# LCFF Budget Overview for Parents

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

CDS Code: 15633390000000

School Year: 2022-23
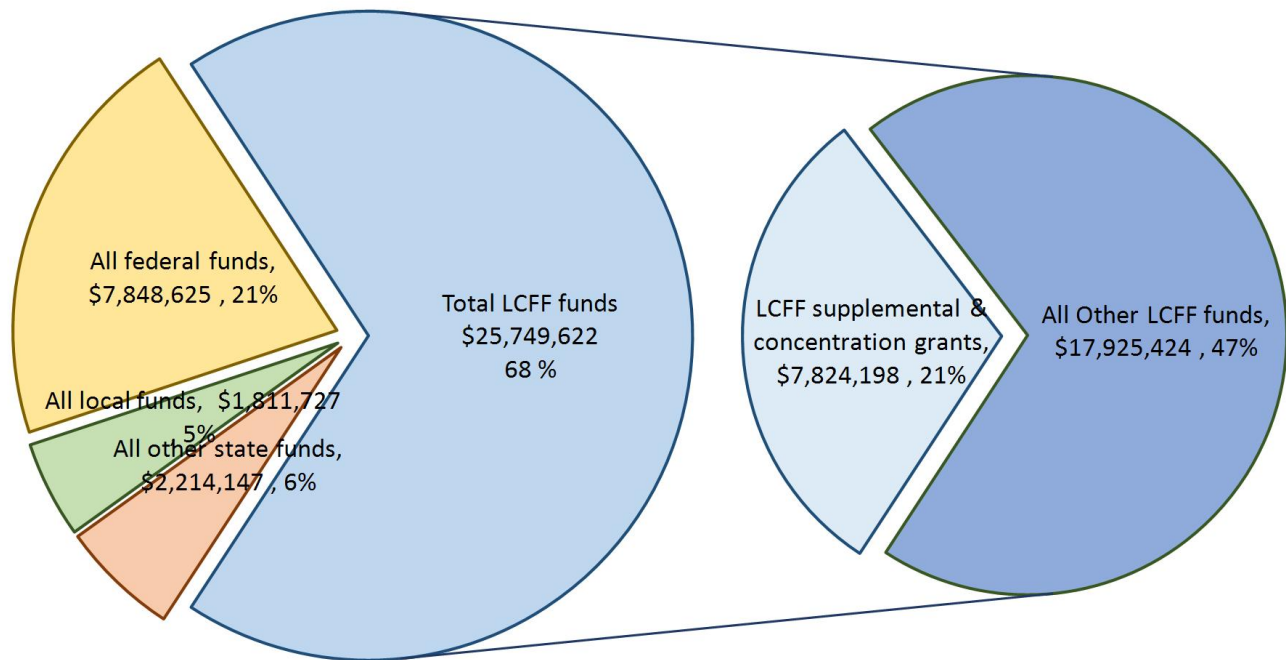
LEA contact information:

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 2022-23 School Year



### Projected Revenue by Fund Source

- All federal funds, $7,848,625 , 21%
- All local funds, $1,811,727 5%
- All other state funds, $2,214,147 , 6%
- Total LCFF funds $25,749,622 68 %
- LCFF supplemental & concentration grants, $7,824,198 , 21%
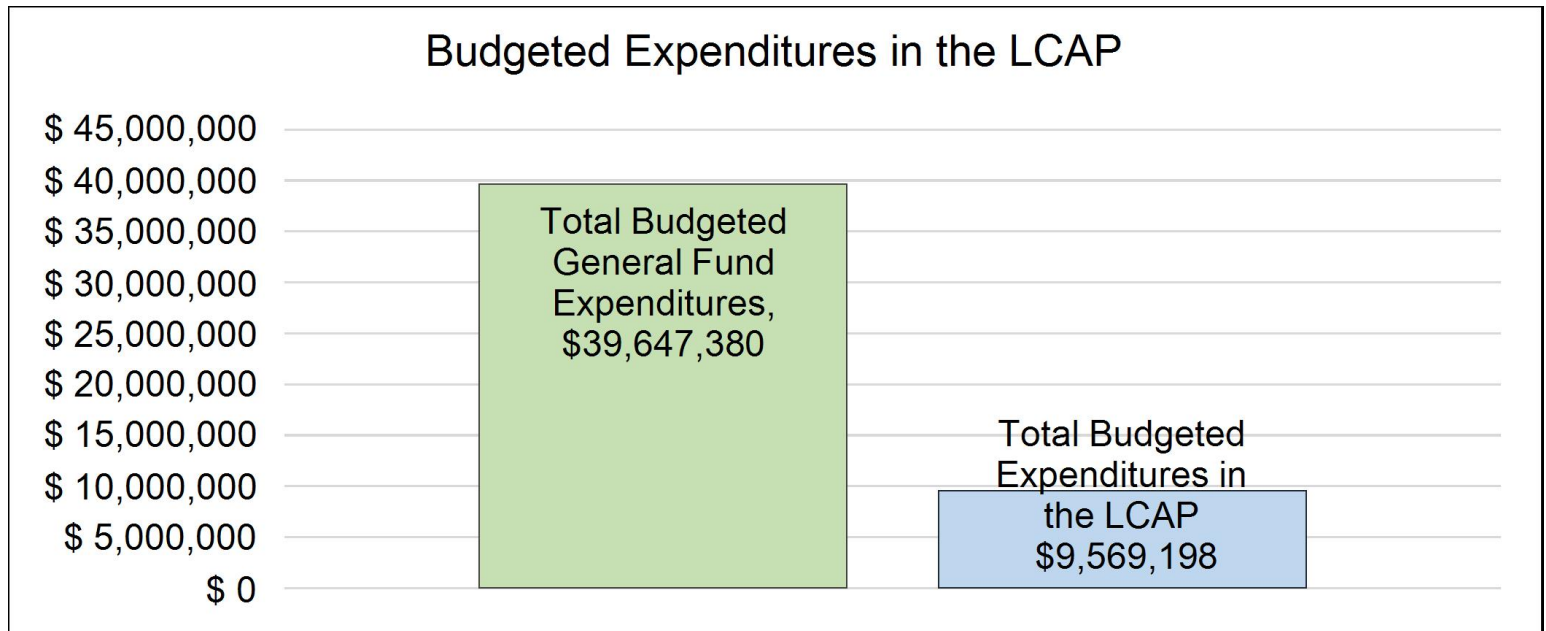- All Other LCFF funds, $17,925,424 , 47%

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

The text description for the above chart is as follows: The total revenue projected for Beardsley Elementary School District is $37,624,121, of which $25,749,622 is Local Control Funding Formula (LCFF), $2,214,147 is

other state funds, $1,811,727 is local funds, and $7,848,625 is federal funds.  Of the $25,749,622 in LCFF Funds, $7,824,198 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.

## Budgeted Expenditures in the LCAP

| | |
|---|---|
| Total Budgeted General Fund Expenditures, $39,647,380 | Total Budgeted Expenditures in the LCAP $9,569,198 |

*This chart provides a quick summary of how much Beardsley Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.*

The text description of the above chart is as follows: Beardsley Elementary School District plans to spend $39,647,380 for the 2022-23 school year. Of that amount, $9,569,198 is tied to actions/services in the LCAP and $30,108,182 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
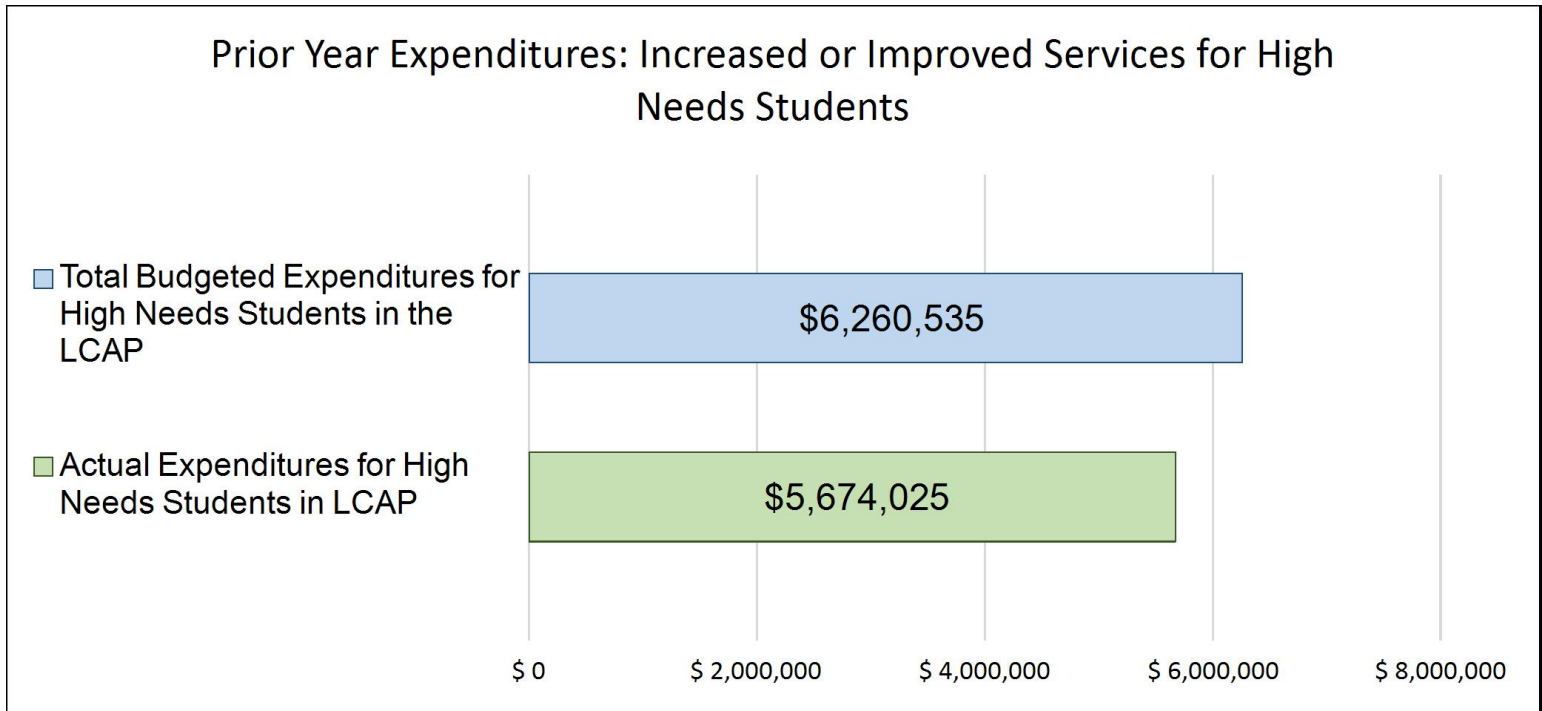
General Fund expenses not included in the LCAP support classroom instruction, technology, facilities, and other ancillary services.  The LCAP allocations provide additional services and materials to meet the needs of district programs and goals.

# Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Beardsley Elementary School District is projecting it will receive $7,824,198 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 $9,454,198 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 2021-22

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

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$6,260,535**
- ☐ Actual Expenditures for High Needs Students in LCAP: **$5,674,025**

(Chart axis: $0 — $2,000,000 — $4,000,000 — $6,000,000 — $8,000,000)

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

The text description of the above chart is as follows: In 2021-22, Beardsley Elementary School District's LCAP budgeted $6,260,535 for planned actions to increase or improve services for high needs students. Beardsley Elementary School District actually spent $5,674,025 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-586,510 had the following impact on Beardsley Elementary School District's ability to increase or improve services for high needs students:

During the 2021-22 school year, the Beardsley School District was unable to fill or maintain several positions due to the pandemic. Some of those positions include a part-time English Language Development teacher, a band teacher, several Playground Activity Leader positions, one Alternative Placement Teacher, one Nurse, and two Community Specialist positions. Due to changes in site schedules and hiring shortages, the Boys and Girls Club math intervention program was not able to be provided. Additionally, the School Resource Officer was not contracted, as the Kern County Sheriff's Department eliminated the SRO program.

The district also saw lower than expected expenditures as intervention text material costs were less than anticipated due to a bundled district subscription; less in costs for infrastructure repairs and replacement than expected; and a decrease in costs for participation in academic enrichment activities and after school sports due to many of these programs experiencing limited event opportunities due to Covid restrictions.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Beardsley Elementary School District | Paul Miller<br>Superintendent | pamiller@beardsley.k12.ca.us<br>661-393-8550 |

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Funds provided by the Budget Act of 2021 that were not included in the LCAP include the Educator Effectiveness Block Grant, the Expanded Learning Opportunities Program, and the Universal Preschool/Transitional Kindergarten Planning and Implementation Grant. Throughout the LCAP development process the Beardsley School District received input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the Beardsley School District has engaged educational partners during the 2021-22 school years as follows:

Educator Effectiveness Block Grant:
- Public input and discussion meeting held December 10, 2021 with the District Advisory Committee and District English Language Advisory Committee
- Public hearing held on November 11, 2021 during School Board Meeting
- Informational update and School Board approval on December 13, 2021
- Additional staff input and recommendation staff meeting at Beardsley Elementary on January 26, 2022
- Additional staff input and recommendation staff meeting at San Lauren Elementary on February 1, 2022
- Additional staff input and recommendation staff meeting at North Beardsley Elementary on
- Additional staff input and recommendation staff meeting at Beardsley Junior High on February 8, 2022
- Public input and discussion meeting February 8, 2022
- Public input and discussion meeting scheduled for February 16, 2022

Expanded Learning Opportunities Program
- Informational meetings held with Boys and Girls Club representatives on December 8, 2021 and February 7, 2022

- Information and recommendations staff meeting at Beardsley Elementary on January 26, 2022
- Information and recommendations staff meeting at San Lauren Elementary on February 1, 2022
- Information and recommendations staff meeting at North Beardsley Elementary on February 9, 2022
- Information and recommendations staff meeting at Beardsley Junior High on February 8, 2022
- Public input and discussion meeting scheduled for February 18, 2022 with the District Advisory Committee and District English Language Advisory Committee
- Public input and discussion meeting scheduled for February 16, 2022

Universal PreKindergarten Planning and Implementation Grant
- Information and recommendations staff meeting at Beardsley Elementary on January 26, 2022
- Information and recommendations staff meeting at San Lauren Elementary on February 1, 2022
- Information and recommendations staff meeting at North Beardsley Elementary on
- Information and recommendations staff meeting at Beardsley Junior High on February 8, 2022
- Public input and discussion meeting scheduled for February 18, 2022 with the District Advisory Committee and District English Language Advisory Committee
- Public input and discussion meeting February 8, 2022
- Public input and discussion meeting scheduled for February 16, 2022

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

All Beardsley School District sites (Beardsley Elementary, North Beardsley Elementary, San Lauren Elementary, and Beardsley Junior High School) have an enrollment of unduplicated student groups greater than 55%.

