

LCFF Budget Overview for Parents

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

CDS Code: 15633390000000

School Year: 2023-24

LEA contact information:

Paul Miller

Superintendent

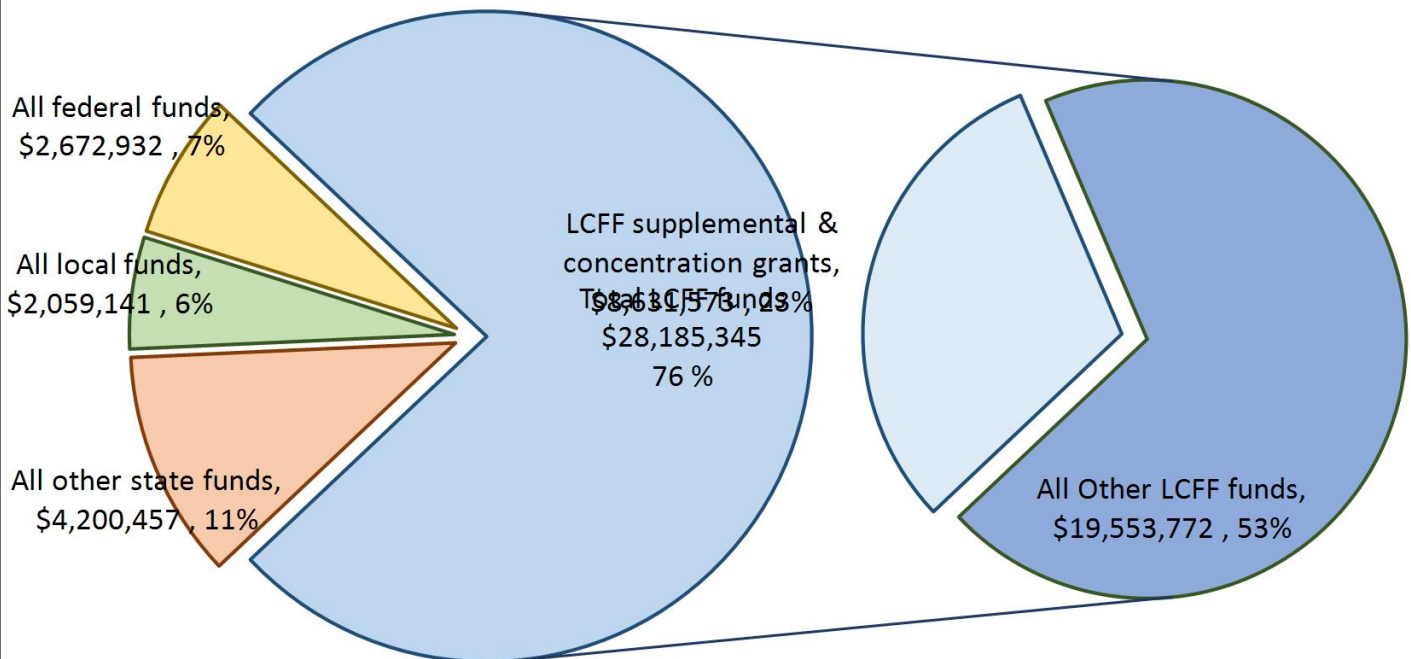
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2023-24 School Year

Projected Revenue by Fund Source

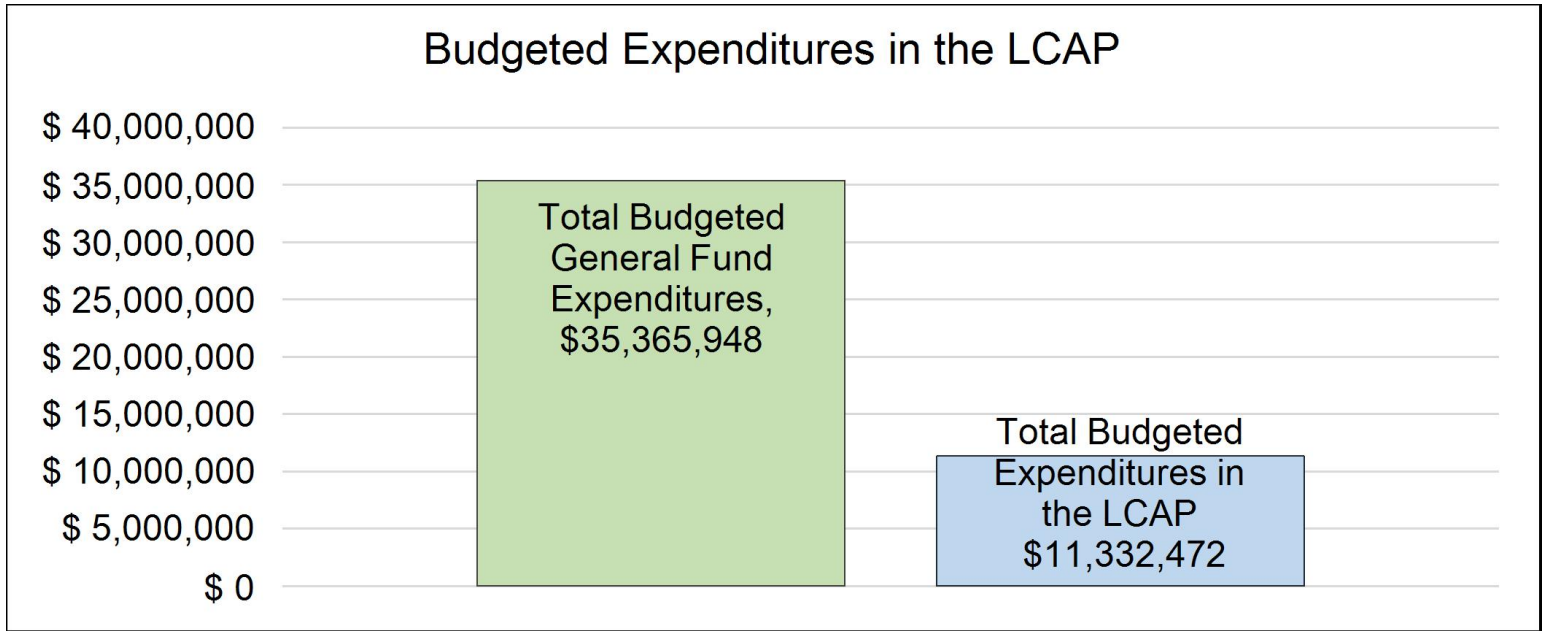


This chart shows the total general purpose revenue Beardsley Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Beardsley Elementary School District is \$37,117,875, of which \$28,185,345 is Local Control Funding Formula (LCFF), \$4,200,457 is other state funds, \$2,059,141 is local funds, and \$2,672,932 is federal funds. Of the \$28,185,345 in LCFF Funds, \$8,631,573 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Beardsley Elementary School District plans to spend for 2023-24. 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 \$35,365,948 for the 2023-24 school year. Of that amount, \$11,332,472 is tied to actions/services in the LCAP and \$24,033,476 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

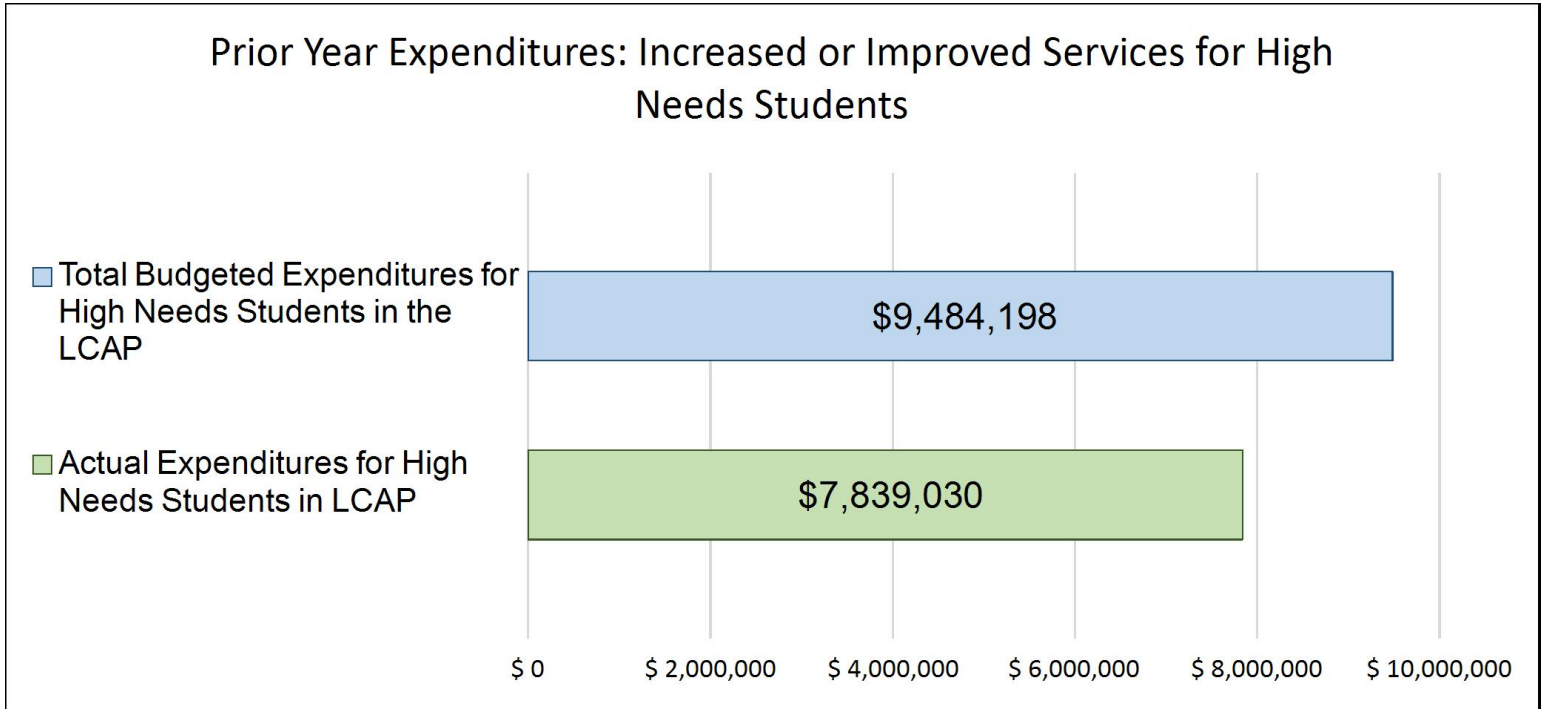
General Fund expenses not included in the LCAP support classroom instruction, technology, facilities, and other ancillary services. The LCAP allocations provide additional services and materials to meet the needs of district programs and goals.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Beardsley Elementary School District is projecting it will receive \$8,631,573 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 \$11,330,472 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 2022-23



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 2022-23, Beardsley Elementary School District's LCAP budgeted \$9,484,198 for planned actions to increase or improve services for high needs students. Beardsley Elementary School District actually spent \$7,839,030 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-1,645,168 had the following impact on Beardsley Elementary School District's ability to increase or improve services for high needs students:

During the 2022-2023 school year, the Beardsley School District was unable to fill or maintain several positions. Some of those positions include a Community Specialist, instructional aides, and five bus drivers. Some additional vacancies were filled part way through the school year. Additionally, personnel costs were lower than anticipated as several new staff members were hired to replace staff who left during the year. These staff were paid on the lower portion of the salary schedule.

The district saw lower than expected expenditures as intervention text material costs were less than anticipated due to a bundled district subscription; less costs for infrastructure repairs and replacement than expected; and a decrease in costs for participation in academic enrichment activities and after school sports programs.

Due to changes in site schedules and hiring shortages the math intervention program through the Boys and Girl Club was not provided.

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

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 2022 C-BEDS document reports Beardsley School District enrollment to be 1,941. School enrollment has increased from 2021 by 88 students.

Our student population is low socio-economic, with 95.26% of our total population receiving free and reduced meals. The ethnic distribution is 44% Hispanic, 44% White, 8% African American, 2% Two or More Races, 1% American Indian/Alaskan Native, and the remaining 1% made up of either Unclassified or ethnicities that had a sample size less than 1%. Of these, several are new ethnicities within our district including Korean, Laotian, Cambodian, Hawaiian, and Samoan.

According to the 2022 fall CALPADS report, 228 students (11.7%) were limited or non-English speaking. This is an increase of 34 students from the previous year.

The October 2022 C-BEDS document reports Beardsley School District has 29 Foster youth (1.5%), and 5 Homeless youth (less than 1%), There was an increase of 9 Foster youth, and a decrease of 5 Homeless youth

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 2022-23 school year, 103 students (5.3%) received RSP services, and 102 (5.2%) students received SDC services according to an Individualized Education Plan. In addition, 121 students (6.2%) received speech services. Students receiving SDC and Speech services increased 1.7% and 2.8% respectively.

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 2 years and the amount of time students were required to miss in 2021-2022 for quarantine protocols, the district is very proud of the dedication and hard work our students and staff have exhibited and the support of parents and guardians to help return to a "normal" school environment.

The District met the standard on the Local Performance Indicator for Implementation of Academic Standards for the 2021-2022 school year.

Star Reading data for 2nd through 8th grade students at the Winter 2022-2023 assessment shows that 39% of students are at or above the 40th percentile benchmark, with 14% considered "on watch" to meet the benchmark. An average of 27% of students are reading at or above their grade level equivalency (GE) as of the Winter benchmark assessment. Star Early Literacy data for Kindergarten and 1st grade students at the Winter assessment shows 15% of students at or above the 40th percentile benchmark, with 20% considered "on watch" to meet the benchmark.

Star Math data for the Winter assessment shows 31% of students in 2nd through 8th grade are at or above the 40th percentile benchmark, with 16% "on watch" to meet the benchmark. This is an increase from the Fall benchmark of 7% at or above, and 4% "on watch."

