LCFF Budget Overview for Parents

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

CDS Code: 15633390000000

School Year: 2024-25

LEA contact information:
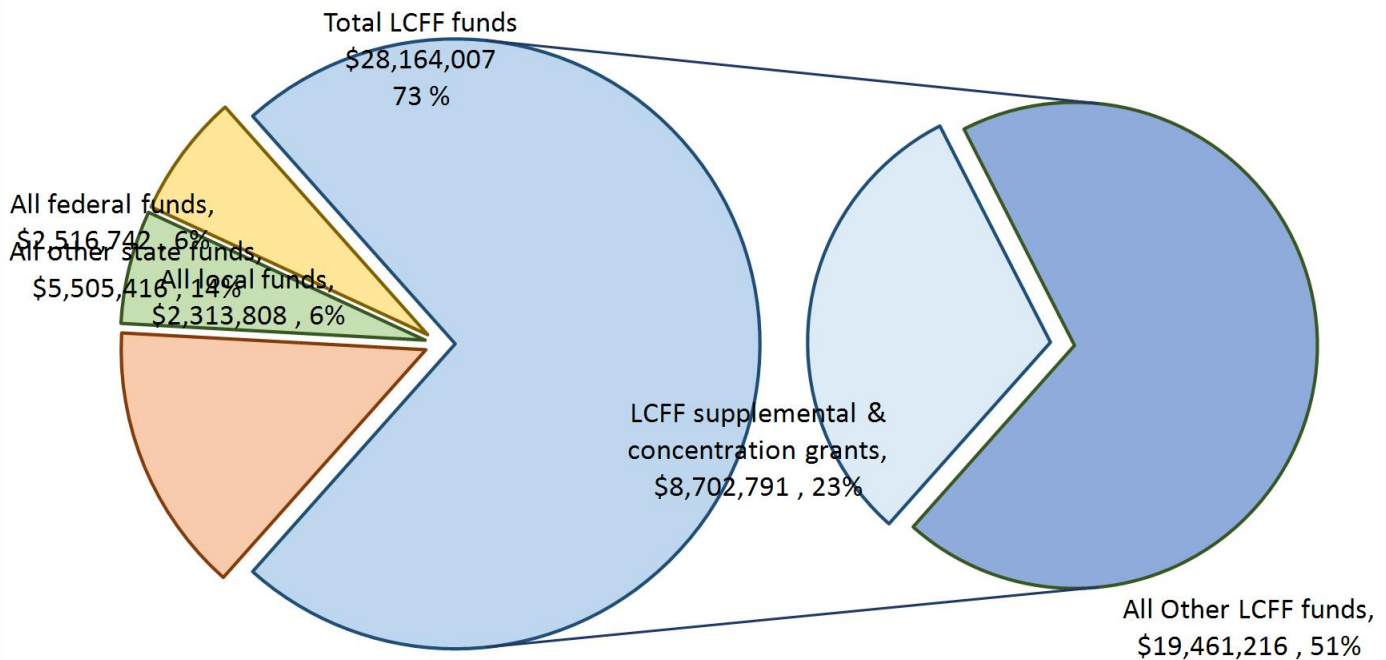
Paul Miller

Superintendent

PaMiller@beardsley.k12.ca.us

(661) 393-8550

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds $28,164,007 73 %

All federal funds, $2,516,742 , 6%

All other state funds, $5,505,416 , 14%

All local funds, $2,313,808 , 6%

LCFF supplemental & concentration grants, $8,702,791 , 23%
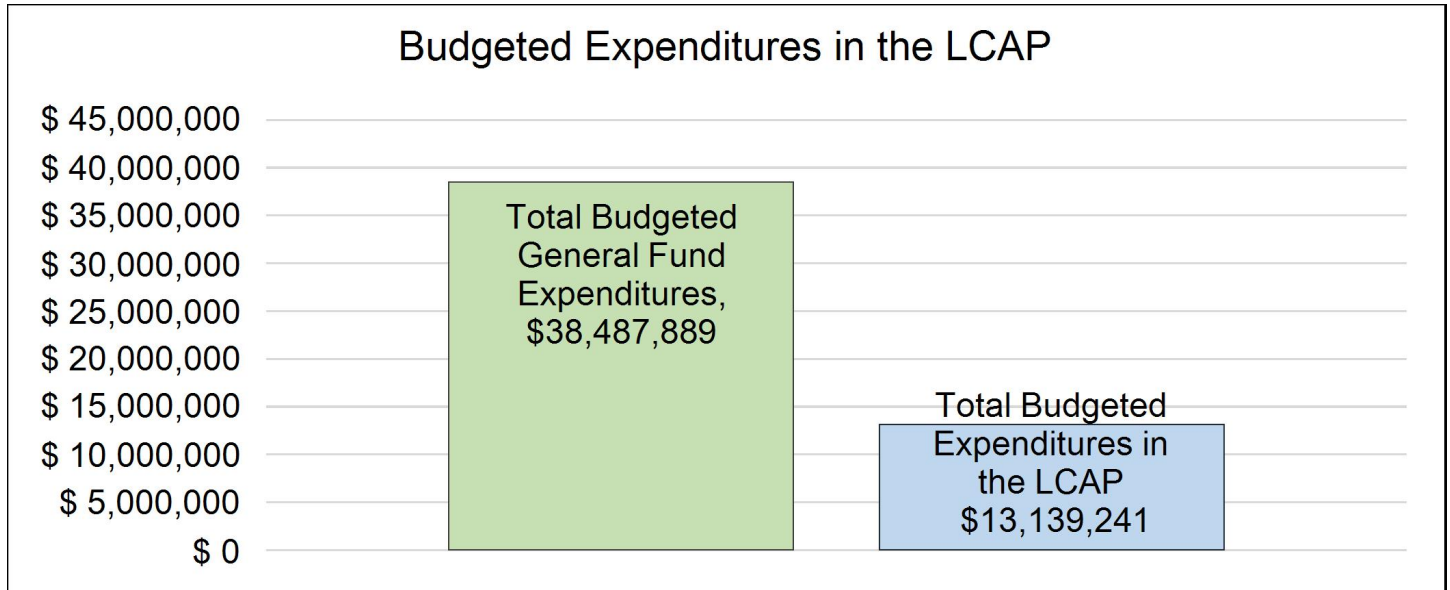
All Other LCFF funds, $19,461,216 , 51%

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 $38,499,973, of which $28,164,007 is Local Control Funding Formula (LCFF), $5,505,416 is other state funds, $2,313,808 is local funds, and $2,516,742 is federal funds. Of the $28,164,007 in LCFF Funds, $8,702,791 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $38,487,889	
	Total Budgeted Expenditures in the LCAP $13,139,241

This chart provides a quick summary of how much Beardsley Elementary School District plans to spend for 2024-25. 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 $38,487,889 for the 2024-25 school year. Of that amount, $13,139,241 is tied to actions/services in the LCAP and $25,348,648 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
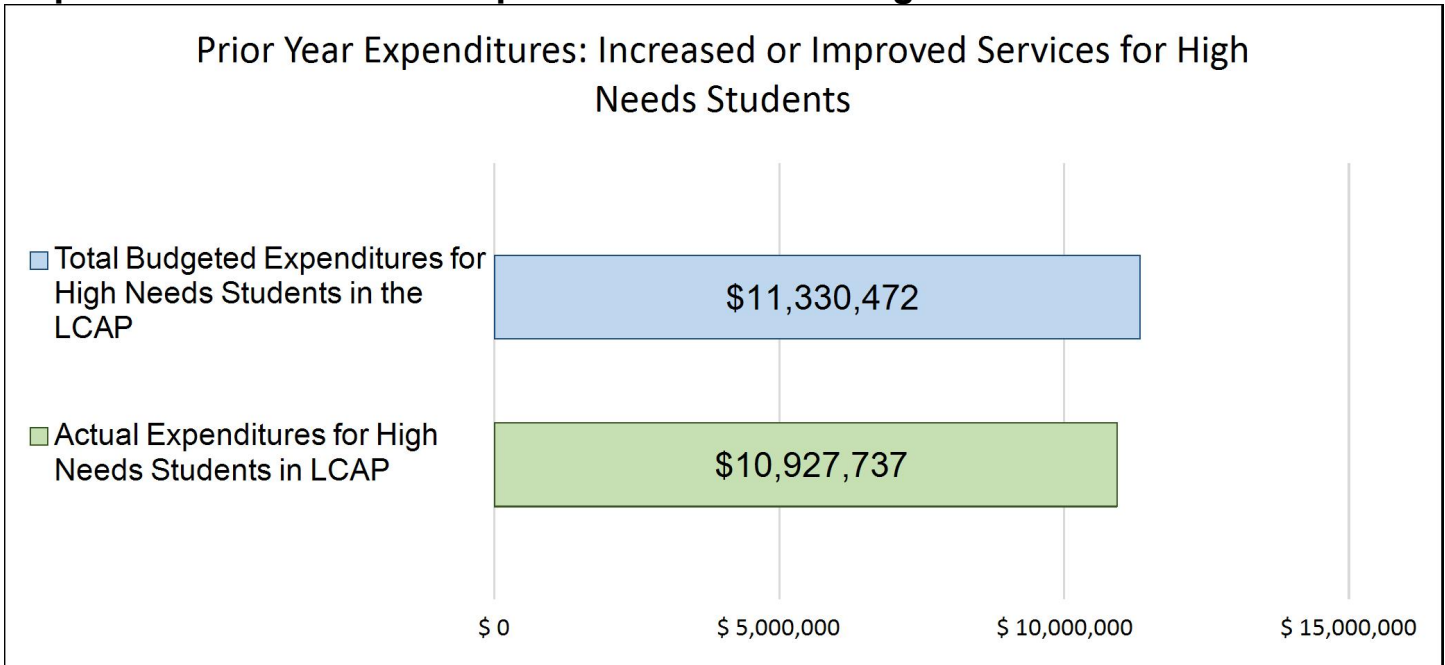
General fund expenses not included in the LCAP support classroom instruction, technology, facilities and other ancillary services, The LCAP allocations provide additional services and materials to meet the needs of district programs and goals.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Beardsley Elementary School District is projecting it will receive $8,702,791 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 $8,702,791 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 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $11,330,472

☐ Actual Expenditures for High Needs Students in LCAP — $10,927,737

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000

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

The text description of the above chart is as follows: In 2023-24, Beardsley Elementary School District's LCAP budgeted $11,330,472 for planned actions to increase or improve services for high needs students. Beardsley Elementary School District actually spent $10,927,737 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-402,735 had the following impact on Beardsley Elementary School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of -$402,735 had the following impact on Beardsley Elementary School District's ability to increase or improve services for high needs students:

During the 2023-2024 school year, the Beardsley School District was unable to fill or maintain some positions, including five bus drivers. Some additional vacancies were filled part way through the school year. Additionally, personnel costs were lower than anticipated in some actions as some 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 for supplies and materials. Intervention text material costs were less than anticipated due to a bundled district subscription and an extension on a free piloting session for some; less costs for infrastructure repairs and replacement than expected; A decrease in costs for participation in academic enrichment activities and after school sports programs was also seen.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4 - Pupil Outcomes 4A - Statewide Assessments (CAASPP: ELA, Math, CAA, CAST, CMA, and CAPA) 2019 Dashboard data used.	2018-2019 CAASPP ELA proficiency - all students scored 43.4 points below standard. English Learners scored 64.4 points below standard. This represents a 21 point difference from all students but in the same color category Low-Income scored 50.3 points below standard. This represents a 6.9 point difference from all	CAASPP was not fully administered in Spring 2021, data provided is for the 49% of students who did test. Data obtained through KIDS for 2020-21: ELA proficiency - all students scored 79.3 points below standard English Learners scored 117.7 points below standard. This represents a 38.4 point difference from all students Low-income scored 88.49 points below standard. This represents a 9.19	2021-2022 CAASPP ELA proficiency - all students scored 66 points below standard, rated Low English Learners scored 95.3 points below standard, rated Very Low. This is a 29.3 difference from all students. Low-Income scored 68.6 points below standard, rated Low. This is a 2.6 point difference from all students.	2022-2023 CAASPP ELA proficiency - all students scored 70.8 points below standard, rated very low (red). English Learners scored 92.5 points below standard, rated very low (red). This is a 21.7 difference from all students. Low -income scored 73 points below standard, rated very low (red). This is a 2.2 difference from all students.	State Priority Area Metrics 4 - Pupil Achievement 4A. Expected increase of ELA proficiency by 6 points (37 points BS) by 2024. English Learners and Low-Income students - narrow the ELA gap to + or - 3 points from all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students but in the same color category 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 Math proficiency - all students scored 74.1 points below standard. English Learners = 94.4 points below standard. This represents a 20 point difference from all students but in the same color category Low-Income, 80.9 points below standard. This represents a 6.8 point difference from all students but in the same color category Students with Disabilities scored	point difference from all students Students with Disabilities scored 152.6 points below standard. This represents a 73.3 point difference from all students Math proficiency - all students scored 115.9 below standard English Learners scored 144.6 below standard. This represents a 28.7 difference from all students Low-income scored 107.6 below standard. This represents a 8.83 positive point difference from all students	Students with Disabilities scored 133.9 points below standard, rated Very Low. This represents a 67.9 point difference from all students. Math proficiency - all students scored 105.6 points below standard, rated Very Low. English Learners scored 133.6 points below standard, VeryLow. This is a 28 point difference from all students. Low-Income scored 108.2 points below standard, rated Very Low. This represents a 2.6 difference from all students. Students with Disabilities scored 162.6 points below	Students with Disabilities scored 137.9 points below standard,rated very low (red). This is a 67.1 difference from all students. Math proficiency - all students scored 99.1 points below standard, rated Low (orange) English Learners scored 120 points below standard, rated low (orange). This is a 20.9 difference from all students. Low Income scored 101.4 points below standard, low (orange). This is a 2.3 difference from all students Students with Disabilities scored 149.3 points below	Students with Disabilities - reducing the ELA gap by one half of its current 80 point difference. Expected increase in math proficiency by 12 points (62 points BS) by 2024 English Learners and Low-Income students - narrow the ELA gap to + or - 5 points from all students. Students with Disabilities - reducing the ELA gap by one half of its current 50 point difference.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	124.5 points below standard. This represents a 50 point difference from all students but in the same color category CAST - All Students- 18.62% Met or Exceeded Low Income students - 18.03% Met or Exceeded English Learners- 3.45% Met or Exceeded	Students with Disabilities scored 181 below standard. This represents a 65.1 point difference from all students CAST - All Students - 8.54% Met or Exceeded Low Income Students - 8.05% Met or Exceeded English Learners - less than 10 students tested	standard, rated Very Low. This is a 152 point difference from all students. CAST All students - 14% Met or Exceeded standard Low Income students - 12.62 Met or Exceeded English Learners - 0% Met or Exceeded	standard, rated low (orange). This is a 50.2 point difference from all students. CAST All students - 15.62% Met or Exceeded standard Low Income Students -14.7% Met or Exceeded English Learners - 0% Met or Exceeded	Science - Expected increase of student who meet or exceed: All students - 23% SED - 23% EL - 8%
4B - A-G N/A for elementary	4B. A-G courses: N/A	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	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	N/A	N/A	N/A	4D - Percentage of pupils who have successfully