Beardsley School district will utilize concentration grant add on funding to insure uninterrupted direct services to students. The district is in involved in an ongoing process with its educational partners to ascertain the most effective use of these additional concentration funds. District anticipates using the extra resources to retain current staffing levels, and add additional staff, such as:

* Addition of 1 PE Instructional Aide (Action 1.2)
* Addition of 1 part-time Librarian (Action 1.3)
* Increase hours of ELD Instructional Aides (Action 1.4)
* Addition of one part-time EL Teacher (Action 1.4)
* Increase hours of classroom Instructional Aides (Action 1.11)
* Addition of 5 classroom Instructional Aides (Action 1.11)

* Addition of 1 Technology Support staff (Action 2.1)
* Addition of 1 School Psychologist (Action 2.2)
* Increase hours of Paraprofessional Staff (Action 2.2)
* Addition of 1 full time music instructor (Action 2.4)
* Addition of 4 full time custodians (Action 2.7)
* Addition of 2 Community Specialists (Action 3.3)
* Addition of 1 Student Intervention Facilitator (Action 3.4)
* Increase hours of Student Intervention Facilitators (Action 3.4)
* Addition of Playground Activities Leaders (Action 3.5)
* Increase hours of Playground Activities Leaders (Action 3.5)
* Addition of 1 School Nurse (Action 3.7)
* Increase hours of Health Clerks (Action 3.7)

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process, the Beardsley School District receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the Beardsley School District has engaged Educational Partners during the 2021-22 school years as follows:

ESSER III Plan:
The Beardsley School District engaged key educational partners in the development of the ESSER III Expenditure Plan. Parents, community members, local bargaining units, students, staff and other subgroups were consulted. The listing of specific educational partner participation can be located in the ESSER III Educational Plan, page 2.

Expanded Learning Opportunities Grant
The Beardsley School District engaged educational partners to analyze student data and participate in the development of the ELO-G. Specific group meetings can be located in the Expanded Learning Opportunities Grant Plan, Page 1

CARES Act Funding
The Beardsley School District engaged educational partners in planning the use of CARES Act funding during District Advisory Committee and District English Language Advisory Committee meeting held on December 11, 2020.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of the Beardsley School District to ensure the health and safety of students, educators, and other staff, as well as to ensure continuity of services as required by the American Rescue Plan (ARP) Act of 2021.  To this end, the Beardsley School District has implemented many actions identified in our Elementary and Secondary School Emergency Relief (ESSR) III Expenditure Plan.

Specifically, we have successfully implemented:
*   add five (5) LVNs, three (3) CNAs to handle the additional workloads related to COVID requirements
*   increase the Health Clerk position to full time at North Beardsley, from a part-time position, to deal with COVID related matters
*   increase the Support Services Clerk position to full time to handle COVID related matters such as contact tracing
*   increase its daily rate for substitute pay to retain staff coverage due to COVID related illness and contact tracing
*   provide paid extra Supplemental Instructional Planning Time for teachers, 8 hours per month per teacher.  This extra Supplemental Instructional Planning time implemented to provide time due to an increase in the normal instructional time to address learning loss.
*   provide an after school program for San Lauren Elementary to address the loss of instructional time (learning loss) due to the pandemic
*   provide four (4) teachers dedicated to the State's new Independent Study requirements
*   modernize four (4) bathrooms at North Beardsley Elementary to bring them to current construction standards and include updated ventilation systems and other modern elements more conducive to combatting COVID (state approved project)
*   purchase new air conditioning units, including a unit for the Junior High Gym (state approved project).  Contracts have been signed, and purchasing and installation is expected to begin in a timely manner
*   purchase new Chromebooks to address expanded needs for remote learning due to the pandemic
*   add a full time technology position to address additional needs related to the pandemic
*   purchase additional classroom desks to facilitate social distancing of students

Some actions are ongoing, or are not slated to begin until a later date:
*   expand summer school for the 2021-2022 and 2022-2023 school years.  This plan is still expected to be implemented

We have also experienced challenges to implementation.  These challenges include:
*   add nine (9) part time janitorial staff members to handle the additional workloads related to Covid-19.  Recruitment and retention of these staff members has been difficult.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Beardsley School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes.  As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs.  Some examples of how these additional funds are aligned are:

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 provide opportunities for student to achieve a thigh academic levels in all areas (Pupil Outcomes)
*  ESSER III Actions:  Additional Substitute Teacher Coverage; Supplemental Instructional Planning Time for Teachers; Expanded Summer School Program 2021-22 and 2022-23; Provide an after school program at San Lauren; Provide four Independent Study Teachers, Increase Support Service Clerk position
*  ELO-G  Actions:  Expanded Summer Program for 2020-2021; Extend instructional minutes of each school day for 2021-22; Hire a Teacher on Special Assignment (TOSA) to work with students on learning loss mitigation

LCAP Goal 2:  Provide and support a dynamic learning environment for all educational partners 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 collage and career ready (Conditions of Learning)
*  ESSER III Actions: Additional custodial support; Bathroom renovation/modernization project; Purchase additional Chromebooks; Add a new Technology position; Purchase new classroom desks;
*  ELO-G Actions: Increase custodial support for summer school

LCAP Goal 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 educational partners 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)
*  ESSER III Actions: Additional health professionals (LVN and CNA); Augment Health Clerk time.
*  ELO-G Actions: Hire an additional School Psychologist; Hire three school social workers to expand social emotional support system.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

# Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

# Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

([https://www.cde.ca.gov/fg/cr/](https://www.cde.ca.gov/fg/cr/)) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

# 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<br>Superintendent | pamiller@beardsley.k12.ca.us<br>(661) 393-8550 |

# Plan Summary [2022-23]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 (grades TK-6), and Beardsley Junior High (grades 7-8).

The October 2021 C-BEDS document reports Beardsley School District enrollment to be 1,853. School enrollment has declined slightly from 2020 by 4 students. A more significant decline occurred in 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 45% Hispanic, 45% White, 7% African American, and 3% other. According to the 2021 fall CALPADS report, 194 students (10.4%) were limited or non-English speaking.

The October 2021 C-BEDS document reports Beardsley School District has 21 Foster youth (1%), and 10 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 2021-22 school year, 98 students (5.3%) received RSP services, and 64 (3.5%) students received SDC services according to an Individualized Education Plan. In addition, 63 students (3.4%) 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.

ACADEMIC ACHIEVEMENT:
Considering the learning loss from the prior year and the amount of time students were required to miss in 2021-2022 for quarantine protocols, the district is very proud of the progress in English Language Arts and math made by our students these last two years.

According to the California School Dashboard, the district's 2019 CASPP English Language Arts (ELA) indicator was "yellow" up from "orange" the previous year. This was a 7.6 point increase for all students from the 2018 scores. There was no testing in 2020. Though the test was optional in the spring of 2021, 49% of students district-wide participated. Of those, 38% "Met or "Nearly Met" the standard and 4% "Exceeded" the standard for ELA. In math, the 2019 Dashboard shows that the district maintained its "orange" status. There were some gains observed: 3rd grade increased by 10 points, and 7th grade by 17 points. Results from the optional testing in spring of 2021 show that 29% "Met" or "Nearly Met" the standard and 17% "Exceeded" the standard.

The district also administered the CAASPP Interim Assessments multiple times for ELA and math this year in grades 3-8. In English Language Arts, an average of 40% of students scored "Near Standard" and 10% scored "Above Standard on the various assessments.. Students performed well on the assessment "Read Literary Text," with 75% of 4th graders, 91% of 5th graders, and 66% of 6th graders scoring "Near or Above Standard." On the various math assessments, 25% of students scored "Near Standard" and 9% "Above Standard." Students in 8th grade did well on "Volume" in which 37% of students scored "Above Standard."

Star Reading data for the first 3 quarters in the 2021-2022 school year shows that district wide, students have increased their average grade equivalency by 5 months. Students in 3rd grade showed 7 months of growth, and students in 4th grade showed 6 months of growth. Star Math data shows that district-wide, students have increased their average grade equivalency by 6 months. Students in grades 2, 3, and 5 showed 7-8 months of growth. While these may not seem like exceptional growth, considering the many setbacks the pandemic presented, being close to average is successful.

According to the results of the annual Parent Survey, 86% agree or strongly agree, that their child is doing well in Language Arts and 93% feel there child is doing well in math. Results from the annual Staff Survey indicate that 85% of staff believe that Beardsley students are showing progress in English Language Arts, and 76% of staff responded that students are making progress in mathematics.

The district attributes this success to additional supplemental materials and programs implemented this year. On going professional development on new teaching strategies for mathematics in place at all campuses also contributed.

AFTER SCHOOL ENRICHMENT:
In partnership with the Boys and Girls Club, the Beardsley School District was able to provide after school enrichment programs for all students in TK-8th grade for the first time on all 4 campuses this year. This collaboration offers students assistance with homework and

tutoring, as well as exposure to a variety of STEAM and visual/performing arts opportunities in a safe and welcoming environment. 278 students are enrolled in the program district wide.

This expanded enrichment program will extend into the month of July, providing nine hours of engaging learning activities, clubs, sports, and nutritious meals. All students in the district were invited to participate. 213 students were signed up for the program, with 87% of those being unduplicated students.

SCHOOL CLIMATE:
While the 2019 California Dashboard Suspension Rate shows the district has moved from "yellow" to "green," declining 2.6%. This continuing decline is due to the continued efforts the district has implemented to help reduce the suspension rate. Campuses invested in MTSS and PBIS strategies, School Social Workers were hired to help address social emotional needs of students, and all elementary campuses hired full time Student Intervention Facilitators to help students learn to self regulate behaviors.

Results of the 2022 annual Student Survey show that 87% of students responded that their school cares about students, 69% said they feel safe at school, and 64% like school. Parent survey results show that 91% feel that their children enjoy school, 84% say their child's teacher makes learning fun, and 87% agree their schools are safe places to learn. Data from the annual Staff survey show that 93% agree that the district is making progress in reducing the suspension rate, and 93% feel the schools provide a safe place to learn.

PUPIL ENGAGEMENT:
Chronic absenteeism continues to be monitored in the District and steps have been included in this plan to continue working to reduce absenteeism. While many student absences during the 2021-2022 school year were Covid related or required quarantines, the District and each school site worked diligently to continue providing educational services to students through Independent Study programs. The average attendance rate for 2021-22 is 87%, with the highest month reaching 91%, and the lowest month at 83%. Two Community Specialists were hired to work with families to get students back to campus. Their commitment to building relationships with students and parents resulted in several students who had been chronically absent returning to school on a regular basis.

PARENT ENGAGEMENT:
Due to Covid protocols, many past opportunities to bring parents on campus were not available. This did not stop our families from continuing to work together with our staff in alternative ways. Parent teacher conferences were held via zoom, as well as meetings for School Site Councils, ELAC, and DAC & DELAC. In all of these instances, parents appreciated the ability to meet virtually, with many expressing a desire to continue this option in the future whenever possible, as it was more convenient. Results from the annual Parent Survey show that 78% agree the district offers a variety of opportunities for parents to provide input, and 81% agree that the district values their opinions.

BASIC SERVICES:
The Beardsley School District continues to be in good standing with Williams Act Compliance with all students having access to all textbooks and instructional materials, no teacher vacancies or mis-asignments, and all facilities in good repair.

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.

ENGLISH LANGUAGE ARTS
2019 Dashboard data places all students in the "yellow" range.  Students with disabilities scored in the "orange" range, and all other subgroups were in the "yellow range.  While only 49% of of students district wide participated in the 2021 CAASPP, of those 58% did not meet the standard.  CAASPP Interim assessments for ELA given throughout the 2021-2022 school year also show 50% of students scored below standard.  While there were small successes in English Language Arts, there is still much work to do to bring all students and subgroups up to standard.

To address this area of low performance, the District is providing professional development opportunities for staff to address ELA.  Additional supplemental materials in 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 reading.  Reading intervention programs will be provided on each campus.

MATH:
Data from the 2019 Dashboard places all students in the "orange" group, and 74.1 points below standard.  All subgroups were also "orange," with the exception of homeless students who placed "yellow."  Among students participating in the spring 2021 CAASPP, 57% did not meet the standard.  Interim assessments throughout 2021-2022 for Math show that 66% of students scored below standard.

