reading and math intervention teachers to provide guidance on best practices and strategies to assist our EL students in their classrooms. They will prepare and provide additional supplemental materials for the general education classroom teacher designed for their EL student’s specific language acquisition level and abilities. These 5 teachers will increase their small group time with students, providing more individualized instruction, and developing positive relationships. The additional teacher will have a pivotal role in guiding the EL team in best practices.</p> <p>One EL Resource Coordinator will act as liaison between families, school staff, and administration. The coordinator will work with families and the Community Outreach team to help meet the needs of our EL students. The Coordinator will use state and local data to determine current trends and needs within the district, and will research and recommend professional development options and supplemental materials for staff.</p> <p>Additional Supplemental materials to increase English Language acquisition will be purchased as determined by EL certificated staff and administrators, including access to Rosetta Stone subscriptions to help improve English language fluency.</p> <p>Bilingual interpreters will be on hand at each school site and the District Office, to assist parents and staff in communicating student needs and achievements in a timely manner.</p>		
5	Summer Enrichment / STEM	BSD will continue to expand its summer school services to students by providing classes focusing on reading & math intervention, music, and STEM classes. This action will be measured by the percentage	\$44,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
		change for students scoring proficient on state math and ELA assessments and reduce the performance gap between subgroups and all students in the area of ELA and Math as indicated in the CA Dashboard. - 1004		
6	Inclusion	In consultation with the Kern County SELPA, Beardsley will continue providing additional supports for SWD, and provide an Inclusion program for all eligible students. This is above and beyond services already being provided to SWD. This will foster student growth and development, and increase mastery of core content areas as measured by local and state assessments. Costs below are for professional development for the Inclusion Team to work with site staff on providing inclusive practices.	\$2,000.00	No
7	Extended Learning Opportunities	Students will be provided with opportunities to participate in activities which enhance their academic growth such as Science Fair, Oral Language Festival, Battle of the Books, and Principal Partner's Day. This action is principally directed to encourage participation of unduplicated students who may not choose to participate. Associated costs include materials and entrance fees to events, and extra pay for coaches. The effectiveness of this action will be measured by the number of unduplicated students participating in each event.	\$46,315.00	Yes
8	Site Tech Support	<p>Continued implementation of Google Classroom and Kami to support low income and English learners especially.</p> <p>The District will maintain 11 tech mentors, distributed between sites, to insure a smooth transition for students returning from the pandemic (Virtual Learning) to in-person learning. Unduplicated students whose parents choose to remain in a distance learning environment will be supported by the mentors in this action.</p> <p>The success of this action will be measured based on ELA and math scores as reported by the CA dashboard.</p>	\$42,335.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Math Intervention Programs	<p>The District will increase services to unduplicated students by providing tutoring and supplemental math materials and support during the regular school day and after school. The district has added an extra 30 minutes to the school day during the 2021-22 school year for remediation of targeted, unduplicated students. These students have been identified by their low performance on the CAASPP and other local assessments.</p> <p>Measured by Star Math Assessments, Imagine Math Benchmarks, state assessments, and Kern Integrated Data System data.</p>	\$444,813.00	Yes
10	Reading Intervention Programs	<p>The District will maintain services to unduplicated students by providing tutoring in reading during the regular school day. One certificated teacher and three instructional aides will provide focused intervention in the areas of ELA. This action is intended to contribute to Foster, English learner, and low income students - all identified as struggling.</p> <p>This action will be measured by Star Reading Assessments, Star Early Literacy Assessments, DIBELS, state assessments, and Kern Integrated Data System data.</p>	\$132,973.00	Yes
11	Classroom Support	<p>Improved services to students will be provided by five additional Instructional Aides in primary grades. Hours of existing classified instructional staff will be increased to 5.5 hours per day. These aides will provide additional small group support in guided reading and math. Success of this action will be measured by scores in local assessments and the CA Dashboard. This action is intended to contribute to Foster, English Learner, and low income students identified as struggling.</p>	\$585,216.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Supplemental Math and ELA materials	BSD will maintain supplemental resources in math and ELA identified to meet the needs of target student populations - socio-economically disadvantaged, English Learner and Foster Youth. 2A	\$123,000.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Provide and support a dynamic learning environment for all stakeholders that is clean, safe, and conducive to learning. These environments are appropriately staffed for subject area and students. Classrooms will provide appropriate access to a broad course of study through a comprehensible rigorous curriculum and include all basic services including implementation of the California State Standards. These opportunities will provide all students, regardless of age, race, gender, capacity, or intellectual ability, the opportunity to develop critical thinking skills and prepare them to be civically engaged and college and career ready. (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Communication efforts with all stakeholders during the process, as listed in the stakeholder section above, indicated a need to increase electives at BJHS, provide Social/Emotional and positive behavior supports, additional mental health services, and provide current technologies to students. While students were involved in virtual learning, site administrators saw an increase of students making self-harm statements while on line, with several of those incidents resulting in contact with school social worker or recommendations for parents to follow up with their private pediatrician or healthcare professional. During distance learning, 450 wi-fi hot spots were purchased and deployed to families who did not have internet access at home. Existing equipment also needed replacement to be CIPA compliant.

Safe and clean school facilities are a high priority at Beardsley School District. Although our facilities are rated superior, maintenance of each campus is required to preserve the facility and meet the required need for student growth.

California State Standards have been implemented; however, program amendments are needed each year to ensure the best possible program for our students.

The Beardsley Junior High School continues to provide a wide variety of courses to meet the needs of all students. Additional courses have been requested by stakeholders to focus on math.

To better support BSD students with disabilities the District has identified the need to provide additional support to these students. District Special Education revenue streams do not support these additional services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Teachers appropriately assigned and fully credentialed for assignment.	1A. As indicated by the California Dashboard, Local Indicators, self-reflection tool, 100% of BSD Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.				1A. Continue to strive for 100% of BSD Teachers to be appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.
1B. Pupils access to standards-aligned materials.	1B. From the California Dashboard Local Indicators self-reflection tool, 100% of students have access to standards-aligned materials.				1B. 100% of pupils have sufficient access to standards-aligned instructional materials.
1C. School facilities maintained and in good repair.	1C. School Facilities rating of Exemplary Repair as indicated by Williams Inspection documentation.				1C. School Facilities expected to remain in Exemplary Repair.
2A. Implementation of CCSS	2A. From the California Dashboard Local Indicators self-reflection tool, Survey Data reflects 100% of teachers received Professional Development in CCSS. Classroom				2A. Using the California Dashboard Local Indicator self-reflection tool we will maintain Survey Data that reflects 100% of teachers received Professional Development in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math. Classroom observations show that the CCSS are substantially implemented into instruction.				CCSS. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math. Classroom observations show that the CCSS are substantially implemented into instruction.
2B. Programs/Services that enable ELs to access CCSS and ELD Standards for academic content and English language proficiency.	2B. Local Survey Data shows that English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.				2B. 100 % of EL students are able to access the California State Standards and ELD standards
7A. Extent to which pupils have access and are enrolled in a broad course of study	7A. Local data accessed from the Student information System, CALPADS, and class schedules indicate 100% of BSD students have access				7A. BSD will continue to provide access to a broad course of study to 100% of all students in all subject areas described in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)				Section 51210 and 51220 (a)
7B. Extent to which students have access to and are enrolled in programs/services for unduplicated students.	7B. All students have access to programs and services for unduplicated students as indicated by class schedules, bell schedules, and administrative observation.				7B. Maintain programs developed to provide services to 100% of unduplicated students.
7C. Extent to which students have access to and are enrolled in programs/services for students with exceptional needs.	7C. As indicated by class schedules, bell schedules, data team meetings, and administrative observation, BSD offers programs and services for 100% of students with exceptional needs.				7C. Maintain 100% of the programs and services for all students with exceptional needs.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology	In order to keep school facilities in proper working order and to close the achievement gap, BSD will continue to replace/update technology equipment including servers, switches, and wireless access points as deemed necessary by the technology department. A BSD technology department employee will ensure all equipment is CIPA compliant as needed in order to continue to close the technology gap for	\$518,265.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated students including English Learners, Low income, and Foster Youth students.		
2	Social Emotional and Positive Behavior Support	BSD will promote positive social-emotional responses and positive behavior through the implementation of PBIS and Suicide Prevention. In consultation with Kern SELPA, the District will hire an additional School Psychologist, increase hours of paraprofessional staff, and maintain a district wide Inclusion Team. These employees will support positive behavioral strategies implementing and supporting restorative circles, check-in/check-outs, and behavior observation. The focus of this action is to ensure English Learners, foster youth, and low income students feel physically and emotionally safe and engaged. Outcomes to be measured by California Healthy Kids student survey questions on engagement and safety. - 2001	\$235,616.00	Yes
3	New Teacher Professional Development	<p>In order to ensure teachers are appropriately assigned and have appropriate credentials, professional development will be provided to new teachers and Interns participating in Teacher Induction. Professional development which provides strategies and structures to meet the unique needs of low income, English learner, and Foster Youth students in identified areas will be provided by on site mentor teachers. Action includes substitutes and mentor stipends.</p> <p>As indicated by the California Dashboard, Local Indicators, self-reflection tool, 100% of BSD Teachers will be appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. - 2001</p>	\$76,449.00	Yes
4	Music Program	BSD will provide pupil outcomes in other areas (Priority 7) by maintaining current band services provided district wide. Services to elementary students in music and choir will be increased with the addition of a full time music instructor. This action will provide	\$216,736.00	Yes