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	completed both B & C = N/A				completed both B & C = N/A
4E - Percentage of ELs who make progress toward English proficiency (as measured by ELPAC) Level 1 - Beginning Level 2 - Somewhat Developed Level 3 - Moderately Developed Level 4 - Well Developed	4E. AMAO I of 60% KIDS Data: ELPAC Overall Performance for 2019-2020 Level 1 =14% Level 2 = 30% Level 3 = 40.9% Level 4 = 15.1%	No California Dashboard Data available. KIDS Data: ELPAC Overall Performance for 2020-2021 Level 1= 25.4% Level 2 = 36.5% Level 3 = 32.5% Level 4 = 5.6%	AMAO 1 of 41% ELPAC Overall Performance for 2021-2022 Level 1 = 25.25% Level 2 = 36.87% Level 3 = 28.28% Level 4 = 9.6%	AMAO 1 of 50.3% ELPAC Overall Performance for 2022-2023 Level 1 = 24.79% Level 2 = 36.78% Level 3 = 24.38% Level 4 = 14.05%	4E - AMAO I target of 75%
4F- EL reclassification rate as measured by District records.	4F AMAO II of 20% .	AMAO II of 6% for 2020-2021 School Year	AMAO II of 8% for 2021-2022 School Year	AMAO II of 9% or 2022-2023 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	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	N/A	4G College Readiness - N/A
8 - If available, for the adopted course of study for grades 1-6 and or the adopted course of study for grades 7-12, as applicable	8 - Physical Fitness Scores - State testing resumes in Spring 2022, however.	Beginning in 2022, Participation Rate added as method of measurement per CDE.	2022-2023 Participation rates:	2023-2024 Participation rates:	8 - Physical Fitness Scores - Expected growth by 2024 for fitness testing as follows: 5th grade -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The 2018 scores are listed below: 5th grade - 2018 scores Aerobic Capacity - 58.9% Body Composition - 51.1% Abdominal Strength - 60.5% Trunk Extension - 72.1% Upper Body Strength - 39.5% Flexibility - 68.9% 7th grade - 2018 score Aerobic Capacity - 48.4% Body Composition - 54.2% Abdominal Strength - 98.1% Trunk Extension - 98.7% Upper Body Strength - 74.2% Flexibility - 88.4%	2021-2022 Participation rates 5th Grade = 99% all areas 7th Grade = 93% all areas 5th Grade 2022 Scores All Students Avg. Pacer Laps Completed - 24 Avg. Curl Ups - 22 Avg. Trunk Lift - 12 inches Avg. Push Ups - 8 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 Lift - 11 inches Avg. Push Ups - 8 Shoulder Stretch Left Side - 60% yes Shoulder Stretch Right Side - 76% yes	5th Grade = 97% all areas 7th Grade = 93% all areas 5th Grade 2023 scores All Students Avg. Pacer Laps completed - 19 Avg. Curl Ups - 39 Avg. Trunk Lift - 12 inches Avg Push Ups - 13 Shoulder Stretch Left Side - 57% Shoulder Stretch Right Side - 68% 5th Grade 2023 scores Low Income Avg. Pacer Laps completed - 18 Avg. Curl Ups - 38 Avg. Trunk Lift - 12 inches Avg Push Ups - 13 Shoulder Stretch Left Side - 59% Shoulder Stretch Right Side - 71% 5th Grade 2023 scores English Learners	5th Grade = 98% all areas 7th Grade = 95%% all areas 5th Grade 2024 scores All Students Avg. Pacer Laps completed - 22 Avg. Curl Ups - 33 Avg. Trunk Lift - 12 inches Avg Push Ups - 13 Shoulder Stretch Left Side - 66% Shoulder Stretch Right Side - 79% 5th Grade 2024 scores Low Income Avg. Pacer Laps completed - 22 Avg. Curl Ups - 33 Avg. Trunk Lift - 12 inches Avg Push Ups - 13 Shoulder Stretch Left Side - 65% Shoulder Stretch Right Side - 78% 5th Grade 2024 scores English Learners	Aerobic Capacity - 64% Body Composition - 57% Abdominal Strength - 66% Trunk Extension - 78% Upper Body Strength - 46% Flexibility - 74% 7th grade - Aerobic Capacity - 54% Body Composition - 60% Abdominal Strength - 99% Trunk Extension - 99% Upper Body Strength - 80% Flexibility - 92% 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
		5th Grade 2022 Scores English Learners Avg. Pacer Laps Completed - 26 Avg. Curl Ups - 19 Avg. Trunk Lift - 11 inches 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 Avg. Curl Ups - 51 Avg. Trunk Lift - 12 inches Avg. Mod Pull Ups 9 Avg. Sit & Reach Right - 10 Avg. Sit & Reach Left - 9 7th Grade 2022 Scores Low Income Avg Timed Mile - 12:52 Avg. Curl Ups - 50 Avg. Trunk Lift - 12 inches	Avg. Pacer Laps completed - 17 Avg. Curl Ups - 30 Avg. Trunk Lift - 12 inches 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 inches Avg. Mod Pull Ups - 9 Avg. Sit & Reach Right - 10 Avg. Sit & Reach Left - 10 7th Grade 2023 Scores Low Income Avg. Timed Mile - 14:25 Avg. Curl Ups - 56 Avg. Trunk Lift - 12 inches Avg. Mod Pull Ups - 9 Avg. Sit & Reach Right - 10	Avg. Pacer Laps completed - 21 Avg. Curl Ups - 24 Avg. Trunk Lift - 12 inches Avg Push Ups - 8 Shoulder Stretch Left Side - 63% Shoulder Stretch Right Side - 74% 7th Grade 2024 Scores All Students Avg. Timed Mile - 13:24 Avg. Curl Ups - 54 Avg. Trunk Lift - 12 inches Avg. Mod Pull Ups - 9 Avg. Sit & Reach Right - 10 Avg. Sit & Reach Left - 10 7th Grade 2024 Scores Low Income Avg. Timed Mile - 13:25 Avg. Curl Ups - 54 Avg. Trunk Lift - 12 inches Avg. Mod Pull Ups - 9 Avg. Sit & Reach Right - 10	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Avg. Mod Pull Ups 9 Avg. Sit & Reach Right - 10 Avg. Sit & Reach Left - 9 7th Grade 2022 Scores English Learners Avg Timed Mile - 12:25 Avg. Curl Ups - 50 Avg. Trunk Lift - 12 inches Avg. Mod Pull Ups 9 Avg. Sit & Reach Right - 10 Avg. Sit & Reach Left - 10	Avg. Sit & Reach Left - 10 7th Grade 2023 Scores English Learners Avg. Timed Mile - 15:23 Avg. Curl Ups - 61 Avg. Trunk Lift - 12 inches Avg. Mod Pull Ups - 8 Avg. Sit & Reach Right - 10 Avg. Sit & Reach Left - 10	Avg. Sit & Reach Left - 10 7th Grade 2024 Scores English Learners Avg. Timed Mile - 11:19 Avg. Curl Ups - 58 Avg. Trunk Lift - 12 inches Avg. Mod Pull Ups - 10 Avg. Sit & Reach Right - 9 Avg. Sit & Reach Left - 9	

Goal Analysis

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 2024 testing results did show some progress in areas related to aerobic capacity, core body strength, and flexibility.

Action 1.3 was full implemented. The new Junior High Library was available for student use. No professional development or training occurred for librarian staff. This will be a focus for next year to make sure library staff is apprised of current trends in school libraries.

Action 1.4 was fully implemented with some small challenges. The district has a great team of EL teachers, classroom teachers, instructional aides, a resource coordinator, and the ELD Committee who all worked together to provide support and services for our English Learners. Designated instruction occurred with EL teachers and their aides to provide targeted instruction in areas of deficiency. Classroom teachers used their integrated ELD training to provide innovative strategies that were research-based and highly effective. Collaboration between ELD and classroom teachers occurred to share data and best practices. The Resource Coordinator kept in contact with staff and parents regarding testing and reclassification status. The ELD Committee began working on updating the Master Plan for English Learners based on the California EL Roadmap guidelines. The teams' efforts were successful as we saw the District's ELPI increase significantly, and more students continue to improve their proficiency. During Federal Compliance Monitoring the district our received only 2 minor "findings" in the English Learner component that were easily corrected.

Action 1.5 was fully implemented, with Summer School being offered to all 4 campuses for students entering grades K-8. Summer School was held at the North Beardsley campus, and all enrolled students were offered transportation from the Beardsley Elementary/Junior High and San Lauren campuses. The Summer Band/STEM camp was held at the Beardsley Junior High campus. Students were also offered extended day programs after the regular Summer School day concluded until 5:00 p.m. Transportation back to their home campus was also offered.

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.

Action 1.7 was fully implemented. This action encourages unduplicated students to participate in academic enrichment events outside the normal school day. Participation in these events helps build academic knowledge, public speaking skills, memorization and organization skills, and promotes building new relationships with students they might not normally interact with. This year all of our students who participated in the Oral Language Festival were unduplicated students. Three of these students went on to perform at the County competition. We also had an entire team of unduplicated students participate in the Knowledge Bowl, with a few of them competing in individual categories as well. All of our students who participated in Battle of the Books were unduplicated students. The district is encouraged to see more unduplicated students willing to become involved in these academic opportunities. As word of their involvement has spread, more students are pledging to participate during the next school year.

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 fully implemented. 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. The Beardsley Junior High offered three periods of RTI math to students.

Action 1.10 was fully implemented. The Literacy Committee and the Response to Intervention staff reviewed current practices and suggested new strategies. All 3 elementary campuses worked together from the beginning of the year to standardize the assessment and remediation procedures used with struggling students. They piloted new intervention materials to find solutions that are fiscally responsible as well as appropriate for age and ability levels.

Action 1.11 was fully implemented. Instructional Aides in grades K-3 received professional development in early literacy alongside their classroom teachers. This enabled small group instruction to be more focused on comprehensive skill building. Small group work also was possible in upper grades, as instructional aides rotated through those classes to assist for reading and math instruction.

Action 1.12 was fully implemented with supplemental materials in hard copy and digital form being purchased to support reading and math instruction.

Action 1.13 was fully implemented. The observation tool was able to capture data on classroom climate, learning intentions, investment, motivation and engagement, and building better learners.

Action 1.14 was partially implemented. The program was shortened in duration, but more staff participated. Since there were construction projects going on at each campus, the Kindergarten Bridging program occurred just a few days before the school year started.

Action 1.15 was fully implemented. The Grade Level Leads chaired district wide grade level meetings to discuss a wide variety of data including benchmark and dashboard results. They also shared new strategies and interventions learned from the professional development and training opportunities throughout the year. They worked on planning guides for language arts and math, as well as scope and sequence for lessons.

Action 1.16 was not implemented due to the large amount of staff already being pulled district wide for committees and professional learning taking place. After discussion with Educational Partners, this function will return to the school site level.

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 2023-2024 LCAP Goal 1 was $2,042,195. The estimated actual expenditures for the 2023-2024 LCAP Goal 1 was $2,086,732. This is a difference of $44,537. The substantive differences were in the actions listed below:

Action 1.9 had a difference of -$122,976. This was due in part to an overestimation of costs for additional intervention materials. Additionally, the amount of contracted services was less, as teachers providing after school math tutoring were paid through the Expanded Learning Opportunity Grant for those services.

Action 1.10 had a difference of $190,822. This was due mostly to one RTI Teacher moving to full time, as well as all certificated and classified staff personnel costs coming in higher due to staff raises.

Action 1.13 had a difference of -$14,000. This occurred because the original contract should have been up for renewal in April 2024. However, the company extended the pilot and expiration date so that the new year subscription will line up with the school year. No payment was due as budgeted for.

Action 1.15 had a difference of $19,117. This was due to the increase in stipends per the negotiated contract.

Action 1.16 had a difference of -$25,560. This was due to the Student Success Team not being implemented. This function will remain at the school site level next year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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), 1.13 (Professional Learning Support); 1.14 (Kindergarten Bridging Program); and 1.15 (Grade Level Lead Teachers) 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. While the desired outcomes for Goal 1 were not achieved (CAASPP ELA increase proficiency to 37 points DFS, CAASPP Math increase proficiency to 62 points DFS) their is measurable growth as evidenced by Star Reading, Star Early Literature, and Star Math data.