To address low performance in this area, the district has contracted with the Kern County Superintendent of Schools to provide district wide professional development for implementing and sustaining mathematics.  Additional supplemental materials in mathematics 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 math intervention programs will be provided on each campus.

ENGLISH LEARNERS:
Results of the 2020-2021 Summative ELPAC are:
* Level 4 (Proficient)    5.81%
* Level 3 (Moderately Developed) 31.61%
* Level 2 (Somewhat Developed) 39.35%
* Level 1 (Minimally Developed) 23.23%

During the 2020-2021 ELCAP, 48% of students scored in the "Beginning" category for reading performance, and 37% scored "Beginning" for writing performance.  During 2020-2021, 11 students (6%) were reclassified to RFEP (Reclassified Fluent English Proficient).

2019 Dashboard data indicates that English Learners were 64.4 points below standard in ELA, and 94.4 points below standard in Math. Results of the Interim Assessments given in 2021-2022 show that 72% of English Learners were below standard in ELA, and 78% were below standard in Math.

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 in the areas of math and ELA.  The district has contracted with the Kern County Superintendent of Schools to provide Designated and Integrated English Language Development training beginning in Summer 2022 to teachers at all grade levels, and in all subject areas.   Additionally, district and site administrators are participating in professional development for ELD leadership.

CHRONIC ABSENTEEISM:
Looking at 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.

BSD has taken steps to reduce the number of students who are chronically absent or exhibit truant behaviors. Additional resources like Technology Specialist,  2 Community Specialists,  4 School Social Workers, and AmeriCorps staff have helped this year, however, Covid and quarantined absences resulted in high absence rates for 2021-2022. Homeless youth continue to have very high chronic absence rates at 77%, and Foster Youth at 46%.

To reduce chronic absenteeism, BSD will continue to 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.  Home visits for students not in attendance will continue, as well as the use of a Student Attendance Review Board to work with parents and students to eliminate barriers to attending school.  A district-wide attendance incentive program will be initiated to encourage consistent attendance.  Additional bus routes will be added to provide home-to-school transportation for those students in walking distance that might not otherwise have the means to get to school regularly, on time.

SUSPENSION RATE:
The district made great progress over the last few years in reducing the suspension rate for all students, moving to the "green" category on the 2019 Dashboard.  However, data from the Kern Integrated Data System (KIDS) shows that 2.98% of students district wide were suspended during the 2021-2022 school year.  The suspension rate for 7th and 8th grade students was 10.78% of the population.  Other high rates of suspension for subgroups included 4.26% of Two or More Races; 6.15% of Students with Disabilities; and 14.29% of our Foster Youth population.

The district recognizes that students have been out of the school setting for almost two years, and readjusting to this structured environment has been difficult.  To address this, the district will continue to utilize the services of School Social Workers, Student Intervention Facilitators, the Foster Youth Liaison, MTSS and PBIS strategies, as well as incentive programs to reward acceptable behavior.

CONDITIONS OF LEARNING:
Social emotional needs of students continues to be a priority for BSD. Results of the 2020-21 California Healthy Kids Survey show only 22% reported engaging in meaningful participation. In regards to school safety 33% of students reported experiencing some form of harassment or bullying, with 27% stating the harassment or bullying was due to race, ethnicity, national origin, religion, gender, perceived sexual orientation, or a physical or mental disability; 33% of student reported having rumor or lies spread about them, and 18% had been afraid of being beaten up. 8% of students reported current alcohol or drug use, and 3% reported currently vaping. 40% of students experienced chronic sadness or hopelessness. 16% of students reported they have considered suicide. During the 2021-22 school year, site administrators received 22 notifications of students making self-harm statements 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. Additionally, during the 2021-2022 school year, 224 students were referred to School Social Workers for services district wide. Of those, 119 students received direct, on-going services. School Social Workers also completed 43 suicide risk assessments.

Data collected from the Williams Act visit indicated minor repairs needed on campuses before the Exemplary rating was applied. In addition, survey data from parents, students, and staff show the approval rate of facilities in clean and good repair fell from 78% down to 69% in 2022. Input during educational partner meetings (such as staff meetings and DAC/DELAC committees) noted that there were concerns with facilities not being cleaned and/or sanitized regularly.

Maintaining facilities that are safe, clean, and in good repair is imperative to provide an environment that is conducive to learning. To address this deficiency, BSD will hire additional full time custodial staff to for each school site, ensuring facilities are in good repair, clean, and safe for student participation.

# LCAP Highlights

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

Beardsley School District LCAP goals for 2022-2023 focus on three broad goals: increase student achievement (Pupil Outcomes); provide a dynamic learning environment (Conditions of Learning), and; expand collaborative partnerships with students, parents, staff and community (Engagement). To accomplish these goals, the District will continue to focus on improving outcomes in academic, social/emotional/behavior, and attendance by providing services, materials, and support to students, staff, and parents.

In the broad focus area of increasing student achievement, the District will continue to address the academic, behavioral, social-emotional, health, and well-being needs of all students.
- provide printed supplemental materials to meet the needs of targeted students
- provide Physical Education instruction at all elementary sites
- maintain available library services at all campuses
- professional development for all staff in Designated and Integrated ELD
- maintain extended EL Instructional Aide time with students

- addition of a Lead ELD Teacher/Coach
- provide summer enrichment opportunities
- provide opportunities to participate in enhanced academic enrichment
- provide tech support to staff and students at all sites
- increase the math intervention program
- maintain the reading intervention program
- increase classroom instructional aides at all sites
- purchase supplemental math, ELA, and ELD materials and subscriptions

In the broad focus area of providing a dynamic learning environment, the District will ensure the learning environment is safe, clean, and conducive to learning. All classrooms will be appropriately staffed, and students will have access to a broad course of study through rigorous curriculum, including implementation of the California State Standards.
- continue to replace, repair, and update district technology equipment
- provide social-emotional and positive behavior support
- add School Social Workers to each campus
- continue to support new teacher professional development
- increase music program
- provide high interest electives at Beardsley Junior High
- Increase custodial staff

In the broad focus area of expanding collaborative partnerships, the District will maintain open lines of communication with all educational partners, and strive to provide students with motivating programs and opportunities where they feel respected and cared for.
- maintain current home to school communication platforms
- provide a multilingual on-line school enrollment/registration platform
- provide a multilingual electronic form submission/signature platform
- provide student recognition and engagement incentive systems
- Community Specialists to assist with attendance barriers
- Foster and Homeless Youth Liaisons to work with families
- Student Intervention Facilitators at each campus
- Alternative Placement Program to keep students in school
- continue AmeriCorps program
- provide Nonviolent Crisis Prevention training to targeted staff
- maintain increased playground activity leaders on all campuses
- additional playground system at Beardsley Elementary
- after school sports and activities
- maintain an additional school nurse and 3 health clerks, and add one additional school nurse
- lower class sizes
- Increase access to home-to-school transportation by purchasing additional buses and hiring additional bus drivers

## 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

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

During the LCAP development process, Beardsley School District consults with its educational partners to receive input on district programs and services provided to students.  This process consists of two objectives: 1) To inform our educational partners of progress towards meeting the district's LCAP goals, and 2) To determine any changes or additions necessary to meet current goals.  The process provides a broad group of educational partners an opportunity to review progress, provide input, and to support the implementation of actions through meaningful dialogue and feedback.   Feedback was collected using the following strategies: surveys, meetings with various parent and community committees, and meetings with various staff groups.  While the Beardsley School District considers all feedback in relation to the district's goals and identified needs, not all expressed needs can be addressed in the LCAP due to limited LCFF resources.  The Beardsley School District has engaged Educational Partners during the 2021-22 school year as follows:

The District Advisory Committee, composed of parents, staff, students, and community members met in August, October, December, February, and June.

The District English Language Advisory Committee composed of parents, staff, students, and community members met in August, October, December, February, and June.

The District consulted with its Special Education Local Plan Area administrator (SELPA) on May 2, 2022 to ensure specific actions for individuals with exceptional needs are included in the LCAP.

Parents and community members were invited to attend School Site Council meetings held quarterly at each campus.

Parents and community members were invited to attend English Learner Advisory Committee meetings held quarterly at each campus.

The District held two Educational Partners town hall meetings to solicit input from parents and community members in February, 2022

All district staff, including teachers, principals, and other school personnel were invited to provide input on the development of the LCAP at staff meetings held on each campus in January and February.

Principal's Advisory Committee meetings held monthly with the Superintendent, Assistant Superintendent, Site Principals, and Department Directors.

Bargaining Unit representatives for BTA (teachers) and CSEA (classified) discussed progress toward LCAP goals, and provided input in March.

Annual surveys were administered to parents, staff, and students in grades 3-8 in March.

Healthy Kids Survey administered to 6th and 7th grade students, as well as school site staff, in May.

Community members were provided updates and an opportunity to provide input at School Board meetings in August, October, December, February, and March.

Mr. Miller, District Superintendent, reviewed the School Plans for Student Achievement (SPSA) with site principals to ensure the LCAP Goals and Actions are addressing school level needs.

District and Site administrators met with leaders from the Boys and Girls Clubs multiple times throughout the year to discuss after school enrichment programs.

District administration met with Community Action Partnership of Kern (CAPK) staff on February 8, 2022.

The LCAP was presented to the District Advisory Committee on June 6, 2022.  There were no questions submitted by the District Advisory Committee that required a response by the Superintendent.

The LCAP was presented to the District English Language Advisory Committee on June 6, 2022.  The committee reviewed English Learner progress and implementation of actions relating to English Learners.  There were no questions submitted by the District English Language Advisory Committee that required a response by the Superintendent.

Before the adoption of the LCAP at the  June 20, 2022 meeting of the Board of Trustees, a public hearing was held to seek recommendations and comments from members of the public on June 13, 2022.  The agenda for this meeting was posted on June 10, 2022, and included the location where the LCAP could be accessed and an invitation to submit written comments regarding the specific actions and expenditures included in the LCAP.

Due to additional action items and an increase in expenditures, a second public hearing was held to seek recommendations and comments from members of the public on August 8, 2022.  The agenda for this meeting was posted on August 5, 2022, and included the location where the LCAP could be accessed and an invitation to submit written comments.  The revised LCAP was adopted on August 9, 2022.

A summary of the feedback provided by specific educational partners.

Feedback from Educational Partners identified strengths and weaknesses. While not every piece of feedback is included, some trends that emerged from this input provided are listed:

ACADEMIC SUPPORT
- add classroom Instructional Aides/tutors for grades 3-6 (DAC, DELAC, staff, students, administrators)

- provide additional supplemental materials for ELA, ELD, and math for all grades (DAC, DELAC, parents, administrators, students, staff)
- form committees, with stipends, to address achievement gaps for unduplicated students, as well as upcoming initiatives and mandates in Literacy and Transitional Kindergarten (DAC, staff, administrators)
- purchase class sets of whiteboards and expo markers for ELA and Math practice (staff)
- purchase new class sets of novels for novel studies (staff, students, administrators)
- continue providing printing of supplemental materials through the print shop (staff, administrators, parents, students)
- continue providing replacement plans for all PCs, printers and equipment every 5 years (staff, parents, students)
- provide sufficient technology infrastructure (parents, staff)
- additional interventions for ELA and math for JH students (BTA, staff, students, parents, administrators)
- math manipulatives (staff, administrators)
- supplemental digital curriculum support, such as Freckle, Accelerated Math, Imagine Math/ELA, Moby Max, Mystery Science, California Streaming, etc. (staff, administrators, parents, students)
- streamline RTI/MTSS system to accelerate services (staff, administrators)
- smaller class sizes (parents, staff)
- connect classroom learning to real world experience (parents, staff, students)
- access to approved and adopted materials for all students (parents)
- more library books to read (students)
- more library time (students, staff)
- Universal screening for incoming TK/Students (CAPK, staff, administrators)
- curriculum coach/specialist (staff)
- adopt a new math curriculum (staff)
- more supplemental curriculum options for Special Ed students in history and science (staff)

ENGLISH LEARNER SUPPORT
- form committee, with stipends, to review and revise the Master Plan for English Learners, site programs and student progress in English Language Development (DELAC, administrators)
- hire a full time ELD lead teacher (DELAC, administrators)
- integrated and designated ELD training (administrators)
- hire trained interpreters and translators (staff)
- extended ELD support time for "newcomers" (staff, administrators)
- language software, such as Rosetta Stone (staff)

EXTENDED LEARNING
- provide full summer school (staff, administrators, BTA, parents)
- improve after school enrichment offerings (staff, Boys and Girls Club)
- more student enrichment during summer (parents, staff, Boys and Girls Club)
- after school tutoring (parents, students, staff, Boys and Girls club)

## PARENT/FAMILY ENGAGEMENT
- provide on-line enrollment, multilingual (staff, parents)
- provide multilingual on-line forms/signatures for various documents such as permission slips, activity sign ups, etc (parents, staff)
- parent education classes (parents, staff)
- school to home communication improvements, like easier website, notification of events and meetings (parents, staff, administrators)
- opportunities to volunteer on campuses (parents)
- parent support resources (staff)
- hold family event nights on campuses (staff)

## SAFE AND CLEAN CAMPUS
- add full time custodians to each campus to ensure clean environment (DAC, DELAC, parents, staff, students)
- install automatic bus gates at San Lauren campus (principal, School Site Council)
- provide district wide badging system (staff)
- purchase additional cameras and network drops for existing camera system (staff, parents, students)
- upgrade video storage capacity (staff)
- programs that promote positive culture, ex. bullying prevention (parents, staff, students)
- ongoing maintenance of school facilities (parents)