Action #	Title	Description	Total Funds	Contributing
		enriching activities in the Arts to our Low income, foster youth, and English Learners that more affluent students would be able to access outside of the school program.		
5	Electives	<p>In order to provide additional electives for low income, English Learners, and Foster Youth, as requested by stakeholders, BSD will increase services to students and offer three periods of Language Arts related electives and 8 periods of STEM at BJHS. Student services will be maintained by continuing to provide 8 periods of Art class and 8 periods of technology class as electives to the same groups. Continuing a 9th period PE class will maintain services to BJHS students and allow broader access to courses of study during earlier periods in the school day.</p> <p>This will require five certificated staff at BJHS. This includes supplies and transportation costs.</p> <p>Each elementary site will offer a video broadcasting elective for students to provide additional communication with students.</p>	\$403,466.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	BSD will expand collaborative partnerships with students, parents, staff, and the community to provide both services and staff to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process. Students are provided with motivating programs, coursework, and opportunities where they feel respected socially and emotionally, as well as cared for in and outside of the classroom. (Engagement)

An explanation of why the LEA has developed this goal.

The development of this goal was based on suggestions from students, parents, and staff indicating needs in the area of engagement. In the past, BSD has experienced a very low parent participation rate for school meetings. Student chronic absenteeism rates and suspension rates were above the state and county average until recently. Stakeholders feel more work is necessary in all areas of engagement in order to continue to make improvements in these areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A - To evaluate the LEA and school site efforts made to seek parent input, the district sends home a parent survey each year. The district seeks a 75% or better approval rating from parents.	3A - The BSD parent survey responses indicate that 79.7% of respondents indicated the district "values their opinion" as indicated on the 2021 parent survey.				3A - 80% or more of parent survey respondents will indicate the district values their opinion.
3B - To assess how BSD promotes parent participation we evaluate meeting sign	3B - BSD held 4 District Advisory Committee meetings and 4 DELAC				3B - BSD will hold at least 4 District Advisory Committee meetings and 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>in sheets. Each school calendar will indicate events parents are invited to each year. The LEA goal is to have representation from each unduplicated parent group and staff at each of our meetings.</p> <p>Records of all paper based parent notification are kept in the District Print Office. All web based notifications are stored on the District Website at www.beardsleyschool.org. BSD also utilizes PowerAnnounce to contact parents electronically in order to promote participation in school events. The District Foundation also maintains a Facebook page indicating current events.</p> <p>To evaluate the efforts of BSD to seek parent input in making decisions for District</p>	<p>meetings via Zoom, having representation from staff, community members, and a group of parents of all unduplicated students.</p> <p>Principal Partner Day - Baseline 0 was canceled in 2021 and expected to return in 2022.</p> <p>School Site Councils meetings were held at each site 4 times in the 2020-21 school year - various dates. Due to COVID 19 all meetings were held via Zoom or Google Meet.</p> <p>English Learner Advisory meetings were held at each site 4 times in the 2020-21 school year - various dates. Due to COVID 19 all meetings were held via Zoom or Google Meet.</p> <p>Evening Parent/Stakeholder Meetings were held at</p>				<p>DELAC meetings and expect representation from a sample group of parents of all non-duplicated students.</p> <p>BSD's goal for Principal Partner Day is to attract at least a 3:1 ratio of parents:community members to promote unity and collaboration.</p> <p>School Site Councils meetings (4 per year per site - various dates</p> <p>English Learner Advisory Committees per site - various dates (4 per year)</p> <p>Evening Parent Meetings will be held at each school sites beginning in January.</p> <p>Participation in annual events like the the District Carnival and sporting clay tournament is</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and School sites the LEA looks to maintain parent representation from all sites and maintain the participation of non-parent community members at District events. This is evidenced with participation rates and sign in sheets.	<p>each school sites beginning in January. Due to COVID 19 all meetings were held via Zoom or Google Meet in 2021,</p> <p>Participation in annual events like the district sporting clay tournament was the strongest ever coming out of the pandemic lockdown. 111 participants and 34 volunteers came out.</p>				expected to continue to strengthen.
3C - To measure how the LEA promotes participation of parents of SWD, BSD uses attendance rates at student IEP meetings.	3C - Using local communication tools (mailings, emails, flyers, Swift K-12) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.				3C - Continue to use multiple methods and strategies to communicate effectively with parents of unduplicated students, families, and stakeholders.
5A - Student attendance rates	5A. As indicated by CALPADS and the district SIS, the attendance rate for all BSD students was				5A. Attendance Rates All students to improve to 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	92% for the 2021-22 school year.				
5B - Chronic Absenteeism rate.	5B. Chronic absenteeism rate as detailed in the California Dashboard is 13.7% for all students in the the 2019-20 school year: Homeless = 33.3% Foster Youth: 22.5% 2 or more races = 19.2% African Americans = 16.8% SWD - 13.4% Low Income: 14.4% White = 13.3% Hispanic = 13.1% English Learners 6.8%.				5B. The BSD Chronic absenteeism rate goal is to have less than 10% for all students: Homeless = 20% Foster Youth: 15% 2 or more races = 15% African Americans = 12% SWD - 10% Low Income: 9% White = 9% Hispanic = 9% English Learners 5%.
5C - The BSD middle school dropout rate - measured in Dataquest	5C. DataQuest indicates the 2016-17 dropout rate for BJHS was 3 students or less than 1%.				5C. Maintain a middle school dropout rate of less than 1% with a goal of 0 students dropouts.
5D. High School Dropout rate - N/A	5D. High School Dropout rate - N/A				5D. High School Dropout rate - N/A
5E. High School Graduation Rate - N/A	5E. High School Graduation Rate - N/A				5E. High School Graduation Rate - N/A
6A. Pupil Suspension rates	6A. The District suspension rate is				6A. The District expects to maintain its low suspension rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2.8% as measured by the CA dashboard.				and remain at or below 2%.
6B - Pupil expulsion rates	6B. BSD pupil expulsion rate of 0 as indicated in the BSD Student Information System (PowerSchool) and CALPADS				6B. Maintain the pupil expulsion rate of 0% is expected.
6C - To evaluate the LEA and school sites' efforts to seek parent input, the district uses parent, staff, and student surveys each year. The district seeks an approval rating of 75% or better in the area of school safety and school climate.	6C. BSD continues to receive about 80% approval rate on both school safety and school connectedness.				6C. BSD seeks to receive at least a 75% approval rate on both school safety and school connectedness on future surveys