- English Language Arts
- The percentage of students who met or exceeded the CAASPP standard for ELA went from 18% in 2020-2021 to 25% in 2022-2023.
- The percentage of English Learners who met or exceeded the CAASPP standard for ELA went from 0% in 2021-2022 to 14% in 2022-2023.
- The percentage of Homeless students who met or exceeded the CAASPP standard for ELA went from 0% in 2021-2022 to 19% in 2022-2023.
- The percentage of Students with Disabilities who met or exceeded the CAASPP standard for ELA went from 0% to 6% in 2022-2023.
- Unified Scaled Scores in Star Reading went from 957 in 2020-2021 to 971 in 2023-2024.
- Average Student Growth (SGP) in Star Reading from Fall to Spring in 2020-2021 was 29%. Fall to Spring in 2022-2023 was 41% - a 12% increase
- Passing grade rates in English Language Arts for 3rd-8th grade rose from 86.4% in 2020-2021 to 90.9% in 2022-2023

- Achieve Reading 3000 data for students in 7th-8th grade RTI Reading program shows overall Lexile growth of 130L, more than double the expected average of 66L.

- Mathematics
- The percentage of students who met or exceeded the CAASPP standard for math went from 7% in 2020-2021 to 13% in 2022-2023.
- The percentage of English Learners who met or exceeded the CAASPP standard for math went from 0% in 2021-2022 to 5% in 2022-2023.
- The percentage of Students with Disabilities who met or exceeded the CAASPP standard for math went from 0% in 2020-2021 to 5% in 2022-2023.
- Unified Scaled Scores in Star Math went from 878 in 2021-2022 (first year administered) to 926 in 2023-2024.
- Average Student Growth (SGP) in Star Math from Fall to Spring in 2021-2022 (first year administered) was 29%. Fall to Spring in 2022-2023 was 44% - a 15% increase.
- Passing grade rates dipped slightly from 86.74% in 2020-2021 to 83.48% in 2022-2023
- Achieve Math 3000 data for students in 7th-8th grade RTI Math program shows an increase of 99 points from the first Quantile score in fall of 573 to 672 in Spring.

- Science
- The percentage of students who met or exceeded the CAASPP standard for Science went from 9% in 2020-2021 to 15% in 2022-2023.
- Passing grade rates in 2020-2021 rose from 85.7% to 88.95% in 2022-2023.

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 made steady progress after returning from COVID protocols. While we saw more students continue to show English proficiency, we did not meet the desired outcome of a 75% ELPI rate on the California Dashboard.

- English Learners scoring Level 4 on the ELPAC was 14.5%, up 4.5% from the prior year. This is close to the 15.1% baseline set in 2019-2020 before COVID.
- English Learners making progress toward English Language Proficiency (ELPI) increased from 24.14% in 2020-2021 to 50.3% in 2022-2023.
- The reclassification rate was 7.96% in 2020-2021 and increased to 9% in 2022-2023
- The percentage of English Learners who met or exceeded the CAASPP standard for ELA went from 0% in 2021-2022 to 14% in 2022-2023.
- The percentage of English Learners who met or exceeded the CAASPP standard for math went from 0% in 2021-2022 to 5% in 2022-2023.

Action 1.2 (Elementary Physical Education Instruction) was effective in improving overall outcomes on the annual Physical Fitness Test. Continuing to make improvements to the PE program each year, resulted in scores that indicate students are becoming more physically active. It is difficult to measure the growth from the original baseline, as the method of documenting scores was changed by CDE after the

metrics were in place.

- 5th Grade All Students
- Average Pacer Laps over the 3 year period is 22.
- Average Curl Ups over the 3 year period is 32.
- Average Trunk Lifts over the 3 year period is 12.
- Average Push Ups over the 3 year period is 12.
- Left Side Shoulder Stretches have increased 6% over the 3 year period to 66%
- Right Side Shoulder Stretches have increased 3% over the 3 year period to 79%

- 5th Grade Low Income Students
- Average Pacer Laps over the 3 year period is 21.
- Average Curl Ups over the 3 year period is 31
- Average Trunk Lifts over the 3 year period is 12.
- Average Push Ups over the 3 year period is 11
- Left Side Shoulder stretches have increased 5% over the 3 year period to 65%
- Right Side Shoulder stretches have increased 2% over the 3 year period to 78%

- 5th Grade English Learners
- Average Pacer Laps over the 3 year period is 21.
- Average Curl Ups over the 3 year period is 24. Higher than All Students.
- Average Trunk Lifts over the 3 year period is 12.
- Average Push Ups over the 3 year period is 10
- Left Side Shoulder Stretches have increased 7% over the 3 year period to 63% (up significantly from last year)
- Right Side Should Stretches have increased 2% over the 3 year period to 78%

- 7th Grade All Students
- Average Mile time over the 3 year period is 13:27
- Average Curl Ups over the 3 year period is 54
- Average Trunk Lifts over the 3 year period is 12
- Average Modified Pull Ups over the 3 year period is 9
- Average Sit & Reach both sides is 10

- 7th Grade Low Income Students
- Average Mile time over the 3 year period is 13:34
- Average Curl Ups over the 3 year period is 53
- Average Trunk Lifts over the 3 year period is 12
- Average Modified Pull Ups over the 3 year period is 9
- Average Sit & Reach both sides is 10

- 7th Grade English Learners
- Average Mile time over the 3 year period is 13:22
- Average Curl Ups over the 3 year period is 56
- Average Trunk Lifts over the 3 year period is 12
- Average Modified Pull Ups over the 3 year period is 9
- Average Sit & Reach both sides is 10

Action 1.16 (Student Success Teams) was not effective, as it was not implemented during the school year.

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 1.1: Will be combined with action 1.12 Supplemental ELA and Math

Action 1.2: One additional PE instructional aide will be added, and a new curriculum will be implemented providing a rigorous, uniform PE program district wide. Additionally, items tested on the Physical Fitness Test will be assessed at the begninning and middle of the year. This data will drive instruction on areas of deficiency.

Action 1.4: Materials previously listed in action 1.12 pertaining specifically to English Learners will be moved here.

Action 1.10: Literacy Committee will be removed as their work has now moved more to grade level participation and planning with the Science of Reading and GLAD project planning meetings, as well as the improved coordination between campuses in the RTI programs. Standardized metrics for each RTI program district wide will be implemented to show progress.

Action 1.11: Additional instructional aides added to insure all k-2 classrooms have the support.

Action 1.12 : Additional local metrics will be added for more accurate representation of growth in ELA and Math

Action 1.13: Metrics regarding participation and achievement will be included on a quarterly basis bases on local data, not just the Physical Fitness Test. Physicial Education curriculum has been obtained that will provide a more rigorous, standardized PE program across all 3 elementary campuses to improve outcomes.

Action 1.16: Will be eliminated, and this function will remain at the school site level.

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)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Teachers appropriately assigned and fully credentialed for assignment.	1A. As indicated by the California Dashboard, Local Indicators, self-reflection tool, 100% of BSD Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	As indicated by the California Dashboard, there were 5 teachers of EL Students mis-assigned for the 2020-2021 school year.	As indicated by the California Dashboard, there was 1 teacher mis-assigned teacher or vacant position for the 2021-2022 school year.	As indicated by the California Dashboard, Local Indicators, self-reflection tool, 100% of BSD Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	1A. Continue to strive for 100% of BSD Teachers to be appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.
1B. Pupils access to standards-aligned materials.	1B. From the California Dashboard Local Indicators self-reflection tool, 100% of students have	From the California Dashboard Local Indicators self-reflection tool, 100% of students have	From the California Dashboard Local Indicators self-reflection tool, 100% of students have	From the California Dashboard Local Indicators self-reflection tool, 100% of students have	1B. 100% of pupils have sufficient access to standards-aligned instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	access to standards-aligned materials.	access to standards-aligned materials.	access to standards-aligned materials.	access to standards-aligned materials.	
1C. School facilities maintained and in good repair.	1C. School Facilities Overall rating of Exemplary Repair as indicated by Williams Inspection documentation Site FIT reports at or above "Good" in all areas, and Overall "Exemplary" Annual parent, staff, and student survey results for facilities in clean and good repair for 2021 were 78%	School Facilities were rated "Exemplary" during the Williams Inspection after small repairs noted were completed 2021 Site FIT Reports all at or above "Good" in all areas, and Overall of "Exemplary" Annual parent, staff, and student survey results for Spring of 2022 results were 69% agreed facilities were clean and in good repair.	School Facilities were rated "Exemplary" during the Williams Inspection after small repairs noted were completed 2022 Site FIT Reports Rate 2 campuses as Exemplary, and 2 rated as Good with minor repairs needing completion. Annual parent, staff, and student survey results for Spring 2023 average results were 66% agreed facilities were clean and in good repair.	School Facilities were rated "Good" during the Williams Inspection after small repairs noted were completed 2023 Site FIT Reports Rate 1 campus as Exemplary, and 3 rated as Good with minor repairs needing completion. Annual parent, staff, and student survey results for Spring 2024 average results were 76% agreed facilities were clean and in good repair.	1C. School Facilities expected to remain in Exemplary Repair. Site FIT reports at or above "Good" in all areas, and Overall "Exemplary" Annual parent, staff, and student survey results for facilities in clean and good repair will be at or above 85%
2A. Implementation of CCSS	2A. From the California Dashboard Local Indicators self-reflection tool, Survey Data reflects 100% of teachers received Professional Development in CCSS. Classroom observations show	From the California Dashboard Local Indicators self-reflection tool, Survey Data reflects 100% of teachers received Professional Development in CCSS. Classroom observations show	From the California Dashboard Local Indicators self-reflection tool, Survey Data reflects 100% of teachers received Professional Development in CCSS. Classroom observations show	From the California Dashboard Local Indicators self-reflection tool, Survey Data reflects 100% of teachers received Professional Development in CCSS. Classroom observations show	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

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

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

Goal Analysis

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 software package purchased for threat assessment documentation 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 21 veteran teachers take on the role of mentor for 32 teachers in the Induction and Intern Teacher programs.

Action 2.4 was fully implemented. 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 full implemented. Electives offered this year included Spanish, Project Lead the Way, Science Fair, Oral Language Festival, Art, Music Appreciation, Beginning and Senior Band, and Choir.

Action 2.6 was fully implemented, ensuring that all equipment and programs were 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 was fully implementedd, with every unduplicated student who wished to attend Camp KEEP being able to attend. Attendance was less than expected, however. Conversations with parents and students indicated there were separation anxiety-related issues that made being apart for a week unappealing even though the trip was completely paid for.

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 2023-2024 LCAP Goal 2 was $2,440,051. The estimated actual expenditures for the 2022-2024 LCAP Goal 2 was $1,952,090. This is a difference of $487,961. The substantive differences were in the actions listed below:

Action 2.1 had a difference of -$117,519. This was due to less hardware (computers and headphone replacements) and infrastructure materials needing to be purchased.

Action 2.2 saw a difference of -$232,622. Part of this was due the two school psychologist salaries being paid out of expiring COVID funds. Some additional funding was spent on the contracted school social workers, as their annual fee went up.

Action 2.4 saw an increased cost difference of $59,789 as instruments in need of repair and cleaning were higher.

Action 2.5 had a difference of -$139,709 due to less costs in personnel, supplies, and travel/field trips.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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.

Actions 2.1 (Technology Infrastructure), 2.6 (Technology Oversight), 2.5 (Electives), and 2.8 (Camp KEEP were effective in providing all students with a broad course of study.
- 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).
- 100% of unduplicated students have access to all programs and services as indicated by class schedules, bell schedules, and administrative observation.
- 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 year we sent 128 unduplicated 6th grade students to Camp KEEP at no cost to their families, where they explored earth science and biology.
- Electives offered to all students included Spanish, Project Lead the Way, Art, Choir, Music Appreciation, and Beginning & Senior Band

Action 2.2 (Social and Emotional Positive Behavior Support) was effective in helping to meet the social-emotional needs of students.
- During the first half of the school year social workers handled :
- 75 crisis interventions
- 28 Risk Assessments were conducted.
- 42 students received continuing services on campus.
- 16 students were referred to outside agencies
- Social workers on each campus:
- Prepared monthly activities for students, staff, and family engagement.
- Led food, personal hygiene, clothing, and shoe drives.

- Organized resource fairs to provide support and information to the parents and community members in our district.

Action 2.3 was effective in providing new teachers with the support necessary to be successful in the classroom:
- Ten (10) teachers completed the Teacher Induction Program, paving the way for them to become fully credentialed.
- Thirteen (13) more teachers completed Year One of their Induction program.
- Teacher mentors worked with six (6) teacher interns,
- Teacher mentors worked with six (6) teachers on temporary waivers or permits.

Action 2.4 was effective in helping make progress toward the goal as evidenced by:
- 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

Actions 2.7 (Custodial Staff) was effective in continuing to provide an environment that was safe and clean.
- Data from the annual Williams Act visit show that campuses were appropriately staffed, and all both campuses visited received a "good" rating
- 2023 Site FIT Reports Rate 1 campus as Exemplary, and 3 rated as Good with minor repairs needing completion.
- Spring surveys of parents, staff, and students show that 76% agree that their campus is clean. This is up 10% from last year.
- 100% of parents participating agreed campuses were clean
- 77% of staff participating agreed campuses were clean
- 60% of students participating agreed campuses were clean

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.

Funding for Social Workers in 2.2 will be discontinued through LCFF funds and will be funded with the Learning Recovery Emergency Block Grant.