## SOCIAL EMOTIONAL SUPPORT
- social workers on each campus, continue existing and add an additional social worker at North Beardsley (DAC, DELAC, parents, administrators, staff)
- connect students to community resources (parents, staff)
- social emotional learning curriculum (parents, staff)

## STAFF PROFESSIONAL DEVELOPMENT
- training for Kern Integrated Data System for teachers (BTA, staff, administrators)
- continue supporting new teachers through induction program (BTA, staff, administrators, parents)
- additional training/support opportunities for newer teachers (BTA, parents, staff)
- early literacy foundations training (staff, administrators)
- Science of Reading training (staff)
- training on collaborative classrooms (students, administrators)
- training on Universal Design for Learning (staff, administrators)

## STUDENT ENGAGEMENT (Absenteesim, Suspension Reduction)
- add a Student Intervention Facilitator (SIF) at the Junior High (DAC, DELAC, parents, staff, administrators)
- add push in Elementary Computer teacher (staff)
- add push in Elementary STEM teacher (staff, parents, students)

- add push in Elementary Art teacher (staff)
- add full time Assistant Principal at San Lauren (administrator, School Site Council)
- look into Community School partnership (BTA)
- add PE/sensory movement teacher in elementary (staff, students)
- consistent MTSS systems at all campuses (staff, administrators)
- increase extracurricular activities, clubs/sports, etc (parents)
- college and career based field trips (parents, students, staff)
- incentives for attendance or good behavior (parents, staff, students)
- more music programs like jazz band (parents)
- broader selection of electives such as art, foreign language (parents, staff)
- offer more trade school type courses like wood shop and home economics (parents, staff)
- programs that promote positive culture, ex. bullying prevention (parents, students, staff)
- provide wellness support for physical health to combat absences (parents, staff)
- bus stops close to home (parents)
- provide equitable access and inclusion for all students (parents, students, staff)
- new playground/more things for upper grades (staff, students, administrators)
- competitions for math, spelling, science and history (students)
- field trips that broaden view of the world (administrators, staff, parents, students)
- Alternative Placement Program all campuses (staff, administrators)

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

While the Beardsley School District considers all feedback in relation to district goals and identified needs, not all expressed needs can be addressed within the LCAP due to limited LCFF resources. Some feedback has been addressed in other improvement plans, including the ESSER III Expenditure Plan, the Effective Educators Grant Plan, and the Expanded Learning Opportunity Plan.

GOAL 1
 Action 2
- The metrics used to measure progress will now include participation rate at each site.
Action 4
- Increased service by changing the 5th part-time EL teacher to a full-time position. This position will be specified as a TOSA/EL Curriculum Specialist as recommended from input from administrators and DELAC.
- A district-wide EL committee will be added to review and recommend best practices and supplemental materials, as well as review and revise the District's Master Plan for English Learners based on feedback from DELAC and administrators.
- Professional Development in Designated and Integrated ELD will be provided to all certificated staff using Educator Effectiveness Grant funding based on academic data for English Learners, and recommendations from administrators.
Action 8

- Remove the 11 tech mentors, as most learning has returned to in person

Action 10
- Add a district-wide committee to review and recommend best practices and supplemental materials aimed at increasing literacy for unduplicated students based on academic data and recommendations from multiple educational partners.

Action 11
- Addition of classroom instructional aides to provide our unduplicated students with small group support for ELA and math instruction based on academic data and recommendations from multiple educational partners.

GOAL 2
Action 2
- Addition of 4 School Social Workers to ensure English Learners, foster youth, and low income students feel physically and emotionally safe and engaged based on increased absences for unduplicated students, as well as educational partner input.

Action 7
- Increase the custodial staff by four (4) full time custodians to ensure that the work necessary to maintain good repair, as well as clean and safe learning conditions are adhered to on a daily basis, as recommended by staff, DAC/DELAC, and results of parent, student, and staff surveys.

GOAL 3
Action 1
- Provide additional software through Power School, our Student Information System (SIS), to provide multilingual on-line enrollment and electronic form collection as recommended by parents and staff.
- Provide a multilingual on-line electronic form collection system.

Action 3
- Remove the School Resource Officer from the plan, as this program is no longer supported by the local law enforcement agency
- Add one additional Community Specialist to assist families of unduplicated students with barriers to regular school attendance, based on attendance data.

Action 4
- Add one Student Intervention Facilitator position at the Beardsley Junior High based on based on discipline and attendance data, as well as recommendations from staff, administrators, and DAC/DELAC partners.
- Add one Alternative Placement Program teacher to provide unduplicated students an alternative to suspension. This action is based on attendance and suspension data, as well as recommendations from staff and administrators.

Action 7
- Hire one additional School Nurse to meet the growing health needs of unduplicated students, based on attendance data and recommendations from staff and parents.

# 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 educational partners during the process 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 ELA, ELD, and math.

There has been significant growth in CAASPP scores during the last two full 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 two last years, combined with current performance below standard on local benchmarks and CAASPP Interim Assessments, 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.

## 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, | 4 - Pupil Achievement 4A. ELA proficiency - scored 43.4 points below standard. | CAASPP was not fully administered in Spring 2021, data provided is for the 49% of students who did test. | | | State Priority Area Metrics 4 - Pupil Achievement 4A. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| and CAPA) 2019 Dashboard data used. | English Learners scored 64.4 points below standard. This represents a 21 point difference from all students but in the same color category<br><br>Low-Income scored 50.3 points below standard. This represents a 6.9 point difference from all students but in the same color category<br><br>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<br><br>Math proficiency - scored 74.1 points below standard.<br><br>English Learners = 94.4 points below standard. This | Data obtained through KIDS for 2020-21:<br><br>ELA proficiency - scored 79.3 points below standard<br><br>English Learners scored 117.7 points below standard.  This represents a 38.4 point difference from all students<br><br>Low-income scored 88.49 points below standard.  This represents a 9.19 point difference from all students<br><br>Students with Disabilities scored 152.6 points below standard.  This represents a 73.3 point difference from all students<br><br>Math proficiency - scored 115.9 below standard |  |  | Expected increase of ELA proficiency by 6 points (37 points BS) by 2024.<br><br>English Learners and Low-Income students - narrow the ELA gap to + or - 3 points from all students.<br><br>Students with Disabilities - reducing the ELA gap by one half of its current 80 point difference.<br><br>Expected increase in math proficiency by 12 points (62 points BS) by 2024<br><br>English Learners and Low-Income students - narrow the ELA gap to + or - 5 points from all students.<br><br>Students with Disabilities - reducing the ELA gap by one half of its current 50 point difference. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | represents a 20 point difference from all students but in the same color category<br><br>Low-Income, 80.9 points below standard. This represents a 6.8 point difference from all students but in the same color category<br><br>Students with Disabilities scored 124.5 points below standard. This represents a 50 point difference from all students but in the same color category<br><br>CAST -<br>All Students- 18.62% Met or Exceeded<br>SED- 18.03% Met or Exceeded<br>EL- 3.45% Met or Exceeded | English Learners scored 144.6 below standard. This represents a 28.7 difference from all students<br><br>Low-income scored 107.6 below standard. This represents a 8.83 positive point difference from all students<br><br>Students with Disabilities scored 181 below standard. This represents a 65.1 point difference from all students<br><br>CAST -<br>All Students - 9% Met or Exceeded<br>Insufficient data for subgroups | | | Science - Expected increase of student who meet or exceed:<br>All students - 23%<br>SED - 23%<br>EL - 8% |
| 4B - A-G N/A for elementary | 4B. A-G courses: N/A | N/A | | | 4B. A-G courses: N/A |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 4C - % of pupils that have successfully completed CTE pathways | 4C - CTE Pathways: N/A | N/A | | | 4C - CTE Pathways: N/A |
| 4D - Percentage of pupils who have successfully completed both B & C | 4D - Percentage of pupils who have successfully completed both B & C = N/A | 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%<br><br>KIDS Data:<br>ELPAC Overall Performance for 2019-2020<br>Level 1 (Beginning) 14%<br>Level 2 (Somewhat Developed) 30%<br>Level 3 (Moderately Developed) 40.9%<br>Level 4 (Well Developed) 15.1% | No California Dashboard Data available.<br><br>KIDS Data:<br>ELPAC Overall Performance for 2020-2021<br>Level 1= 25.4%<br>Level 2 = 36.5%<br>Level 3 = 32.5%<br>Level 4 = 5.6% | | | 4E - AMAO I target of 75% |
| 4F- EL reclassification rate as measured by District records. | 4F AMAO II of 20% . | AMAO II of 6% for 2020-2021 School Year | | | 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 | N/A | | | 4G Percent of Students that have passed an AP class - N/A |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 4H College Readiness - N/A | 4H College Readiness - N/A | 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 | 8 - Physical Fitness Scores - State testing resumes in Spring 2022, however.<br><br>The 2018 scores are listed below:<br><br>5th grade - 2018 scores<br>Aerobic Capacity - 58.9%<br>Body Composition - 51.1%<br>Abdominal Strength - 60.5%<br>Trunk Extension - 72.1%<br>Upper Body Strength - 39.5%<br>Flexibility - 68.9%<br><br>7th grade - 2018 score<br>Aerobic Capacity - 48.4%<br>Body Composition - 54.2%<br>Abdominal Strength - 98.1% | Beginning in 2022, Participation Rate added as method of measurement per CDE.<br><br>5th Grade = 99% all areas<br><br>7th Grade = 93% all areas<br><br>5th Grade 2022 Scores<br>Avg. Pacer Laps Completed - 23<br>Avg. Curl Ups - 22<br>Avg. Trunk Lifts - 12<br>Avg. Push Ups - 8<br>Shoulder Stretch Left Side - 60% yes<br>Shoulder Stretch Right Side - 76% yes<br><br>7th Grade 2022 Scores<br>Avg Timed Mile - 13:32<br>Avg. Curl Ups - 51<br>Avg. Trunk Lift - 12<br>Avg. Mod Pull Ups 9<br>Avg. Sit & Reach Right - 10 | | | 8 - Physical Fitness Scores - Expected growth by 2024 for fitness testing as follows:<br><br>5th grade -<br>Aerobic Capacity - 64% or<br>Body Composition - 57%<br>Abdominal Strength - 66%<br>Trunk Extension - 78%<br>Upper Body Strength - 46%<br>Flexibility - 74%<br><br>7th grade -<br>Aerobic Capacity - 54%<br>Body Composition - 60%<br>Abdominal Strength - 99%<br>Trunk Extension - 99%<br>Upper Body Strength - 80%<br>Flexibility - 92% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Trunk Extension - 98.7%<br>Upper Body Strength - 74.2%<br>Flexibility - 88.4% | Avg. Sit & Reach Left - 9 | | | 5th Grade participation rate - 99%<br><br>7th Grade participation rate - 99% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Printed supplemental materials for the classroom | BSD will maintain the printing of supplemental classroom materials identified and requested by teachers to meet the needs of targeted student populations in the areas of math, Language Arts, and English Language Development, 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. | $50,933.00 | Yes |
| 1.2 | Elementary Physical Education Instruction | The Beardsley School 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 assist classroom teachers in providing targeted standards based activities and assistance to low income, English learners, and Foster Youth, groups who are more likely to have limited participation in physical activity. Staff will establish a safe and inclusive environment, and will utilize instructional modifications and strategies for English Learners as outlined in the California Physical Education Framework.<br><br>The effectiveness of this action will be measured by physical fitness scores. | $91,040.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| 1.3 | Library Services | 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 and increase opportunities for connecting to literacy for unduplicated students who might not have equal access to public libraries, BSD will maintain 3 full time librarians at all elementary sites and one part time librarian at the junior high school. Professional development will be provided to staff through the American Association of School Librarians on topics specific to increase access and services to unduplicated groups.<br><br>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. | $289,911.00 | Yes |
| 1.4 | Services to English Learners | Beardsley School District will increase services to English Language Learners, who are performing below their English speaking peers. Staffing increases, extended instructional aide time, establishing an ELD committee, and ELD specific professional development will be implemented.<br><br>Beardsley School District will maintain the increased 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 also "push in" to classrooms to assist in other core subject areas such as math, social studies and science.<br><br>BSD will increase our certificated EL staff by one additional member, for a total of 5. This new position will be full time, and will be specified | $525,948.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | as a TOSA/EL Curriculum Specialist. This TOSA 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.<br><br>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.<br><br>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.<br><br>A district-wide committee will be developed to review and revise ELD programs and strategies, as well as the review and revision of the District's Master Plan for English Language Learners.<br><br>Professional development in Designated and Integrated ELD will be provided to all certificated staff. | | |
| 1.5 | 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 change for unduplicated students scoring proficient on state math and ELA assessments and reduce the performance gap between these | $51,980.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | subgroups and all students in the area of ELA and Math as indicated in the CA Dashboard. | | |
| 1.6 | Inclusion | In consultation with the Kern County SELPA, Beardsley will continue providing additional supports for Students with Disabilities, 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 |
| 1.7 | Academic Enrichment 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. 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. | $39,352.00 | Yes |
| 1.8 | Site Tech Support | Continued implementation of Google Classroom and Kami digital programs to support low income and English learners.<br><br>The success of this action will be measured based on ELA and math scores as reported by the CA dashboard. | $5,000.00 | Yes |
| 1.9 | 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. | $420,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | These students have been identified by their low performance on the CAASPP and other local assessments, in relation to all students.<br><br>Measured by Star Math Assessments, Imagine Math Benchmarks, state assessments, and Kern Integrated Data System data. | | |
| **1.10** | Reading Intervention Programs | 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.<br><br>A district-wide committee will be formed to review and recommend best practices and supplemental materials aimed at increasing literacy for unduplicated students.<br><br>This action will be measured by Star Reading Assessments, Star Early Literacy Assessments, DIBELS, state assessments, and Kern Integrated Data System data. | $131,419.00 | Yes |
| **1.11** | Classroom Support | The district will maintain the improved services to students by continuing to  provide the five additional Instructional Aides in primary grades. Hours of existing classified instructional staff will remain at 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. | $691,738.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| **1.12** | Supplemental Math, ELA, and ELD 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.<br><br>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. | $345,100.00 | 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.