According to the results of the annual Parent Survey, 74% agree or strongly agree, that their child is doing well in Language Arts and 77% feel their child is doing well in math. Results from the annual Staff Survey indicate that 65% of staff believe that Beardsley students are showing progress in English Language Arts, and 60% of staff responded that students are making progress in mathematics.

The California Dashboard results from the 2021-2022 Summative English Language Proficiency Assessment of California (ELPAC) shows that 41% of students made progress towards English language proficiency. This level of progress is at the same level pre-pandemic.

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

AFTER SCHOOL ENRICHMENT:

In partnership with the Boys and Girls Club, the Beardsley School District was able continue to provide after school enrichment programs for all students in TK-8th grade 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. Enrollment for the 2022-23 school year is at 375 students, up 97 students from the previous year.

This expanded enrichment program will extend through the month of June, providing nine hours of engaging learning activities, clubs, sports, and nutritious meals. All students in the district are invited to participate. .

SCHOOL CLIMATE:

The District met the standard on the Local Performance Indicators for Parent and Family Engagement; and Local Climate Survey for the 2021-2022 school year.

The district's current suspension rate as of March, 2023 dropped to 3.6%. 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 2023 annual Student Survey show that 84% of students responded that their school cares about students, 65% said they feel safe at school, and 56% like school. Parent survey results show that 89% feel that their children enjoy school, 87% say their child's teacher makes learning fun, and 89% agree their schools are safe places to learn. Data from the annual Staff survey show that 89% agree that the district is making progress in reducing the suspension rate, and 78% feel the schools provide a safe place to learn.

North Beardsley and Beardsley Junior participated in PBIS Implementation training during the 2022-2023 school year, and began utilizing strategies learned. They will continue the next phase of training in the upcoming school year.. Beardsley Elementary completed implementation in prior years. All campuses have an Multi-Tiered System of Support program, which utilizes Student Success Teams to address various issues. During the upcoming school year, the district will move toward a district-wide MTSS team to more uniformly address student needs and combine resources.

PUPIL ENGAGEMENT:

The District met the standard on the Local Performance Indicator for Access to a Broad Course of Study for the 2021-2022 school year.

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 current average attendance rate for 2022-2023 is 90.4%, with the highest month reaching 93%, and the lowest month at 91%. This is up from last year's 87% attendance rate. 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:

This year we were able to return to in person events such as Parent/Teacher Conferences, awards assemblies, band and choir concerts, family math and reading nights, and other site related events. We also began to see parents returning to volunteer in classrooms and to assist in events. This was a much welcomed circumstance all around. Results from the annual Parent Survey show that 80% agree the district offers a variety of opportunities for parents to provide input, and 82% 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-assignments, and all facilities in good repair. The District met the standard on the Local Performance Indicator for Basics: Teachers, Instructional Materials, and Facilities for the 2021-2022 school year.

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.

Two schools in the district, Beardsley Elementary and Beardsley Junior High, were identified for Comprehensive Support and Improvement. Both campuses have identified needs and resource inequities through root-cause analysis and parent engagement. They have developed goals and actions in their School Plans for Student Achievement to address these needs, as well as how progress towards improvement will be measured.

ENGLISH LANGUAGE ARTS

2022 Dashboard data places all students in the "low" range and scoring 66 points below standard. Students with disabilities (133.9 points below standard), English Learners (95.3 points below standard), Foster Youth (84.4 points below standard), and Hispanic students (70.7 points below standard) scored in the "very low" range, and all other subgroups including African American (65.5 points below standard), Two or More Races (36.1 points below standard), Socioeconomically Disadvantaged (68.6 points below standard), and White students (65 points below standard) were in the "low" range. While there were small successes in English Language Arts, there is still a great deal of 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 through Effective Educator grants, Literacy Coaches and Reading Specialist grants, and CSI subgrants 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, with a Lead RTI teacher designated to research and disseminate information on best practices for increasing reading proficiency in grades K-8.

Additionally, Lead Teachers will be in place district wide to guide their individual grade-levels in the development and implementation of pacing guides, common benchmarks, and assessment schedules (Goal 1, Action 15). They will also lead their grade level teams in data collection and analysis, and collaborate on how to use that data to drive instruction.

MATH:

Data from the 2022 Dashboard places all students in the "very low" group, and 105.6 points below standard. This is a significant decrease since the 2020 dashboard. Subgroups including, African American (115.6 points below standard), English Learners (133.6 points below standard), Foster Youth (125.9 points below standard, Hispanic (111.7 points below standard), Socioeconomically Disadvantaged (108.2 points below standard), and Students with Disabilities (162.6 points below standard) were categorized as "very low." Students in the Two or More Races subgroup were 81.7 points below standard, and categorized as "low."

To address low performance in this area, the district will continue partnering with the Kern County Superintendent of Schools on a 4-year plan 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 (Goal 1, Action 12). 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 (Goal 1, Action 9).

Additionally, Lead Teachers will be in place district wide to guide their individual grade-levels in the development and implementation of pacing guides, common benchmarks, and assessment schedules (goal1, Action 15). They will also lead their grade level teams in data collection and analysis, and collaborate on how to use that data to drive instruction.

ENGLISH LEARNERS:

Results of the 2021-2022 Summative ELPAC are:

- * Level 4 (Proficient) 10%
- * Level 3 (Moderately Developed) 28%
- * Level 2 (Somewhat Developed) 37%
- * Level 1 (Minimally Developed) 25%

During the 2021-2022 ELPAC, 34% of students scored in the "Beginning" category for reading performance, and 47% scored "Beginning" for writing performance. During 2022-2023, 14 students (5%) were reclassified to RFEP (Reclassified Fluent English Proficient).

2022 Dashboard data indicates that English Learners were 95.3 points below standard in ELA, and 133.6 points below standard in Math.

It is evident from the data above there is a need for additional actions to assist English Learners in the areas of math and ELA. Both areas rely on proficiency in the English language, and this is a barrier for students identified as English Learners. The district has contracted with

the Kern County Superintendent of Schools to provide Designated and Integrated English Language Development training beginning in Summer 2022 and continuing through 2026, 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 2022 data from the dashboard, BSD has a 46.7% chronic absenteeism rate for all students, placing it in the "very high" category. All subgroups including English Learners (48.5%), African Americans (57.4%), Foster Youth (55.8%), Hispanic (41.7%), Homeless (89.3%), Two or More Races (40.7%), Socioeconomically Disadvantaged (47.5%), Students with Disabilities (65%) and White students (45.5%) were categorized as "very high."

BSD has taken steps to reduce the number of students who are chronically absent or exhibit truant behaviors. Covid and quarantine related absences resulted in high absence rates for 2021-2022. Local data through the Kern Integrated Data system shows that while attendance is improving in the 2022-2023 school year, unduplicated students still have high rates of chronic absenteeism. In May of 2023, English Learners had a chronic absenteeism rate of 35.71%, Socioeconomically Disadvantaged students were at 37.69%, Homeless students were at 75.76% chronic absenteeism, and 100% of Foster Youth were chronically absent this school year.

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 ratio 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 in reducing the suspension rate for all students, moving to the "green" category on the 2019 Dashboard. However, data from the 2022 Dashboard shows the district's suspension rate as "high" with 4.5% of students suspended at least one day. Foster Youth (18.2%), Homeless (7.3%), Students with Disabilities (6.5%), and White students (6.5%) all were categorized as "very high." The remaining subgroups, English Learners (3.3%), African Americans (3.2%), Hispanic (3.5%), Two or More Races (3.4%) and Socioeconomically Disadvantaged (4.7%), were categorized as "high."

Local data through the Kern Integrated Data System shows that all students have a suspension rate of 3.77% at the end of May 2023. The suspension rate for English Learners (0.79%), Foster Youth (0%), Homeless Youth (down slightly to 6.06%), and Socioeconomically Disadvantaged (3.76%) have improved during the 2022-2023 school year.

The district recognizes that readjusting to a 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 2021-2022 California Healthy Kids Survey show only 29% of 6th graders and 17% of 7th graders reported engaging in meaningful school participation. In regards to school safety 43% of 6th graders and 39% of 7th graders said they felt safe at school. Key indicators for substance abuse results show 23% of 6th graders state they have used alcohol or drugs at some point in their life, and 15% of 7th graders state alcohol or drug use during the last 30 days. 48% of 7th grade students reported experiencing chronic sadness/hopelessness, up 8% from the prior survey. Additionally, 25% admitted they had considered suicide, a 9% increase from the last survey results.

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 remained at 69% in 2023. Comments from meetings and surveys indicate there are still staff who feel the campus is not as clean as it should be. It was also noted that the overall appearance of campuses is less than desirable with weeds, trash, and cracked sidewalks/asphalt visible to the public.

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 continue to fill vacant custodial staff 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 2023-2024 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

- 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
- Provide ongoing support to teachers with feedback from informal observations and on line professional development modules
- Provide a Kindergarten Summer Bridging program

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
- maintain School Social Workers on each campus
- continue to support new teacher professional development
- maintain music program
- provide high interest electives at Beardsley Junior High
- Increase custodial staff
- Provide the Camp Keep experience for all 6th grade students who wish to attend

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
- after school sports and activities
- maintain an additional school nurse and 3 health clerks, and add one additional school nurse
- lower class sizes in grades K-2

- increased access to home-to-school transportation

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.

Beardsley Elementary
Beardsley Junior High

Support for Identified Schools

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

Each school has met with the district team to assist them in the development of their CSI plans. The district has provided support regarding identification of needs, root cause analyses, educational partner engagement, and the development of the School Plan for Student Achievement (SPSA). Both sites have conducted root-cause analyses and needs-assessments with their educational partners to identify needs and resource inequities. Through School Site Councils they have updated their plans for Student Achievement to include evidence based strategies and interventions to address those needs. The SPSA also outlines how progress toward improvement is monitored.

The sites consulted with the district regarding conducting root-cause analysis and needs assessment, and reviewed plans and the tiered intervention programs developed to achieve successful outcomes. Interventions chosen are evidence-based and have been approved by the district as essential to addressing the needs identified.

Both schools will receive support through CSI funding, and district funding as applicable. Both sites will partner with the Kern County Superintendent of Schools to assist with professional development in the designated areas of need.

Monitoring and Evaluating Effectiveness

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

District personnel, along with advisors from the Kern County Superintendent of Schools, will assist both schools in developing and implementing the plan, and monitoring and evaluating the effectiveness of the evidence-based interventions. Monitoring will occur through monthly check-ins with the site principals, consistent review of student assessment data, feedback from staff and parents/guardians, and anecdotal evidence and student work samples to determine the effectiveness of interventions.

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 2022-2023 school year as follows:

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

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

The District consulted with its Special Education Local Plan Area administrator (SELPA) on February 6, 2023 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.

Parents and community members were invited to attend Back to School Night in August.

The District held four Educational Partners town hall meetings to solicit input from parents and community members in January, 2023

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 April.

Literacy Committee member meetings held in January and March

English Language Development committee meeting held in January

Transitional Kindergarten committee meeting held in January

Collaboration with the Kern County Safe Schools Coalition in February, March, and May.

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 monthly School Board meetings

Community members provided input at monthly Beardsley School Community Foundation meetings

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.

The LCAP was presented to the District Advisory Committee on June 2, 2023. 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 2, 2023. 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 26, 2023 meeting of the Board of Trustees, a public hearing was held to seek recommendations and comments from members of the public on June 12, 2023. The agenda for this meeting was posted on June 9, 2023, 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.

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, Literacy Committee, ELD Committee)
- designate Teacher Leads, with a stipend to provide guidance and support for each grade level in meeting achievement goals (DAC, staff, administrators)
- protected block of time with no pull-outs for ELA and Math (staff, ELD Committee, Literacy Committee, TK Committee)
- standardized RTI process district wide (staff, administrators, Literacy Committee)
- add RTI Reading Teacher at Beardsley Junior High (Literacy Committee, staff, 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, Literacy committee, students)
- structured literacy curriculum based in the science of reading (staff, Literacy Committee, parents)
- continue supplemental digital curriculum support, such as Freckle, Accelerated Math, Imagine Math/ELA, Moby Max, Mystery Science, California Streaming, etc. along with periodic training and updates (staff, administrators, parents, students)
- streamline RTI/MTSS system to accelerate services, consider one district team to hold Student Success Team meetings (staff, administrators)
- smaller class sizes (parents, staff)
- more emphasis on writing (parents, staff)
- add an RTI math program at the Junior High (staff)
- grade level lead teachers to coordinate assessments and pacing guides (administrators, staff)
- connect classroom learning to real world experience (parents, staff, students)
- computer teacher at elementary level (staff)
- designated time and a room to read silently (students)
- more library time (students, staff)
- Universal screening for incoming TK and K Students (staff, administrators, TK committee)
- credentialed PE teachers for elementary campuses (staff, administrators)
- adopt a new math curriculum (staff)
- more supplemental curriculum options for Special Ed students in history and science (staff)
- start Reading and Math interventions in K (staff)
- inform/train parents about assessment results and data-tracking (parents)
- JH block schedule with 2 periods ELA, 1 elective per semester (staff)

- provide more options for students performing above grade level (parents)

ENGLISH LEARNER SUPPORT

- more collaboration between classroom teacher and EL teacher (staff)
- designate an ELD lead teacher with a stipend (DELAC, administrators)
- continue integrated and designated ELD training (administrators)
- hire trained interpreters and translators (staff)
- extended ELD support time for "newcomers" (staff, administrators)
- ELL all day classroom (parents)
- cluster and provide pull outs of EL students by ELPI (staff, administrators)
- add an additional Instructional Aide for push in at Beardsley Junior High (ELD Committee, staff, administrators)

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)
- enable all students wishing to attend Camp KEEP the opportunity to attend (administrators, students, BSCF)

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)
- continue 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 all campuses (staff, parents)
- inform/train parents about assessment results and data-tracking (parents)
- hold meet the teacher event before school begins, include aides (parents, administrators)

SAFE AND CLEAN CAMPUS

- maintain 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, especially cleanliness of grounds (parents, students, staff)

- School Resource Officer on campuses (parents, staff, administrators)
- gates remaining locked after school (parents, staff, administrators)
- concerns about vagrants and homeless around campuses (parents, staff, administrators)

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)
- develop/purchase a system to
- staff Intervention training (staff)
- suicide prevention training available throughout the year (administrators)

STAFF PROFESSIONAL DEVELOPMENT

- additional 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)
- provide training for teachers on behavior management (staff)
- training on Universal Design for Learning (staff, administrators)

STUDENT ENGAGEMENT (Absenteeism, Suspension Reduction)

- add a second Student Intervention Facilitator (SIF) at North Beardsley (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, Science Fair (parents, staff, students)
- 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)
- School Resource Officer to address truancy (staff, administrators)
- provide equitable access and inclusion for all students (parents, students, staff)
- district-wide, grade-level "big project" or performance (examples included patriotic performance, state floats, wax museum) with a culminating showcase for the district (staff)
- 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)
- more after school clubs and sports for younger students (parents)
- offer more courses at all levels that focus on diversity of California (parents)

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 Effective Educators Grant Plan, and the Expanded Learning Opportunity Plan.