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)

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.	The BSD parent survey responses indicate that 90.9% of respondents indicated the district "values their opinion" as indicated on the 2024 parent survey.	3A - 80% or more of parent survey respondents will indicate the district values their opinion.
3B - To assess how BSD promotes parent participation we evaluate meeting sign in sheets. Each school calendar will indicate events parents are invited to each year. The LEA goal is to	3B - BSD held 4 District Advisory Committee meetings and 4 DELAC meetings via Zoom, having representation from staff, community members, and a	BSD held 5 District Advisory Committee meetings and 5 DELAC meetings via Zoom, having representation from staff, community members, and a	BSD held 5 District Advisory Committee meetings and 5 DELAC meetings via Zoom, having representation from staff, community members, and a	BSD held 5 District Advisory Committee meetings and 5 DELAC meetings via Zoom, having representation from staff, community members, and a	3B - BSD will hold at least 4 District Advisory Committee meetings and 4 DELAC meetings and expect representation from a sample group of parents of all non-duplicated students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
have representation from each unduplicated parent group and staff at each of our meetings. Records of all paper based parent notification are kept in the District Print Office. All web based notifications are stored on the District Website at www.beardsleyschool.org. BSD also utilizes PowerAnnounce to contact parents electronically in order to promote participation in school events. The District Foundation also maintains a Facebook page indicating current events. To evaluate the efforts of BSD to seek parent input in making decisions for District and School sites the LEA looks to maintain parent representation from all sites and	group of parents of all unduplicated students. Principal Partner Day - Baseline 0 was canceled in 2021 and expected to return in 2022. School Site Councils meetings were held at each site 4 times in the 2020-21 school year - various dates. Due to COVID 19 all meetings were held via Zoom or Google Meet. English Learner Advisory meetings were held at each site 4 times in the 2020-21 school year - various dates. Due to COVID 19 all meetings were held via Zoom or Google Meet. Evening Parent/Stakeholder Meetings were held at each school sites beginning in January. Due to COVID 19 all	group of parents of all unduplicated students. Principal Partner Day - Baseline 0 was canceled in 2021 and 2022 due to COVID 19 protocols. School Site Councils meetings were held at each site 4 times in the 2021-22 school year - various dates. Due to COVID 19 all meetings were held via Zoom. English Learner Advisory meetings were held at each site 4 times in the 2021-22school year - various dates. Due to COVID 19 all meetings were held via Zoom. Evening Parent/Stakeholder Meetings were held twice in February, 2022. Due to COVID 19 all meetings were held via Zoom.	group of parents of all unduplicated students. Principal Partner Day - Baseline 0 did not occur in 2023 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 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 an din person Evening Parent/Educational Partner Meetings were held 4 times in January and February, 2023. One was held in person	group of parents of all unduplicated students. Principal Partner Day - Baseline 0 did not occur in 2024 School Site Councils meetings were held at each site at least 4 times in the 2023-2024 school year - various dates. Meetings were held both by zoom and in person English Learner Advisory meetings were held at each site at least 4 times in the 2023-2024 school year - various dates.Meetings were held both by zoom an din person Evening Parent/Educational Partner Meetings were held 3 times in January 2024. One was held in person	BSD's goal for Principal Partner Day is to attract at least a 3:1 ratio of parents:community members to promote unity and collaboration. School Site Councils meetings (4 per year per site - various dates English Learner Advisory Committees per site - various dates (4 per year) Evening Parent Meetings will be held at each school sites beginning in January. Participation in annual events like the the District Carnival and sporting clay tournament is expected to continue to strengthen.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
maintain the participation of non-parent community members at District events. This is evidenced with participation rates and sign in sheets.	meetings were held via Zoom or Google Meet in 2021, 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.	Participation in annual events like the district sporting clay tournament was the strongest ever with 145 participants and 45 volunteers came out.	and 3 offered via Zoom. 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.	and 2 offered via Zoom. Participation in annual events like the district sporting clay tournament was even higher than the previous year with 191 participants and 76 volunteers came out.	
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.	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 attendance rate for all BSD students was 92% for the 2020-21 school year.	As indicated by the district SIS and KIDS programs, the attendance rate for all BSD students for the 2021-22 school year was 88.1% as of May 25, 2022	As indicated by the district SIS and KIDS programs, the attendance rate for all BSD students for the 2022-23 school year was 90.47% as of May 10, 2023	As indicated by the district SIS and KIDS programs, the attendance rate for all BSD students for the 2023-24 school year was 91.28% as of May 15, 2024.	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
5B - Chronic Absenteeism rate.	5B. Chronic absenteeism rate as detailed in the California Dashboard for the 2019-20 school year: 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%.	No California Dashboard data for 2020-2021 school year. Local Data from District SIS and KIDS for 2020-2021 Chronic Absenteeism: 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%	Chronic absenteeism rate as detailed in the California Dashboard for the 2021-22 school year: 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%	Chronic absenteeism rate as detailed in the California Dashboard for the 2022-23 school year: All Students = 36.2% Homeless = 79.4% Foster Youth = 23.1% 2 or More Races - 36.4% African Americans = 42.5% SWD = 38.6% Low Income = 37% White = 37.2% Hispanic = 35.2% English Learners - 33.2%	5B. The BSD Chronic absenteeism rate goal is to have less than 10% for all students: Homeless = 20% Foster Youth: 15% 2 or more races = 15% African Americans = 12% SWD - 10% Low Income: 9% White = 9% Hispanic = 9% English Learners 5%.
5C - The BSD middle school dropout rate - measured in Dataquest	5C. DataQuest indicates the 2016-17 dropout rate for BJHS was 3 students or less than 1%.	DataQuest has not been updated since 2016-17. CALPADS Fall report for 2020-2021 shows the dropout rate for BJHS was 1 student, or less than 1%	CALPADS Fall report for 2021-2022 shows the dropout rate for BJHS was 1 student,or less than 1%	CALPADS Fall report for 2022-2023 shows the dropout rate for BJHS was 1 student,or less than 1%	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
5D. High School Dropout rate - N/A	5D. High School Dropout rate - N/A	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	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%	The District suspension rate as measured by the CA Dashboard for the 2022-2023 school year: All Students = 3.9% Foster Youth = 8.7% Homeless = 5.3% SWD = 4.9% White = 6% African American = 6.4% English Learners = 0.7% Hispanic = 2.3% 2 or More Races = 3.5% Low Income = 3.9%	6A. The District expects to maintain its low suspension rate and remain at or below 2%.
6B - Pupil expulsion rates	6B. BSD pupil expulsion rate of 0 as indicated in the BSD Student Information System	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%	CAPADS Fall report for 2022-2023 shows a student expulsion rate of 0%	6B. Maintain the pupil expulsion rate of 0% is expected.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(PowerSchool) and CALPADS				
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 Connecteness 72.4% on 2023 survey for parents and students.	School Safety 83.7% on 2024 survey for parents, students, and staff. School Connectedness 67% on 2024 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

Goal Analysis

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 fully implemented with upgrades and improvements in the On-Line Enrollment system, the KIDS data system, and district and school websites.

Action 3.2 was fully implemented. Each campus 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. The district continued 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. By the end of the year the University add courses in Punjabi to increase parent access.

Action 3.4 was fully implemented. All 4 campuses had Alternative Placement Programs on campus, which meant students were able to stay on their own campus to maintain continuity of services. Student Intervention Facilitators were on staff the entire year, and were instrumental in checking in with students on a daily basis to help them start off their day in a positive light, and to check in with throughout the day.

Action 3.5 was implemented. Replacement playground equipment was purchased at each campus, and activy leaders worked with students to provide engaging activities during recess time.

Action 3.6 was fully implemented. More after school sport activities were provided this year, and more students participated from elementary campuses.

Action 3.7 was fully implemented.. 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. Smaller class sizes allowed for more small group instruction including Guided Reading, phonics, and targeted math skills. It also provided more opportunties for individualized student instruction and feedback.

Action 3.9 was partially implemented. The buses were ordered, but due to bus shortages only 2 have been received by the end of this 2023-2024 school year. Additional bus drivers are currently in the process of being hired as busses are put into commission.

Action 3.10 was fully implemented. Each campus provided school branded items at the beginning of the school year to returning students, as well as any new student enrolled throughout the year. This promoted a welcoming environment for new students, and helped to contribute to the overall sense of community on each campus.

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 2023-2024 LCAP Goal 3 was $6,850,226. The estimated actual expenditures for the 2022-2024 LCAP Goal 3 was $6,888,915. This is a difference of $38,689. The substantive differences were in the actions listed below:

Action 3.1 had a difference of $18,310 due to an increased cost for annual subscriptions on multiple platforms.

Action 3.2 saw a difference of -$21,035 as less expenditures for supplies were made

Action 3.3 saw a difference of $31,498 due to increased personnel and supply costs.

Action 3.4 saw a difference $84,913 due to increased personnel costs.

Action 3.6 had a difference of -$57,800 as there was less spending on coaches than budgeted for.

Action 3.8 had a difference of $283,361 due to increased personnel costs.

Action 3.9 had a difference of -$291,740 as no new bus drivers were hired. This was because the new buses did not arrive to the district until the end of the school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 the district is seeing progress in reducing the chronic absenteeism rate, the desired outcomes for all students or subgroups. 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) and 3.10 (School Connectedness are making a positive impact.
- The California Dashboard Chronic Absenteeism rates for 2022-2023 were:
- All Students = 36.2% (-10.1% from prior year)
- Homeless = 79.4% (-9.9% from prior year)
- Foster Youth = 23.1% (-32.7% from prior year)
- 2 or More Races - 36.4% (-4.3% from prior year)
- African Americans = 42.5% (-14.9 from prior year)
- SWD = 38.6% (-26.4% from prior year)
- Low Income = 37% (-10.5% from prior year)
- White = 37.2% (-8.3% from prior year)
- Hispanic = 35.2% (-11.9% from prior year)
- English Learners - 33.2% (-15.3% from prior year)
- Local data from the Kern Integrated Data System (KIDS) as of May 14, 2024 shows the average chronic absenteeism rate is at 32.9%

These same actions are attributed to reductions in suspensions and expulsions.

- The District suspension rate as measured by the CA Dashboard for the 2022-2023 school year
- All Students = 3.9% (-0.6 from prior year)
- Foster Youth = 8.7% (-9.5% from prior year)
- Homeless = 5.3% (-2.0% from prior year)
- SWD = 4.9% (-1.6% from prior year)
- White = 6% (-0.5% from prior year)
- African American = 6.4% (+3.2% from prior year)
- English Learners = 0.7% (-2.6% from prior year)
- Hispanic = 2.3% (-1.2% from prior year)
- 2 or More Races = 3.5% (+0.1% from prior year)
- Low Income = 3.9% (-0.8% from prior year)
- Data from KIDS shows the current suspension rate as 1.75% for all students as of May 29, 2024
- CALPADS Fall report for 2022-2023 shows a student expulsion rate of 9%

The above actions also contributed to increased parent/family engagement, student connectedness, and community engagement:
- The BSD parent survey responses indicate that 90.9% of respondents indicated the district "values their opinion" as indicated on the 2024 parent survey.
- Participation in annual events like the district sporting clay tournament was even higher than the previous year with 191 participants and 76 volunteers came out.
- School Safety approval rate 83.7% on 2024 survey for parents, students, and staff.
- School Connectedness rate of 67% on 2024 survey for parents and students.

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 3.3: Will see the removal of the TOSA position.

Action 3.8: Will be moved to Goal 1, with additional academic metrics included.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023

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 [2024-25]

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

The October 2023 C-BEDS document reports Beardsley School District enrollment to be 1,946. School enrollment has increased from 2022 by 5 students.

Our student population is low socio-economic, with 96.86% of our total population receiving free and reduced meals, a 1.6% increase from the prior year. The ethnic distribution is 49% White, 36% Hispanic, 10% African American, 2% Two or More Races, 2% American Indian/Alaskan Native, and the remaining 1% made up of either Unclassified or ethnicities that had a sample size less than 1%. These include Other Asian, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Hawaiian, Samoan, Other Pacific Islander, and Filipino.

According to the 2023 fall CALPADS report, 249 students (12.8%) were limited or non-English speaking. This is an increase of 21 students from the previous year.

The October 2023 C-BEDS document reports Beardsley School District has 31 Foster youth (1.6%), and 27 Homeless youth (1%). There was an increase of 2 Foster youth, and an increase of 22 Homeless youth. The district's Migrant youth increased to 21 from 11 the previous year.

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 2023-24 school year, 120 students (6.1%) received RSP services, and 120 (6.1%) students received SDC services according to an Individualized Education Plan. In addition, 167 students (8.6%) received speech services. Students receiving RSP and SDC services increased by 0.8% and 0.9% respectively. Students receiving Speech services increased 2.4%

Reflections: Annual Performance

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

The district is very proud of the dedication and hard work our students and staff have exhibited, and the support of parents, guardians, and community members to help students grow in all areas over the past year. While improvements have been made in many areas, there is still work to be done as evidenced by low performing results on the California Dashboard.

Goal 1 Student Outcomes will provide actions to assist all students and student subgroups that received the lowest performance rating of "red" in the areas of ELA and Math CAASPP. Additional classroom support, targeted reading and math intervention, supplemental materials and programs, and instruction driven by data collection and analysis will be implemented. Professional development on equitable math practices, early literacy, and designated and integrated ELD will continue.

Goal 2 Conditions of Learning will also provide actions that will assist in increased academic performance, as well by insuring students and staff have access to current technology, teachers who are highly effective, access to a broad course of study, classrooms that are clean and in good repair, and an environment where positive behavior and social emotional support is provided.

Goal 3 Engagement will provide actions to assist students and student subgroups that received the lowest performance rating of "red" on Suspensions and Chronic Absenteeism with actions that promote communication between home and school, increased supports for students struggling with behaviors or health issues, transportation to school, enhanced extracurricular and positive playground opportunities, actions to promote a sense of community and connectedness within campuses, and tangible items to reward positive behavior and improved attendance.