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Data Systems / Stakeholder Communication	BSD will provide communication to parents of low income, English Learners, and foster youth students by maintaining current LCAP programs to inform stakeholders about attendance, chronic absenteeism, increase parent participation and feedback, and provide information about LCAP, the LCAP Addendum, and all School Plans. This will be accomplished by maintaining contracts with our Student Information System, Power School, Alert Solutions phone system, Survey Monkey, school and district websites, Kern Integrated Data System, Document Tracking Services, Attention 2 Attendance, and the K-3 Achievement Initiative.	\$48,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Student Recognition and Engagement	BSD will promote positive attendance and behavior standards for Low income, Foster Youth, and English Learners by funding study trips and incentives to recognize student attendance, behavior, and performance in curriculum studies. This will include a token economy, incentive trips, and staff to provide activities built into our MTSS. These actions will be measured by local data and CA dashboard results.	\$50,602.00	Yes
3	Community Outreach Team	<p>In order to reach out to the BSD community to decrease chronic absenteeism, increase overall attendance and participation, and foster unduplicated student growth in the core content areas, the community outreach team will:</p> <p>Assist students with technology related issues, and encourage families choosing to learn via virtual learning to attend class and complete work. (Distance Learning Coordinator)</p> <p>Assist with collaborative partnerships and student social emotional learning. (one Assistant Principal position)</p> <p>Develop positive relationships with parents and students: School Resource Officer (SRO) through an agreement with the Kern County Sheriff's Department.</p> <p>Assist families with overcoming barriers to regular school attendance. (one Community Specialist)</p> <p>Maintain the additional hours of the Foster and Homeless Youth Liaison to work with families, train impacted staff, and regularly attend TRACK meetings at the Kern County of Superintendent of Schools Office.</p> <p>Continue the agreement with the Bakersfield Adult School to provide opportunities for Adult English Learners, GED, and High School Diploma classes at no cost to the district.</p>	\$499,185.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>To create a bridge to link families to the schools, one Parent Volunteer Coordinator will foster parent engagement .</p> <p>This action is targeted to to foster youth, low income, and English learners as links to community services and support.</p>		
4	School Climate	<p>Adding one Full time Student Intervention Facilitator and increasing work hours for the two current SIFs at elementary sites will provide the needed interventions to further reduce suspensions and engage students.</p> <p>Stakeholders continue to recommend each site have access to appropriate Alternative Placement programs for unduplicated student populations.</p> <p>BSD will continue to utilize two AmeriCorps staff members at the Junior High site to work with Low income students, improving poor attendance patterns and increase academic successes.</p> <p>Training in Nonviolent Crisis Prevention through CPI will be conducted with staff throughout the district. BSD has focused training recently on trauma informed care and these measures will reduce the student suspension rate, thereby promoting student growth and development in core content areas.</p>	\$361,315.00	Yes
5	Positive Playground Activities	<p>Each campus will be increase staffing with additional playground activity leaders to promote positive behavior and prepare activities for students that occupy student time, reduce suspensions, and improve attendance. They will work with students to develop leadership skills, become problem solvers by utilizing conflict resolution, and incorporating team-building concepts by participating in physical activity. Playground equipment will be purchased for use in this</p>	\$64,261.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supplemental program. All activity leaders will be trained in proper use of equipment and additional training in the area of playground management will be provided. To increase services to students during recess periods, 15 activity leader hours will be extended to 4.5 hours per day.		
6	Extended day Activities	Stakeholders recommend providing extracurricular activities to encourage attendance and improved academic performance, as well as reducing unwanted behaviors and suspensions. Students who maintain a 2.0 GPA or better, and who meet positive behavior expectations may choose from a wide variety of team sports and activities, and will engage in games and competitions with students from neighboring school districts. This will increase opportunities for participation by unduplicated students, who may not have the financial means to participate outside the school setting.	\$122,952.00	Yes
7	Health Services	One additional school nurse and 3 additional health clerks will be added to work closely with site administrators, district core nurse, district staff, teachers, and families to support social-emotional, mental health, and the medical needs of students, specifically foster youth and low income students, who have experienced trauma in their lives, who may otherwise not have access to equitable services.	\$258,639.00	Yes
8	Grade Span Adjustment	BSD will maintain additional staff added since 2014 to exceed GSA requirements. Lower student to staff ratios will help build and foster positive staff to student relationships, which research shows result in more engaged students, higher test scores, and better grades, especially those identified as low income, English Learners and Foster Youth. - 2001	\$1,222,568.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
37.4%	\$6,260,535

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Beardsley's low-income numbers are anticipated to remain at 94% for the 2021-22 school year. Beardsley's low-income, English Learner (8%), and Foster Youth (1%), students are enrolled proportionally throughout the district and the district has determined that the most effective use of its LCFF supplemental and concentration grant funds would be to enhance the educational services to these students in all of the district's schools in a district-wide manner. BSD's goals and actions focus on student growth in core content areas and the California State Priorities for Education and California Dashboard goals.

GOAL 1

All student populations are provided with a continuum of services that address their academic, behavioral, social-emotional, health, and well-being needs. This will provide opportunities for students to achieve at high academic levels in all areas. (Pupil Outcomes)

GOAL 1: ACTION 1 - Printed supplemental materials for the classroom

The Beardsley School District will provide necessary supplemental materials to help close the achievement gap.

A review of the district special populations performance data on the 2019 California Dashboard indicate that in ELA - low-income students scored 50.3 below level 3, a 6.9 difference from all students. The English Learners subgroup had a 21 point difference from the all students scores. In math - low-income and English Learner students scored in the Orange category - performing the same as all students again. Low-income students scored 80.9 points below level 3, a 6.8 difference from all students. The English Learners subgroup had a 20 point difference from the scores of the all students category. Learning loss over the last year, combined with current below standard performance, compound the concern regarding academic achievement of unduplicated students. In consideration of the performance gaps and variation

in services, we have identified key district and site level personnel, programs and actions principally directed to ensure support for disaggregating data and utilizing this data to support the academic achievement of unduplicated student groups including Foster, English Learners, and Socio-economically disadvantaged. Desired outcomes may be increased as student outcomes return to normal assessment timeline.

BSD will maintain supplemental classroom materials identified and requested by teachers to meet the needs of targeted student populations in the areas of language arts and math, and offer additional California state standards material for low income, foster youth, and English Learners. These materials will be used in conjunction with additional practice and small group instruction to help close the achievement gap.

This action will be provided to low income, English Learners, and Foster Youth with the belief that academic proficiency will continue to improve ELA and math CAASPP assessment scores.

This action is maintained due to the growth in ELA and math as indicated on the CA dashboard from the 2018 data. In ELA, low Income students increased 9.8 points, and English Learners increased 4.4 points. In math, low income students increased 1.1 points, while English Learned maintained prior status.

GOAL 1: ACTION 2 - Elementary Physical Education Instruction

The Beardsley district will develop healthy students at all elementary sites and improve pupil outcomes on fitness tests.

A review of California Physical Fitness test scores show that 28.7% of low income students scored in the Needs Improvement category.

BSD will maintain a standardized Elementary Physical Education program at each elementary site. Four Instructional Aides will provide targeted assistance to low income students who are more likely to have limited participation in physical activity. According to the U.S. Dept. of Health, there is a strong relationship between family income and physical activity, with low income families being the most sedentary. The effectiveness of this action will be measured by local fitness scores at BJHS and the state fitness test when reinstated

BSD will maintain a standardized Elementary Physical Education program at each elementary site. Data from the California Physical Fitness Report shows the average number of low income students testing in the Healthy Fitness Zone increased from 61 to 65.4.% in 2018.