Most actions in this plan were fully implemented.  Those not fully implemented were due to staffing shortages and some continuing pandemic related protocols and hurdles.  Some challenges and successes are described below:

Action 1.3 was only partially implemented due to a delay in the JH Library being built, and the part-time librarian being hired.  A success for the elementary libraries was the increased desire for addition of more titles, mentioned in both student and staff annual surveys.  Librarians also expressed in site meetings that more students were coming to the library before school and during recesses.

Action 1.4  A challenge with this goal was hiring a fifth part-time teacher.  Additionally, absences due to Covid and quarantines resulted in many of our English Learners missing valuable time with staff for individualized assistance.  A success in this area was professional development provided to all site administrators to help guide them in monitoring the progress of EL students on campus, as well as best practices for staff.

Action 1.5  A robust summer program was offered to all students in 2021, with a majority of those attending being low-income students.  There was a heavy focus on English language arts and math to help reduce the gap between our unduplicated students and their peers.  Additionally, music and STEM were provided, which many unduplicated students would not have add access to through private summer camps.

Action 1.7  There were small successes in this area during 2021-2022.  Many of the enhanced academic opportunities saw a reduction in participation, however, all of the students who participated in the Oral Language Festival and the Battle of the Books were unduplicated students.  Several of our OLF students not only participated in the Regional event, but went on to complete in the County event.

Action 1.9  A challenge in this area was the math intervention program implementation.  The staff normally utilized to conduct tutoring were no longer available.  The extension of the school day did provide some time for teachers to work with unduplicated students to help reduce the achievement gap.

Action 1.11 Additional aides and increased classroom aide time was tremendously helpful as students returned to the classroom full time this year.  Filling all of the positions was challenging, but once they were in classrooms, they were instrumental in helping teachers to provide small group instruction to English Learners and low income students who came in with lower than average skills.

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

The Beardsley School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures.  The total budgeted for the 2021-22 LCAP Goal 1 was  $2,267,181.  The estimated actual expenditures for the 2021-22 LCAP Goal 1 was $2,071,896.  This is a difference of $195,285.  The substantive differences were in the actions listed below:

Action 1.2  had higher than expected estimated expenditures due to salary increases for staff midyear.

Action 1.3 had higher than expected estimated expenditures due to salary increases for staff midyear.

Action 1.4 had lower than expected estimated expenditures due to the district being unable to hire an additional part time ELD teacher.  Moving forward, this position will become a full time TOSA/ELD Curriculum Specialist to better serve the needs of our students identified as English Learners.  Additionally, there were less material and subscription costs than expected.  Moving forward, these costs will become part of Action 1.12.

Action 1.6 had no expenditures for stipends this year.  This was a non-contributing action.

Action 1.7 had lower than expected expenditures due to less participation.  Most of the activities were inhibited by Covid restrictions for more than half of the year.

Action 1.9  had lower than expected expenditures as intervention text material costs were less than anticipated due to a bundled district subscription.  Additionally, due to changes in site schedules and hiring shortages, the Boys and Girls Club math intervention was not able to be provided during the day.  As the district returns to a regular day schedule in 2022-2023, it is anticipated that sufficient staff and time will allow the reimplementation of the program.

Action 1.12  costs for supplemental materials was higher than budgeted, due to the purchase of several additional Renaissance modules aimed at reaching our unduplicated students at their levels in ELA and Math.  This expense also covered a 3 year bundled service, so there will be a reduction in upcoming years.

<br>

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

LCAP Goal 1 is to provide opportunities for all student populations to achieve at high academic levels in all areas. This is done by supplying them with a continuum of services that address their academic, behavioral, social-emotional, health, and well-being needs.

CAASPP Interim Assessment data shows that an average 50% of students scored Near or Above Standard overall on a variety of ELA assessments during the 2021-22 school year.

STAR Reading data for a 6 month period shows an average of 5 months grade equivalency growth for 2nd through 6th grade students.

CAASPP Interim Assessemtn data shows that an average of 34% of students scored Near or Above Standard overall on a variety of math assessments during the 2021-22 school year.

STAR Math data for a 6 month period shows an average of 6.2 months grade equivalency growth for 2nd through 6th grade students.

A comparison of ELPAC scores from 2019-20 to the 2020-21 school year shows 19% of students increased their ELPAC overall score. The majority of those moved from a Level 2 up to a Level 3 or Level 4 status.

Based on an analysis of these results, the district believes actions in Goal 1 are showing to be effective in making progress toward the goal.

**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.**

Based on analysis of the metrics, data from local assessments, and educational partner feedback for Goal 1, the following changes will be made for the 2022-2023 LCAP year:

Action 1.2 Metric will be added for participation rate, as revised by the CDE this school year. We will continue to record data for the previous metrics as available, but CDE no longer requires submission at this time.

Action 1.4 The fifth part-time ELD teacher will be changed to a full-time TOSA/ELD Curriculum Specialist position. This staff member will be dedicated to coordinating programs and committees tasked with the overall academic achievement of our English Learners. This staff member will assist teachers with strategies and best practices for successful implementation of designated and integrated ELD district wide. Materials and subscriptions previously in this action will be moved to Action 1.12 with other academic supplemental materials. An addition to this action will be the formation of an ELD Committee to review and recommend materials, best practices and strategies, and to review and make any recommendations for the revision of the Master Plan for English Learners. A four-year professional development plan will be

implemented to address Designated and Integrated ELD across all grade levels and subject matter. Metric for AMAO I to include ELPAC Level data.

Action 1.8 the Site Tech Support staff will be removed from the action, since most learning has returned to in-person status.

Action 1.11  will see an increase in personnel costs due to increased salaries.

Action 1.12   Supplemental materials from Action 1.4 moved to this action for consistency.  This will result in an increase in the proposed cost of supplies for this action.

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

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 2 | Provide and support a dynamic learning environment for all educational partners 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.

As listed in the Engaging Educational Partners section above, communication efforts 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.

During the 2021-2022 school year, site administrators received 22 notifications of students making self-harm statements 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. Additionally, during the 2021-2022 school year, 224 students were referred to School Social Workers for services district wide.  Of those, 119 students received direct, on-going services.  School Social Workers also completed 43 suicide risk assessments. Data from the 2020-2021 California Healthy Kids Survey, administered to 7th graders indicates that 57% of students felt a connectedness to school, and only 22% reported engaging in meaningful participation.  In regards to school safety 33% of students reported experiencing some form of harassment or bullying, with 27% stating the harassment or bullying was due to race, ethnicity, national origin, religion, gender, perceived sexual orientation, or a physical or mental disability; 33% of student reported having rumor or lies spread about them, and 18% had been afraid of being beaten up.  8% of students reported current alcohol or drug use, and 3% reported currently vaping.  40% of students experienced chronic sadness or hopelessness.  16% of students reported they have considered suicide.

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.

Maintaining current and CIPA compliant technology continues to be a priority for the District.  Educational Partners in multiple groups address the need for students to have access to Chromebooks, wi-fi/hotspots, and other  necessary infrastructure elements.

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 Educational Partners to provide a well-rounded educational experience.

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.

The Beardsley School District will ensure good repair at every school site by increasing the custodial staff by four (4) full time custodians. One staff member will be assigned at each campus to ensure that the work necessary to maintain good repair, as well as clean and safe learning conditions are adhered to on a daily basis.

## 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. | As indicated by the California Dashboard, there were 5 teachers of EL Students mis-assigned for the 2020-2021 school year. | | | 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. | 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. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1C. School facilities maintained and in good repair. | 1C. School Facilities Overall rating of Exemplary Repair as indicated by Williams Inspection documentation<br><br>Site FIT reports at or above "Good" in all areas, and Overall "Exemplary"<br><br>Annual parent, staff, and student survey results for facilities in clean and good repair for 2021 were 78% | School Facilities were rated "Exemplary" during the Williams Inspection after small repairs noted were completed<br><br>2021 Site FIT Reports all at or above "Good" in all areas, and Overall of "Exemplary"<br><br>Annual parent, staff, and student survey results for Spring of 2022 results were 69% agreed facilities were clean and in good repair. | | | 1C. School Facilities expected to remain in Exemplary Repair.<br><br>Site FIT reports at or above "Good" in all areas, and Overall "Exemplary"<br><br>Annual parent, staff, and student survey results for facilities in clean and good repair will be at or above 85% |
| 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 observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been | From the California Dashboard Local Indicators self-reflection tool, Survey Data reflects 100% of teachers received Professional Development in CCSS. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides are in place | | | 2A. Using the California Dashboard Local Indicator self-reflection tool we will maintain Survey Data that reflects 100% of teachers received Professional Development in CCSS. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | created with CCSS in ELA/ELD and Math. Classroom observations show that the CCSS are substantially implemented into instruction. | with CCSS in ELA/ELD and Math. Classroom observations show that the CCSS are substantially implemented into instruction. | | | 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. | Local survey data and Local Indicator data shows 100% of EL students are able to access the California State Standards and ELD standards | | | 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 to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) | Local data accessed from the Student information System, CALPADS, and class schedules indicate 100% of BSD students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) | | | 7A. BSD will continue to provide access to a broad course of study to 100% of all students in all subject areas described in Section 51210 and 51220 (a) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 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. | 100% of unduplicated students have access to all programs and services 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. | 100% of students with exceptional needs are offered all programs and services as indicated by class schedules, bell schedules, data team meetings, and administrative observation | | | 7C. Maintain 100% of the programs and services for all students with exceptional needs. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Technology Infrastructure | In order to keep the districts technological infrastructure 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.<br><br>(A BSD technology department employee will ensure all equipment is CIPA compliant as needed in order to continue to close the technology gap for unduplicated  students including English Learners, Low income, and Foster Youth students.) Moved to Action 2.6 | $217,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| 2.2 | Social Emotional and Positive Behavior Support | BSD will promote positive social-emotional responses and positive behavior through the implementation of PBIS and Suicide Prevention.<br><br>In consultation with Kern SELPA, the District will maintain an additional School Psychologist, the increased 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.<br><br>Four School Social Workers will be hired to address the social-emotional needs of students.<br><br>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. | $1,131,698.00 | Yes |
| 2.3 | 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. 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.<br><br>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. | $77,728.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.4 | 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 maintained with a full time music instructor, and the addition of a full-time choir director. 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. | $245,104.00 | Yes |
| 2.5 | Electives | In order to provide additional electives for low income, English Learners, and Foster Youth, as requested by Educational Partners, BSD will maintain 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.<br><br>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.<br><br>This will require five certificated staff at BJHS. This includes supplies and transportation costs.<br><br>Each elementary site will offer a video broadcasting elective for students to provide additional communication with students. | $542,656.00 | Yes |
| 2.6 | Technology Oversight | A BSD technology department employee will ensure all equipment is CIPA compliant as needed in order to continue to close the technology gap for unduplicated students including English Learners, Low income, and Foster Youth students. (previously Action 2.1) | $145,364.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.7** | Custodial Staff | The Beardsley School District will ensure good repair at every school site by increasing the custodial staff by four (4) full time custodians. One staff member will be assigned at each campus to ensure that the work necessary to maintain good repair, as well as clean and safe learning conditions are adhered to on a daily basis. Site FIT reports, Williams Act Visit reviews, and annual survey reports, will be used to measure effectiveness of this action. | $292,113.00 | 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.

All of the actions in this goal were implemented.. Some challenges and successes are described below:

Action 2.1 occasionally ran into supply issues, as many districts nationwide were also attempting to replace and repair equipment and infrastructure. However, the district was able to maintain a 1:1 ratio of classroom devices to students, along with sufficient devices on hand to send home for short term quarantines, long term Independent Study, and replacement of damaged equipment.

Action 2.2 greatly benefited our students. 224 students were referred to team members to receive a variety of social-emotional related services. Of those, 119 continued to receive direct, on-going services from School Social Workers. Additionally, School Social Workers completed 43 suicide risk assessments on campus. Twenty-two (22) unduplicated students were identified through their computer usage as possibly experiencing a period of "self-harm" and were immediately responded to by site administrators for wellness checks, and referral for services when needed.

Action 2.4 had a challenge when one of the hired band teachers left the district mid year, however, the prior director returned to assist the program. For the first time in 3 years, the district was able to present to families and the community an evening choir concert, and evening band concert showcasing student work.

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

The Beardsley School District conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 2 was $1,450,532. The estimated actual expenditures for the 2021-22 LCAP Goal 2 is $1,587,179. This is a difference of $136,647. The substantive differences were in the following actions:

Action 2.1 saw less in costs for infrastructure repairs and replacement than expected.

Action 2.2 saw higher estimated expenditures than originally estimated. This was due to increased salaries midyear, as well as the psychologist salaries not factored into the estimate.

Action 2.4 had less than estimated expenditures as one band teacher was vacant for a portion of the year.

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

Goal 2 provides and supports a dynamic learning environment for all educational partners that is clean, safe, and conducive to learning. These environments are appropriately staffed for subject area and students. Classrooms 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.