GOAL 1

Action 4

- Due to the difficulty in hiring a full time ELD District-wide TOSA with an administrative credential, designate an ELD lead teacher, with a stipend as recommended by the ELD Committee and administrators.
- A fifth part-time ELD teacher was hired in place of the full-time TOSA to meet the growing ELD needs of North Beardsley as noted by Administrators.
- Add a second ELD Instructional Aide at Beardsley Junior High to assist the growing number of pupils needing assistance in core classes, recommended by staff, administrators, and the ELD Committee.

Action 10

- Designate a Lead RTI Reading teacher, with a stipend, as recommended by the Literacy Committee, staff, and administrators.
- Add an RTI Reading teacher to Beardsley Junior High as recommended by the ELD Committee, staff, and administrators.

Action 13

- Provide ongoing individualized professional learning support to all teachers tailored to their needs and personal goals as recommended by staff and administrators.

Action 14

- Implement a Kindergarten Bridging program for students transitioning from TK, Pre-school, or those who have not attended school in any capacity. This action was recommended by the TK Committee, administrators, and staff.

GOAL 2

Action 2

- Addition of software subscriptions to provide Social Emotional Learning; Tier 1-3 Interventions; Behavioral Threat Assessment; Suicide Threat Assessment; annual Suicide Prevention Training; and a platform to securely house threat assessment information that can be accessed by

Administrators, Social Workers, School Psychologists, and other personnel as needed. This action was recommended by staff, community members, and administrators.

Action 8

- Provide an opportunity for all 6th grade students who wish to attend Camp KEEP the ability to do so. This action also includes providing sufficient counselors and teachers attending to supervise the increased number of students. This recommendation was supported by staff, administrators,

BCSF, parents, and students.

GOAL 3

Action 4

- Add one Student Intervention Facilitator position at North Beardsley based on based on discipline and attendance data, as well as recommendations from staff, administrators, and DAC/DELAC partners.
- Add two Alternative Placement Program teachers to provide unduplicated students an alternative to suspension. One each at Beardsley Elementary and San Lauren Elementary. This action is based on attendance and suspension data, as well as recommendations from staff and administrators.

Action 8

- Reduce class sizes by ensuring all Kindergarten through 2nd grade classrooms have no more than 20 students. This adjustment was recommended by staff, administrators, 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. Learning loss due to the 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. Beardsley students are still far below the state and county average academically.

The needs of unduplicated students within the district are great. Foster Youth and English Learners scored "very low," and Socio-economically disadvantaged scored "low" on the 2022 California Dashboard in Language Arts. All three of these unduplicated groups scored "very low" in Mathematics.

The aftermath of the pandemic which brought learning loss and quarantines over the last three last years, combined with current below standard performance on local benchmarks and CAASPP results, 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.	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.	<p>2018-2019 CAASPP</p> <p>ELA proficiency - all students scored 43.4 points below standard.</p> <p>English Learners scored 64.4 points below standard. This represents a 21 point difference from all students but in the same color category</p> <p>Low-Income scored 50.3 points below standard. This represents a 6.9 point difference from all students but in the same color category</p> <p>Students with Disabilities scored 124.5 points below standard. This represents a 81 point difference from all students and one color category below all students</p>	<p>Data obtained through KIDS for 2020-21:</p> <p>ELA proficiency - all students scored 79.3 points below standard</p> <p>English Learners scored 117.7 points below standard. This represents a 38.4 point difference from all students</p> <p>Low-income scored 88.49 points below standard. This represents a 9.19 point difference from all students</p> <p>Students with Disabilities scored 152.6 points below standard. This represents a 73.3 point difference from all students</p> <p>Math proficiency - all students scored 115.9 below standard</p>	<p>2021-2022 CAASPP</p> <p>ELA proficiency - all students scored 66 points below standard, rated Low</p> <p>English Learners scored 95.3 points below standard, rated Very Low. This is a 29.3 difference from all students.</p> <p>Low-Income scored 68.6 points below standard, rated Low. This is a 2.6 point difference from all students.</p> <p>Students with Disabilities scored 133.9 points below standard, rated Very Low. This represents a 67.9 point difference from all students.</p> <p>Math proficiency - all students scored 105.6</p>		<p>Expected increase of ELA proficiency by 6 points (37 points BS) by 2024.</p> <p>English Learners and Low-Income students - narrow the ELA gap to + or - 3 points from all students.</p> <p>Students with Disabilities - reducing the ELA gap by one half of its current 80 point difference.</p> <p>Expected increase in math proficiency by 12 points (62 points BS) by 2024</p> <p>English Learners and Low-Income students - narrow the ELA gap</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Math proficiency - all students scored 74.1 points below standard.</p> <p>English Learners = 94.4 points below standard. This represents a 20 point difference from all students but in the same color category</p> <p>Low-Income, 80.9 points below standard. This represents a 6.8 point difference from all students but in the same color category</p> <p>Students with Disabilities scored 124.5 points below standard. This represents a 50 point difference from all students but in the same color category</p> <p>CAST - All Students- 18.62% Met or Exceeded</p>	<p>English Learners scored 144.6 below standard. This represents a 28.7 difference from all students</p> <p>Low-income scored 107.6 below standard. This represents a 8.83 positive point difference from all students</p> <p>Students with Disabilities scored 181 below standard. This represents a 65.1 point difference from all students</p> <p>CAST - All Students - 8.54% Met or Exceeded</p> <p>Low Income Students - 8.05% Met or Exceeded</p>	<p>points below standard, rated Very Low.</p> <p>English Learners scored 133.6 points below standard, VeryLow. This is a 28 point difference from all students.</p> <p>Low-Income scored 108.2 points below standard, rated Very Low. This represents a 2.6 difference from all students.</p> <p>Students with Disabilities scored 162.6 points below standard, rated Very Low. This is a 152 point difference from all students.</p> <p>CAST All students - 14% Met or Exceeded standard</p> <p>Low Income students - 12.62 Met or Exceeded</p>		<p>to + or - 5 points from all students.</p> <p>Students with Disabilities - reducing the ELA gap by one half of its current 50 point difference.</p> <p>Science - Expected increase of student who meet or exceed: All students - 23% SED - 23% EL - 8%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Low Income students - 18.03% Met or Exceeded</p> <p>English Learners- 3.45% Met or Exceeded</p>	English Learners - less than 10 students tested	English Learners - 0% Met or Exceeded		
4B - A-G N/A for elementary	4B. A-G courses: N/A	N/A	N/A		4B. A-G courses: N/A
4C - % of pupils that have successfully completed CTE pathways	4C - CTE Pathways: N/A	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	N/A		4D - Percentage of pupils who have successfully completed both B & C = N/A
<p>4E - Percentage of ELs who make progress toward English proficiency (as measured by ELPAC)</p> <p>Level 1 - Beginning</p> <p>Level 2 - Somewhat Developed</p> <p>Level 3 - Moderately Developed</p>	<p>4E. AMAO I of 60%</p> <p>KIDS Data: ELPAC Overall Performance for 2019-2020</p> <p>Level 1 =14%</p> <p>Level 2 = 30%</p> <p>Level 3 = 40.9%</p> <p>Level 4 = 15.1%</p>	<p>No California Dashboard Data available.</p> <p>KIDS Data: ELPAC Overall Performance for 2020-2021</p> <p>Level 1= 25.4%</p> <p>Level 2 = 36.5%</p> <p>Level 3 = 32.5%</p> <p>Level 4 = 5.6%</p>	<p>AMAO 1 of 41%</p> <p>ELPAC Overall Performance for 2021-2022</p> <p>Level 1 = 25.25%</p> <p>Level 2 = 36.87%</p> <p>Level 3 = 28.28%</p> <p>Level 4 = 9.6%</p>		4E - AMAO I target of 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Level 4 - Well Developed					
4F- EL reclassification rate as measured by District records.	4F AMAO II of 20% .	AMAO II of 6% for 2020-2021 School Year	AMAO II of 8% for 2021-2022 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	N/A		4G Percent of Students that have passed an AP class - N/A
4H College Readiness - N/A	4H College Readiness - N/A	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	<p>8 - Physical Fitness Scores - State testing resumes in Spring 2022, however.</p> <p>The 2018 scores are listed below:</p> <p>5th grade - 2018 scores Aerobic Capacity - 58.9% Body Composition - 51.1% Abdominal Strength - 60.5% Trunk Extension - 72.1%</p>	<p>Beginning in 2022, Participation Rate added as method of measurement per CDE.</p> <p>2021-2022 Participation rates 5th Grade = 99% all areas 7th Grade = 93% all areas</p> <p>5th Grade 2022 Scores All Students Avg. Pacer Laps Completed - 24 Avg. Curl Ups - 22 Avg. Trunk Lifts - 12 Avg. Push Ups - 8</p>	<p>2022-2023 Participation rates: 5th Grade = 97% all areas 7th Grade = 93% all areas</p> <p>5th Grade 2023 scores All Students Avg. Pacer Laps completed - 19 Avg. Curl Ups - 39 Avg. Trunk Lifts - 12 Avg Push Ups - 13 Shoulder Stretch Left Side - 57% Shoulder Stretch Right Side - 68%</p>		<p>8 - Physical Fitness Scores - Expected growth by 2024 for fitness testing as follows:</p> <p>5th grade - Aerobic Capacity - 64% or Body Composition - 57% Abdominal Strength - 66% Trunk Extension - 78% Upper Body Strength - 46% Flexibility - 74%</p> <p>7th grade - Aerobic Capacity - 54%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Upper Body Strength - 39.5% Flexibility - 68.9% 7th grade - 2018 score Aerobic Capacity - 48.4% Body Composition - 54.2% Abdominal Strength - 98.1% Trunk Extension - 98.7% Upper Body Strength - 74.2% Flexibility - 88.4%	Shoulder Stretch Left Side - 60% yes Shoulder Stretch Right Side - 76% yes 5th Grade 2022 Scores Low Income Avg. Pacer Laps Completed - 23 Avg. Curl Ups - 22 Avg. Trunk Lifts - 11 Avg. Push Ups - 8 Shoulder Stretch Left Side - 60% yes Shoulder Stretch Right Side - 76% yes 5th Grade 2022 Scores English Learners Avg. Pacer Laps Completed - 26 Avg. Curl Ups - 19 Avg. Trunk Lifts - 11 Avg. Push Ups - 9 Shoulder Stretch Left Side - 56% yes Shoulder Stretch Right Side - 72% yes 7th Grade 2022 Scores All Students Avg Timed Mile - 13:32	5th Grade 2023 scores Low Income Avg. Pacer Laps completed - 18 Avg. Curl Ups - 38 Avg. Trunk Lifts - 12 Avg Push Ups - 13 Shoulder Stretch Left Side - 59% Shoulder Stretch Right Side - 71% 5th Grade 2023 scores English Learners Avg. Pacer Laps completed - 17 Avg. Curl Ups - 30 Avg. Trunk Lifts - 12 Avg Push Ups - 13 Shoulder Stretch Left Side - 29% Shoulder Stretch Right Side - 58% 7th Grade 2023 Scores All Students Avg. Timed Mile - 14:25 Avg. Curl Ups - 57 Avg. Trunk Lift - 12 Avg. Mod Pull Ups - 9		Body Composition - 60% Abdominal Strength - 99% Trunk Extension - 99% Upper Body Strength - 80% Flexibility - 92% 5th Grade participation rate - 99% 7th Grade participation rate - 99%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Avg. Curl Ups - 51 Avg. Trunk Lift - 12 Avg. Mod Pull Ups 9 Avg. Sit & Reach Right - 10 Avg. Sit & Reach Left - 9</p> <p>7th Grade 2022 Scores Low Income Avg Timed Mile - 12:52 Avg. Curl Ups - 50 Avg. Trunk Lift - 12 Avg. Mod Pull Ups 9 Avg. Sit & Reach Right - 10 Avg. Sit & Reach Left - 9</p> <p>7th Grade 2022 Scores English Learners Avg Timed Mile - 12:25 Avg. Curl Ups - 50 Avg. Trunk Lift - 12 Avg. Mod Pull Ups 9 Avg. Sit & Reach Right - 10 Avg. Sit & Reach Left - 10</p>	<p>Avg. Sit & Reach Right - 10 Avg. Sit & Reach Left - 10</p> <p>7th Grade 2023 Scores Low Income Avg. Timed Mile - 14:25 Avg. Curl Ups - 56 Avg. Trunk Lift - 12 Avg. Mod Pull Ups - 9 Avg. Sit & Reach Right - 10 Avg. Sit & Reach Left - 10</p> <p>7th Grade 2023 Scores English Learners Avg. Timed Mile - 15:23 Avg. Curl Ups - 61 Avg. Trunk Lift - 12 Avg. Mod Pull Ups - 8 Avg. Sit & Reach Right - 10 Avg. Sit & Reach Left - 10</p>		