GOAL 1: ACTION 3 - Library Services

BSD believes that school libraries provide students with fiction and non-fiction resources to broaden their understanding of the world and provide opportunities to connect to literacy.

A review of the district special populations performance data on the 2019 California Dashboard indicate that in ELA - low-income students scored 50.3 below level 3, a 6.9 difference from all students. The English Learners subgroup had a 21 point difference from the all students scores. Learning loss over the last year, combined with current below standard performance, compound the concern regarding academic achievement of unduplicated students.

In order to improve academic performance of all students, BSD will maintain 3 full time librarians at all elementary sites and one part time librarian at the junior high school. All schools will have a dedicated, staffed library for use by students. Providing School Librarians to English Learners, low-income, and Foster Youth will help in closing the achievement gap that exists on the California Dashboard in ELA by providing more time and resources for students to read books.

This action will be measured by the percentage change for targeted student groups on state and local ELA assessments as indicated on the CA Dashboard.

This action is maintained due to the growth in ELA and math as indicated on the CA dashboard from the 2018 data. In ELA, low Income students increased 9.8 points, and English Learners increased 4.4 points.

GOAL 1: ACTION 4:- Services to English Learners

Beardsley will increase instructional services and materials to EL students to increase EL proficiency.

A review of the district special populations performance data on the 2019 California Dashboard indicates that in ELA the English Learners subgroup had a 21 point difference from the all students' scores. In math - the English Learners subgroup had a 20 point difference from the scores of the all students category. Learning loss over the last year, combined with current below standard performance, compound the concern regarding academic achievement of unduplicated students.

Beardsley School District will increase the instructional hours of all EL Instructional Aides to 5.5 hours daily, and will add 2 additional EL Instructional Aides. These aides are assigned to support designated ELD instruction, promote speaking and writing with small group practice sessions to increase language capacity, and to address focus standards using Wonders ELD. Instructional Aides will also "push in" to classrooms to assist in other core subject areas such as math, social studies and science.

BSD will increase our certificated EL staff by one additional member, for a total of 5. This new position will collaborate with the current EL teachers, general education classroom teachers, special education teachers, and reading and math intervention teachers to provide guidance on best practices and strategies to assist our EL students in their classrooms. They will prepare and provide additional supplemental materials for the general education classroom teacher designed for their EL student's specific language acquisition level and abilities. These 5 teachers will increase their small group time with students, providing more individualized instruction, and develop positive relationships. The additional teacher will have a pivotal role in guiding the EL team in best practices.

One EL Resource Coordinator will act as liaison between families, school staff, and administration. The coordinator will work with families and the Community Outreach team to help meet the needs of our EL students. The Coordinator will use state and local data to determine current trends and needs within the district, and will research and recommend professional development options and supplemental materials for staff.

Additional Supplemental materials to increase English Language acquisition will be purchased as determined by EL certificated staff and administrators, including access to Rosetta Stone subscriptions to help improve English language fluency.

Bilingual interpreters will be on hand at each school site and the District Office, to assist parents and staff in communicating student needs and achievements in a timely manner.

This is a continued action and is maintained due to increased EL Reclassification rates over a 5 year period:

2019-2020 42.9%
2018-2019 14.4%
2017-2018 19.3%
2016-2017 14.5%
2015-2016 12.6%

This action will be measured by the progress English Learners make on the ELCAP, EL reclassification rates, and local and state assessments in ELA.

GOAL 1: ACTION 5 - Summer Enrichment / STEM

BSD will continue to expand its summer school services to students by providing classes focusing on reading & math intervention, music, and STEM classes.

A review of the district special populations performance data on the 2019 California Dashboard indicate that in ELA - low-income students scored 50.3 below level 3, a 6.9 difference from all students. The English Learners subgroup had a 21 point difference from the all students scores. In math - low-income and English Learner students scored in the Orange category - performing the same as all students again. Low-income students scored 80.9 points below level 3, a 6.8 difference from all students. The English Learners subgroup had a 20 point difference from the scores of the all students category. Learning loss over the last year, combined with current below standard performance, compound the concern regarding academic achievement of unduplicated students. In consideration of the performance gaps and variation in services, we have identified key district and site level personnel, programs and actions principally directed to ensure support for disaggregating data and utilizing this data to support the academic achievement of unduplicated student groups including Foster, English Learners, and Socio-economically disadvantaged.

This action will expand the services offered to low income, English Learners, and Foster Youth to participate in intervention and enrichment activities during the summer that they may not be able to receive due to financial costs in the private sector. This will increase English and Math skills so students are better prepared starting the year and can master grade level standards.

This action will be measured by the percentage change for students scoring proficient on state math and ELA assessments and reduce the performance gap between subgroups and all students in the area of ELA and Math as indicated in the CA Dashboard, as well as the number of students requesting to continue participation in music and STEM activities during the school year.

This action is maintained due to the growth in ELA and math as indicated on the CA dashboard from the 2018 data. In ELA, low Income students increased 9.8 points, and English Learners increased 4.4 points. In math, low income students increased 1.1 points, while English Learned maintained prior status.

GOAL 1: ACTION 7 - Extended Learning Opportunities

Extended learning opportunities will be provided for students to enhance their academic growth such as Science Fair, Oral Language Festival, Battle of the Books, and Principal Partner's Day.

This action encourages participation of unduplicated students who may not choose to participate. Participation in events such as Oral Language and Battle of the Books will increase English and literacy skills, Participation in Science Fair will increase math and science skills. Students who participate as presenters for Principal's Partner Day increase skills in the area they give a demonstration in (literary works, robotics, science projects, history projects, art, etc.) While this is a district wide action and all students will benefit, we believe this will close the achievement gap that exists with Foster Youth, English Learners, and Low Income students by increasing the growth on local and state assessments in ELA and math.

The effectiveness of this action will be measured by the number of unduplicated students participating in each event, which will establish a baseline for further data monitoring.

GOAL 1: ACTION 8 - Site Technology Support

Continued implementation of Google Classroom and Kami to support low income and English learners, especially.

A review of the district special populations performance data on the 2019 California Dashboard indicate that in ELA - low-income students scored 50.3 below level 3, a 6.9 difference from all students. The English Learners subgroup had a 21 point difference from the all students scores. In math - low-income and English Learner students scored in the Orange category - performing the same as all students again. Low-income students scored 80.9 points below level 3, a 6.8 difference from all students. The English Learners subgroup had a 20 point difference from the scores of the all students category. Learning loss over the last year, combined with current below standard performance, compound the concern regarding academic achievement of unduplicated students. In consideration of the performance gaps and variation in services, we have identified key district and site level personnel, programs and actions directed to ensure support for disaggregating data and utilizing this data to support the academic achievement of unduplicated student groups including Foster, English Learners, and Socio-economically disadvantaged. Technology support for online programs supports academic achievement by providing an improved curriculum, and mastery of grade level standards.

The District will maintain 11 tech mentors, distributed between sites, to insure a smooth transition for students returning from the pandemic (Virtual Learning) to in-person learning. Unduplicated students whose parents choose to remain in a distance learning environment will be supported by the mentors in this action.

The success of this action will be measured based on ELA and math scores as reported by the CA dashboard.

This action is maintained due to the growth in ELA and math as indicated on the CA dashboard from the 2018 data. In ELA, low Income students increased 9.8 points, and English Learners increased 4.4 points. In math, low income students increased 1.1 points, while English Learned maintained prior status.

GOAL 1: ACTION 9 - Math Intervention Programs

The District will increase services to unduplicated students by providing tutoring and supplemental math materials and support during the regular school day and after school.