Annual survey data shows that 86.7% of parents, 92.8% of staff, and 68.8% of students agree their schools are safe places to learn. Data from the 2020-2021 California Healthy Kids Survey, administered to 7th graders indicates that 57% of students felt a connectedness to school, During the 2021-22 school year, 22 students received social emotional support from school social workers, school psychologists, and other staff dedicated to assisting the needs of students. Of those, 119 received direct, on-going services. School Social Workers also completed 43 suicide risk assessments.

Data from the annual Williams Act visit show that campuses were appropriately staffed, and received exemplary status for facilities. Six (6) teachers completed the Teacher Induction Program, paving the way for them to become fully credentialed. Six (6) more teachers completed Year One of their program

Local data from the Student Information System, CALPADS, and class schedules verifies that 100% of students have access to a broad course of study, that includes all subject areas described in Ed Code Section 521210 and 51220(a). Additionally, observations by administrators confirm English Learners received 30-45 minutes of designated ELD each day, and integrated ELD strategies are being used across all content areas.

Based on an analysis of these results, the district believes actions in Goal 2 are showing to be effective in making progress toward the goal.

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.

Based on analysis of the metrics, data from local assessments, and educational partner feedback for Goal 2, the following changes will be made for the 2022-2023 LCAP year:

Action 2.1 will continue with only the equipment and supplies portion.  Personnel costs will move to new Action 2.6

Action 2.2 will see the addition of 4 School Social Worker positions in the plan.  Previously these staff were on an emergency basis due to the pandemic.

Action 2.4 will see the reduction of 1 band teacher, and the addition of 1 choir teacher.

Action 2.6 added to unbundle Action 2.1 - personnel only

Action 2.7 will see the addition of 4 full-time custodial staff to ensure good repair, and a safe and clean learning environment at each campus.

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

# 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. | The BSD parent survey responses indicate that 77.5% of respondents indicated the district "values their opinion" as indicated on the 2022 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 | 3B - BSD held 4 District Advisory Committee meetings | BSD held 5 District Advisory Committee meetings and 5 | | | 3B - BSD will hold at least 4 District Advisory Committee |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 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.

To evaluate the efforts of BSD to seek parent | and 4 DELAC meetings via Zoom, having representation from staff, community members, and a group of parents of all unduplicated students.

Principal Partner Day - Baseline 0 was canceled in 2021 and expected to return in 2022.

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.

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. | DELAC meetings via Zoom, having representation from staff, community members, and a group of parents of all unduplicated students.

Principal Partner Day - Baseline 0 was canceled in 2021 and 2022 due to COVID 19 protocols.

School Site Councils meetings were held at each site 4 times in the 2021-22 school year - various dates. Due to COVID 19 all meetings were held via Zoom.

English Learner Advisory meetings were held at each site 4 times in the 2021-22school year - various dates. Due to COVID 19 all meetings were held via Zoom.

Evening Parent/Stakeholder | | | meetings and 4 DELAC meetings and expect representation from a sample group of parents of all non-duplicated students.

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.

School Site Councils meetings (4 per year per site - various dates

English Learner Advisory Committees per site - various dates (4 per year)

Evening Parent Meetings will be held at each school sites beginning in January.

Participation in annual events like the the District Carnival and sporting clay |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| input in making decisions for District 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. | Evening Parent/Stakeholder Meetings were held at each school sites beginning in January. Due to COVID 19 all meetings were held via Zoom or Google Meet in 2021,<br><br>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. | Meetings were held twice in  February, 2022.  Due to COVID 19 all meetings were held via Zoom.<br><br>Participation in annual events like the district sporting clay tournament was the strongest ever with 145 participants and 45 volunteers came out. | | | tournament is 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 all students and families. | Using local communication tools (mailings, emails, flyers, Swift K-12) 100% of all parent engagement opportunities were advertised and delivered to all 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 | As indicated by the district SIS and KIDS programs, the | | | 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 |
|---|---|---|---|---|---|
| | attendance rate for all BSD students was 92% for the 2020-21 school year. | attendance rate for all BSD students for the 2021-22 school year was 88.1% as of May 25, 2022 | | | |
| 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%. | No California Dashboard data for 2020-2021 school year.<br><br>Local Data from District SIS and KIDS for 2020-2021:<br><br>Chronic Absenteeism rate 25% Homeless = 77.3% Foster Youth = 23.1% 2 or more races = 32.1% African Americans = 47.6% SWD = 26.4% Low Income = 25.2% White = 27.7% Hispanic = 19.8% English Learners = 20.8% | | | 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%. | DataQuest has not been updated since 2016-17. | | | 5C. Maintain a middle school dropout rate of less than 1%  with a goal of 0 students dropouts. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | CALPADS Fall report shows the dropout rate for BJHS was 1 student, or less than 1% | | | |
| 5D. High School Dropout rate - N/A | 5D. High School Dropout rate - N/A | N/A | | | 5D. High School Dropout rate - N/A |
| 5E. High School Graduation Rate - N/A | 5E. High School Graduation Rate - N/A | N/A | | | 5E. High School Graduation Rate - N/A |
| 6A. Pupil Suspension rates | 6A. The District suspension rate is 2.8% as measured by the CA dashboard. | No California Dashboard is available.<br><br>District SIS and KIDS data show that the suspension rate for 2020-2021 is 0% | | | 6A. The District expects to maintain its low suspension rate 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 | District SIS, KIDS, and CALPADS for 2020-2021 expulsion rate of 0% | | | 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 | 6C. BSD continues to receive about 80% approval rate on both school safety and school connectedness. | School Safety 83% on 2022 survey for parents, students, and staff<br><br>School Connectedness 78% | | | 6C. BSD seeks to receive at least a 75% approval rate on both school safety and school connectedness on future surveys |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| seeks an approval rating of 75% or better in the area of school safety and school climate. | | on 2022 survey for parents and students | | | |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | Student Data Systems / Parent Communication | BSD will provide communication to parents of low income, English Learners, and foster youth students by maintaining current LCAP programs to inform Educational Partners about attendance and chronic absenteeism, increase parent participation and feedback, and provide information about LCAP, the LCAP Addendum, and all School Plans.  Parents and guardians will have instant on line access to annual enrollment forms, absence notification systems, permission slips, and other forms used throughout the year.  These forms can be accessed in multiple languages.  This will be accomplished by maintaining contracts with our Student Information System, Power School, Swift K-12 phone system, Survey Monkey, school and district websites, Kern Integrated Data System, Document Tracking Services, Attention 2 Attendance, and the K-3 Achievement Initiative. | $65,000.00 | Yes |
| 3.2 | 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. | $53,036.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.3 | Community Outreach Team | 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:<br><br>Assist students with technology related issues, and encourage families choosing to learn via virtual learning to attend class and complete work. (Distance Learning Coordinator)<br><br>Assist with collaborative partnerships and student social emotional learning. (one Assistant Principal position)<br><br>Assist families with overcoming barriers to regular school attendance. (two Community Specialists)<br><br>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.<br><br>Continue the agreement with the Bakersfield Adult School to provide courses for parents of unduplicated students, specifically those of English Learners, at no cost to the district.  Course recommendations include Adult English Language Development, GED preparation, and High School Diploma. These classes will provide opportunities for parents to learn how they can support their child's learning at home.<br><br>To create a bridge to link families to the schools, one Parent Volunteer Coordinator will foster parent engagement . | $508,098.00 | Yes |
| 3.4 | School Climate | The BSD will maintain  three full time Student Intervention Facilitators at all three elementary sites, and add one Student Intervention Facilitators at the Junior High to provide interventions to further reduce suspensions and engage students. | $406,520.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Educational Partners continue to recommend each site have access to appropriate Alternative Placement programs for unduplicated student populations to reduce suspensions and absenteesim. One Instructional Aide will be added to the Alternative Placement Program.<br><br>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.<br><br>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. | | |
| 3.5 | Positive Playground Activities | Each campus will maintain increased 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 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. | $162,560.00 | Yes |
| 3.6 | Extended day Activities | Educational Partners 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 | $134,962.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | participation by unduplicated students, who may not have the financial means to participate outside the school setting. | | |
| 3.7 | Health Services | One school nurse and 3 additional health clerks will be maintained, and one school nurse will be added.  These staff will work closely with site administrators, district core nurse, district staff, and families to support the social-emotional, mental health, and the medical needs of students, specifically foster youth and low income students, many of whom have experienced trauma in their lives, and may otherwise not have access to equitable services. | $293,105.00 | Yes |
| 3.8 | Class Size Reduction | BSD will maintain additional staff added since 2014 to exceed Grade Span Adjustment requirements. Lower student to staff ratios will build and foster positive staff to student relationships, leading to increased attendance, reduced suspensions, and improved test scores and academic grades, especially for those students identified as low income, English Learners and Foster Youth. | $989,833.00 | Yes |
| 3.9 | Transportation | Provide additional bus and bus routes for home-to-school transportation at each school site to expand services to students within the designated walking distance.  This will increase access to reliable transportation that will lead to increased attendance, reduced chronic absenteeism, and support school connectedness of unduplicated students.<br><br>Funds will be allocated to purchase six (6) new buses and add five (5) additional bus drivers.  One of the new buses will replace a small capacity<br>(34 passenger) bus with a larger capacity (81 passenger) bus. | $1,660,000.00 | 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.

Most actions in this plan were fully implemented.  Those not fully implemented were due to staffing shortages and some continuing pandemic related protocols and hurdles.  Some challenges and successes are described below:

Action 3.1 was very successful in allowing communication between school and home, particularly because for the majority of the year parents/guardians were not allowed on campus due to COVID restrictions.  These electronic avenues of communication provided venues for parents to participate and respond virtually, or at more convenient times that fit their schedule when school was not in session.  Additionally, the District increased it's social media presence on Facebook and Instragram to keep families informed.

Action 3.2 began as a challenge, as COVID quarantines resulted in increases absences.  However, as the year progressed, incentives for attendance and behavior increased - including new incentive trips never offered in the past.  All 4 campuses increased their token economy systems, and offered new and exciting challenges for students.

Action 3.3 had several challenges.  The School Resource Officer position was not filled because the SRO program was discontinued by the Kern County Sheriff's Department.  To help share the load created by this vacancy, a second Community Specialist was hired.  Both of these staff members made amazing progress in reengaging students who had not been coming to school.  Unfortunately, one Community Specialist left the district, and a replacement was not found by the end of the school year.  Our Foster and Homeless Liaison worked with several families to ensure their students received services, supplies, transportation, and any other needs so they could have every opportunity to be successful this year.  Due to COVID restrictions, the Bakersfield Adult School was unable to hold classes on campus this year.

Action 3.4 was beneficial, however, the district did see a spike in behavioral incidents and suspensions upon the return of in-person learning, particularly at the Junior High.

Action 3.6 saw 284 students participate in extended day activities and sports.  This was a much needed outlet for many students, after so much time spent inactive due to COVID restrictions.

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

The Beardsley School District conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures.  The total budgeted for the 2021-22 LCAP Goal 3 was $2,627,822.  The estimated actual expenditures for the 2021-22 LCAP Goal 3 is $2,014,950.  This is a difference of $252,872.  The substantive differences  were in the following actions:

Action 3.1 saw an increased expenditure due to additional on-line components added to improve parent to school connections and communication through electronic school registration and electronic form collection.

Action 3.3 saw a decrease in the estimated expenditure as the School Resource Officer was not hired due to the elimination of the program by the Kern County Sheriff's Department. One additional Community Specialist was hired to assist with the workload, but became vacant after 2 months.

Action 3.4 had less expenditures than anticipated as one Alternative Placement Teacher was not hired.

Action 3.5 had a decrease in expenditures as not all playground activity leader positions were filled during the year.

Action 3.6 saw less in estimated expenditures for after school sports and activities. This was due to many programs having low participation, as well as limited events due to Covid restrictions the first part of the school year.

Action 3.7 saw less than estimated expenditures due to the difficulty hiring and retaining one nurse position.

Action 3.8 saw a reduced expenditure due to some positions having a lower placement on the salary schedule than anticipated.

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

Goal 3 expands collaborative partnerships with students, parents, staff, and the community to provide both services and staff to further open lines of communication. This fosters a safe and welcoming educational environment in which all Educational Partners 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.

Data from the 2022 annual survey found that:

79% of parents and 89% of staff agree that the district effectively addresses attendance, absenteeism, and dropout issues.

81% of parents feel the district values their opinion, and 93% of staff believe the district values the opinion of all educational partners

72% of students indicate that their parent or guardian has come to the school either in person, or by a zoom meeting, at least one time this year.

Based on an analysis of these results, the district believes actions in Goal 3 are showing to be effective in making progress toward the goal.

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.

Based on analysis of the metrics, data from local assessments, and educational partner feedback for Goal 3, the following changes will be made for the 2022-2023 LCAP year:

Action 3.1 will see the addition of software which will allow parents and guardians to have instant on line access to annual enrollment forms, absence notification systems, permission slips, and other forms used throughout the year. These forms can be accessed in multiple languages.

Action 3.3 will have the SRO removed, as the program is no longer available through the Kern County Sheriff's Department. An additional Community Specialist will be added to help distribute the workload.

Action 3.4 will be modified to add one additional Student Intervention Facilitator to the Junior High Campus and one Instructional Aide for the Alternative Placement Program.

Action 3.5 will see an additional expense for the purchase of an additional play structure at the Beardsley Elementary campus. This addition was recommended through Educational Partner input and student survey data which related that a majority of low-income students felt disengaged at recess time due to a lack of equipment and activities. KIDS data shows that 55% of students were chronically absent this year, 52.24% of those being English Learners, and 55.34% being low income. KIDS Behavior data shows that 50% of incidents logged occurred at times students had access to the playground. This equipment will also be used by activity leaders and PE staff to engage students not only during recess, but during PE instruction. Results from the Physical Fitness Test for 2022 show that Beardsley Elementary unduplicated students scored lower than all students district wide on pacer laps (39% fewer); curl ups (10% fewer); and push ups (14% fewer).