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 fell in the "very low" ranking in both ELA and math as indicated in the CA Dashboard for 2022.	\$42,865.00	Yes
1.2	Elementary Physical Education Instruction	<p>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.</p> <p>The effectiveness of this action will be measured by physical fitness scores.</p>	\$125,218.00	Yes
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 full 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.	\$285,673.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p>		
1.4	Services to English Learners	<p>Beardsley School District will increase services to English Language Learners, who are performing below their English speaking peers. Staffing increases, extended instructional aide time, establishing an ELD committee, and ELD specific professional development will be implemented.</p> <p>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. One additional ELD Instructional Aide will be added at Beardsley Junior High to push in with students attending core classes.</p> <p>BSD will maintain 5 certificated EL staff. These 5 teachers will increase their small group time with students, providing more individualized instruction, and developing positive relationships.</p> <p>One EL Resource Coordinator will act as liaison between families, school staff, and administration. The coordinator will work with families and the Community Outreach team to help meet the needs of our EL students. The Coordinator will use state and local data to determine current trends and needs within the district, and will research and recommend professional development options and supplemental materials for staff.</p>	\$561,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Bilingual interpreters will be on hand at each school site and the District Office, to assist parents and staff in communicating student needs and achievements in a timely manner.</p> <p>A district-wide committee will be maintained 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.</p> <p>Professional development in Designated and Integrated ELD will be provided to all certificated staff will continue.</p>		
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 subgroups and all students in the area of ELA and Math as indicated in the CA Dashboard.	\$49,218.00	Yes
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, Knowledge Bowl, and Principal Partner's Day. Associated costs include materials and	\$17,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.8	Site Tech Support	Continued implementation of Google Classroom and Kami digital programs to support low income and English learners. The success of this action will be measured based on ELA and math scores as reported by the CA dashboard.	\$9,000.00	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. These students have been identified by their low performance on the CAASPP and other local assessments, in relation to all students. The Junior High will offer 4 periods of Math Intervention Measured by Star Math Assessments, Imagine Math Benchmarks, state assessments, and Kern Integrated Data System data.	\$245,403.00	Yes
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 two 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.	\$167,147.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>A district-wide committee will be maintained to review and recommend best practices and supplemental materials aimed at increasing literacy for unduplicated students.</p> <p>One additional RTI Reading teacher and one Instructional aide will be added to Beardsley Junior high to provide intervention services.</p> <p>This action will be measured by Star Reading Assessments, Star Early Literacy Assessments, DIBELS, state assessments, and Kern Integrated Data System data.</p>		
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.	\$319,354.00	Yes
1.12	Supplemental Math, ELA, and ELD materials	<p>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.</p> <p>Additional Supplemental materials to increase English Language acquisition will be purchased as determined by EL certificated staff and administrators, including access to Rosetta Stone subscriptions to help improve English language fluency.</p>	\$125,000.00	Yes
1.13	Professional Learning Support	BSD will utilize a digital observational tool and professional development delivery system that will help school leaders create a	\$14,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		meaningful and productive conversation with teachers to enhance performance and provide them with the individualized professional learning they need to improve student learning. This action is intended to provide teachers with tools and strategies to best meet the needs of English Learners, Foster Youth and low income students identified as struggling. The success of this action will be measured by increase in academic achievement in these groups.		
1.14	Kindergarten Summer Bridge	BSD will provide a Kindergarten Summer Bridging program to welcome incoming Kindergarten students coming from Preschool, Transitional Kindergarten, or who are first time students. This two week program will take place shortly before the beginning of the school year. Students attending the program will receive Kindergarten readiness assessments and interventions to help make the transition to Kindergarten an exciting and fulfilling event. Students identified as low income, Foster Youth, and English Learners will be identified and receive priority registration for the program.	\$5,000.00	Yes
1.15	Grade Level Lead Teachers	The district will identify grade level lead teachers who will be trained in district benchmark development and implementation district-wide. Grade level leads will also facilitate monthly grade level meetings in grades K-8 including setting agenda items for these meetings. Additionally, these leads will collaborate with their grade level peers to develop pacing and assessment schedules for the district. They will also lead their grade level teams in data collection and analysis, and collaborate on how to use that data to drive instruction. All students, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students benefit from this action due to the consistent academic focus on Common Core implementation. Funds pay for stipends and hours necessary to coordinate and oversee.	\$47,000.00	Yes
1.16	Student Success Team	A district-wide Student Success Team (SST) will be formed to conduct meetings at all school sites. These meetings will assist in analyzing	\$25,560.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>data and prescribing multi-tiered interventions to students performing below grade level. Training will be provided in the use of the KIDS Early Warning Intervention System.</p> <p>Expenses include stipends and substitute pay for 10 teachers serving as SST team members spanning all 4 campuses.</p>		

Goal Analysis [2022-23]

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.

Action 1.1 was fully implemented. This action supports action 1.12 in providing supplemental materials that are identified and requested by teachers to meet the needs of targeted students, especially materials for English Learners who are often at varying stages in their English language development.

Action 1.2 was fully implemented, however throughout the year partial vacancies occurred. All vacancies were filled as quickly as possible, with little interruption to services. This action is measured by Physical Fitness scores. The 2023 testing results did show some progress in areas related to upper body strength for low income and especially English Learners. Additional focus on aerobics is needed, and plans are already being outlined to address those areas for the upcoming school year.

Action 1.3 was partially implemented. The part-time Librarian for the Junior High was not hired. No suitable candidates applied for the part-time position. The JH library is also still in the final stages of completion. The position will be offered as a full time position. This will not only increase the hiring pool, but will offer additional opportunities for students to use the library throughout the full school day. The new full time librarian will also assist with events such as Battle of the Books and Oral Language Festival at the Junior High, which currently has little to no participation in those events.

Action 1.4 was partially implemented. The ELD TOSA position was not filled. There was difficulty hiring a full-time person for English Language Development that also had an administrative credential, required to be a district-wide coordinator. One additional part-time ELD teacher position was hired for North Beardsley to meet the growing English Learner population, which we had struggled to hire previously. A new ELD Committee was formed mid-year. They conducted a needs assessment and identified procedures which needed to be standardized across the district. They reviewed the current professional development plan, and made suggestions for additional topics that were of interest to teachers in this area. There was success with this goal however, as 9.6% of students scored Level 4 on their ELPAC for 2021-2022, and preliminary data shows that 12% students taking the 2022-2023 ELPAC scored Level 4 and will be candidates for reclassification.

Action 1.5 was fully implemented, with Summer School being offered on all 4 campuses for students entering grades K-8, as well as the Summer Band/STEM camp. Students were also offered extended day programs after the regular Summer School day concluded.

Action 1.6 was partially implemented, as no new professional development was provided for the Inclusion Team this year. The team does continue to work together to with the Special Services department to foster student growth and increase content mastery. This team is expected to work closely with the new MTSS team being implemented for the next school year as well.

Action 1.7 was partially implemented. There was an increase in students participating in academic opportunities during the 2022-2023 school year. Participants in the Oral Language Festival went from 7 the previous year to 14 this year. All of those participating were categorized as unduplicated students. The Junior High also had 2 teams of students complete in the Knowledge Bowl, up from no participants last year. The teams included 8 students, 6 of which were identified as unduplicated. Participants in the Battle of the Books went from 0 the previous year to 4 this year, all of whom are unduplicated students. While these numbers are still small, it is encouraging to see more students willing to become involved in academic opportunities. As word of their involvement has spread, more students are pledging to participate during the next school year. Action 1.7 is showing signs of being a successful strategy to encourage students to participate more in academic enrichment activities.

Action 1.8 was fully implemented, and continued to be a resource for staff and students to enhance learning. Continuing the use of Google Classroom provided multiple opportunities for submitting work and developing projects in a non-traditional manner. The Kami program was instrumental in helping teachers create and modify instructional materials to make them more accessible for student proficiency levels.

Action 1.9 was partially implemented. Tutoring for math students got off to a slow start. However, by February all 3 elementary campuses were able to provide an RTI Math Intervention program either during the regular school day, or as after school tutoring. At San Lauren one retired teacher returned to provide services three days a week. At North Beardsley and Beardsley Elementary 20 teachers provided after school tutoring to students in Grades K through 6.

Action 1.10 was fully implemented. A new district-wide committee was added mid-year to conduct a needs assessment and make recommendations to improve reading intervention programs. Their assessment recommended changes to be implemented for the upcoming school year, as well as identifying areas of professional development for literacy. A more uniform assessment schedule and intervention guidelines were developed.

Action 1.11 was partially implemented. Vacancies throughout the year occurred, but all were filled as quickly as possible. Since the 2021-2022 provides a new baseline for SBAC proficiency scores, comparable data for comparison is not yet available. Local data such as Star assessments show slight upward trends in benchmark assessments.

Action 1.12 was fully implemented, however, the amount of materials purchased was less than the previous year. The Literacy Committee and ELD Committee reviewed current supplemental materials, and made suggestions for adding or removing some items. Their work will continue when the new school year begins to help staff research evidence based materials that are suitable for targeted students. Since the

2021-2022 provides a new baseline for SBAC proficiency scores, comparable data for comparison is not yet available. Local data such as Star assessments show slight upward trends in benchmark assessments.

Action 1.13 was not implemented, and is a new addition for the 2023-2024 plan

Action 1.14 was not implemented, and is a new addition for the 2023-2024 plan

Action 1.15 was not implemented, and is a new addition for the 2023-2024 plan

Action 1.16 was not implemented, and is a new addition for the 2023-2024 plan

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 the Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2022-2023 LCAP Goal 1 was \$2,644,421. The estimated actual expenditures for the 2022-2023 LCAP Goal 1 was \$1,707,431. This is a difference of \$936,990. The substantive differences were in the actions listed below:

Action 1.3 had a difference of \$57,611. This was due to one part-time librarian position not being filled, and less funding spent on library books while awaiting new library to open. This position will become full time for the 2023-2024 school year, and the library construction is expected to be complete before the beginning of the school year

Action 1.4 had a difference of \$142,918 as the full-time ELD TOSA was not hired because no suitable candidate with an administrative credential was located. This position reverted back to a part-time ELD teacher, which was found to be a greater need due to an increase in English Learner enrollment. This position was filled mid-year.

Action 1.9 had significant difference of \$337,930. Original plans for an outside contract to assist with math tutoring did not come to fruition. As such, Math intervention started mid year. Additionally, the supplemental materials purchased were less than expected as our last order was a 3 year subscription order. Amount will be adjusted for coming year.

Action 1.11 had a difference of \$61,738. Personnel costs were not as high as estimated as some positions were vacant throughout the school year due to a lack of qualified applicants. Additionally, new staff hired were at a pay rate lower on the salary schedule than the previous employees who had been on upper levels of the scale.

Action 1.12 had a difference of \$302,625. This was due to fewer supplemental materials being purchased, as there were some excess materials left from the prior year. The Literacy and ELD committees will review recommendations for supplemental materials for the upcoming year and make adjustments as needed.

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

Actions 1.1 (Printed Supplemental Materials); 1.3 (Library Services); 1.4 (Services to English Learners); 1.5 (Summer Enrichment/STEM); 1.6 (Inclusion); 1.7 (Academic Enrichment Opportunities); 1.8 (Site Tech Support); 1.9 (Math Intervention); 1.10 (Reading Intervention); 1.11 (Classroom Support); and 1.12 (Supplemental Math, ELA and ELD Materials) were effective in helping BSD to provide opportunities for all student populations to improve academic achievement in English Language Arts, Math, and Science, by providing additional instructional support, intervention programs, and supplemental materials. These action items support metrics listed under 4A Pupil Outcomes, as evidenced by increased CAASPP scores compared from the 2021-22 school year to the 2022-23 school year. CAASPP English Language Arts proficiency for all students increased 13.3 points, Math for all students increased 10.3 points, and the percentage of students meeting or exceeding the standard on the CAST Science test increased 5.46%. Gains were also seen for English Learners (ELA increased 22.4 points, Math increased 39 points); Low Income Students (ELA increased 19.89 points, CAST 4.57%); and Students with Disabilities (ELA 18.7 points, Math 18.4 points).

In conjunction with the above actions, Action 1.4 (Services to English Learners) is specifically effective in making progress toward metrics 4E Percentage of EL's who make progress toward English proficiency, and 4F Reclassification rate. English Learners scoring Level 4 on the ELPAC was 10%, up 4% from the prior year. English Learners making progress toward English Language Proficiency increased to 40.9%. The reclassification rate was 8%, which is a 2% increase from the previous year.

Action 1.2 (Elementary Physical Education Instruction) was effective in improving outcomes on the annual Physical Fitness Test. All 5th grade students saw improvement on average number of Curl-Ups completed (increased by 7); and Push-Ups (increased by 5). Low Income 5th graders saw improvements in Curl-Ups (increased by 16); Trunk Lifts (increased by 1); and Push-Ups (increased by 5). English Learners in the 5th grade saw improvement in Curl-Ups (increased by 11); Trunk Lifts (increased by 1); and Push-Ups (increased by 5). All 7th grade students saw improvement as well, Curl-Ups (increased by 6); and the Sit & Reach on the Right Side (increased by 1). Low Income 7th grade students saw improvement in Curl-Ups (increased by 6); and the Sit & Reach on the Right Side (increased by 1). English Learners saw progress in Curl-Ups (increased by 11).

Based on an analysis of these results, the district believes actions in Goal 1 continue to be effective in making progress toward outlined goals and metrics.