A review of the district special populations performance data on the 2019 California Dashboard indicate that in math low-income and English Learner students scored in the Orange category - performing the same as all students again. Low-income students scored 80.9 points below level 3, a 6.8 difference from all students. The English Learners subgroup had a 20 point difference from the scores of the all students category. Learning loss over the last year, combined with current below standard performance, compound the concern regarding academic achievement of unduplicated students. In consideration of the performance gaps and variation in services, we have identified key district and site level personnel, programs and actions directed to ensure support for disaggregating data and utilizing this data to support the academic achievement of unduplicated student groups including Foster, English Learners, and Socio-economically disadvantaged.

The district has added an extra 30 minutes to the school day during the 2021-22 school year for remediation of targeted, unduplicated students. These students have been identified by their low performance on the CAASPP and other local assessments. Measured by Star Math Assessments, Imagine Math Benchmarks, state assessments, and Kern Integrated Data System data.

The success of this action will be measured based on ELA and math scores as reported by the CA dashboard.

GOAL 1: ACTION 10- Reading Intervention Programs.

The District will maintain services to unduplicated students by providing tutoring in reading during the regular school day.

A review of the district special populations performance data on the 2019 California Dashboard indicate that in ELA - low-income students scored 50.3 below level 3, a 6.9 difference from all students. The English Learners subgroup had a 21 point difference from the all students scores. Learning loss over the last year, combined with current below standard performance, compound the concern regarding academic achievement of unduplicated students. In consideration of the performance gaps and variation in services, we have identified key district and site level personnel, programs and actions directed to ensure support for disaggregating data and utilizing this data to support the academic achievement of unduplicated student groups including Foster, English Learners, and Socio-economically disadvantaged

One certificated teacher and three instructional aides will provide focused intervention in the areas of ELA. This action is intended to contribute to Foster, English learner, and low income students - all identified as struggling.

This action will be measured by Star Reading Assessments, Star Early Literacy Assessments, DIBELS, state assessments, and Kern Integrated Data System data.

This action is maintained due to the growth in ELA as indicated on the CA dashboard since 2018. In ELA, low Income students increased 9.8 points, and English Learners increased 4.4 points

GOAL 1: ACTION 11- Classroom Support

Improved services to students will be provided by five additional Instructional Aides in primary grades. Hours of existing classified instructional staff will be increased to 5.5 hours per day.

A review of the district special populations performance data on the 2019 California Dashboard indicate that in ELA - low-income students scored 50.3 below level 3, a 6.9 difference from all students. The English Learners subgroup had a 21 point difference from the all students scores. In math - low-income and English Learner students scored in the Orange category - performing the same as all students again. Low-income students scored 80.9 points below level 3, a 6.8 difference from all students. The English Learners subgroup had a 20 point difference from the scores of the all students category. Learning loss over the last year, combined with current below standard performance, compound the concern regarding academic achievement of unduplicated students. In consideration of the performance gaps and variation in services, we have identified key district and site level personnel, programs and actions directed to ensure support for disaggregating data and utilizing this data to support the academic achievement of unduplicated student groups including Foster, English Learners, and Socio-economically disadvantaged

This action is intended to contribute to Foster, English Learner, and low income students identified as struggling in all academic areas. Past practice has provided improved assessments at the local level. While students in primary grades do not take the CAASPP, building the foundation in these grades is critical to providing mastery of content and standards applied to those assessments in the intermediate grades.

Success of this action will be measured by scores in local assessments and the CA Dashboard. due to the growth in ELA and math as indicated on the CA dashboard from the 2018 data: Prior growth In ELA, low Income students increased 9.8 points, and English Learners increased 4.4 points. In math, low income students increased 1.1 points, while English Learned maintained prior status, indicating this action is proven effective.

GOAL 1: ACTION 12 - Supplemental Math and ELA materials

BSD will maintain supplemental resources in math and ELA identified to meet the needs of target student populations - socio-economically disadvantaged, English Learner and Foster Youth.

Providing these supplemental materials to English Learners, low-income, and Foster Youth will help enhance curriculum to better support mastery of grade level standards. In ELA low-income students scored 50.3 below level 3, a 6.9 difference from all students. The English Learners subgroup had a 21 point difference from the all students scores. In math - low-income and English Learner students scored in the Orange category - performing the same as all students again. Low-income students scored 80.9 points below level 3, a 6.8 difference from all students. The English Learners subgroup had a 20 point difference from the scores of the all students category.

This action will be measured by Star Reading Assessments, Star Early Literacy Assessments, DIBELS, Star Math Assessments, Imagine Math Assessments, ESGI assessments, state assessments, and Kern Integrated Data System data.

This action is maintained due to the growth in ELA and math as indicated on the CA dashboard from the 2018 data. In ELA, low Income students increased 9.8 points, and English Learners increased 4.4 points. In math, low income students increased 1.1 points, while English Learned maintained prior status.

Goal 1, Actions 1, 2, 3, 4, 5, 8, 10, and 12 are carried over actions from the 2019 LCAP, therefore, these actions have been effective by the following:

Distance from Standard on the California Dashboard in ELA

EL, -68.8 DFS to -64.4 DFS (+4.4)

Low Income, -60.1 DFS to -50.3 DFS (+9.8)

GOAL 2

Provide and support a dynamic learning environment for all stakeholders that is clean, safe, and conducive to learning. These environments are appropriately staffed for subject area and students. Classrooms will provide appropriate access to a broad course of study through a comprehensible rigorous curriculum and include all basic services including implementation of the California State Standards. These opportunities will provide all students, regardless of age, race, gender, capacity, or intellectual ability, the opportunity to develop critical thinking skills and prepare them to be civically engaged and college and career ready. (Conditions of Learning)

Chronically absent Data CA School Dashboard 2019

All students- 13.7%

Low Income- 14.4%

Foster Youth- 22.5%

Homeless- 33.3%

By providing an environment that is conducive to learning we expect more students (Low Income, FY, Homeless) to want to come to school due to factors outside the school that are not conducive to learning. These factors include:

- * exposure to academic language outside of school
- * familial resources to support their education at home
- * access to technology
- * access to core, grade level curriculum
- * opportunities to demonstrate content knowledge separate from their language development
- * Food, shelter, or resource instability
- * Lack of resources for extra academic or social emotional supports

GOAL 2: ACTION 1 - Technology

In order to close the achievement gap, as well as keep school facilities and technology equipment in proper working order, BSD will continue to replace/update technology equipment as deemed necessary by the technology department.

During distance learning, it was determined that many of our low income households did not have internet access. Over 450 wi-fi hotspots were deployed to families in need, reiterating that approximately 25% of our students do not have access to internet services or devices. Upgrades on outdated equipment are necessary for all school sites to provide sufficient internet access for students while on campus.

A Network Administrator will be hired to ensure all equipment is CIPA compliant. Servers, switches, and wireless access points that are outdated or nonfunctional will be replaced, as well as a one time wi-fi cable upgrade. Additional Chromebooks and headphones will be purchased to provide sufficient supply as needed in order to continue to close the technology gap for unduplicated students including English Learners, Low income, and Foster Youth students.

This action Increases services through internet connectivity, 1:1 devices with accompanying accessories, and CIPA compliant equipment promoting equity of student engagement for low income students, and can be measured by engagement on district learning platforms.

GOAL 2: ACTION 2 - Social Emotional and Positive Behavior Support

BSD will promote positive social-emotional responses and positive behavior through the implementation of MTSS, PBIS and Suicide Prevention.