Action 3.7 will have one additional nurse hired.

Action 3.9 will provide home-to-school transportation to meet the needs of unduplicated students who live within walking distance of their school site. These additional bus routes will provide unduplicated students, who might not otherwise have the means, with reliable transportation to get to school regularly and on time to access their education and interventions. The new bus routes will be supporting a majority of unduplicated students at each campus. The routes added for Beardsley Junior High will provide transportation for an additional 227 socioeconomically disadvantaged, English Learner, and foster youth students. New routes for North Beardsley Elementary will provide transportation for 78 additional unduplicated students. New routes for Beardsley Elementary will provide transportation for 227 additional unduplicated students. New routes for San Lauren Elementary will provide transportation for 9 additional unduplicated students. This action will double the total number of unduplicated students who will be offered home to school transportation district-wide from the previous year.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $7,824,198 | $964,749 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 44.13% | 9.34% | $1,546,468.00 | 53.48% |

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

GOAL 1
A review of the needs, conditions, and circumstances of our low-income students, Foster Youth, and English Learners indicates that English Learners and low income students scored lower on academic assessments than all students in the district.    On the 2020-21 CAASPP (SBAC) English Learners scored 38.4 points lower in ELA, and 28.7 points lower in math.  In ELA, low income students scored 9.19 points lower, and 8.83 points lower in math.  The rate of reclassification for English Learners is significantly less at 6%, than the 35% target, based on local reclassification data..  Additionally, the number of students scoring Level 1 (Beginning) is much higher at 25.4% than the previous year of 14%; and those scoring Level 4 (Well Developed) is much lower at 5.6% than the previous year of 15.1% based on ELPAC proficiency scores.

Preliminary data from the 2022 Physical Fitness test shows that low income 5th grade students performed significantly below the "maximum threshold"  on Pacer Laps completed (avg 23 out of 60 max); Curl Ups (avg 22 out of 75 max);  and Push ups ( Avg 8 out of  75 max). English Learner students in 5th grade also performed significantly below the threshold as well on Pacer Laps (ave 25 out of 60 max); Curl Ups (19 avg out of 60 max); and push Ups (avg 9 out of 75 max).  Low income students in 7th grade also tested lower on Timed Mile (avg. 19:42 compared to 11:30 expectation); Curl Ups (avg 51 out of 75 max); Modified Pull Ups (avg 9 out 75 max); and Sit & Reach Right & Left

(avg 9 out of 12 max). English Learners tested lower as well on Timed Mile (avg 12:25 compared to 11:30 expectation); Curl Ups (avg 50 out of 75 max); Modified Pull Ups (avg 9 out of 75 max); and Sit & Reach Righ & Left (avg 9.5 out of 12).

In consideration of the achievement gap between all students and our low-income and English Learners, and to address the academic needs of these groups, the district will maintain supplemental classroom materials identified and requested by teachers to meet the needs of targeted student populations in the areas of English Language Arts, English Language Development, and math. These materials will be used in conjunction with additional practice and small group instruction to help close the achievement gap (Actions 1.1, 1.8, 1.11, 1.12). Students will have access to fully stocked and staffed libraries, trained to provide access, materials, and services directed toward unduplicated students (Action 1.3). Additional support for academic intervention will be provided through targeted tier 3 services through reading and math intervention programs (Actions 1.9, 1.10). Opportunities to participate in academic enrichment programs such as Oral Language Festival, Battle of the Books, Summer STEM and music will be offered at all campuses (Actions 1.5, 1.7).

To address the performance gap in physical fitness scores found in relation to low income students, a standardized Elementary Physical Education program will be in place at each elementary campus. Instructional aides will assist classroom teachers in providing standards based Physical Education activities and assessments. Additionally, staff will utilize instructional modifications and strategies for English Learners, as outlined in the California Physical Education Framework to help decrease performance gaps.(Action 1.2)

The actions in Goal 1 also provide opportunities to increase student engagement for unduplicated students. Support staff will build relationships with students in classrooms (Actions 1.4, 1.9, 1.10), outside on the playground (Action 1.2), and during collaboration for local, district, and regional academic events (Action 1.7). Increased student engagement lends itself to increased academic outcomes.

We believe these actions will be effective in increasing academic and physical fitness scores on standardized tests such as the CAASPP, ELPAC, and PFT; lead to improved academic content grades in the classroom; and reducing the achievement gaps currently experienced by our English Learners and low-income students.

GOAL 2

A review of the needs, conditions, and circumstances of our low-income students, Foster Youth, and English Learners indicate Foster Youth, and English Learners indicate that were chronically more absent than all students in the district during the 2021-2022 school year, as of June 1, 2022. Low-income students were 46.93% chronically absent (up from 25.2% last year); Foster Youth were 42.86% chronically absent (up from 23.1% last year), and English Learners were 48.94% chronically absent (up from 20.1% last year). All students in the district were 46.47% chronically absent (up from 25% last year). Last year's suspension rate was 0%, however, current data for 2021-2022 (as of June 1) shows a suspension rate of 3.68% for all students. The current suspension rate for Foster Youth is 14.29%, a suspension rate of 2.13% for

English Learners, and a suspension rate of 3.82 for low-income students. Results of the 2020-21 California Healthy Kids Survey (an average of 94% of students administered the survey were unduplicated students) show only 22% reported engaging in meaningful participation.  In regards to school safety 33% of students reported experiencing some form of harassment or bullying, with 27% stating the harassment or bullying was due to race, ethnicity, national origin, religion, gender, perceived sexual orientation, or a physical or mental disability; 33% of student reported having rumor or lies spread about them, and 18% had been afraid of being beaten up.  8% of students reported current alcohol or drug use, and 3% reported currently vaping.  40% of students experienced chronic sadness or hopelessness.  16% of students reported they have considered suicide.  During the 2021-22 school year, site administrators received 22 notifications of unduplicated students making self-harm statements 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. Additionally, during the 2021-2022 school year, 224 students were referred to School Social Workers for services district wide.  Of those, 119 students received direct, on-going services.  School Social Workers also completed 43 suicide risk assessments. Due to confidentiality, demographic information is not available - however, it should be noted that in 2021-22 94% of students were unduplicated.

A review of the 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.

To address the conditions of learning for low-income, Foster Youth, and English Learners, and to provide an environment that is clean, safe, and conducive to learning, the district will: provide intensive social-emotional and mental health supports with four School Social Workers (Action 2.2).  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 (Action 2.3).   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.  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 (Actions 2.4, 2.5)  The district's technological infrastructure, student devices and internet access, and CIPA compliance will be maintained to continue closing the

achievement gap for unduplicated students (Actions 2.1, 2.6).  The district will increase custodial staff by four full time positions to ensure the work necessary to ensure facilities are safe, clean, and in good repair.  With most students returning to in person learning, it is imperative that classrooms and common areas are cleaned and sanitized daily to prevent the spread of illness which lead to students being out of school for long periods of time, such as Covid and Influenza. While these illnesses effect all students, chronic absenteeism rates for low income students doubled during the 2021-2022 school year. Many of our low-income students have family members working in service oriented employment, which increases risk of exposure.  This increased exposure can lead to more opportunities for viruses to be brought to campus and spread, requiring increased daily attention to cleansing and sanitizing .(Action 2.7)


We believe these actions in Goal 2 will result in a dynamic learning environment where students feel safe, their social-emotional needs are met, teachers are appropriately assigned and supported, and technology resources are readily available for student use, specifically to decrease the achievement gap experienced by our low-income, Foster Youth, and English Learners, resulting in higher attendance rates, lower rates of chronic absenteeism, and increased percentages of students who feel connected to school based on annual survey data.


GOAL 3

A review of the needs, conditions, and circumstances of our low-income students, Foster Youth, and English Learners indicate Foster Youth, and English Learners indicate that were chronically more absent than all students in the district during the 2021-2022 school year, as of June 1, 2022.  Low-income students were 46.93% chronically absent (up from 25.2% last year); Foster Youth were 42.86% chronically absent (up from 23.1% last year), and English Learners were 48.94% chronically absent (up from 20.1% last year).  All students in the district were 46.47% chronically absent (up from 25% last year).  Last year's suspension rate was 0%, however, current data for 2021-2022 (as of June 1) shows a suspension rate of 3.68% for all students.  The current suspension rate for Foster Youth is 14.29%, a suspension rate of 2.13% for English Learners, and a suspension rate of 3.82 for low-income students. Results of the 2020-21 California Healthy Kids Survey (an average of 94% of students administered the survey were unduplicated students) show only 22% reported engaging in meaningful participation.  In regards to school safety 33% of students reported experiencing some form of harassment or bullying, with 27% stating the harassment or bullying was due to race, ethnicity, national origin, religion, gender, perceived sexual orientation, or a physical or mental disability; 33% of student reported having rumor or lies spread about them, and 18% had been afraid of being beaten up.  8% of students reported current alcohol or drug use, and 3% reported currently vaping.  40% of students experienced chronic sadness or hopelessness.  16% of students reported they have considered suicide.  During the 2021-22 school year, site administrators received 22 notifications of students making self-harm statements 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. Additionally, during the 2021-2022 school year, 224 students were referred to School Social Workers for services district wide.  Of those, 119 students received direct, on-going services.  School Social Workers also completed 43 suicide risk assessments. Due to confidentiality, demographic information is not available - however, it should be noted that in 2021-22 94% of students were unduplicated. Preliminary data from the 2022 Physical Fitness test shows that low income 5th grade students performed significantly below the "maximum threshold"  on Pacer Laps completed (avg 23 out of 60 max); Curl Ups (avg 22 out of 75 max); and Push ups ( Avg 8 out of  75 max).   English Learner students in 5th grade also performed significantly below the threshold as well on

Pacer Laps (ave 25 out of 60 max); Curl Ups (19 avg out of 60 max); and push Ups (avg 9 out of 75 max).  Low income students in 7th grade also tested lower on Timed Mile (avg. 19:42 compared to 11:30 expectation); Curl Ups (avg 51 out of 75 max); Modified Pull Ups (avg 9 out 75 max); and Sit & Reach Right & Left (avg 9 out of 12 max).  English Learners tested lower as well on Timed Mile (avg 12:25 compared to 11:30 expectation); Curl Ups (avg 50 out of 75 max); Modified Pull Ups (avg 9 out of 75 max); and Sit & Reach Righ & Left (avg 9.5 out of 12).

To address the identified needs of our low-income, Foster Youth, and English Learners, the district will: increase family/community relationships with school to home communication, provide additional means for parents to access school forms electronically and multilingually, and develop connections with families (Actions 3.1, 3.3, 3.7).  Attendance rates will be increased, suspension rates reduced, and the dropout rate of 0% maintained by providing student incentives and recognition, provide smaller class sizes and intervention staff to target unduplicated student attendance and behavior issues, provide positive playground activities and equipment and extended day activities, as well as health services  (Actions 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8)  While the district currently provides  home-to-school transportation, educational partners have expressed the need for additional routes to meet the needs of unduplicated students who live within walking distance of their campuses.  These additional bus routes will provide unduplicated students, who might not otherwise have the means, with reliable transportation to get to school regularly and on time.  These routes will double the offer of transportation to unduplicated students district-wide (Action 3.9)

We believe these actions in Goal 3 will result in increased attendance, decreased chronic absenteeism and student suspensions, especially for low income, English Learners, and Foster Youth.  We will measure the effectiveness of this action by our attendance rate increasing, decreased chronic absenteeism, and student survey data regarding connectedness to school. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

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 or above 94% for the 2022-23 school year. Beardsley's low-income (94%), English Learner (11%), 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 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 actions and services being provided on an LEA-wide and/or schoolwide basis, the following actions are being provided to increase or improve services for unduplicated students according to the LEAs MMP.

As identified in the Engaging Educational Partners and Metric sections, ELPAC scores, reclassification rates, and local assessment data, English Learners continue to perform below their peers in English Language Arts, Math, and English Language Development. On the 2020-21 CAASPP (SBAC) English Learners scored 38.4 points lower in ELA, and 28.7 points lower in math. The rate of reclassification for English Learners is significantly less at 6%, than the 35% target, based on local reclassification data..  Additionally, the number of students scoring Level 1 (Beginning) is much higher at 25.4% than the previous year of 14%; and those scoring Level 4 (Well Developed) is much lower at 5.6% than the previous year of 15.1% based on ELPAC proficiency scores.

To address this need, we will maintain the increased instructional hours of all EL Instructional Aides at 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 also "push in" to classrooms to assist in other core subject areas such as math, social studies and science. (Action 1.4)

BSD will increase our certificated EL staff by one additional member, for a total of 5.  This new position will be full time, and will be specified as a TOSA/EL Curriculum Specialist.  This TOSA 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. (Action 1.4)

To address the performance gap in physical fitness scores found in relation to English Learners, a standardized Elementary Physical Education program will be in place at each elementary campus.  Instructional aides will assist classroom teachers in providing standards based Physical Education activities and assessments.  Additionally, staff will utilize instructional modifications and strategies for English Learners, as outlined in the California Physical Education Framework to help decrease performance gaps.(Action 1.2)

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. (Action 1.4)

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. (Action 1.4)

A district-wide committee will be developed to review and revise ELD programs and strategies, as well as the review and revision of the District's Master Plan for English Language Learners (Action 1.4).