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, California Dashboard data, and educational partner feedback for Goal 1, the following changes will be made for the 2023-2024 LCAP year:

Action 1.2 is expected to see an increase in salaries and benefit, and the costs of materials and supplies has increased, which are reflected in our metrics.

Action 1.3 Librarian at Beardsley Junior High will be increased to full time. This will not only provide more opportunities for students to visit the library and participate in activities such as Battle of the Books, but will also increase the likelihood of filling the position which generated little interest when advertised as part time.

Action 1.4 The ELD/TOSA position will be eliminated due to the difficulty in hiring an individual who has an administrative credential, as well as the ELD experience needed for the position. This position instead will be a part-time ELD teacher to meet the needs of our growing EL population. A second EL Instructional Aide will be added at the Beardsley Junior High to provide push-in services during core academic subjects.

Action 1.7 estimated expenditures will be reduced

Action 1.9 to meet the needs of Junior High Students, 4 periods of Math Intervention will be offered. Costs for materials will also be adjusted to take into consideration the 3 year subscription for supplemental materials that were previously purchased.

Action 1.10 One additional RTI Reading teacher, and 1 Instructional Aide will be added at the Beardsley Junior High to increase reading intervention services to students.

Action 1.13 is a new action added at the end of the 2022-2023 school year that will provide a digital observational tool and professional development delivery system that will help school leaders create a meaningful and productive conversation with teachers to enhance performance and provide them with the individualized professional learning they need to improve student learning. This action is intended to provide teachers with tools and strategies to best meet the needs of English Learners, Foster Youth and low income students identified as struggling. Data from the California Dashboard Local Indicators notes that the District is considered in "initial implementation" in the area of identifying the professional learning needs of individual teachers. Progress in this action will be measured by metrics in 4A Pupil Outcomes.

Action 1.14 is a new action added for the 2023-2024 school year to provide a Kindergarten Summer Bridging program to welcome incoming Kindergarten students coming from Preschool, Transitional Kindergarten, or who are first time students. This two week program will take place shortly before the beginning of the school year. Students attending the program will receive Kindergarten readiness assessments and interventions to help make the transition to Kindergarten an exciting and fulfilling event. Students identified as low income, Foster Youth, and English Learners will be identified and receive priority registration for the program. Progress in this action will be measured by metrics in 4A Pupil Outcomes.

Action 1.15 is a new action for the 2023-2024 school year to provide Grade Level Lead teachers to update, develop and implement benchmark assessments. Additionally they will work with grade level peers to review and update pacing guides and assessment schedules. Progress in this action will be measured by metrics in 4A Pupil Outcomes.

Action 1.16 is a new action for the 2023-2024 school year. As noted in feedback from staff and administrators, standardization in the Student Success Team/MTSS system is needed districtwide. This action is the first step in that process. Progress in this action will be measured by metrics in 4A Pupil Outcomes.

In addition to this, salaries and benefits, as well as the cost of goods, have increased which are reflected in our metrics. This includes increased estimated costs for actions 1.2, 1.3,1.4, 1.5, and 1.10.

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 2022-2023 school year, site administrators received 55 notifications of students making online statements of self-harm or harm to others through a pilot of the Lightspeed Relay program

At the elementary sites there were 169 students referred to School Social Workers during the first half of the school year. Of those, 74 students were provided services including direct services by the School Social Worker, or referred to community service providers. School Social Workers conducted 45 risk assessments to determine the level of risk for suicide or self-harm. They also conducted 107 crisis interventions when there was an immediate need to address emotional/mental/physical or behavioral distress. During the 2021-2022 school year, 6th grade students took the California Healthy Kids Survey for the first time. The data from that survey regarding school safety shows that 43% of those students feel safe at school. Results for students who say they had been hit or pushed at school was 38%; had mean rumors spread about them was 52%; were called bad names or were the target of mean jokes was 63%; claimed to have seen a weapon at school was 10%; and those who said they were a victim of cyberbullying were 43%. When it came to substance abuse, 23% said they had used alcohol or drugs during their lifetime; 3% had used marijuana; 5% admitted to cigarette use; and 13% state they had vaped. In regards to mental health, 37% of the 6th grade students said they frequently felt sad.

At the Junior High site there were 48 students referred to School Social Workers during the first half of the 2022-2023 year. Of those 19 led to suicide risk assessments. During the 2021-2022 school year, 7th grade students took the California Healthy Kids Survey. The data from the survey regarding school safety shows that only 39% perceived school as a safe place. Students results showed that 46% have experiences some form of harassment or bullying; 51% had mean rumors or lies spread about them; 36% have been afraid of being beaten up; 21% have engaged in a physical fight, 24% claim to have seen a weapon on campus; and 40% were victims of cyberbullying. When it came to substance abuse 15% said they were currently using alcohol or drugs; 9% use marijuana; 4% participated in binge drinking; 12%

currently vape tobacco, and 6% vape marijuana. When asked about their social and emotional health 48% of students responded chronic sadness or hopeless feelings during the past 12 months, and 25% had seriously considered suicide during that same period.

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. In March of 2023, parents, staff, and students in 3rd through 8th grades took the annual LCAP surveys. Of those responding, 65% of students said they felt safe at school, down from 69% last year; 47% of students responded that their school is clean, down from 52% last year. Parent results showed that 89% felt their child's school provided a safe place to learn, the same result as last year; 93% felt their schools were clean and in good repair, down slightly from 94% last year. Staff responses to their survey show that 78% felt their campuses were safe, down significantly from last year's 93%; 59% felt their facilities were clean and in good repair, down from 78% last year.

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 continue 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. Students in 6th grade have an opportunity to attend Camp KEEP in the Los Osos area, however, the continued rising cost of the program makes it out of reach for most of our unduplicated students.

The Beardsley School District will ensure good repair at every school site by maintaining the custodial staff by four (4) full time custodians. One staff member will continue to 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 indicate 2 campuses did not meet the Exemplary status in 2022, but were rated as Good.

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	1A. As indicated by the California Dashboard, Local Indicators, self-	As indicated by the California Dashboard, there were 5 teachers of EL Students mis-	As indicated by the California Dashboard, there was 1 teacher mis-assigned teacher		1A. Continue to strive for 100% of BSD Teachers to be appropriately

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
credentialed for assignment.	reflection tool, 100% of BSD Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	assigned for the 2020-2021 school year.	or vacant position for the 2021-2022 school year.		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.	From the California Dashboard Local Indicators self-reflection tool, 100% of students have access to standards-aligned materials.		1B. 100% of pupils have sufficient access to standards-aligned instructional materials.
1C. School facilities maintained and in good repair.	<p>1C. School Facilities Overall rating of Exemplary Repair as indicated by Williams Inspection documentation</p> <p>Site FIT reports at or above "Good" in all areas, and Overall "Exemplary"</p> <p>Annual parent, staff, and student survey results for facilities in</p>	<p>School Facilities were rated "Exemplary" during the Williams Inspection after small repairs noted were completed</p> <p>2021 Site FIT Reports all at or above "Good" in all areas, and Overall of "Exemplary"</p> <p>Annual parent, staff, and student survey results for Spring of 2022 results were</p>	<p>School Facilities were rated "Exemplary" during the Williams Inspection after small repairs noted were completed</p> <p>2022 Site FIT Reports Rate 2 campuses as Exemplary, and 2 rated as Good with minor repairs needing completion.</p> <p>Annual parent, staff, and student survey results for Spring</p>		<p>1C. School Facilities expected to remain in Exemplary Repair.</p> <p>Site FIT reports at or above "Good" in all areas, and Overall "Exemplary"</p> <p>Annual parent, staff, and student survey results for facilities in clean and good repair will be at or above 85%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	clean and good repair for 2021 were 78%	69% agreed facilities were clean and in good repair.	2023 average results were 66% agreed facilities were clean and in good repair.		
2A. Implementation of CCSS	2A. From the California Dashboard Local Indicators self-reflection tool, Survey Data reflects 100% of teachers received Professional Development in CCSS. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math. Classroom observations show that the CCSS are substantially implemented into instruction.	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 with CCSS in ELA/ELD and Math. Classroom observations show that the CCSS are substantially implemented into instruction.	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 with CCSS in ELA/ELD and Math. Classroom observations show that the CCSS are substantially implemented into instruction.		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 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	2B. Local Survey Data shows that English Learners receive 30-45 minutes daily in designated ELD and	Local survey data and Local Indicator data shows 100% of EL students are able to access the California	Local survey data and Local Indicator data shows 100% of EL students are able to access the California		2B. 100 % of EL students are able to access the California State Standards and ELD standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
academic content and English language proficiency.	the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.	State Standards and ELD standards	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)	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)
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.	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	7C. As indicated by class schedules, bell schedules, data team meetings, and administrative	100% of students with exceptional needs are offered all programs and services as indicated by class	100% of students with exceptional needs are offered all programs and services as indicated by class		7C. Maintain 100% of the programs and services for all students with exceptional needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with exceptional needs.	observation, BSD offers programs and services for 100% of students with exceptional needs.	schedules, bell schedules, data team meetings, and administrative observation	schedules, bell schedules, data team meetings, and administrative observation		

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 classroom computers, servers, switches, and wireless access points as deemed necessary by the technology department.	\$280,000.00	Yes
2.2	Social Emotional and Positive Behavior Support	<p>BSD will promote positive social-emotional responses and positive behavior through the implementation of PBIS and Suicide Prevention.</p> <p>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.</p> <p>Four School Social Workers will be hired to address the social-emotional needs of students.</p> <p>A comprehensive, confidential software program will be purchased to support the social workers, psychologists, and administrators in discovering, assessing, and documenting threats related to suicide or harm to others. This software package also contains Social Emotional Learning curriculum for students, Tier 1-3 interventions for students,</p>	\$890,858.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and annual suicide awareness and prevention professional development for all staff employed by the district.</p> <p>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.</p>		
2.3	New Teacher Professional Development	<p>In order to ensure teachers are appropriately assigned and have appropriate credentials, professional development will be provided to new teachers and Interns participating in Teacher Induction. Professional development which provides strategies and structures to meet the unique needs of low income, English learner, and Foster Youth students in identified areas will be provided by on site mentor teachers. Action includes substitutes and mentor stipends.</p> <p>This action will be measured by the California Dashboard's Local Indicators on teacher mis-assignments and vacant positions section.</p>	\$73,464.00	Yes
2.4	Music Program	<p>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.</p>	\$259,482.00	Yes
2.5	Electives	<p>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 2 periods of STEM at BJHS.</p>	\$387,797.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Student services will be maintained by continuing to provide 6 periods of Art class and 8 periods of technology class as electives to the same groups.</p> <p>Continuing a 9th period PE class, and the addition of a 9th period Broadcasting class, will maintain services to BJHS students and allow broader access to courses of study during earlier periods in the school day.</p> <p>This will require five certificated staff at BJHS. This includes supplies and transportation costs.</p> <p>Each elementary site will offer a video broadcasting elective for students to provide additional communication with students.</p>		
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.	\$142,999.00	Yes
2.7	Custodial Staff	The Beardsley School District will ensure good repair at every school site by maintaining the 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.	\$306,704.00	Yes
2.8	Camp KEEP	The Beardsley School District will sponsor all unduplicated 6th grade students who wish to attend Camp KEEP, as well as 8 teachers and 32 counselors, to attend one of two sessions offered annually. Camp KEEP is an outdoor science education and conservation program for	\$98,747.00	Yes

Action #	Title	Description	Total Funds	Contributing
		four days to enhance Science, Technology, Engineering, and Mathematics (STEM) knowledge. Students who do not meet any of the unduplicated categories will be sponsored by the Beardsley School Community Foundation, ensuring that every 6th grader who wishes to attend will do so.		

Goal Analysis [2022-23]

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.

Action 2.1 was fully implemented, with technology equipment that was damaged or aging out replaced as needed throughout the district. This ensured that all students had access to fully functional devices, and that servers and other infrastructure were fully functional.

Action 2.2 was fully implemented and saw an increase in the number of students identified by social workers, school psychologists, administrators and staff as needing intervention for suicidal threats, or threats to harm others. The additional social worker hired helped to handle this increased load. As we continued to monitor and review practices and procedures, we discovered a need to confidentially and securely prepare and store threat assessments. We were able to find a software package that not only provided the threat assessment component, but also came with curriculum for students to meet universal Social-Emotional Learning needs as well as Tier 1-3 interventions. Additionally, this package provided required suicide awareness and prevention training available to all staff district-wide.

Action 2.3 was fully implemented. This action highlighted a nationwide teacher shortage leading to an increase in teaching staff hired who were not fully credentialed. We were very fortunate to have 17 veteran teachers take on the role of mentor for 28 teachers in the Induction and Intern Teacher programs.

Action 2.4 was fully implemented. A new band teacher and a new choir teacher joined the district. Students were excited to return to full band/choir activities including lessons from beginners to advanced on all four campuses. The band participated in several competitions throughout the county and gave end of the year performances to audiences that were standing room only.

Action 2.5 was partially implemented. During the school year, staffing changes created some changes in electives offered during the second semester. Art and STEM continued to be the most popular, with Drama close behind. The elementary sites were unable to offer the full video broadcasting elective, as there were issues with equipment, training, and new staff who had not been trained on the use of the equipment.

Action 2.6 was fully implemented, ensuring that all equipment and programs wer CIPA compliant. This is imperative to continue providing appropriate technology to close the achievement gap our unduplicated students face.

Action 2.7 was partially implemented, and the additional custodial staff were hired, however, there were still vacancies and turnover in the other part-time custodial positions. This resulted in less than favorable survey results from students and staff regarding school cleanliness.