Data from the 2019-2020 California Healthy Kids Survey for school engagement and supports indicates that 49% of students felt a connectedness to school, and only 22% reported engaging in meaningful participation. In regards to school safety 38% of students reported experiencing some form of harassment or bullying, with 25% stating the harassment or bullying was due to race, ethnicity, national origin, religion, gender, perceived sexual orientation, or a physical or mental disability; 46% of student reported having rumor or lies spread about them, and 20% had been afraid of being beaten up. 11% of student reported currently alcohol or drug use. 35% of students experienced chronic sadness or hopelessness. 15% of students reported they have considered suicide. During the 2020-2021 school year there were 232 Safety Check / Self Harm notifications received while students were working on line.

In consultation with Kern SELPA, the District will hire an additional School Psychologist, increase hours of paraprofessional staff, and maintain a district wide Inclusion Team. These employees will support positive behavioral strategies implementing and supporting restorative circles, check-in/check-outs, and behavior observation.

The focus of this action is to ensure English Learners, foster youth, and the largest unduplicated group - low income students - feel physically and emotionally safe and engaged.

Outcomes to be measured by California Healthy Kids student survey questions on school engagements and support, school safety, and substance use and physical/mental health.

GOAL 2: ACTION 3 - New Teacher Professional Development

In order to ensure teachers are appropriately assigned and have appropriate credentials, professional development will be provided to new teachers and Interns participating in Teacher Induction.

A review of the district special populations performance data on the 2019 California Dashboard indicate that in ELA - low-income students scored 50.3 below level 3, a 6.9 difference from all students. The English Learners subgroup had a 21 point difference from the all students scores. In math - low-income and English Learner students scored in the Orange category - performing the same as all students again. Low-income students scored 80.9 points below level 3, a 6.8 difference from all students. The English Learners subgroup had a 20 point difference from the scores of the all students category. Learning loss over the last year, combined with current below standard performance, compound the concern regarding academic achievement of unduplicated students. In consideration of the performance gaps and variation in services, we have identified key district and site level personnel, programs and actions principally directed to ensure support for disaggregating data and utilizing this data to support the academic achievement of unduplicated student groups including Foster, English Learners, and Socio-economically disadvantaged.

Professional development which provides strategies and structures to meet the unique needs of low income, English learner, and Foster Youth students in identified areas will be provided by on site mentor teachers. An investment in personnel support and professional development is needed to ensure that newly hired teachers provide quality services to our unduplicated students while becoming fully credentialed.

This action is maintained due to prior success as indicated by the California Dashboard, Local Indicators, self-reflection tool, 100% of BSD Teachers will be appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.

GOAL 2: ACTION 4 - Music Program

To increase attendance and engagement, BSD will offer a variety of additional opportunities to low-income students, such as a music program at all elementary campuses, as well as the Junior High.

As indicated on the 2019 California Dashboard, 22.5% of Foster youth and 14.4% of low income students were chronically absent. Data reported on the California Healthy Kids survey shows only 22% of students felt they were involved in meaningful participation at school.

BSD will maintain current band services provided district wide. Services to elementary students in music and choir will be increased with the addition of a full time music instructor. Music, choir, percussion, and color guard activates will continue at the Junior High. This action will provide enriching activities in the Arts to our low income, foster youth, and English Learners that more affluent students would be able to access outside of the school program.

These actions are increased or maintained as described above, as they contribute to the district attendance rate remaining above 95%, and the dropout rate at BJHS is 0% indicating engagement by students.

GOAL 2: ACTION 5 - Electives

To increase attendance and engagement, BSD will offer a variety of additional opportunities to low-income students, such as a music program at all elementary campuses, as well as the Junior High. Students will continue to be provided appropriate access to a broad course of study through a comprehensible rigorous curriculum and include all basic services including implementation of the California State Standards. The Beardsley Junior High School continues to provide a wide variety of courses to meet the needs of all students. Additional courses have been requested by stakeholders to promote engagement. These opportunities will provide all students, regardless of age, race, gender, capacity, or intellectual ability, the opportunity to develop critical thinking skills and prepare them to be civically engaged and college and career ready.

As indicated on the 2019 California Dashboard, 22.5% of Foster youth and 14.4% of low income students were chronically absent. Data reported on the California Healthy Kids survey shows only 22% of students felt they were involved in meaningful participation at school.

BSD will provide 3 periods of language arts electives and 8 periods of STEM at Beardsley Junior High. Student services will be maintained by continuing to provide 8 periods of Art and 8 periods of technology to Beardsley Junior High. A 9th period PE will continue to be provided, which will allow broader access to courses of study during earlier periods of the school day. Each elementary site will offer a video broadcasting elective for students.

These actions are increased or maintained as described above, as they contribute to the district attendance rate remaining above 95%, and the dropout rate at BJHS is 0% indicating engagement by students.

Goal 2 Actions 1, 2, 4, and 5 are carried over actions from the 2019 LCAP, therefore, these actions have been deemed effective by the reduction of our Chronic Absenteeism Rate.

2019 California Dashboard Data

English Learners Declined Significantly 15.1% to 6.8%

Foster Youth Declined 26.9% to 22.5%

Homeless students Declined 47.7% to 33.3%

Low Income Students Declined Significantly 22.8% to 14.4%

GOAL 3

The Beardsley School District will expand collaborative partnerships with students, parents, staff, and the community to provide services and staff to open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process. Students are provided with motivating programs, coursework, and opportunities where they feel respected socially and emotionally, as well as cared for in and outside the classroom. (Engagement)

Chronic Absenteeism: Low income 14.4%; Foster Youth 22.5% compared to all students at 13.7% on the 2019 California Dashboard.

Suspension Rate: Low income 3% compared to all students which was 2.8% on the 2019 California Dashboard

GOAL 3: ACTION 1 - Student Data Systems / Stakeholder Communication

BSD will provide communication to parents of low income, English Learners, and foster youth students by maintaining current LCAP programs to inform stakeholders about attendance, chronic absenteeism, increase parent participation and feedback, and provide information about LCAP, the LCAP Addendum, and all School Plans.

Less than 1% of parents responded to the 2020-2021 Parent survey; on average 2-4 parents attended each District Advisory Committee/District English Learner Advisory Committee meeting; Principal Partner Day was cancelled due to Covid 19, and no parents attended the annual Stakeholder Meetings offered via zoom.

This goal will be accomplished by maintaining contracts with our Student Information System, Power School, Alert Solutions phone system, Survey Monkey, school and district websites, Kern Integrated Data System, Document Tracking Services, Attention 2 Attendance, and the K-3 Achievement Initiative.

Increased participation will be measured using data from parent surveys and attendance at school and district events.

GOAL 3: ACTION 2 - Student Recognition and Engagement

Student recognition and engagement activities will be provided to promote positive attendance, increased engagement, and behavior goals.

Data from the 2019-2020 California Healthy Kids Survey for school engagement and supports indicates that 49% of students felt a connectedness to school, and only 22% reported engaging in meaningful participation. In regards to school safety 38% of students reported experiencing some form of harassment or bullying, with 25% stating the harassment or bullying was due to race, ethnicity, national origin, religion, gender, perceived sexual orientation, or a physical or mental disability; 46% of student reported having rumor or lies spread about them, and 20% had been afraid of being beaten up. 11% of student reported currently alcohol or drug use. 35% of students experienced chronic sadness or hopelessness. 15% of students reported they have considered suicide. As indicated on the 2019 California Dashboard, 22.5% of Foster youth and 14.4% of low income students were chronically absent. Data reported on the California Healthy Kids survey shows only 22% of students felt they were involved in meaningful participation at school.

Providing staff, support, and structure utilizing PBIS and MTSS to ensure non engaged low-income, foster youth, and English Learners feel safe and included at school. BSD fund study trips and incentives to recognize student attendance, behavior, and performance in curriculum studies. This will include a token economy, incentive trips, and staff to provide activities built into our MTSS.

These actions will be measured by local data and CA dashboard result and via student surveys and the California Healthy Kids Survey.