ACADEMIC ACHIEVEMENT:
English Language Arts:
- The District met the standard on the Local Performance Indicator for Implementation of Academic Standards for the 2022-2023 school year.
- Star CBM Reading data for K through 6th grade students show students scoring at or above the benchmark increased from 28% in the fall to 37% in the spring.
- Star CBM Reading data for K through 6th grade students show students scoring in need of intervention decreased from 54% in fall to 42% in spring.

- Star Early Literacy data for Kindergarten and 1st grade students at the Winter assessment shows 33% of students at or above the 40th percentile benchmark, with 15% considered "on watch" to meet the benchmark.
- Achieve Reading 3000 data for students in 7th-8th grade RTI Reading program shows overall Lexile growth of 130L, more than double the expected average of 66L.
- Results of the annual Parent Survey show 83.4% agree or strongly agree, that their child is doing well in Language Arts.
- Foster Youth moved from "very low" to "low" on the California Dashboard increasing 12.6 points
- All K-1 teachers participated in Science of Reading training as part of a 4-year professional development plan.
- The District received the lowest performance level of "red" on the ELA CAASPP for all students
- The following subgroups within the District received the lowest performance level of "red" on the ELA CAASPP:
- English Learners at 92.5 points below standard, maintaining with a slight increase 2.8 points
- Socioeconomically Disadvantaged at 73 points below standard, a decline of 4.4 points
- Students with Disabilities at 137.9 points below standard, a decline of 4 points
- African American at 98.7 points below standard, declining 33.2 points
- Hispanic at 73.2 points below standard, maintaining with a slight decrease of 2.5 points
- Beardsley Elementary received the lowest performance level of "red" for all students on the ELA CAASPP.
- The following subgroups at Beardsley Elementary received the lowest performance rating of "red on the ELA CAASPP:
- Socioeconomically Disadvantaged at 91.6 points below standard, maintaining with a slight decrease of 1.4 points
- Students with Disabilities at 133.8 points below standard, declining 19.5 points
- Hispanic at 97.7 points below standard, maintaining with a slight increase of 0.1 points
- North Beardsley Elementary received a performance level of "orange" for all students on the ELA CAASPP.
- The following subgroups at North Beardsley received the lowest performance level of "red" on the ELA CAASPP:
- English Learners at 96 points below standard, maintaining with a slight decrease of 1.3 points
- Students with Disabilities at 148.4 points below standard, maintaining with a slight increase of 2 points
- San Lauren Elementary received a performance level of "orange" for all students on the ELA CASSPP.
- No student subgroups at San Lauren Elementary received the lowest performance level of "red" on the ELA CAASPP.
- The Beardsley Junior High received an "orange" performance level for all students on the ELA CASSPP.
- The following subgroups at the Beardsley Junior High received the lowest performance level of "red on the ELA CAASPP:
- English Learners at 96.5 points below standard, declining 24.1 points
- Students with Disabilities at 146.3 points below standard, declining 6.1 points

Beardsley plans to address the Red Indicators on the Dashboard with Goal 1 Actions 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, and 13

Mathematics
- Data from the California Dashboard shows All Students in the Beardsley School District in the "orange" performance level on the CAASPP, with an increase of 6.5 points from the previous year.
- The following subgroups all increased their performance on the CAASPP as well:
- English Learners increased 13.6 points
- Foster Youth increased 11 points
- Hispanic students increased 7.3 points

- Low Income students increased by 6.8 points
- Students with disabilities increased by 13.3 points
- Star CBM Math Data for grades K through 3rd shows students scoring at or above benchmark increased form 9% in fall to 22% in spring.
- Star CBM Math data for K through 3rd shows students scoring in need of intervention decreased from 73% in fall to 58% in spring.
- Achieve Math 3000 data for students in 7th-8th grade RTI Math program shows an increase of 99 points from the first Quantile score in fall of 573 to 672 in Spring.
- All K-6 teachers, as well as 7th-8th grade math teachers, participated in Equitable Math training, as part of a 3-year professional development plan.
- The District received a performance level of "orange" for all students on the Math CAASPP.
- The following subgroup within the District received the lowest performance level of "red" on the Math CAASPP
- African American at 114.5 points below standard, maintaining with a slight increase of 1 point
- Beardsley Elementary received the lowest performance rating of "red" for all students on the Math CAASPP.
- The following subgroups at Beardsley Elementary received the lowest performance level of "red" on the Math CAASPP:
- Socioeconomically Disadvantaged at 103.5 points below standard, maintaining with a slight increase of 2.7 points
- Students with Disabilities at 138.7 points below standard, declining 15 points
- Hispanic at 113.7 points below standard, declining 4.7 points
- North Beardsley Elementary received a performance rating of "yellow" for all students on the Math CAASPP.
- No student subgroups at North Beardsley received the lowest performance level of "red" on the Math CAASPP.
- San Lauren Elementary received a performance level of "orange" for all students on the Math CAASPP.
- No student subgroups received at San Lauren Elementary received a performance level of "red" on the Math CAASPP.
- The Beardsley Junior High received the lowest performance level of "red" for all students on the Math CAASPP.
- The following subgroups at Beardsley Junior High received the lowest performance level of "red" on the Math CAASPP:
- English Learners at 151.9 points below standard, maintaining with 0 increase or decrease
- Socioeconomically Disadvantaged at 123.5 points below standard, maintaining with a slight increase of 2.7 points
- Hispanic at 125.5 points below standard, maintaining at a slight increase of 1.9 points

Beardsley plans to address the Red Indicators on the Dashboard with Goal 1 Actions 1, 2, 4, 5, 6, 7, 8, 9, 11, 12, and 13

Science
- Data from the California Dashboard shows 5th grade students who met or exceeded the standard increased from 10.00% in 2020-2021 to 13.95% in 2022-2023.
- Data from the California Dashboard shows 8th grade students who met or exceeded the standard increased from8.54% in 2020-2021 to 15.62% in 2022-2023.

ENGLISH LEARNERS
- The District received a performance level of "green" for English Learner Progress (ELPI) on the California Dashboard.
- Additional Dashboard data for the district shows:
- 50.3% of English Learners made progress, this is an increase of 9.4% over the previous year

- English Learners at 92.5 points below standard, maintaining with a slight increase 2.8 points on ELA (red)
- English Learners received a performance level of "orange" on the CAASPP Math Assessment. While still 120 points below standard, they increased 13.6 points from the previous year.
- Chronic Absenteeism for English Learners was 33.2%, a decline of 15.3%, giving them a performance level of "yellow"
- The Suspension Rate of English Learners was a performance level of "blue" with 0.7% being suspended, a decline of 2.6%
- Beardsley Elementary received a performance level of "green" for English Learner Progress (ELPI) on the dashboard
- Additional Dashboard data for Beardsley Elementary shows:
- 52.3% of English Learners made progress, this is an increase of 17.7% over the previous year
- English Learners received a performance level of "orange" on the CAASPP ELA Assessment. While this was still 93.8 points below standard, they increased 19.9 points from the previous year.
- English Learners received a performance level of "orange" on the CAASPP Math Assessment. While still 103 .6 points below standard, they increased 13.7 points from the previous year.
- Chronic Absenteeism for English Learners was 29%, a decline of 21%, giving them a performance level of "orange"
- The Suspension Rate of English Learners was a performance level of "blue" with 0% being suspended, a decline of 4.4%
- North Beardsley Elementary received a performance level of "yellow" for English Learner Progress (ELPI) on the California Dashboard
- 42.7% of English Learners made progress, this is an increase of 3.6% over the previous year
- English Learners at 96 points below standard, maintaining with a slight decrease of 1.3 points on ELA (red)
- English Learners received a performance level of "orange" on the CAASPP Math Assessment. While still 108.2 points below standard, they increased 23 points from the previous year.
- Chronic Absenteeism for English Learners was 32.5%, a decline of 15.4%, giving them a performance level of "orange"
- The Suspension Rate of English Learners was a performance level of "yellow" with 0.8% being suspended, a slight increase of 0.8%
- San Lauren Elementary did not receive an ELPI performance level on the Dashboard due to small sample size, as well as all other categories.
- Beardsley Junior High did not receive an ELPI performance level on the Dashboard due to small sample size.
- English Learners at 96.5 points below standard, declining 24.1 points for ELA (red)
- English Learners at 151.9 points below standard, maintaining with 0 increase or decrease for Math (red)
- Chronic Absenteeism for English Learners was 43.3%, a decline of 8.9%, giving them a performance level of "orange"
- The Suspension Rate of English Learners was a performance level of "green" with 1.6% being suspended, a decline of 9.8%
- The district saw a reclassification rate of 9% for the 2022-2023 school year.

Beardsley plans to address the Red Indicators on the Dashboard with Goal 1 Actions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13

SCHOOL CLIMATE
- The District met the standard on the Local Performance Indicators for Local Climate Survey for the 2022-2023 school year.
- The District received a performance level of "yellow" for all students with a suspension rate of 3.9%. This is a decline of 0.7%
- Data from the Kern Integrated Data System shows the current suspension rate for the district is 1.75% as of May 29, 2023.
- Results of the 2024 annual Student Survey show that 84% of students responded that their school cares about students, no change from the prior year.

- Results of the Student Survey shows that 69% said they feel safe at school, up 2% from the prior year.
- Student Survey data shows that 57% like school, up 1% from the prior year.
- Parent survey results show that 98% feel that their children enjoy school. This is an increase of 9% from the previous year.
- Parent Survey data indicates 95% say their child's teacher makes learning fun, an increase of 8% over the prior year.
- Parent Survey results show that 94% agree their schools are safe places to learn, a 5% increase from the previous year.
- Data from the annual Staff Survey show that 93% agree that the district is making progress in reducing the suspension rate, up 4% from the prior year.
- Annual Staff Survey results show that 88% feel the schools provide a safe place to learn, up 10% from the previous year.
- North Beardsley and Beardsley Junior continued their participation and training in PBIS Implementation during the 2023-2024 school year.
- The following subgroup within the District received the lowest performance level of "red" on Suspension Rate on the California Dashboard
- African Americans with a 6.4% suspension rate, an increase of 3.2%
- Beardsley Elementary received a performance level of "green" on the Suspension Rate
- No student subgroups received the lowest performance level of "red" at Beardsley Elementary
- North Beardsley received the lowest performance level of "red" for all students on the Suspension Rate at 4.9%, an increase of 2.7%
- The following student subgroups at North Beardsley received the lowest performance level of "red" on the Suspension Rate:
- African American at 9.5%, an increase of 6.8%
- Socioeconomically Disadvantaged at 4.7%, an increase of 2.5%
- Students with Disabilities at 8.4%, an increase of 5.6%
- White at 6.6%, an increase of 3.8%
- San Lauren Elementary received a performance level of "green" on the Suspension Rate
- No student subgroups at San Lauren received the lowest performance level of "red"
- Beardsley Junior High received a performance level of "green" on the Suspension Rate
- No student subgroups at Beardsley Junior High received the lowest performance level of "red"

Beardsley plans to address the Red Indicators on the Dashboard with Goal 3 Actions 2, 3, 4, 5, 6, 9, and 10

PUPIL ENGAGEMENT
- The District met the standard on the Local Performance Indicator for Access to a Broad Course of Study for the 2022-2023 school year.
- Results from the Fall KIDS Connectedness Survey indicate that students either "agree" or 'strongly' agree with the following statements:
- I feel like it is easy to talk with teachers/staff at my school – 73%
- I feel like my teachers and school staff care about me – 75%
- If I am absent, I feel like there is a teacher or some other adult at school who will notice my absence – 75%
- I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performance, or other school activities – 18%

- There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class – 25%
- I feel like I belong when I am at school – 67%
- The District received a performance level of "yellow" on the California Dashboard for Chronic Absenteeism
- District wide, chronic absenteeism declined 10.5%
- No student subgroups at the district level received the lowest performance level
- Beardsley Elementary received a performance level of "yellow" for Chronic Absenteeism, with their rate declining 21.8%
- No student subgroups at Beardsley Elementary received the lowest performance level of "red"
- North Beardsley received a performance level of "yellow" for Chronic Absenteeism, with their rate declining 7%
- No student subgroups at North Beardsley received the lowest performance level of "red"
- San Lauren Elementary received the lowest performance level of "red" for all students for Chronic Absenteeism, with an increase of 4.9%
- The following subgroups received the lowest performance level of "red" for Chronic Absenteeism:
- Hispanic at 27.3%, maintaining with a slight increase of 0.3%
- Socioeconomically Disadvantaged at 32.2%, increasing 5.2%
- White at 37%, increasing 13.7%
- Beardsley Junior High received a performance level of "yellow" for Chronic Absenteeism, with their rate declining 18.4%
- No student subgroups at Beardsley Junior High received the lowest performance level of "red"

Beardsley plans to address the Red Indicators on the Dashboard with Goal 3 Actions 1, 2, 3, 4,5, 6, 7, 8, 9, and 10

PARENT ENGAGEMENT:
- The District met the standard on the Local Performance Indicators for Parent Engagement for the 2022-2023 school year.
- Results from the annual Parent Survey show that 98% agree the district offers a variety of opportunities for parents to provide input. This is up from 80% last year.
- Parent Survey results show that 89% agree that the district values their opinion. This is up from 82% the previous year.

BASIC SERVICES:
- The District met the standard on the Local Performance Indicator for Basics: Teachers, Instructional Materials, and Facilities for the 2022-2023 school year.
- Williams Act Compliance shows all students have access to textbooks and instructional materials, and all facilities in good repair
- Parent Survey results show that 99% find their schools to be generally clean and in good repair
- Staff Survey results show that 71% find their facilities are generally clean and in good repair

Reflections: Technical Assistance

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

The District was identified for Technical Assistance for one student subgroup, African American. This subgroup received the lowest performance level of "red" on CAASPP Academics (for ELA and Math), as well as a second performance level of "red" for Suspensions.