Action 2.8 is a new action and will be implemented in the 2023-2024 plan

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 the Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2022-2023 LCAP Goal 2 was \$2,651,663. The estimated actual expenditures for the 2022-2023 LCAP Goal 2 was \$2,535,195. This is a difference of \$116,468. The substantive differences were in the actions listed below:

2.1 had a difference of \$77,935. This was due to less hardware and infrastructure materials needing to be purchased since a great deal of equipment had been replaced upon the return from distance learning to full in person instruction. The Technology department is implementing a plan to begin replacement cycles for student devices and other classroom technology to more effectively budget and prepare for these expenses.

2.4 saw an increased cost difference of \$21,056 as instruments in need of repair and cleaning were higher as all instruments were back in service with increased participation.

2.5 had a difference of \$95,391 as there were some staffing vacancies throughout the school year.

Increased personnel costs in actions 2.3, 2.6, and 2.7 totaled \$46,850.

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 matter and students. Classrooms provide appropriate access to a broad course of study through a comprehensible, rigorous curriculum. All basic services are provided, including implementation of the California State Standards.

During the first half of the school year, 217 students received social-emotional support services from school social workers. Many of those received direct, on-going services, and 64 of those students had more in-depth suicide threat assessments conducted. This shows the continuing need for these services for our students, and our commitment to meet that need. It also shows that action 2.2 (Social Emotional and Positive Behavior Support) is effective, as without the action, services would not have been possible.

Our band and choir programs have returned to normal schedules, participating in competitions county wide. There was an increase in the number of instruments that needed to be serviced, as more students opted to participate in the music programs. This is evidence that actions 2.4 (Music Program) is effective in making progress toward the goal.

Data from the annual Williams Act visit show that campuses were appropriately staffed, and all facilities received either a "good" or "exemplary" status. Fourteen (14) teachers completed the Teacher Induction Program, paving the way for them to become fully credentialed. Eight (8) more teachers completed Year One of their program. This is evidence that actions 2.3 (New Teacher Professional Development) and 2.7 (Custodial Staff) are effective in making progress toward the goal.

Local data from the Student Information System, CALPADS, and class schedules verifies that all students have access to a broad course of study, including 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, and integrated ELD strategies are being used across all content areas. This is evidence that actions 2.1 (Technology Infrastructure), 2.5 (Electives) and 2.6 (Technology Oversight) are effective in making progress toward the goal.

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 2023-2024 LCAP year:

Action 2.1 costs were less this year, however, planned updates and replacement of equipment are expected to raise the expenditure amount next year.

Action 2.2 personnel costs will be less in this action, as staff previously paid in this action are now paid through another fund.

Action 2.3 costs are anticipated to be less based on the number of candidates expected to enroll in the program.

Action 2.4 costs will be increased as more instruments will need to be cleaned, repaired, and refurbished to support all students wishing to participate.

Action 2.5 costs will be slightly less, as new personnel hired will be on the lower portion of the salary schedule.

Action 2.6 will see slightly higher personnel costs.

Action 2.8 added to provide Camp KEEP to all unduplicated students wishing to attend. This goal will be measured by comparing the number of unduplicated students who attend in 2024 to the number who attended in 2023.

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 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)

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 are above the state and county average. Educational partners 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.	The BSD parent survey responses indicate that 81.7% of respondents indicated the district "values their opinion" as indicated on the 2023 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	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
<p>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.</p> <p>Records of all paper based parent notification are kept in the District Print Office. All web based notifications are stored on the District Website at www.beardsleyschool.org. BSD also utilizes PowerAnnounce to contact parents electronically in order to promote participation in school events. The District Foundation also maintains a Facebook page indicating current events.</p> <p>To evaluate the efforts of BSD to seek parent</p>	<p>and 4 DELAC meetings via Zoom, having representation from staff, community members, and a group of parents of all unduplicated students.</p> <p>Principal Partner Day - Baseline 0 was canceled in 2021 and expected to return in 2022.</p> <p>School Site Councils meetings were held at each site 4 times in the 2020-21 school year - various dates. Due to COVID 19 all meetings were held via Zoom or Google Meet.</p> <p>English Learner Advisory meetings were held at each site 4 times in the 2020-21 school year - various dates. Due to COVID 19 all meetings were held via Zoom or Google Meet.</p>	<p>DELAC meetings via Zoom, having representation from staff, community members, and a group of parents of all unduplicated students.</p> <p>Principal Partner Day - Baseline 0 was canceled in 2021 and 2022 due to COVID 19 protocols.</p> <p>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.</p> <p>English Learner Advisory 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.</p> <p>Evening Parent/Stakeholder</p>	<p>DELAC meetings via Zoom, having representation from staff, community members, and a group of parents of all unduplicated students.</p> <p>Principal Partner Day - Baseline 0 did not occur in 2023</p> <p>School Site Councils meetings were held at each site at least 4 times in the 2022-2023 school year - various dates. Meetings were held both by zoom and in person</p> <p>English Learner Advisory meetings were held at each site at least 4 times in the 2022-23 school year - various dates. Meetings were held both by zoom and in person</p> <p>Evening Parent/Educational</p>		<p>meetings and 4 DELAC meetings and expect representation from a sample group of parents of all non-duplicated students.</p> <p>BSD's goal for Principal Partner Day is to attract at least a 3:1 ratio of parents:community members to promote unity and collaboration.</p> <p>School Site Councils meetings (4 per year per site - various dates</p> <p>English Learner Advisory Committees per site - various dates (4 per year)</p> <p>Evening Parent Meetings will be held at each school sites beginning in January.</p> <p>Participation in annual events like the the District Carnival and sporting clay</p>

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.	<p>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,</p> <p>Participation in annual events like the district sporting clay tournament was the strongest ever coming out of the pandemic lockdown. 111 participants and 34 volunteers came out.</p>	<p>Meetings were held twice in February, 2022. Due to COVID 19 all meetings were held via Zoom.</p> <p>Participation in annual events like the district sporting clay tournament was the strongest ever with 145 participants and 45 volunteers came out.</p>	<p>Partner Meetings were held 4 times in January and February, 2023. One was held in person and 3 offered via Zoom.</p> <p>Participation in annual events like the district sporting clay tournament was even higher than the previous year with 161 participants and 54 volunteers came out.</p>		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.	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	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	attendance rate for all BSD students for the 2022-23 school year was 90.47% as of May 10, 2023		
5B - Chronic Absenteeism rate.	<p>5B. Chronic absenteeism rate as detailed in the California Dashboard for the 2019-20 school year:</p> <p>All Students = 13.7% 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%.</p>	<p>No California Dashboard data for 2020-2021 school year.</p> <p>Local Data from District SIS and KIDS for 2020-2021 Chronic Absenteeism:</p> <p>All Students = 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%</p>	<p>Chronic absenteeism rate as detailed in the California Dashboard for the 2021-22 school year:</p> <p>All Students = 46.7% Homeless = 89.3% Foster Youth = 55.8% 2 or More Races - 40.7% African Americans = 57.4% SWD = 65% Low Income = 47.5% White = 45.5% Hispanic = 47.1% English Learners - 48.5%</p>		<p>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%.</p>
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.	CALPADS Fall report for 2021-2022 shows		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 for 2020-2021 shows the dropout rate for BJHS was 1 student, or less than 1%	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	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	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. District SIS and KIDS data show that the suspension rate for 2020-2021 is 0%	The District suspension rate as measured by the CA Dashboard for the 2021-2022 school year: All Students = 4.5% Foster Youth = 18.2% Homeless = 7.3% SWD = 6.5% White = 6.5% African American = 3.2% English Learners = 3.3% Hispanic = 3.5% 2 or More Races = 3.4% Low Income = 4.7%		6A. The District expects to maintain its low suspension rate and remain at or below 2%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	CAPADS Fall report for 2021-2022 shows 1 student expulsion, for a rate less than 1%		6B. Maintain the pupil expulsion rate of 0% is expected.
6C - To evaluate the LEA and school sites' efforts to seek parent input, the district uses parent, staff, and student surveys each year. The district seeks an approval rating of 75% or better in the area of school safety and school climate.	6C. BSD continues to receive about 80% approval rate on both school safety and school connectedness.	School Safety 83% on 2022 survey for parents, students, and staff School Connectedness 78% on 2022 survey for parents and students	School Safety 76.7% on 2023 survey for parents, students, and staff. School Connectedness 72.4% on 2023 survey for parents and students.		6C. BSD seeks to receive at least a 75% approval rate on both school safety and school connectedness on future surveys

Actions

Action #	Title	Description	Total Funds	Contributing
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 student academic progress, 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	\$58,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		system, school and district websites, Kern Integrated Data System, Document Tracking Services, Attention 2 Attendance, and the K-3 Achievement Initiative.		
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.	\$55,000.00	Yes
3.3	Community Outreach Team	<p>In order to reach out to the BSD community to decrease chronic absenteeism, increase overall attendance and participation, and foster unduplicated student growth in the core content areas, the community outreach team will:</p> <p>Assist with collaborative partnerships and student social emotional learning. (one current Assistant Principal position at Beardsley Elementary; add one TOSA Site Support position at San Lauren that would be eliminated due to funding)</p> <p>Assist families with overcoming barriers to regular school attendance. (two Community Specialists)</p> <p>Maintain the additional hours of the Foster and Homeless Youth Liaison to work with families, train impacted staff, and regularly attend TRACK meetings at the Kern County of Superintendent of Schools Office.</p> <p>Continue the agreement with Fresno State University to provide courses for parents of unduplicated students, specifically those of English Learners, at no cost to families. Courses are provided in English and Spanish, and include such topics as Parenting Skills,</p>	\$412,216.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Social/Emotional; Pathway to College (to help their children attend college), Digital Literacy, English Conversation, Spanish Conversation, and Health/Wellness.</p> <p>To create a bridge to link families to the schools, one Parent Volunteer Coordinator will foster parent engagement.</p>		
3.4	School Climate	<p>The BSD will maintain four full time Student Intervention Facilitators at all elementary sites and at the Junior High to provide interventions to further reduce suspensions and engage students. One additional SIF will be added to North Beardsley Elementary to assist with the larger enrollment size.</p> <p>Educational Partners continue to recommend each site have access to appropriate Alternative Placement programs for unduplicated student populations to reduce suspensions and absenteeism. Two current APP teachers will be maintained at North Beardsley and Beardsley Junior High. Two additional APP teachers will be added to San Lauren and Beardsley Elementary so that every campus has one on site. One Instructional Aide will be maintained for the Junior High Alternative Placement Program.</p> <p>Training in Nonviolent Crisis Prevention through CPI will be conducted with staff throughout the district. BSD has focused training recently on trauma informed care and these measures will reduce the student suspension rate, thereby promoting student growth and development in core content areas.</p>	\$721,988.00	Yes
3.5	Positive Playground Activities	<p>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</p>	\$193,645.00	Yes

Action #	Title	Description	Total Funds	Contributing
		leadership skills, become problem solvers by utilizing conflict resolution, and incorporating team-building concepts by participating in physical activity. Additional small playground materials will be purchased to replace worn and damaged items. All activity leaders will be trained in proper use of equipment and additional training in the area of playground management will be provided. Many of these positions would be eliminated due to a reduction in other funding sources.		
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 participation by unduplicated students, who may not have the financial means to participate outside the school setting.	\$128,224.00	Yes
3.7	Health Services	Two full time school nurses (RN), one part time LVN, and 3 health clerks will be maintained. 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.	\$489,779.00	Yes
3.8	Class Size Reduction	BSD will maintain staff ratios of 23:1 in Grades K-3. The positive effects of small classroom sizes have proven to be more powerful the longer students remain in smaller classes. Lower student to staff ratios will build and foster positive staff to student relationships which in turn leads to increased connectedness to school, improved attendance, reduced suspensions, and increased interaction and	\$4,449,234.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>participation within the classroom setting, especially for those students identified as low income, English Learners and Foster Youth.</p> <p>Smaller class sizes also provide students with the opportunity to connect more closely with peers, leading to a greater sense of community within the classroom. With the increased sense of community and acceptance, students such as English Learners may feel more comfortable verbally participating.</p>		
3.9	Transportation	<p>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. Action not implemented in 2022-2023 due to purchased buses not being received before end of school year. Five (5) bus drivers will be maintained.</p>	\$291,740.00	Yes
3.10	School Connectedness	<p>To foster a sense of school connectedness and community among students, each school site will be provided with merchandise specifically tailored to their mascot and motto. Many unduplicated students cannot afford to purchase school merchandise, and often feel left out on school-wide spirit days. Increased student perceptions of school connectedness and belonging to their school community will improve attendance, reduce suspensions, and improve overall school climate.</p>	\$50,000.00	Yes

Goal Analysis [2022-23]

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.

Action 3.1 was partially implemented in that the on-line enrollment and electronic form platforms were not launched as expected. Issues of compatibility have been resolved, and these platforms are now ready to launch in the 2023-2024 school year. All other items in the action were successfully implemented. New websites that are more user friendly were launched for the district and each school site. Upgrades to the Kern Integrated Data System, as well as training for staff, occurred which gave greater access to data. The Attention 2 Attendance and K-3 Achievement Initiative provided more school to home communication and encouragement to increase attendance and to encourage partnership with the district.

Action 3.2 was fully implemented. Each campus developed and implemented incentive and token economy systems to encourage attendance and desirable behavior.

Action 3.3 was partially implemented. One Community Specialist position was vacant for part of the year, hampering efforts to make contact with all families to address barriers to attendance. The partnership with the Bakersfield Adult School was not continued, however, the district was able to partner up with Fresno State University to provide Parent University, which was very successful. Several parents took advantage of free courses to help their children develop a pathway to college or to strengthen their parenting skills. They also took courses to improve either their English or Spanish conversation, digital literacy, financial literacy, and even small business development.