GOAL 3: ACTION 3 - Community Outreach Team

The Community Outreach Team will focus on partnering with families of low income, foster youth, and English learners to develop positive relationships, decrease chronic absenteeism, and encourage parent engagement.

Data from the 2019-2020 California Healthy Kids Survey for school engagement and supports indicates that 49% of students felt a connectedness to school, and only 22% reported engaging in meaningful participation. In regards to school safety 38% of students reported experiencing some form of harassment or bullying, with 25% stating the harassment or bullying was due to race, ethnicity, national origin, religion, gender, perceived sexual orientation, or a physical or mental disability; 46% of student reported having rumor or lies spread about them, and 20% had been afraid of being beaten up. 11% of student reported currently alcohol or drug use. 35% of students experienced chronic sadness or hopelessness. 15% of students reported they have considered suicide. As indicated on the 2019 California Dashboard, 22.5% of Foster youth and 14.4% of low income students were chronically absent. Data reported on the California Healthy Kids survey shows only 22% of students felt they were involved in meaningful participation at school.. During the 2020-2021 school year there were 232 Safety Check / Self Harm notifications received while students were working on line.

In order to reach out to the BSD community to decrease chronic absenteeism, increase overall attendance and participation, and foster unduplicated student growth in the core content areas, BSD's Community Outreach team will: Assist students with technology related issues, and encourage families choosing to learn via virtual learning to attend class and complete work. (Distance Learning Coordinator); Assist with collaborative partnerships and student social emotional learning. (one Assistant Principal position); Develop positive relationships with parents and students: School Resource Officer (SRO) through an agreement with the Kern County Sheriff's Department; Assist families with overcoming barriers to regular school attendance. (one Community Specialist); Maintain the additional hours of the Foster and Homeless Youth Liaison to work with families, train impacted staff, and regularly attend TRACK meetings at the Kern County of Superintendent of Schools Office; Continue the agreement with the Bakersfield Adult School to provide opportunities for Adult English Learners, GED, and High School Diploma classes at no cost to the district; To create a bridge to link families to the schools, one Parent Volunteer Coordinator will foster parent engagement .

This action is targeted to to foster youth, low income, and English learners as links to community services and support. Measured by responses to parent surveys, increased participation at school and district events, and CA dashboard data for attendance.

GOAL 3: ACTION 4 - School Climate

Increase services to provide needed interventions to further reduce suspension and engage students.

Data from the 2019-2020 California Healthy Kids Survey for school engagement and supports indicates that 49% of students felt a connectedness to school, and only 22% reported engaging in meaningful participation. In regards to school safety 38% of students reported experiencing some form of harassment or bullying, with 25% stating the harassment or bullying was due to race, ethnicity, national origin, religion, gender, perceived sexual orientation, or a physical or mental disability; 46% of student reported having rumor or lies spread about them, and 20% had been afraid of being beaten up. 11% of student reported currently alcohol or drug use. 35% of students experienced chronic sadness or hopelessness. 15% of students reported they have considered suicide. 3% of low-income students, 1.8% of English Learners, and 2.4% of Foster Youth were suspended at least once in 2019. As indicated on the 2019 California Dashboard, 22.5% of Foster youth and 14.4% of low income students were chronically absent. Data reported on the California Healthy Kids survey shows only 22% of students felt they were involved in meaningful participation at school.

Adding one Full time Student Intervention Facilitator (SIF) and increasing work hours for the two current SIFs at elementary sites will increase services to provide the needed interventions to further reduce suspensions and engage students. Each site to have access to appropriate Alternative Placement programs for unduplicated student populations. BSD will continue to utilize two AmeriCorps staff members at the Junior High site to work with Low income students, improving poor attendance patterns and increase academic successes. Staff will focus on building capacity for students in Social Emotional competencies such as relationship skills; responsible decision making, social awareness; self-management; and self-awareness.

Training in Nonviolent Crisis Prevention through CPI will be conducted with staff throughout the district. BSD has focused training recently on trauma informed care and these measures will reduce the student suspension rate, thereby promoting student growth and development in core content areas.

The CA Dashboard will be used to measure attendance and suspension rates, and school climate and engagement will be measured via student surveys and the CHKS.

GOAL 3: ACTION 5 - Positive Playground Activities

Provide engaging playground activities designed to reduce suspensions and improve attendance.

3% of low-income students, 1.8% of English Learners, and 2.4% of Foster Youth were suspended at least once in 2019.

Each campus will increase staffing with additional playground activity leaders to promote positive behavior and prepare activities for students that occupy student time, reduce suspensions, and improve attendance. They will work with students to develop leadership skills, learn to become problem solvers by utilizing conflict resolution, and incorporating team-building concepts by participating in physical activity. Playground equipment will be purchased for use in this supplemental program. All activity leaders will be trained in proper use of equipment and additional training in the area of playground management will be provided. To increase services to students during recess periods, 15 activity leader hours will be extended to 4.5 hours per day.

The CA Dashboard will be used to measure attendance and suspension rates, and school climate and engagement will be measured via student surveys and the California Healthy Kids Survey.

GOAL 3: ACTION 6 - Extended Day Activities

BSD will provide extracurricular activities to encourage attendance and improved academic performance, as well as reducing unwanted behaviors and suspensions.

3% of low-income students, 1.8% of English Learners, and 2.4% of Foster Youth were suspended at least once in 2019. As indicated on the 2019 California Dashboard, 22.5% of Foster youth and 14.4% of low income students were chronically absent. Data reported on the California Healthy Kids survey shows only 22% of students felt they were involved in meaningful participation at school.

Students who maintain a 2.0 GPA or better, and who meet positive behavior expectations may choose from a wide variety of team sports and activities, and will engage in games and competitions with students from neighboring school districts. This will increase opportunities for participation by low income, English Learners, and Foster Youth, who may not have the financial means to participate outside the school setting. The CA Dashboard will be used to measure attendance, academic progress, and suspension rates.

School climate, attendance, and engagement will be measured via student surveys and the California Healthy Kids Survey

GOAL 3: ACTION 7 - Health Services

Health services to students will be improved by additional personnel to help meet the needs of low income and foster youth.

As indicated on the 2019 California Dashboard, 22.5% of Foster youth and 14.4% of low income students were chronically absent.

One additional school nurse and 3 additional health clerks will be added to work closely with site administrators, district core nurse, district staff, teachers, and families to support social-emotional, mental health, and the medical needs of students, specifically foster youth and low income students, who have experienced trauma in their lives, who may otherwise not have access to equitable services.

Measured by decreased chronic absenteeism data on the CA Dashboard.

Goal 3: Action 8 - Grade Span Adjustment

BSD will maintain additional staff added since 2014 to exceed GSA requirements.

As indicated on the 2019 California Dashboard, ELA scores for English Learners increased 4.4 points and Low Income students increased by 9.8 points. Both groups maintained their status in Math.

Lower student to staff ratios will help build and foster positive staff to student relationships, which research shows result in more engaged students, higher test scores, and better grades, especially those identified as low income, English Learners and Foster Youth.

This action is maintained due to the growth in and ELA and maintenance in math as indicated on the CA dashboard since 2019.

Goal 3 Actions 1, 3, 4, 5, 6, 7, and 8 are being continued from the 2019 LCAP and has been deemed effective by the reduction of our Chronic Absenteeism Rate.

2019 California Dashboard Data

English Learners Declined Significantly 15.1% to 6.8%

Foster Youth Declined 26.9% to 22.5%

Homeless students Declined 47.7% to 33.3%

Low Income Students Declined Significantly 22.8% to 14.4%

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Beardsley's low-income numbers are anticipated to remain at 94% for the 2021-22 school year. Beardsley's low-income, English Learner (8%), and Foster Youth (1%), students are enrolled proportionally throughout the district and the district has determined that the most effective use of its LCFF supplemental and concentration grant funds would be to enhance the educational services to these students in all of the district's schools in a district-wide manner.