- Performance on the English Language assessment for African American students declined 33.2 points from the previous year. To help increase reading scores:
- Elementary teachers in grades K-1 district wide have begun training in the Science of Reading, and a focus on Early Literacy. Research shows that all children, but especially children of color, will benefit when there is a comprehensive reading program in place at

the earliest grade levels.
- The district will continue to provide class size reduction to help provide small group settings (Goal 1, Action 1)
- Beardsley Elementary and North Beardsley will pilot a "walk to learn" reading program that includes leveling students for daily skill-based lessons
- All Elementary campuses will have Instructional Aids available to provide additional classroom support (Goal 1, Action 1.11)
- The Elementary RTI Reading program will implement STAR CBM and STAR Phonics screeners will fidelity to obtain data to drive individual student instruction during pull out sessions (Goal 1, Action 10)
- Additionally, Elementary RTI Reading will begin using a standardized curriculum across the district (Really Great Reading) to meet the needs of struggling students.(Goal 1, Action 10)
- The Beardsley Junior High implemented an RTI Reading program for 7th and 8th grade students during the 2023-2024 school year. (Goal 1, Action 10)
- The Beardsley Junior High implemented the Achieve 3000 Literacy program, using individualized pathways to assist struggling students.
- Performance on the Math assessment for African American students increased 1 point, keeping them at the "maintained" status.
- All Elementary grade level teachers, as well as 7th and 8th grade math teachers completed a 3-year professional development training for Equitable Math practices.
- A math RTI program will provide additional targeted intervention (Goal 1, Action 1.9)
- All Elementary campuses will have Instructional Aids available to provide additional classroom support (Goal 1, Action 1.11)
- The elementary campuses plan to continue working with the staff from Kern County Superintendent of Schools to follow up on best practices with the Equitable Math training to provide teacher support on classroom best practices.
- The suspension rate for African American students was 6.4%, an increase of 3.2%
- This represents 8 students district wide who received suspensions
- KIDS data from the end of the 2023-2024 school year shows the suspension rate for African American students dropped to 1.36%, with only 2 African American students district wide being suspended.
- All campuses continue to implement Alternative Placement Programs instead of suspension whenever feasible (Goal 3, Action4)
- To continue seeing growth and success with our African American students, staff will continue to foster authentic, reciprocal partnerships with students and their families (Goal 3, Actions 1, 3, and 7)
- Student recognition and school connectedness inititatives will be implemented to encourage positive behavior and a sense of school community (Goal 3, Actions 2, 5, 6, and 9)

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.

Support for Identified Schools

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

not applicable

Monitoring and Evaluating Effectiveness

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

not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Staff Surveys: Conducted in December 2023 and May 2024. Focus on priority areas for student achievement, conditions of learning, and engagement of students and families. Staff shared the resources they felt were most successful in supporting each of the priority areas. Educational Partner Engagement Open Forum Sessions: Conducted three sessions - in person January 17, 2024, in person January 25, 2024, and via zoom on January 24, 2024. Staff and community were invited to learn about success and challenges of the prior year LCAP, as well as contribute comments and suggestions for the 2024-2025 LCAP. Small Class Size Focus Group: Held throughout January, 2024: The focus group interviews consisted of a comprehensive analysis of over 45 teachers in Grades Kindergarten through 3rd grade from Beardsley School District to determine the effectiveness of Class Size Reduction, and any further insights that might further strengthen the action. Educational Partner Engagement Staff Session: Held March 7, 2024: Staff reviewed current available data, with an emphasis on student outcomes. Staff discussed reactions to data; what factors could be contributing to these outcomes; what questions this data brought up that could be addressed in the LCAP as well as school plans; and

Educational Partner(s)	Process for Engagement
	what recommendations staff had to increase student outcomes or answer the questions posed during the session. Monthly Grade Level Meetings: Held monthly throughout the year. Grade level staff met once a month at a district level to review data and current practices. Grade Level Leads guided staff on dissecting the data, determining what practices were contributing to success in some classes, and what other strategies, trainings, or resources were needed to provide successful student outcomes. Responses and recommendations from these meetings were shared with site and district administrators.
Principals/Administrators	Staff Surveys: Conducted in December 2023 and May 2024. Focus on priority areas for student achievement, conditions of learning, and engagement of students and families. Staff shared the resources they felt were most successful in supporting each of the priority areas. Educational Partner Engagement Open Forum Sessions: Conducted three sessions - in person January 17, 2024, in person January 25, 2024, and via zoom on January 24, 2024. Staff and community were invited to learn about success and challenges of the prior year LCAP, as well as contribute comments and suggestions for the 2024-2025 LCAP. Educational Partner Engagement Staff Session: Held March 7, 2024: Staff reviewed current available data, with an emphasis on student outcomes. Staff discussed reactions to data; what factors could be contributing to these outcomes; what questions this data brought up that could be addressed in the LCAP as well as school plans; and what recommendations staff had to increase student outcomes or answer the questions posed during the session. Principals Advisory Cabinet: Held monthly. Each month principals and district administrators met to discuss current data, trends, and professional development opportunities contributing to student outcomes, engagement, and school climate. These sessions afforded administration to share areas they saw actions in the LCAP being

Educational Partner(s)	Process for Engagement
	successful, as well as areas that were showing challenges in implementation.
Other School Personnel	Staff Surveys: Conducted in December 2023 and May 2024. Focus on priority areas for student achievement, conditions of learning, and engagement of students and families. Staff shared the resources they felt were most successful in supporting each of the priority areas. Educational Partner Engagement Open Forum Sessions: Conducted three sessions - in person January 17, 2024, in person January 25, 2024, and via zoom on January 24, 2024. Staff and community were invited to learn about success and challenges of the prior year LCAP, as well as contribute comments and suggestions for the 2024-2025 LCAP. Educational Partner Engagement Staff Session: Held March 7, 2024: Staff reviewed current available data, with an emphasis on student outcomes. Staff discussed reactions to data; what factors could be contributing to these outcomes; what questions this data brought up that could be addressed in the LCAP as well as school plans; and what recommendations staff had to increase student outcomes or answer the questions posed during the session.
Certificated Bargaining Unit	A meeting was held with the Beardsley Teacher Association Executive Board on March 14, 2024. A review of the current LCAP, along with success and challenges was conducted. Discussions included ways to increase academic success, reduce absenteeism, and increase parent engagement. Effectiveness of current professional development for English Learners and early literacy were discussed. The benefits of smaller class sizes, along with support staff were discussed.
Classified Bargaining Unit	A meeting was held with the Beardsley CSEA Executive Board on June 12, 2024. A review of the current LCAP, along with success and challenges was conducted. Discussions included ways to increase academic success, reduce absenteeism, and increase parent engagement, as well as the importance of the classified staff included in the LCAP.

Educational Partner(s)	Process for Engagement
Parents	Surveys: Conducted in December 2023 and May 2024. Surveys were made available through a QR code and hard copy upon request. Both surveys were also provided in Spanish. Surveys focused on priority areas for student achievement, conditions of learning, and engagement of students and families. Parents shared the resources they felt were most successful in supporting each of the priority areas, and were able to share ideas and areas of concern for their children. Educational Partner Engagement Open Forum Sessions: Conducted three sessions - in person January 17, 2024, in person January 25, 2024, and via zoom on January 24, 2024. Parents and community were invited to learn about success and challenges of the prior year LCAP, as well as contribute comments and suggestions for the 2024-2025 LCAP. DAC/DELAC Meetings: Held on October 27; 2023, December 1, 2023; February 2, 2024; April 23, 2024; and May 31, 2024. These meetings are open to the public, and were all held via zoom this year to allow for more community participation. Each meeting had LCAP discussion as an agenda item. Attendees were provided on updates to actions and expenditures. Additionally, the mid-year update was shared and used as a framework to provide recommendations for the 2024-2025 LCAP.
Students	Surveys: Conducted in December 2023 and May 2024. Surveys were provided on line in classroom to all students in grades 3 through 8, with over 800 students responding. Survey topics inquired into how students felt about the cleanliness and safety of their campus, if they had the materials they needed for class, and if they felt cared for by the adults at their school. Students were asked if they felt they were being prepared for the next grade level, if English Learners were being helped to learn English, and what subjects they learned about during the year. Students had the opportunity to provide open ended responses to what the school could do to help students be more successful, as well as what things they liked most about school.

Educational Partner(s)	Process for Engagement
SELPA	Consultation occurred during the LCAP training session held by the Kern County Superintendent of Schools Office on December 12, 2023. SELPA staff shared that students with disabilities are the most common group for which districts are identified for Differentiated Assistance. SELPA continues to work with the district to address accountability indicators for students with disabilities such as academic achievement, suspension rates, least restrictive environments, inclusion, and disproportionate representation by race and by race/disability, transition planning, and compliance measures. SELPA requested districts to consider students with disabilities when developing the LCAP, particularly regarding academic interventions, school climate efforts, as well as attendance and engagement supports and interventions.
District Advisory Committee	DAC/DELAC Meetings: Held on October 27; 2023, December 1, 2023; February 2, 2024; April 23, 2024; and May 31, 2024. These meetings are open to the public, and were all held via zoom this year to allow for more community participation. Each meeting had LCAP discussion as an agenda item. Attendees were provided on updates to actions and expenditures. Additionally, the mid-year update was shared and used as a framework to provide recommendations for the 2024-2025 LCAP. During the May 31, 2024 meeting, a rough draft of the actions, expenditures, and changes planned for the 2024-2025 LCAP were shared.
District English Learner Advisory Committee	DAC/DELAC Meetings: Held on October 27; 2023, December 1, 2023; February 2, 2024; April 23, 2024; and May 31, 2024. These meetings are open to the public, and were all held via zoom this year to allow for more community participation. Each meeting had LCAP discussion as an agenda item. Attendees were provided on updates to actions and expenditures. Additionally, the mid-year update was shared and used as a framework to provide recommendations for the 2024-2025 LCAP. During the May 31, 2024 meeting, a rough draft of the actions, expenditures, and changes planned for the 2024-2025 LCAP were shared.

Educational Partner(s)	Process for Engagement
School Board of Trustees	Board Meetings: Mid-Year report presented on February 12, 2024. LCAP Public Hearing held June 24, 2024 with Annual Update, BOP, LCAP documents. LCAP adoption on June 26, 2024.

A description of how the adopted LCAP was influenced by the feedback provided by 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 Student Outcomes
 Action 1.1 Class Size Reduction
- This action previously focused on the engagement aspects of small class size. Feedback suggested moving the action to Goal 1 to provide coherence and effectiveness in achieving desired academic/student outcomes. (focus group, principals, administration)
- The feedback also recommended providing a more consistent method of progress monitoring all students, but especially English Learners, Foster Youth, and Low-Income students. (teachers, focus group, principals, administration, other school staff)
- Professional development that focuses on strategies for small group instruction and best instructional practices. (teachers, focus group, principals, administration, other school staff, certificated bargaining unit)
- Implement consistent Common Formative Assessments to track student learning. (teachers, principals, administration, focus group, certificated bargaining unit)

 Action 1.4 Services to English Learners
- Implement a screening/progress monitoring instrument to help formation of small group designated ELD (teachers, other staff, principals, compliance review recommendation, DELAC)
- Provide additional local data metrics to track student progress/proficiency (teachers, principals, administration, DELAC)

Action 1.9 Math Intervention Programs
- Provide additional local data metrics, including subgroups (teachers, principals, administration)

Action 1.10 Reading Intervention
- Provide standardized reading intervention curriculum which contains progress monitoring for participating students. (teachers, other staff, principals, administration)

Action 1.13 Professional Learning Support
- Include metrics for product usage, including number of walk-throughs conducted at sites, performance categories observed, etc. (principals, administration, community members, compliance review recommendation)

Action 1.14 Kindergarten Summer Bridge
- Increase staff at all campuses (teachers, principals, administration)
- Increase days program is offered (teachers, principals, administration, parents)

Goal 2 Conditions of Learning
Action 2.2 Social Emotional and Positive Behavior Support
- Return School Social Workers into the action, previously eliminated due to budget cuts. (teachers, parents, students, principals, other staff, administration, Board of Trustees)

Goal 3 Engagement
Action 3.6 Extended Day Activities
- Include 6th grade students in Junior High after school sports programs to encourage them to build rapport for the coming year, as well as the opportunity to participate in more county-wide competitions and games.