Action 3.4 was partially implemented. One Student Intervention Facilitator position was vacant at the Junior High, which requires a different skill set than the SIF for elementary age students. The district continues to interview candidates to make an appropriate selection to best meet the needs of students. Due to the larger student population at North Beardsley School, one Student Intervention Facilitator is not sufficient to meet the workload. One additional SIF will be added to the 2023-2024 school year plan. The Junior High also had declining success with the AmeriCorps Mentors assigned to the campus over the last two years. It was determined to discontinue the partnership with AmeriCorps for the 2023-2024 school year, and to place more focus on PBIS and other community building efforts. The Alternative Placement Program was implemented for elementary students at the North Beardsley school campus, however, it became apparent that there is a need to have an APP at each school site. Students moving across campuses lost their connectedness to their own school sites, even when the move was a few short days. An APP on each campus is planned for the 2023-2024 school year.

Action 3.5 was implemented, however, turnover in staff throughout the year made this action more challenging to keep trained staff working with students. Preliminary data does show that suspensions are decreasing slightly. Planning for the 2023-2024 school year includes working with staff assigned to Goal 1, Action 2 to provide more organized games and activities that have been taught and practiced through the P.E. program.

Action 3.6 was fully implemented. More after school sport activities were provided this year, and more students participated from elementary campuses. Expenses were less than expected as some funding from other sources was also available to provide for entrance fees and uniforms.

Action 3.7 was partially implemented. Health Clerk positions were vacant throughout the year. The nurses and LVN on staff were successful in working with parents to keep students attending who could be in school, as well as providing guidance and assistance in receiving proper medical attention when necessary. They were able to help identify students due for immunizations early so there was no disruption in their education. They worked with physicians and parents to develop 504 plans for medically fragile students to meet their needs. Preliminary data indicates that their efforts did help reduce chronic absenteeism during the school year.

Action 3.8 was fully implemented as outlined, and will be increased in the 2023-2024 school year to encompass the entire K-3 grade span. Smaller class sizes continues to be an area determined by parents and staff as a priority to meet the needs of students. In the 2022-2023 Surveys, 49% of parents and 72% of teachers listed this as one of the most needed resources the district should provide.

Action 3.9 was partially implemented. The buses were ordered, but due to shortages have not yet been received. The additional bus drivers will not be hired until the buses are received.

Action 3.10 is a new action, and will be implemented in the 2023-2024 plan

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 the Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2022-2023 LCAP Goal 3 was \$4,273,114. The estimated actual expenditures for the 2022-2023 LCAP Goal 3 was \$3,690,260. This is a difference of \$582,854. The substantive differences were in the actions listed below:

3.3 saw a difference of \$127,933 as vacancies throughout the year with Community Specialist positions resulted in less personnel costs.

3.4 saw an increased difference in costs of \$38,585 due to higher salary and benefit costs, as well as cost of materials.

3.5 saw an increased difference in costs of \$45,545 as well for increased personnel and supply costs.

3.6 saw a difference of \$42,797 as there were less expenditures in fees, supplies, and uniforms than anticipated. The After School Programs Director will review programs and expenditures to make necessary adjustments for the upcoming school year.

3.7 saw a difference of \$125,540 as some vacancies for part of the year resulted in decreased salary and benefit costs.

3.8 saw a difference of \$94,833 in personnel costs, as newly hired staff were placed lower on the salary schedule than previous staff.

3.9 saw a difference of \$268,195 in personnel costs because bus drivers were not hired due to the purchased buses not being delivered before the end of the school year.

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

The actions in Goal 3 are designed to improve student engagement by developing collaborative partnerships with all educational partners, and to foster a safe and welcoming educational environment. 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.

While chronic absenteeism is still up after returning from pandemic and quarantine protocols, the district is seeing progress in reducing that percentage this school year. As of April 28, 2023 the average chronic absenteeism rate according to the Kern Integrated Data System, is at 36.6% for the school year. Drilling down on that data shows that chronic absenteeism peaked in November at 43%, and progressively dropped to a rate of 27.5% for the month of April. All subgroups rated as "very high" on the 2021-2022 California Dashboard, with the exception of Foster Youth, have seen a drop in chronic absenteeism as well: African American 49.6% (-7.8%); English Learners 23.7% (-15.8%); Hispanic 35.8% (-11.3%); 2 or more races 36% (4.7%); Socioeconomically Disadvantaged 36.8% (-10.7%); Students with Disabilities 38.2% (-26.8%); and White 36.2% (-9.3%). This data indicates measures taken to reduce chronic absenteeism through actions 3.1 (Student Data Systems/Parent Communication); 3.2 (Student Recognition and Engagement); 3.3 (Community Outreach Team); 3.4 (School Climate); 3.5 (Positive Playground Activities); 3.6 (Extended Day Activities); 3.7 (Health Services); and 3.8 (Class Size Reduction) are making a positive impact.

As of April 28, 2023 the district's suspension rate was 3.6% according to the Kern Integrated Data System, down from 2021-2022 Dashboard rate of 4.5%. Subgroups that had been rated "very high" on the 2021-2022 California Dashboard have also seen a decrease: Foster Youth 0% (-18.2%); Homeless 6.9% (-0.4%); Students with Disabilities 5.5% (-1.0%); White 5.9% (-0.6%). Each campus continues to implement PBIS strategies and incentives to decrease behaviors that lead to suspension. This indicates actions 3.2 Student Recognition and Engagement); 3.4 (School Climate); and 3.5 (Positive Playground Activities) are effective in making progress in this 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.

Action 3.1 is anticipated to have slightly less in communication software costs due to bundling discounts.

Action 3.3 will see increased costs with the addition of a TOSA, as well as overall salary and benefit costs.

Action 3.4 will see increased costs with the two additional APP teachers and a SIF, as well as overall salary and benefit costs going up.

Action 3.5 will see increased personnel costs in order to maintain positions that would be eliminated due to a reduction in another funding source.

Action 3.6 will see a slight reduction in costs as other revenue sources for extended day activities are utilized.

Action 3.8 will see a significant increase in costs as the district moves to ensure class sizes of no more than 23:1 in the K-3 grade span. These smaller classrooms will provide opportunities for stronger bonds between teachers and students, as well as students to their peers. These strengthened bonds will improve student outcomes such as reduced chronic absenteeism, reduced suspensions, and increased student engagement and school connectedness.

Action 3.9 will see a significant decrease, as the largest portion in the prior year was for the purchase of buses. For the 2023-2024 school year the expenses will be personnel for bus drivers on the new routes.

Action 3.10 is a new goal developed to encourage all students to build a sense of connectedness and community. Providing school site specific merchandise allows students who cannot afford to buy these items to participate in school spirit days. This action will increase student outcomes in engagement and reduce absenteeism.

In addition to this, salaries and benefits, as well as the cost of goods, have increased which are reflected in our metrics. This includes increased estimated costs for actions 3.2, 3.7

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$8,631,573	\$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
44.88%	10.98%	\$2,006,602.92	55.86%

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 2021-22 CAASPP (SBAC) English Learners scored 29.3 points lower in ELA, and 28 points lower in math; Low income students scored 2.6 points lower in ELA, and 2.6 points lower in math; Foster Youth scored 18.4 points lower in ELA, and 20.3 points lower in Math. The rate of reclassification for English Learners is 8%, significantly less than the 35% target, based on local reclassification data. Additionally, the number of students scoring Level 1 (Beginning) is at 25.25% only 0.15 lower than the previous year. Students scoring Level 2 was 36.87% (only 0.37% different than last year), and those scoring a Level 3 were at 28.28%, which was down from 32.5% last year.

Data from the 2023 Physical Fitness test shows that low income 5th grade students performed significantly below the "maximum threshold" on Pacer Laps completed (avg 18 out of 60 max); Curl Ups (avg 39 out of 75 max); and Pushups (Avg 13 out of 75 max). English Learner students in 5th grade also performed significantly below the threshold as well on Pacer Laps (avg 18 out of 60 max); Curl Ups (avg 38 out of 60 max); and push Ups (avg13 out of 75 max). Low income students in 7th grade also tested lower on Timed Mile (avg. 19:14:25 compared to 11:30 expectation); Curl Ups (avg 56 out of 75 max); Modified Pull Ups (avg 9 out 75 max); and Sit & Reach Right & Left (avg 10 out of 12

max). English Learners tested lower as well on Timed Mile (avg 15:23 compared to 11:30 expectation); Curl Ups (avg 56 out of 75 max); Modified Pull Ups (avg 9 out of 75 max); and Sit & Reach Right & Left (avg 10 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, and the formation of a district-wide Student Success Team (Actions 1.9, 1.10, 1.16). Increased support for teachers will be provided through a digital observation and professional development delivery system to provide tools and strategies to best meet the needs of low income, Foster Youth, and English Learners (Action 1.13) Grade Level Lead Teachers will update, develop, and implement benchmark assessments and assessment schedules, as well as review and update pacing guides to ensure data collected is timely, relevant, and most importantly communicated to staff working with our unduplicated students to ensure they receive necessary interventions (Action 1.15) 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). Specific English Language Development support will continue to be addressed with ELD teachers and instructional aides on each campus. The Junior High will see one additional Instructional Aide to "push in" to core academic classes to provide support. All classroom teachers district wide will continue to participate in professional development provided through the Kern County Superintendent of Schools targeting Designated and Integrated ELD strategies. The district-wide EL Committee will continue to review and revise programs, and bilingual interpreters at each school site will remain on hand to assist parents and staff in communicating student needs and achievement. (Goal 1.4) A new Kindergarten Bridge program will be offered starting the 2023-2024 school year to specifically encourage those students who did not attend pre-school, who are predominately low income or English Learners, to get an early start to their first year of school (Action 1.14).

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 according to the 2021-22 California Dashboard. Low-income students were 47.5% chronically absent (down slightly from 49.3% last year); Foster Youth were 55.8% chronically absent (up from 42.86% last year), and English Learners were 48.5% chronically absent (down slightly from 48.94% last year). All students in the district were 46.7% chronically absent (no change from 46.7% last year). Last year's suspension rate was 4.5% according to the California Dashboard. The suspension rate for Foster Youth was 18.2%, a suspension rate of 3.3% for English Learners, and a suspension rate of 4.7% for low-income students. Results of the 2021-22 California Healthy Kids Survey (an average of 94% of students administered the survey were unduplicated students) show only 29% reported engaging in meaningful participation. In regards to school safety 46% of students reported experiencing some form of harassment or bullying, with 23% stating the harassment or bullying was due to race, ethnicity, or national origin; 9% based on immigration or perceived immigration status; 14% based on gender; 21% based on perceived sexual orientation; and 10% based on a physical or mental disability; 42% of students reported having rumor or lies spread about them, and 36% had been afraid of being beaten up. 15% of students reported current alcohol or drug use, and 16% reported currently vaping. 48% of students experienced chronic sadness or hopelessness. 25% of students reported they have considered suicide. At the elementary sites there were 169 students referred to School Social Workers during the first half of the school year. Of those, 74 students were provided services including direct services by the School Social Worker, or referred to community service providers. School Social Workers conducted 45 risk assessments to determine the level of risk for suicide or self-harm. They also conducted 107 crisis interventions when there was an immediate need to address emotional/mental/physical or behavioral distress. At the Junior High site there were 48 students referred to School Social Workers during the first half of the 2022-2023 year. Of those 19 led to suicide risk assessments. Due to confidentiality reasons, specific demographic data is not available, however, over 95% of students in the district are unduplicated.

A review of the performance data from the 2021-22 California Dashboard 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 2021-22 CAASPP (SBAC) English Learners scored 29.3 points lower in ELA, and 28 points lower in math; Low income students scored 2.6 points lower in ELA, and 2.6 points lower in math; Foster Youth scored 18.4 points lower in ELA, and 20.3 points lower in Math. The rate of reclassification for English Learners is 5%, significantly less than the 35% target, based on local reclassification data. Additionally, the number of students scoring Level 1 (Beginning) is at 25% only 0.4 lower than the previous year. Students scoring Level 2 was 37% (only 0.5% different than last year), and those scoring a Level 3 were at 28%, which was down from 32.5% last year. Learning loss due to the pandemic, 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 five School Social Workers; software will be purchased to assist in identifying students needing targeted social emotional support, conducting suicide and threat assessment, and providing need-specific interventions (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 activities 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. 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, RSV, Norovirus, and Influenza. While these illnesses effect all students, chronic absenteeism rates for low income students continued to be very high 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) The district will provide funding for all unduplicated 6th grade students who wish to attend Camp KEEP (Action 2.8). This is a cost that rises each year (with the 2023-2024 cost expected to be at \$395 per student). Most of our families cannot afford this academic and enriching experience, even with fundraising conducted on each campus. Students who do not qualify for unduplicated status will also be funded through the Beardsley Community Foundation, so that all our 6th grade students can attend with their peers and benefit from this once in a life-time experience.

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 according to the 2021-22 California Dashboard. Low-income students were 47.5% chronically absent (down slightly from 49.3% last year); Foster Youth were 55.8% chronically absent (up from 42.86% last year), and English Learners were 48.5% chronically absent (down slightly from 48.94% last year). All students in the district were 46.7% chronically absent (no change from 46.7% last year). Last year's suspension rate was 4.5% according to the California Dashboard. The suspension rate for Foster Youth was 18.2%, a suspension rate of 3.3% for English Learners, and a suspension rate of 4.7% for low-income students. Results of the 2021-22 California Healthy Kids Survey (an average of 94% of students administered the survey were unduplicated students) show only 29% reported engaging in meaningful participation. In regards to school safety 46% of students reported experiencing some form of harassment or bullying, with 23% stating the harassment or bullying was due to race, ethnicity, or national origin; 9% based on immigration or perceived immigration status; 14% based on gender; 21% based on perceived sexual orientation; and 10% based on a physical or mental disability; 42% of students reported having rumor or lies spread about them, and 36% had been afraid of being beaten up. 15% of students reported current alcohol or drug use, and 16% reported currently vaping. 48% of students experienced chronic sadness or hopelessness. 25% of students reported they have considered suicide. At the elementary sites there were 169 students referred to School Social Workers during the first half of the school year. Of those, 74 students were provided services including direct services by the School Social Worker, or referred to community service providers. School Social Workers conducted 45 risk assessments to determine the level of risk for suicide or self-harm. They also conducted 107 crisis interventions when there was an immediate need to address emotional/mental/physical or behavioral distress. At the Junior High site there were 48 students referred to School Social Workers during the first half of the 2022-2023 year. Of those 19 led to suicide risk assessments. Due to confidentiality reasons, specific demographic data is not available, however, over 95% of students in the district are unduplicated.