The district is expending LCFF supplemental and concentration grant funds as described in the Beardsley School District's 3 goals and 24 action steps to focus on student academic achievement, student attendance, student/parent engagement, and student well being. Additionally, professional development to build on expertise and support staff new to the district will be provided. Improving Multi-Tiered Systems of Support and parent involvement will increase student outcomes. The California State Priorities for Education and California Dashboard goals continue to be a focus for the District.

In addition to the LEA wide actions, BSD is supporting EL students and Foster youth with the following actions:

ENGLISH LEARNERS (8.2% of BSD students)

Goal 1 - Action 4 describes the many supports BSD provides all English Learners.. This action includes certificated EL teachers, Instructional Aides, a Resource Coordinator, interpreters, a subscription to Rosetta Stone application, and additional materials.

A review of the district special populations performance data on the 2019 California Dashboard indicates that in ELA the English Learners subgroup had a 21 point difference from the all students' scores. In math - the English Learners subgroup had a 20 point difference from the scores of the all students category. Learning loss over the last year, combined with current below standard performance, compound the concern regarding academic achievement of unduplicated students.

Beardsley School District will increase the instructional hours of all EL Instructional Aides to 5.5 hours daily, and will add 2 additional EL Instructional Aides. These aides are assigned to support designated ELD instruction, promote speaking and writing with small group practice sessions to increase language capacity, and to address focus standards using Wonders ELD. Instructional Aides will also "push in" to classrooms to assist in other core subject areas such as math, social studies and science.

BSD will increase our certificated EL staff by one additional member, for a total of 5. This new position will collaborate with the current EL teachers, general education classroom teachers, special education teachers, and reading and math intervention teachers to provide guidance on best practices and strategies to assist our EL students in their classrooms. They will prepare and provide additional supplemental materials for the general education classroom teacher designed for their EL student's specific language acquisition level and abilities. These 5 teachers will increase their small group time with students, providing more individualized instruction, and develop positive relationships. The additional teacher will have a pivotal role in guiding the EL team in best practices.

One EL Resource Coordinator will act as liaison between families, school staff, and administration. The coordinator will work with families and the Community Outreach team to help meet the needs of our EL students. The Coordinator will use state and local data to determine current trends and needs within the district, and will research and recommend professional development options and supplemental materials for staff.

Additional Supplemental materials to increase English Language acquisition will be purchased as determined by EL certificated staff and administrators, including access to Rosetta Stone subscriptions to help improve English language fluency.

Bilingual interpreters will be on hand at each school site and the District Office, to assist parents and staff in communicating student needs and achievements in a timely manner.

This Action is targeted to English Learners to increase academic progress and decrease absenteeism

EL, -68.8 DFS to -64.4 DFS (+4.4) ELA

Chronic Absenteeism rate declined Significantly 15.1% to 6.8%

All actions are reviewed, modified, expanded, and improved each year as data indicates a need over the period of this next 3 year LCAP.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,260,535.00	\$2,000.00		\$83,000.00	\$6,345,535.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,356,206.00	\$1,989,329.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Printed supplemental materials for the classroom	\$50,579.00				\$50,579.00
1	2	English Learners Foster Youth Low Income	Elementary Physical Education Instruction	\$69,591.00				\$69,591.00
1	3	English Learners Foster Youth Low Income	Library Services	\$264,957.00				\$264,957.00
1	4	English Learners	Services to English Learners	\$460,782.00				\$460,782.00
1	5	English Learners Foster Youth Low Income	Summer Enrichment / STEM	\$44,620.00				\$44,620.00
1	6	Students with Disabilities	Inclusion		\$2,000.00			\$2,000.00
1	7	English Learners Foster Youth Low Income	Extended Learning Opportunities	\$46,315.00				\$46,315.00
1	8	English Learners Foster Youth Low Income	Site Tech Support	\$42,335.00				\$42,335.00
1	9	English Learners Foster Youth Low Income	Math Intervention Programs	\$444,813.00				\$444,813.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Reading Intervention Programs	\$132,973.00				\$132,973.00
1	11	English Learners Foster Youth Low Income	Classroom Support	\$585,216.00				\$585,216.00
1	12	English Learners Foster Youth Low Income	Supplemental Math and ELA materials	\$123,000.00				\$123,000.00
2	1	English Learners Foster Youth Low Income	Technology	\$518,265.00				\$518,265.00
2	2	English Learners Foster Youth Low Income	Social Emotional and Positive Behavior Support	\$235,616.00				\$235,616.00
2	3	English Learners Foster Youth Low Income	New Teacher Professional Development	\$76,449.00				\$76,449.00
2	4	English Learners Foster Youth Low Income	Music Program	\$216,736.00				\$216,736.00
2	5	English Learners Foster Youth Low Income	Electives	\$403,466.00				\$403,466.00
3	1	English Learners Foster Youth Low Income	Student Data Systems / Stakeholder Communication	\$48,300.00				\$48,300.00
3	2	English Learners Foster Youth Low Income	Student Recognition and Engagement	\$50,602.00				\$50,602.00
3	3	English Learners Foster Youth Low Income	Community Outreach Team	\$416,185.00			\$83,000.00	\$499,185.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	School Climate	\$361,315.00				\$361,315.00
3	5	English Learners Foster Youth Low Income	Positive Playground Activities	\$64,261.00				\$64,261.00
3	6	English Learners Foster Youth Low Income	Extended day Activities	\$122,952.00				\$122,952.00
3	7	English Learners Foster Youth Low Income	Health Services	\$258,639.00				\$258,639.00
3	8	English Learners Foster Youth Low Income	Grade Span Adjustment	\$1,222,568.00				\$1,222,568.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$6,260,535.00	\$6,343,535.00
LEA-wide Total:	\$5,613,158.00	\$5,696,158.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$647,377.00	\$647,377.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Printed supplemental materials for the classroom	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,579.00	\$50,579.00
1	2	Elementary Physical Education Instruction	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary North Beardsley San Lauren Elementary	\$69,591.00	\$69,591.00
1	3	Library Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$264,957.00	\$264,957.00
1	4	Services to English Learners	LEA-wide	English Learners	All Schools	\$460,782.00	\$460,782.00
1	5	Summer Enrichment / STEM	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,620.00	\$44,620.00
1	7	Extended Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,315.00	\$46,315.00
1	8	Site Tech Support	LEA-wide	English Learners Foster Youth	All Schools	\$42,335.00	\$42,335.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	9	Math Intervention Programs	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary North Beardsley Elementary San Lauren Elementary	\$444,813.00	\$444,813.00
1	10	Reading Intervention Programs	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary North Beardsley Elementary San Lauren Elementary	\$132,973.00	\$132,973.00
1	11	Classroom Support	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Sites	\$585,216.00	\$585,216.00
1	12	Supplemental Math and ELA materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$123,000.00	\$123,000.00
2	1	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$518,265.00	\$518,265.00
2	2	Social Emotional and Positive Behavior Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$235,616.00	\$235,616.00
2	3	New Teacher Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$76,449.00	\$76,449.00
2	4	Music Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$216,736.00	\$216,736.00
2	5	Electives	LEA-wide	English Learners	All Schools	\$403,466.00	\$403,466.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
3	1	Student Data Systems / Stakeholder Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$48,300.00	\$48,300.00
3	2	Student Recognition and Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,602.00	\$50,602.00
3	3	Community Outreach Team	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$416,185.00	\$499,185.00
3	4	School Climate	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$361,315.00	\$361,315.00
3	5	Positive Playground Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$64,261.00	\$64,261.00
3	6	Extended day Activities	LEA-wide	English Learners Foster Youth Low Income		\$122,952.00	\$122,952.00
3	7	Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$258,639.00	\$258,639.00
3	8	Grade Span Adjustment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,222,568.00	\$1,222,568.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.