Action 3.10 Elementary PE Program
- Standardized physical education curriculum across all three elementary campuses (teachers, other staff, principals)
- Additional assessments throughout the year, not just the Physical Fitness Test (other staff, community member, principals, administration)
- Include metrics for all major subgroups on the assessment used (other staff, community member, principals, administration)
- Add one additional Instructional Aide for growing student populations (other staff, principals, administration)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Outcomes: The Beardsley School District will provide a high quality educational program that focuses on academic growth.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

> Academic achievement for Beardsley Students continues to be a high priority. Beardsley students are still far below the state and county average academically. The following data supports the need for the development of this goal.
>
> English Language Arts:
> The District, as well as Beardsley Elementary received the lowest performance level of "red" on the ELA CAASPP for all students. The following student subgroups, either district wide or on an individual campus, also received performance levels in either "red" (very low) or "orange" (low):
> - English Learners
> - District wide: 92.5 points below standard (red)
> - North Beardsley Elementary: 96 points below standard (red)
> - Beardsley Junior High: 96.5 points below standard (red)
> - Beardsley Elementary: 93.8 points below standard (orange)
> - Socioeconomically Disadvantaged
> - District wide: 73 points below standard (red)
> - Beardsley Elementary: 91.6 points below standard (red)
> - North Beardsley: 81.5 points below standard (orange)
> - San Lauren Elementary: 64.6 points below standard (orange)
> - Beardsley Junior High: 56.6 points below standard (orange)
> - Foster Youth
> - District Wide: 71.8 points below standard (orange)
> - African American
> - District wide: 98.7 points below standard (red)
> - Hispanic
> - District wide: 73.2 points below standard (red)
> - Beardsley Elementary: 97.7 points below standard (red)
> - North Beardsley: 84.3 points below standard (orange)

- Beardsley Junior High: 56.5 points below standard (orange)
- 2 or More Races:
- District wide: -40.8 points below standard (orange)
- White:
- District wide: 67.6 points below standard (orange)
- Beardsley Elementary: 71.5 points below standard (orange)
- North Beardsley: 78.4 points below standard (orange)
- San Lauren Elementary: 58.3 points below standard (orange)
- Beardsley Junior High: 59 points below standard (orange)
- Students with Disabilities
- District wide: 137.9 points below standard (red)
- Beardsley Elementary: 133.8 points below standard (red)
- North Beardsley: 148.4 points below standard (red)
- Beardsley Junior High: 146.3 points below standard (red)

The following actions are intended to address the low performance (red) on the ELA CAASPP: (1.1) (1.2) (1.3) (1.4) (1.5) (1.6) (1.7) (1.8) (1.10) (1.11) (1.12) (1.13)

Math:
Beardsley Elementary and Beardsley Junior High both received the lowest performance level of "red" on the Math CAASPP. The following student subgroups, either district wide or on an individual campus, also received performance levels in either "red" (very low) or "orange" (low):
- English Learners
- District wide: 120 points below standard (orange)
- Beardsley Elementary: 103.6 points below standard (orange)
- North Beardsley Elementary: 108.2 points below standard (orange)
- Beardsley Junior High: 151.9 points below standard (red)
- Socioeconomically Disadvantaged
- District wide: 101.4 points below standard (orange)
- Beardsley Elementary: 103.5 points below standard (red)
- Beardsley Junior High: 123.5 points below standard (red)
- Foster Youth
- District wide: 114.9 points below standard (orange)
- African American
- District wide: 114.5 points below standard (red)
- Hispanic
- District wide: 104.4 points below standard (orange)
- Beardsley Elementary: 113.7 points below standard (red)
- North Beardsley: 99.7 points below standard (orange)

- Beardsley Junior High: 125.5 points below standard (red)
- 2 or More Races
- District wide: 78.9 points below standard (orange)
- White
- San Lauren Elementary: 76.4 points below standard (orange)
- Beardsley Junior High: 119.3 points below standard (orange)
- Students with Disabilities
- District wide: 149.3 points below standard (orange)
- Beardsley Elementary: 138.7 points below standard (red)
- North Beardsley: 140.4 points below standard (orange)
- Beardsley Junior High: 188.6 points below standard (orange)

The following actions are intended to address the low performance (red) on the Math CAASPP: (1.1) (1.2) (1.4) (1.5) (1.6) (1.7) (1.8) (1.9) (1.11) (1.12) (1.13)

Science:
The percentage of 5th and 8th grade students who Met or Exceeded the Standard on the California Science Test (CAST) was very low district wide:
- All Students
- 5th Grade: 13.95%
- 8th Grade: 17.46%
- English Learners
- 5th Grade: 0%
- 8th Grade: 0%
- Socioeconomically Disadvantaged
- 5th Grade: 13.19%
- 8th Grade: 16.38%
- Foster Youth
- 5th Grade: 0%
- 8th Grade: 0%
- African American
- 5th Grade: 6.67%
- 8th Grade: n/a
- Hispanic
- 5th Grade: 8.4%
- 8th Grade: 12.74%
- White:
- 5th Grade: 25.4%
- 8th Grade: 23.95%
- Students with Disabilities

- 5th Grade: 6.45%
- 8th Grade: 0%

The current below standard performance results for CAASPP assessments and local benchmark results, and consultation with educational partners, 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	4A - Academic Indicator Student performance on CAASPP ELA Difference From Standard (DFS) AA (African American) EL (English Learner) H (Hispanic) LI (Low Income) SWD (Students with Disabilities) FY (Foster Youth) TM (Two or More Races) W (White)	2022-2023 California Dashboard ELA Performance (DFS) District Level All Students (red) -70.8 AA (red) -98.7 EL (red) -92.5 H(red) -73.2 LI(red) -73 SWD (red) -137.9 FY (orange) -71.8 TM (orange) -40.8 W (orange) -67.6 Beardsley Elementary School All Students (red) -91.3 H (red) -97.7 LI (red) -91.6 SWD (red) -133.8			2025-2026 California Dashboard ELA Performance (DFS) District Level All Students (yellow) -47.8 AA (orange) -87.8 EL (orange) -79.5 H (yellow) -60.2 LI (yellow) -49 SWD (orange) -122.9 FY (yellow) - 58.8 TM (yellow) -17.8 W (yellow) -44.6 Beardsley Elementary School All Students (yellow) -68.3 H (orange) -84.7	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		North Beardsley Elementary EL (red) -96 SWD (red) -148.4 Beardsley Junior High ELs (red) -96.5 SWD (red) -146.3			LI (yellow) -68.6 North Beardsley Elementary EL (orange) - 84.7 SWD (orange) - 135.4 Beardsley Junior High EL (orange) -83.5 SWD (orange) - 145.3	
1.2	8 -Other Student Outcomes Average Student Performance Level % At Above Benchmark AA (African American) EL (English Learner) H (Hispanic) LI (Low Income) SWD (Students with Disabilities) FY (Foster Youth) TM (Two or More Races) W (White)	2023-24 Spring Star Early Literacy Kindergarten: All Students 35% AA 38% EL 21% H 31% LE 35% SWD 22% FY 0% TM 44% W 40% 1st Grade All Students 32% AA 44% EL 21% H 26% LI 31% SWD 13% FY 0% TM 75%			2026-2027 Spring Star Early Literacy Kindergarten: All Students 50% AA 53% EL 36% H 46% LI 50% SWD 32% FY 20% TM 59% W 55% 1st Grade All Students 52% AA 64% EL 41% H 46% LI 51% SWD 23% FY 20% TM 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		W 41%			W 61%	
1.3	8 -Other Student Outcomes Average Instructional Reading Level (IRL) on Spring Star Reading Assessment AA (African American) EL (English Learner) H (Hispanic) LI (Low Income) SWD (Students with Disabilities) FY (Foster Youth) TM (Two or More Races) W (White)	2023-2024 Spring Star Reading 2nd Grade: All Students 0.8 AA 0.1 EL 0.3 H 0.8 LI 0.8 SWD (-0.8) FY 0 TM (-0.5) W 1.1 3rd Grade: All Students 2.3 AA 2.3 EL 1.3 H 1.8 LI 2.2 SWD 1.1 FY 0 TM 2.8 W 2.8 4th Grade: All Students 2.7 AA 0.8 EL 1.6 H 2.8 LI 2.7 SWD 0.8 FY 0 TM (-1.0) W 3.2			2026-2027 Spring Star Reading 2nd Grade: All Students 2.3 AA 1.3 EL 1.5 H 2.3 LI 2.3 SWD 1.0 FY 1.0 TM 1.0 W 2.6 3rd Grade: All Students 3.8 AA 3.8 EL 2.5 H 3.0 LI 3.7 SWD 2.0 FY 1.0 TM 3.8 W 3.7 4th Grade: All Students 4.2 AA 2.0 EL 2.8 H 4.0 LI 4.2 SWD 2.0 FY 2.0 TM 2.0 W 4.2	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th Grade: All Students 3.5 AA 4.0 EL 1.4 H 3.2 LI 3.5 SWD 1.1 FY 0 TM 5.0 W 3.4 6th Grade: All Students 4.4 AA 4.5 EL 2.8 H 4.2 LI 4.4 SWD 2.7 FY 0 TM 6.4 W 4.3 7th Grade: All Students 4.9 AA 4.3 EL 2.9 H 4.8 LI 4.8 SWD 2.9 FY 0 TM 4.3 W 5.3 8th Grade: All Students 5.6 AA 4.2			5th Grade: All Students 5.1 AA 5.5 EL 2.9 H 4.7 LI 5.1 SWD 2.3 FY 4.0 TM 5.8 W 5.1 6th Grade: All Students 6.2 AA 6.3 EL 4.3 H 5.7 LI 6.2 SWD 4.0 FY 5.0 TM 6.8 W 6.1 7th Grade: All Students 6.7 AA 6.1 EL 4.4 H 6.3 LI 6.3 SWD 4.1 FY 6.0 TM 6.1 W 7.1 8th Grade: All Students 7.4 AA 6.0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 3.4 H 5.4 LI 5.6 SWD 3.3 FY 0 TM 6.6 W 6.0			EL 5.2 H 7.2 LI 7.4 SWD 4.5 FY 7.0 TM 8.4 W 7.8	
1.4	8 -Other Student Outcomes % of Students At or Above Spring Star CBM Reading Benchmark	2023-2024 Spring Star CBM Reading Kindergarten: 33% 1st Grade: 37% 2nd Grade: 37% 3rd Grade: 44% 4th Grade: 39% 5th Grade: 36% 6th Grade: 31%			2026-2027 Spring Star CBM Reading Kindergarten: 48% 1st Grade: 52% 2nd Grade: 52% 3rd Grade: 59% 4th Grade: 54% 5th Grade: 51% 6th Grade: 46%	
1.5	8 -Other Student Outcomes % of Students Meeting Individual Star CBM Reading Goal	2023-2024 Spring Star CBM Reading 1st-6th Grade RTI Reading Students 0%			2026-2027 Spring Star CBM Reading 1st-6th Grade Students 60%	
1.6	8 -Other Student Outcomes	2023-2024 Spring Achieve 3000 Literacy			2026-2027 Spring Achieve 3000 Literacy	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Lexile Growth from Fall to Spring in Achieve 3000 Literacy	7th & 8th Grade RTI Reading Students 130L			7th & 8th Grade RTI Students 160L	
1.7	4A - Academic Indicator Student Performance on CAASPP Math Difference From Standard (DFS) AA (African American) EL (English Learner) H (Hispanic) LI (Low Income) SWD (Students with Disabilities) FY (Foster Youth) TM (Two or More Races) W (White)	2022-2023 California Dashboard Math Performance (DFS) District Level All Students (orange) -99.1 AA (red) -114.5 EL (orange) -120 H (orange) -104.4 LI (orange) -101.4 SWD (orange) -149.3 FY (orange) -114.9 TM (orange) -78.9 W(yellow) -91.5 Beardsley Elementary All Students (red) -103.1 H (red) -113.7 LI (red) -103.5 SWD (red) -138.7 Beardsley Junior High All Students (red) -121.4 EL (red) -151.9 H (red) -125.5 LI (red) -123.5			2025-2026 California Dashboard Math Performance (DFS) District Level All Students (yellow) -59.1 AA (orange) -91.5 EL (yellow) -95 H (yellow) -79.4 LI (yellow) -76.4 SWD (orange) -134.3 FY(yellow) -86.9 TM (yellow) -53.9 W (green) -66.5 Beardsley Elementary All Students (yellow) -90.1 H (orange) -100.7 LI (yellow) -90.5 SWD (orange) -125.7 Beardsley Junior High All Students (orange) -96.4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL (orange) - 128.9 H (orange) -100.5 LI (orange) -98.5	
1.8	8 -Other Student Outcomes Average Student Performance Level % At Above Benchmark on Spring Star Math AA (African American) EL (English Learner) H (Hispanic) LI (Low Income) SWD (Students with Disabilities) FY (Foster Youth) TM (Two or More Races) W (White)	2023-2024 Spring Star Math Kindergarten: All Students 0% AA 0% EL 0% H 0% LI 0% SWD 0% FY 0% TM 0% W 0% 1st Grade: All Students 39% AA 20% EL 41% H 38% LI 38% SWD 38% FY 0% TM 0% W 44% 2nd Grade: All Students 31% AA 8% EL 21% H 28% LI 30% SWD 10%			2026-2027 Spring Star Math Kindergarten: All Students 35% AA 20% EL 10% H 10% LI 20% SWD 5% FY 5% TM 10% W 35% 1st Grade: All Students 59% AA 35% EL 56% H 58% LI 58% SWD 48% FY 35% TM 35% W 44% 2nd Grade: All Students 51% AA 28% EL 41% H 48% LI 50% SWD 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY 0% TM 50% W 46% 3rd Grade: All Students 31% AA 25% EL 25% H 28% LI 31% SWD 29% FY 0% TM 0% W 35% 4th Grade: All Students 39% AA 14% EL 26% H 39% LI 38% SWD 38% FY 0% TM 0% W 48% 5th Grade: All Students 33% AA 50% EL 33% H 32% LI 32% SWD 20% FY 0% TM 67% W 28%			FY 50% TM 60% W 66% 3rd Grade: All Students 51% AA 45% EL 25% H 48% LI 51% SWD 39% FY 40% TM 40% W 55% 4th Grade: All Students 59% AA 34% EL 56% Hispanic 59% Low Income 58% SWD 48% FY 40% TM 40% W 68% 5th Grade: All Students 53% AA 60% EL 53% H 52% LI 52% SWD 30% FY 40% TM 75% W 48%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6th Grade: All Students 25% AA 25% EL 7% H 23% LI 26% SWD 5% FY 0% TM 25% W 29% 7th Grade: All Students 17% AA 10% EL 0% H 19% LI 16% SWD 0% FY 0% TM 0% W 13% 8th Grade: All Students 25% AA 0% EL 0% H 25% LI 25% SWD 17% FY 0% TM 33% W 29%			6th Grade: All Students 45% AA 45% EL 27% H 43% LI 46% SWD 15% FY 30% TM 45% W 49% 7th Grade: All Students 37% AA 30% EL 30% H 39% LI 36% SWD 10% FY 30% TM 30% W 33% 8th Grade: All Students 45% AA 20% EL 20% H 45% LI 45% SWD 27% FY 30% TM 53% W 49%	
1.9	8 -Other Student Outcomes	2023-2024 Spring Star CBM Math Kindergarten: 41%			2026-2027 Spring Star CBM Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of Students At or Above Spring Star CBM Math Benchmark	1st Grade: 0% 2nd Grade: 8% 3rd Grade: 50%			Kindergarten: 50% 1st Grade: 35% 2nd Grade: 43% 3rd Grade: 65%	
1.10	8 -Other Student Outcomes Growth Points from Fall to Spring in Achieve 3000 Math	2023-2024 Spring Achieve 3000 Math 7th & 8th Grade RTI Students 99 points			2026-2027 Spring Achieve 3000 Math 7th & 8th Grade RTI Students 130 points	
1.11	4A - Academic Indicator Student Performance on CAST (Science Test) % of Students Met or Exceeded Standard AA (African American) EL (English Learner) H (Hispanic) LI (Low Income) SWD (Students with Disabilities) FY (Foster Youth) TM (Two or More Races) W (White)	2022-2023 CAST % Met or Exceeded Standard 5th Grade: All Students 13.95% AA 6.67% EL 0% H 8.4% LI 13.19% SWD 6.45% FY 0% TM 0% W 25.4% 8th Grade: All Students 17.46% AA 0% EL 0% H 12.74%			2025-2026 CAST % Met or Exceeded Standard 5th Grade: All Students 22.95% AA 12.67% EL 6% H 14.4% LI 22.19% SWD 12.45% FY 5% TM 5% W 37.4% 8th Grade: All Students 26.46%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI 16.38% SWD 0% FY 0% TM 0% W 23.95%			AA 10% EL 6% H 21.74% LI 25.38% SWD 6% FY 10% TM 10% W 35.95%	
1.12	4E - English Learner Progress % of ELs who make Progress on California Dashboard - ELPI	2022-2023 California Dashboard ELPI Rate 50.3%			2025-2026 California Dashboard ELPI Rate 60%	
1.13	Reclassification Rate 4F - English Learner Reclassification Rate Local Data	2022-2023 Reclassification Rate 9% as measured from local data.			2025-2026 Reclassification Rate 13%	
1.14	4E - English Learner Progress % of English Learners making progress on walkthrough observations using WeClimb observation tool	2023-2024 WeClimb Data Engage in conversations: 0% Use domain-specific vocabulary: 0% Paraphrase key ideas: 0% Engage in written exchanges with peers: 0%			2026-2027 WeClimb Data Engage in conversations: 25% Use domain-specific vocabulary: 25% Paraphrase key ideas: 25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Offer opinions : 0% Adjust language choices according to purpose/ task : 0% Express inferences and conclusions drawn based on close reading of grade-level texts: 0% Convey word meaning: 0% Retell a story: 0% Share a personal story: 0%			Engage in written exchanges with peers: 25% Offer opinions : 25% Adjust language choices according to purpose/ task : 25% Express inferences and conclusions drawn based on close reading of grade-level texts: 25% Convey word meaning: 25% Retell a story: 25% Share a personal story: 25%	
1.15	8 - Other Student Outcomes Data collected during walkthrough observations using WeClimb	2023-2024 WeClimb Observation Data % of teachers/classrooms observed and feedback provided in Climate: 0% % of teachers/classrooms			2026-2027 WeClimb Observation Data % of teachers observed and feedback provided in Climate: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		observed and feedback provided in Learning Intentions: 0% % of teachers/classrooms observed and feedback provided in Motivation and Engagement: 0% @ of teachers/classrooms observed and feedback provided in Teacher Investment: 0%			% of teachers observed and feedback provided in Learning Intentions: 100% % of teachers observed and feedback provided in Motivation and Engagement: 100% @ of teachers observed and feedback provided in Teacher Investment: 100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class Size Reduction	The district will provide a classroom ratio of 20:1 for Grades K-3 by maintaining 15 teachers. Teachers will conduct small group and individualized instruction. Staff will continue their professional development and implementation of Science of Reading Practices, utilize strategies gained from Equitable Math Practices training, and continue their training and implementation of GLAD program components. Research shows smaller class size enhances academic performance, especially for minority, English Learners, and at-risk students. Small class settings provide more opportunities for individual and small group instruction, as well as increased time for teachers to individualize student feedback. 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 in academic discussions. 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 participation within the classroom setting, especially for those students identified as low income, English Learners and Foster Youth. The positive effects of small classroom sizes have proven to be more powerful the longer students remain in smaller classes. Data also indicates the benefits of small class size lead to continued academic and life success. This action will address the Red Indicator on the CA Dashboard in ELA and Math for:	$2,133,538.04	Yes