Data from the 2023 Physical Fitness test shows that low income 5th grade students performed significantly below the "maximum threshold" on Pacer Laps completed (avg 18 out of 60 max); Curl Ups (avg 39 out of 75 max); and Pushups (Avg 13 out of 75 max). English Learner students in 5th grade also performed significantly below the threshold as well on Pacer Laps (avg 18 out of 60 max); Curl Ups (avg 38 out of 60 max); and push Ups (avg13 out of 75 max). Low income students in 7th grade also tested lower on Timed Mile (avg. 19:14:25 compared to 11:30 expectation); Curl Ups (avg 56 out of 75 max); Modified Pull Ups (avg 9 out 75 max); and Sit & Reach Right & Left (avg 10 out of 12 max). English Learners tested lower as well on Timed Mile (avg 15:23 compared to 11:30 expectation); Curl Ups (avg 56 out of 75 max); Modified Pull Ups (avg 9 out of 75 max); and Sit & Reach Right & Left (avg 10 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 in multiple languages, 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 less than 1% 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, 3.10) 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, and improved feelings of school connectedness, especially for low income, English Learners, and Foster Youth. We will measure the effectiveness of these actions 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 2023-24 school year. Beardsley's low-income (94%), English Learner (12%), 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 2021-22 CAASPP (SBAC) English Learners scored 29.3 points lower in ELA, and 28 points lower in math; Low income students scored 2.6 points lower in ELA, and 2.6 points lower in math; Foster Youth scored 18.4 points lower in ELA, and 20.3 points lower in Math. The rate of reclassification for English Learners is 5%, significantly less than the 35% target, based on local reclassification data. Additionally, the

number of students scoring Level 1 (Beginning) is at 25% only 0.4 lower than the previous year. Students scoring Level 2 was 37% (only 0.5% different than last year), and those scoring a Level 3 were at 28%, which was down from 32.5% last year.

To address this need, we will maintain the increased instructional hours of all EL Instructional Aides at 5.5 hours daily, and add one additional aide to the Junior High. 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 maintain a total of 5 certificated EL staff. The ELD Committee will continue to work on reviewing and revising programs and making recommendations for 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 librarian at Junior High to full-time (Goal 1, Action 3)
- * add one reading RTI teacher and Instructional Aide (Goal 1, Action 10)
- * maintain 4 School Social Worker positions (Goal 2, Action 2)
- * maintain 4 full-time custodian positions (Goal 2, Action 7)
- * maintain one TOSA Site Support position (Goal 3, Action 4)
- * add one Student Intervention Facilitator (Goal 3, Action 4)
- * add two Alternative Placement Program teachers (Goal 3, Action 4)
- * retain increased staffing that would be eliminated due to other decreased funding sources (Goal 3, Action 5)
- * increase teaching staff positions for Class Size Reduction which would be eliminated due to other decreased funding sources (Goal 3, Action 8)
- * maintain one additional nurse (Goal 3, action 7)
- * maintain 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	1:21
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,330,472.00	\$2,000.00			\$11,332,472.00	\$9,938,364.00	\$1,394,108.00

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	\$42,865.00				\$42,865.00
1	1.2	Elementary Physical Education Instruction	English Learners Foster Youth Low Income	\$125,218.00				\$125,218.00
1	1.3	Library Services	English Learners Foster Youth Low Income	\$285,673.00				\$285,673.00
1	1.4	Services to English Learners	English Learners	\$561,962.00				\$561,962.00
1	1.5	Summer Enrichment / STEM	English Learners Foster Youth Low Income	\$49,218.00				\$49,218.00
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	\$17,795.00				\$17,795.00
1	1.8	Site Tech Support	English Learners Foster Youth Low Income	\$9,000.00				\$9,000.00
1	1.9	Math Intervention Programs	English Learners Foster Youth Low Income	\$245,403.00				\$245,403.00

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	\$167,147.00				\$167,147.00
1	1.11	Classroom Support	English Learners Foster Youth Low Income	\$319,354.00				\$319,354.00
1	1.12	Supplemental Math, ELA, and ELD materials	English Learners Foster Youth Low Income	\$125,000.00				\$125,000.00
1	1.13	Professional Learning Support	English Learners Foster Youth Low Income	\$14,000.00				\$14,000.00
1	1.14	Kindergarten Summer Bridge	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
1	1.15	Grade Level Lead Teachers	English Learners Foster Youth Low Income	\$47,000.00				\$47,000.00
1	1.16	Student Success Team	English Learners Foster Youth Low Income	\$25,560.00				\$25,560.00
2	2.1	Technology Infrastructure	English Learners Foster Youth Low Income	\$280,000.00				\$280,000.00
2	2.2	Social Emotional and Positive Behavior Support	English Learners Foster Youth Low Income	\$890,858.00				\$890,858.00
2	2.3	New Teacher Professional Development	English Learners Foster Youth Low Income	\$73,464.00				\$73,464.00
2	2.4	Music Program	English Learners Foster Youth Low Income	\$259,482.00				\$259,482.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Electives	English Learners Foster Youth Low Income	\$387,797.00				\$387,797.00
2	2.6	Technology Oversight	English Learners Foster Youth Low Income	\$142,999.00				\$142,999.00
2	2.7	Custodial Staff	English Learners Foster Youth Low Income	\$306,704.00				\$306,704.00
2	2.8	Camp KEEP	English Learners Foster Youth Low Income	\$98,747.00				\$98,747.00
3	3.1	Student Data Systems / Parent Communication	English Learners Foster Youth Low Income	\$58,400.00				\$58,400.00
3	3.2	Student Recognition and Engagement	English Learners Foster Youth Low Income	\$55,000.00				\$55,000.00
3	3.3	Community Outreach Team	English Learners Foster Youth Low Income	\$412,216.00				\$412,216.00
3	3.4	School Climate	English Learners Foster Youth Low Income	\$721,988.00				\$721,988.00
3	3.5	Positive Playground Activities	English Learners Foster Youth Low Income	\$193,645.00				\$193,645.00
3	3.6	Extended day Activities	English Learners Foster Youth Low Income	\$128,224.00				\$128,224.00
3	3.7	Health Services	English Learners Foster Youth Low Income	\$489,779.00				\$489,779.00
3	3.8	Class Size Reduction	English Learners Foster Youth Low Income	\$4,449,234.00				\$4,449,234.00
3	3.9	Transportation	English Learners Foster Youth Low Income	\$291,740.00				\$291,740.00
3	3.10	School Connectedness	English Learners Foster Youth	\$50,000.00				\$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					

2023-24 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
\$19,232,134	\$8,631,573	44.88%	10.98%	55.86%	\$11,330,472.00	0.00%	58.91 %	Total:	\$11,330,472.00
								LEA-wide Total:	\$10,688,957.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$641,515.00

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	\$42,865.00	
1	1.2	Elementary Physical Education Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren	\$125,218.00	
1	1.3	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$285,673.00	
1	1.4	Services to English Learners	Yes	LEA-wide	English Learners	All Schools	\$561,962.00	
1	1.5	Summer Enrichment / STEM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,218.00	
1	1.7	Academic Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$17,795.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Site Tech Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	
1	1.9	Math Intervention Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren	\$245,403.00	
1	1.10	Reading Intervention Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren	\$167,147.00	
1	1.11	Classroom Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren	\$319,354.00	
1	1.12	Supplemental Math, ELA, and ELD materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
1	1.13	Professional Learning Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,000.00	
1	1.14	Kindergarten Summer Bridge	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: North Beardsley, Beardsley Elementary, San Lauren Kindergarten	\$5,000.00	
1	1.15	Grade Level Lead Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,000.00	
1	1.16	Student Success Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,560.00	

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	2.1	Technology Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$280,000.00	
2	2.2	Social Emotional and Positive Behavior Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$890,858.00	
2	2.3	New Teacher Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$73,464.00	
2	2.4	Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$259,482.00	
2	2.5	Electives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$387,797.00	
2	2.6	Technology Oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$142,999.00	
2	2.7	Custodial Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$306,704.00	
2	2.8	Camp KEEP	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: North Beardsley, San Lauren, Beardsley Elementary 6th Grade	\$98,747.00	
3	3.1	Student Data Systems / Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,400.00	
3	3.2	Student Recognition and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	
3	3.3	Community Outreach Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$412,216.00	

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	3.4	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$721,988.00	
3	3.5	Positive Playground Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$193,645.00	
3	3.6	Extended day Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$128,224.00	
3	3.7	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$489,779.00	
3	3.8	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren Elementary K-3	\$4,449,234.00	
3	3.9	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$291,740.00	
3	3.10	School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$9,569,198.00	\$7,897,907.00

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	\$50,933.00	38,240
1	1.2	Elementary Physical Education Instruction	Yes	\$91,040.00	99,000
1	1.3	Library Services	Yes	\$289,911.00	232,300
1	1.4	Services to English Learners	Yes	\$525,948.00	383,030
1	1.5	Summer Enrichment / STEM	Yes	\$51,980.00	35,000
1	1.6	Inclusion	No	\$2,000.00	0
1	1.7	Academic Enrichment Opportunities	Yes	\$39,352.00	15,350
1	1.8	Site Tech Support	Yes	\$5,000.00	7,896
1	1.9	Math Intervention Programs	Yes	\$420,000.00	82,070
1	1.10	Reading Intervention Programs	Yes	\$131,419.00	128,570

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	\$691,738.00	630,000
1	1.12	Supplemental Math, ELA, and ELD materials	Yes	\$345,100.00	42,475
1	1.13	The Master Teacher: WeClimb	Yes	0	13,500
2	2.1	Technology Infrastructure	Yes	\$217,000.00	139,065
2	2.2	Social Emotional and Positive Behavior Support	Yes	\$1,131,698.00	1,143,205
2	2.3	New Teacher Professional Development	Yes	\$77,728.00	93,800
2	2.4	Music Program	Yes	\$245,104.00	266,160
2	2.5	Electives	Yes	\$542,656.00	447,265
2	2.6	Technology Oversight	Yes	\$145,364.00	136,331
2	2.7	Custodial Staff	Yes	\$292,113.00	309,355
3	3.1	Student Data Systems / Parent Communication	Yes	\$65,000.00	66,435
3	3.2	Student Recognition and Engagement	Yes	\$53,036.00	43,915
3	3.3	Community Outreach Team	Yes	\$508,098.00	380,165

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	3.4	School Climate	Yes	\$406,520.00	445,105
3	3.5	Positive Playground Activities	Yes	\$162,560.00	208,105
3	3.6	Extended day Activities	Yes	\$134,962.00	92,165
3	3.7	Health Services	Yes	\$293,105.00	167,565
3	3.8	Class Size Reduction	Yes	\$989,833.00	895,000
3	3.9	Transportation	Yes	\$1,660,000.00	1,391,805

2022-23 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)
\$8,138,134	\$9,484,198.00	\$7,839,030.00	\$1,645,168.00	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	\$50,933.00	\$38,239		
1	1.2	Elementary Physical Education Instruction	Yes	\$91,040.00	\$99,000		
1	1.3	Library Services	Yes	\$289,911.00	\$232,289		
1	1.4	Services to English Learners	Yes	\$525,948.00	\$383,029		
1	1.5	Summer Enrichment / STEM	Yes	\$51,980.00	\$35,000		
1	1.7	Academic Enrichment Opportunities	Yes	\$39,352.00	\$15,350		
1	1.8	Site Tech Support	Yes	\$5,000.00	\$7,896		
1	1.9	Math Intervention Programs	Yes	\$420,000.00	\$82,069		
1	1.10	Reading Intervention Programs	Yes	\$131,419.00	\$128,567		
1	1.11	Classroom Support	Yes	\$691,738.00	\$630,000		
1	1.12	Supplemental Math, ELA, and ELD materials	Yes	\$345,100.00	\$42,471		
1	1.13	The Master Teacher: WeClimb	Yes		\$13,500		

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	2.1	Technology Infrastructure	Yes	\$217,000.00	\$116,510		
2	2.2	Social Emotional and Positive Behavior Support	Yes	\$1,131,698.00	\$1,143,202		
2	2.3	New Teacher Professional Development	Yes	\$77,728.00	\$0		
2	2.4	Music Program	Yes	\$245,104.00	\$266,158		
2	2.5	Electives	Yes	\$542,656.00	\$447,263		
2	2.6	Technology Oversight	Yes	\$145,364.00	\$158,890		
2	2.7	Custodial Staff	Yes	\$292,113.00	\$309,354		
3	3.1	Student Data Systems / Parent Communication	Yes	\$65,000.00	\$66,435		
3	3.2	Student Recognition and Engagement	Yes	\$53,036.00	\$43,911		
3	3.3	Community Outreach Team	Yes	\$425,098.00	\$380,161		
3	3.4	School Climate	Yes	\$406,520.00	\$445,103		
3	3.5	Positive Playground Activities	Yes	\$162,560.00	\$208,102		
3	3.6	Extended day Activities	Yes	\$134,962.00	\$92,165		
3	3.7	Health Services	Yes	\$293,105.00	\$167,562		
3	3.8	Class Size Reduction	Yes	\$989,833.00	\$895,000		
3	3.9	Transportation	Yes	\$1,660,000.00	\$1,391,804		

2022-23 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)
\$18,281,573	\$8,138,134	9.34	53.86%	\$7,839,030.00	0.00%	42.88%	\$2,006,602.92	10.98%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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).
 - **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.
 - 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)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
January 2022