Professional development in Designated and Integrated ELD will be provided to all certificated staff. (Action 1.4)

We anticipate these actions will result in increased ELA and math test scores, increased proficiency on the ELPAC, increased performance on the PFT, and increase the rate of reclassification of English Learners.

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

All schools in the Beardsley School District are above 55% unduplicated students, therefore, there are no comparison schools.

The additional grant funding will be used to retain staff by providing salary increases to all certificated and classified staff (Goal 1 - Actions 1, 2, 3, 4, 5, 7, 10, 11; Goal 2 - Actions 2, 3, 4, 5, 6, 7; Goal 3 - Actions 2, 3, 4, 5, 6, 7, 8)

Funding will also be used to increase services by staff:
*   increase part-time ELD teacher to a full-time TOSA position (Goal 1, Action 4)
*   add 4 School Social Worker positions (Goal 2, Action 2)
*   add 4 full-time custodian positions  (Goal 2, Action 7)
*   add 1 Community Specialist (Goal 3, Action 3)
*   add one Student Intervention Facilitator (Goal 3, Action 4)
*   add one Alternative Placement Program teacher (Goal 3, Action 4)
*   add one additional nurse (Goal 3, action 7)
*   add five new bus drivers (Goal 3, Action 9)

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
| --- | --- | --- |
| Staff-to-student ratio of classified staff providing direct services to students | N/A | 1:22 |

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | 1:14 |

## 2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $9,484,198.00 | $2,000.00 | | $83,000.00 | $9,569,198.00 | $6,251,713.00 | $3,317,485.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Printed supplemental materials for the classroom | English Learners Foster Youth Low Income | $50,933.00 | | | | $50,933.00 |
| 1 | 1.2 | Elementary Physical Education Instruction | English Learners Foster Youth Low Income | $91,040.00 | | | | $91,040.00 |
| 1 | 1.3 | Library Services | English Learners Foster Youth Low Income | $289,911.00 | | | | $289,911.00 |
| 1 | 1.4 | Services to English Learners | English Learners | $525,948.00 | | | | $525,948.00 |
| 1 | 1.5 | Summer Enrichment / STEM | English Learners Foster Youth Low Income | $51,980.00 | | | | $51,980.00 |
| 1 | 1.6 | Inclusion | Students with Disabilities | $0.00 | $2,000.00 | | | $2,000.00 |
| 1 | 1.7 | Academic Enrichment Opportunities | English Learners Foster Youth Low Income | $39,352.00 | | | | $39,352.00 |
| 1 | 1.8 | Site Tech Support | English Learners Foster Youth Low Income | $5,000.00 | | | | $5,000.00 |
| 1 | 1.9 | Math Intervention Programs | English Learners Foster Youth Low Income | $420,000.00 | | | | $420,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.10 | Reading Intervention Programs | English Learners Foster Youth Low Income | $131,419.00 | | | | $131,419.00 |
| 1 | 1.11 | Classroom Support | English Learners Foster Youth Low Income | $691,738.00 | | | | $691,738.00 |
| 1 | 1.12 | Supplemental Math, ELA, and ELD materials | English Learners Foster Youth Low Income | $345,100.00 | | | | $345,100.00 |
| 2 | 2.1 | Technology Infrastructure | English Learners Foster Youth Low Income | $217,000.00 | | | | $217,000.00 |
| 2 | 2.2 | Social Emotional and Positive Behavior Support | English Learners Foster Youth Low Income | $1,131,698.00 | | | | $1,131,698.00 |
| 2 | 2.3 | New Teacher Professional Development | English Learners Foster Youth Low Income | $77,728.00 | | | | $77,728.00 |
| 2 | 2.4 | Music Program | English Learners Foster Youth Low Income | $245,104.00 | | | | $245,104.00 |
| 2 | 2.5 | Electives | English Learners Foster Youth Low Income | $542,656.00 | | | | $542,656.00 |
| 2 | 2.6 | Technology Oversight | English Learners Foster Youth Low Income | $145,364.00 | | | | $145,364.00 |
| 2 | 2.7 | Custodial Staff | English Learners Foster Youth Low Income | $292,113.00 | | | | $292,113.00 |
| 3 | 3.1 | Student Data Systems / Parent Communication | English Learners Foster Youth Low Income | $65,000.00 | | | | $65,000.00 |
| 3 | 3.2 | Student Recognition and Engagement | English Learners Foster Youth Low Income | $53,036.00 | | | | $53,036.00 |
| 3 | 3.3 | Community Outreach Team | English Learners Foster Youth | $425,098.00 | | | $83,000.00 | $508,098.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| | | | Low Income | | | | | |
| 3 | 3.4 | School Climate | English Learners Foster Youth Low Income | $406,520.00 | | | | $406,520.00 |
| 3 | 3.5 | Positive Playground Activities | English Learners Foster Youth Low Income | $162,560.00 | | | | $162,560.00 |
| 3 | 3.6 | Extended day Activities | English Learners Foster Youth Low Income | $134,962.00 | | | | $134,962.00 |
| 3 | 3.7 | Health Services | English Learners Foster Youth Low Income | $293,105.00 | | | | $293,105.00 |
| 3 | 3.8 | Class Size Reduction | English Learners Foster Youth Low Income | $989,833.00 | | | | $989,833.00 |
| 3 | 3.9 | Transportation | English Learners Foster Youth Low Income | $1,660,000.00 | | | | $1,660,000.00 |

## 2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $17,728,678 | $7,824,198 | 44.13% | 9.34% | 53.48% | $9,484,198.00 | 0.00% | 53.50 % | **Total:** | $9,484,198.00 |
| | | | | | | | | **LEA-wide Total:** | $8,841,739.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $642,459.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Printed supplemental materials for the classroom | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $50,933.00 | |
| **1** | **1.2** | Elementary Physical Education Instruction | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Beardsley Elementary North Beardsley San Lauren Elementary | $91,040.00 | |
| **1** | **1.3** | Library Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $289,911.00 | |
| **1** | **1.4** | Services to English Learners | Yes | LEA-wide | English Learners | All Schools | $525,948.00 | |
| **1** | **1.5** | Summer Enrichment / STEM | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $51,980.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.7 | Academic Enrichment Opportunities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $39,352.00 | |
| 1 | 1.8 | Site Tech Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $5,000.00 | |
| 1 | 1.9 | Math Intervention Programs | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Beardsley Elementary North Beardsley Elementary San Lauren Elementary | $420,000.00 | |
| 1 | 1.10 | Reading Intervention Programs | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Beardsley Elementary North Beardsley Elementary San Lauren Elementary | $131,419.00 | |
| 1 | 1.11 | Classroom Support | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Elementary Sites | $691,738.00 | |
| 1 | 1.12 | Supplemental Math, ELA, and ELD materials | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $345,100.00 | |
| 2 | 2.1 | Technology Infrastructure | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $217,000.00 | |
| 2 | 2.2 | Social Emotional and Positive Behavior Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,131,698.00 | |
| 2 | 2.3 | New Teacher Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $77,728.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.4 | Music Program | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $245,104.00 | |
| 2 | 2.5 | Electives | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $542,656.00 | |
| 2 | 2.6 | Technology Oversight | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $145,364.00 | |
| 2 | 2.7 | Custodial Staff | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $292,113.00 | |
| 3 | 3.1 | Student Data Systems / Parent Communication | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $65,000.00 | |
| 3 | 3.2 | Student Recognition and Engagement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $53,036.00 | |
| 3 | 3.3 | Community Outreach Team | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $425,098.00 | |
| 3 | 3.4 | School Climate | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $406,520.00 | |
| 3 | 3.5 | Positive Playground Activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $162,560.00 | |
| 3 | 3.6 | Extended day Activities | Yes | LEA-wide | English Learners Foster Youth Low Income | | $134,962.00 | |
| 3 | 3.7 | Health Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $293,105.00 | |
| 3 | 3.8 | Class Size Reduction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $989,833.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.9 | Transportation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,660,000.00 | |

## 2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $6,345,535.00 | $5,674,025.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Printed supplemental materials for the classroom | Yes | $50,579.00 | $45,697 |
| 1 | 1.2 | Elementary Physical Education Instruction | Yes | $69,591.00 | $88,706 |
| 1 | 1.3 | Library Services | Yes | $264,957.00 | $271,133 |
| 1 | 1.4 | Services to English Learners | Yes | $460,782.00 | $397,335 |
| 1 | 1.5 | Summer Enrichment / STEM | Yes | $44,620.00 | $43,505 |
| 1 | 1.6 | Inclusion | No | $2,000.00 | $0 |
| 1 | 1.7 | Extended Learning Opportunities | Yes | $46,315.00 | $28,400 |
| 1 | 1.8 | Site Tech Support | Yes | $42,335.00 | $39,886 |
| 1 | 1.9 | Math Intervention Programs | Yes | $444,813.00 | $120,266 |
| 1 | 1.10 | Reading Intervention Programs | Yes | $132,973.00 | $108,376 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 1 | 1.11 | Classroom Support | Yes | $585,216.00 | $612,847 |
| 1 | 1.12 | Supplemental Math and ELA materials | Yes | $123,000.00 | $315,745 |
| 2 | 2.1 | Technology | Yes | $518,265.00 | $400,741 |
| 2 | 2.2 | Social Emotional and Positive Behavior Support | Yes | $235,616.00 | $544,690 |
| 2 | 2.3 | New Teacher Professional Development | Yes | $76,449.00 | $76,735 |
| 2 | 2.4 | Music Program | Yes | $216,736.00 | $182,330 |
| 2 | 2.5 | Electives | Yes | $403,466.00 | $382,683 |
| 3 | 3.1 | Student Data Systems / Stakeholder Communication | Yes | $48,300.00 | $53,867 |
| 3 | 3.2 | Student Recognition and Engagement | Yes | $50,602.00 | $48,785 |
| 3 | 3.3 | Community Outreach Team | Yes | $499,185.00 | $347,202 |
| 3 | 3.4 | School Climate | Yes | $361,315.00 | $252,524 |
| 3 | 3.5 | Positive Playground Activities | Yes | $64,261.00 | $46,405 |
| 3 | 3.6 | Extended day Activities | Yes | $122,952.00 | $85,262 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| **3** | **3.7** | Health Services | Yes | $258,639.00 | $162,314 |
| **3** | **3.8** | Grade Span Adjustment | Yes | $1,222,568.00 | $1,018,591 |

## 2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| 7,220,493 | $6,260,535.00 | $5,674,025.00 | $586,510.00 | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Printed supplemental materials for the classroom | Yes | $50,579.00 | 45697 | | |
| 1 | 1.2 | Elementary Physical Education Instruction | Yes | $69,591.00 | 88706 | | |
| 1 | 1.3 | Library Services | Yes | $264,957.00 | 271133 | | |
| 1 | 1.4 | Services to English Learners | Yes | $460,782.00 | 397335 | | |
| 1 | 1.5 | Summer Enrichment / STEM | Yes | $44,620.00 | 43505 | | |
| 1 | 1.7 | Extended Learning Opportunities | Yes | $46,315.00 | 28400 | | |
| 1 | 1.8 | Site Tech Support | Yes | $42,335.00 | 39886 | | |
| 1 | 1.9 | Math Intervention Programs | Yes | $444,813.00 | 120266 | | |
| 1 | 1.10 | Reading Intervention Programs | Yes | $132,973.00 | 108376 | | |
| 1 | 1.11 | Classroom Support | Yes | $585,216.00 | 612847 | | |
| 1 | 1.12 | Supplemental Math and ELA materials | Yes | $123,000.00 | 315745 | | |
| 2 | 2.1 | Technology | Yes | $518,265.00 | 400741 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 2 | 2.2 | Social Emotional and Positive Behavior Support | Yes | $235,616.00 | 544690 | | |
| 2 | 2.3 | New Teacher Professional Development | Yes | $76,449.00 | 76735 | | |
| 2 | 2.4 | Music Program | Yes | $216,736.00 | 182330 | | |
| 2 | 2.5 | Electives | Yes | $403,466.00 | 382683 | | |
| 3 | 3.1 | Student Data Systems / Stakeholder Communication | Yes | $48,300.00 | 53867 | | |
| 3 | 3.2 | Student Recognition and Engagement | Yes | $50,602.00 | 48785 | | |
| 3 | 3.3 | Community Outreach Team | Yes | $416,185.00 | 347202 | | |
| 3 | 3.4 | School Climate | Yes | $361,315.00 | 252524 | | |
| 3 | 3.5 | Positive Playground Activities | Yes | $64,261.00 | 46405 | | |
| 3 | 3.6 | Extended day Activities | Yes | $122,952.00 | 85262 | | |
| 3 | 3.7 | Health Services | Yes | $258,639.00 | 162314 | | |
| 3 | 3.8 | Grade Span Adjustment | Yes | $1,222,568.00 | 1018591 | | |

**2021-22 LCFF Carryover Table**

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| 16,548,809 | 7,220,493 | 0 | 43.63% | $5,674,025.00 | 0.00% | 34.29% | $1,546,468.00 | 9.34% |

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because 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* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

# Engaging Educational Partners

# Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

**Prompt 2**: "A summary of the feedback provided by specific educational partners."

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

**Prompt 3**: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

**Required Goals**
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**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 2020–21 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** or when adding a new metric. |

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

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

## Requirements and Instructions

*Projected LCFF Supplemental and/or Concentration Grants*: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year***: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***LCFF Carryover — Percentage:*** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

***LCFF Carryover — Dollar:*** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

***Total Percentage to Increase or Improve Services for the Coming School Year:*** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***Required Descriptions:***

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:* For school districts with an unduplicated pupil percentage of 55 percent 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 percent:* For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

**Contributing Actions Annual Update Table**
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022