Action #	Title	Description	Total Funds	Contributing
		ELA District: All Students Student Subgroups: (EL, AA, SWD, SED, Hispanic) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: (EL, SWD) San Lauren: n/a Student Subgroups at SL: n/a Math District: n/a Student Subgroups: (AA) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: n/a		
1.2	Grade Level Lead Teachers	Nine district wide level lead teachers will facilitate monthly grade level meetings in grades TK-8 including setting agenda items and recording minutes for these meetings. They will lead their grade level teams in data collection and analysis, and collaborate on how to use that data to drive instruction. Additionally, these leads will collaborate with their grade level peers to develop pacing and assessment schedules for the district. English Learners, Foster Youth, and Socioeconomically Disadvantaged students benefit from this action due to the consistent academic focus on Common Core implementation.	$56,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These 9 teachers will receive a stipend as compensation for these additional duties. Professional development for data analysis will be provided. This action will address the Red Indicator on the CA Dashboard in ELA and Math for: ELA District: All Students Student Subgroups: (EL, AA, SWD, SED, Hispanic) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: (EL, SWD) San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: n/a Student Subgroups at JH: (EL, SWD) Math District: n/a Student Subgroups: (AA) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: All Students Student Subgroups at JH: (EL, Hispanic, SED)		
1.3	Library Services	School libraries provide students with fiction and non-fiction resources which broaden their understanding of the world and improve scores on	$334,378.60	Yes

Action #	Title	Description	Total Funds	Contributing
		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, the district will maintain 3 full time librarian positions at all elementary sites and 1 full time librarian at the junior high school. Having full time librarians is imperative to ensure students have access not only during the entire school day, but also before and after 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. Supplemental library books that promote literacy and recreational reading will be purchased. This action will address the Red Indicator on the CA Dashboard in ELA for: ELA District: All Students Student Subgroups: (EL, AA, SWD, SED, Hispanic) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: (EL, SWD) San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: n/a Student Subgroups at JH: (EL, SWD)		
1.4	Services to English Learners (EL) and Long-Term English Leaners (L-TEL)	The district will increase services to English Language Learners, as well as Long Term English Learners, who are performing below their English speaking peers. Five certificated staff, along with their six instructional aides, will provide small group instruction to students, providing more individualized instruction, and developing positive relationships. Two of the certificated	$713,694.06	Yes

Action #	Title	Description	Total Funds	Contributing
		staff at North Beardsley will be increased to full time. Instruction promoting speaking and writing opportunities to increase language capacity will take place. Instructional Aides will also "push in" to classrooms to assist in other core subject areas such as math, social studies and science. The district will implement the use of a web based Identification and Placement screening and progress monitoring system to place students in appropriate levels of ELD support, and to tailor instruction according to their individual needs. ELD teachers will meet quarterly with general education teachers to discuss progress, as well as strategies to help students be successful in class. Students identified as Long-Term English Learners will have an Individual Learning Plan developed. Classroom and ELD teachers will collaborate on creating an Individual Learning Plan that determines strengths, gaps in learning, and which specific literacy skills need targeted instruction. 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. Six 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. 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. Ongoing professional development in Designated and Integrated ELD provided to all certificated staff will continue, as well as GLAD training in primary grades.		

Action #	Title	Description	Total Funds	Contributing
		This action will address the Red Indicator on the CA Dashboard in ELA and Math for English Learners: ELA District: EL Subgroup Schools: North Beardsley: EL Subgroup Beardsley Junior High: EL Subgroup Math Schools: Beardsley Junior High: EL Subgroup		
1.5	Summer Enrichment/STEM	BSD will continue to expand its summer enrichment services to students by providing classes focusing on reading & math intervention, music, and STEM classes. The Summer Enrichment/STEM program will include 3 Teachers and one classified staff to provide sessions and activities with a focus on reading and math intervention, STEM, music/percussion, and physical activity. This action will address the Red Indicator on the CA Dashboard in ELA and Math for: ELA District: All Students Student Subgroups: (EL, AA, SWD, SED, Hispanic) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: (EL, SWD) San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: n/a Student Subgroups at JH: (EL, SWD)	$45,639.86	Yes

Action #	Title	Description	Total Funds	Contributing
		Math District: n/a Student Subgroups: (AA) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: All Students Student Subgroups at JH: (EL, Hispanic, SED)		
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. This action will address the Red Indicator on the CA Dashboard in ELA and Math for Students with Disabilities: ELA District: SWD Subgroup Schools: Beardsley Elementary: SWD Subgroup North Beardsley: SWD Subgroup Beardsley Junior High: SWD Subgroup Math Schools:	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Beardsley Elementary: SWD Subgroup Beardsley Junior High: SWD Subgroup Student Subgroups at JH: (EL, Hispanic, SED)		
1.7	Academic Enrichment Opportunities	Students will be provided with opportunities to participate in activities which enhance their academic growth such as Science Fair, Oral Language Festival, Battle of the Books, and Knowledge Bowl. These opportunities encourage students to increase reading and math skills as they prepare to complete within their grade level, school campus, district, and county level events. Associated costs include materials and entrance fees to events, extra pay for coaches, and partial salary of 1 clerk to coordinate program logistics. This action will address the Red Indicator on the CA Dashboard in ELA and Math for: ELA District: All Students Student Subgroups: (EL, AA, SWD, SED, Hispanic) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: (EL, SWD) San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: n/a Student Subgroups at JH: (EL, SWD) Math District: n/a Student Subgroups: (AA) Schools: Beardsley Elementary: All students	$18,278.72	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: All Students Student Subgroups at JH: (EL, Hispanic, SED)		
1.8	Academic Technology Programs	The district will continue to provide Google Classroom and Kami digital programs to support learning in the classroom. These programs contribute to the academic success of students as they support differentiation, a vital component in instruction. Multiple types of learning materials can be generated based on student need. These platforms also encourage collaboration and foster communication between students. This action will address the Red Indicator on the CA Dashboard in ELA and Math for: ELA District: All Students Student Subgroups: (EL, AA, SWD, SED, Hispanic) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: (EL, SWD) San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: n/a Student Subgroups at JH: (EL, SWD) Math District: n/a Student Subgroups: (AA)	$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: All Students Student Subgroups at JH: (EL, Hispanic, SED)		
1.9	Math Intervention Programs	The District will provide additional services to students by providing math intervention tutoring and supplemental materials and support during the school day and after school. One teacher will offer 5 periods of Math Intervention at the Junior High. A web-based math intervention program will be utitlized to accelerates student mastery of standards through individualized practice with targeted scaffolding and feedback. Elementary schools will offer contracts to retired teachers for daytime services, and will provide supplemental pay for classroom teachers to provide math tutoring and intervention after school. This action will address the Red Indicator on the CA Dashboard in Math for: District: n/a Student Subgroups: (AA) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: n/a	$193,015.84	Yes

Action #	Title	Description	Total Funds	Contributing
		San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: All Students Student Subgroups at JH: (EL, Hispanic, SED)		
1.10	Reading Intervention Programs	The District will maintain additional services to students reading below grade level, by providing a reading intervention program, along with supplemental materials and support. Six certificated teachers and nine instructional aides will be maintained to provide focused intervention in the areas of ELA. One Teacher at the Junior High will offer 5 periods of reading intervention. A standardized supplemental reading intervention curriculum will be implemented at all 3 elementary campuses which includes screening, targeted instruction, and progress monitoring. The Junior High will utilize a web based intervention that accelerates student's mastery of standards through individualized practice with targeted scaffolding and feedback. This action will address the Red Indicator on the CA Dashboard in ELA for: ELA District: All Students Student Subgroups: (EL, AA, SWD, SED, Hispanic) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: (EL, SWD) San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: n/a Student Subgroups at JH: (EL, SWD)	$526,973.35	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Classroom Support	The district will maintain the improved services to students by continuing to provide 31 Instructional Aides in elementary grades. Hours of 18 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. This action will address the Red Indicator on the CA Dashboard in ELA and Math for: ELA District: All Students Student Subgroups: (EL, AA, SWD, SED, Hispanic) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: (EL, SWD) San Lauren: n/a Student Subgroups at SL: n/a Math District: n/a Student Subgroups: (AA) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: n/a	$967,364.61	Yes
1.12	Supplemental ELA and Math	The district will provide supplemental materials and resources in Math and English Language Arts identified to meet the needs of students struggling academically.	$245,823.15	Yes

Action #	Title	Description	Total Funds	Contributing
		One print shop operator will facilitate the printing and distribution of district-wide or grade-level wide materials. Additional funds for toner for classroom printers will allow teachers to print individualized materials to meet the unique needs of their students. Subscriptions to platforms such as California Streaming, Renaissance Star Assessments, Lalilo, MyOn, Freckle, MiWrite, and Imagine Learning will provide supplemental programs designed to differentiate instruction and provide additional scaffolding and supportive materials to meet student needs. This action will address the Red Indicator on the CA Dashboard in ELA and Math for: ELA District: All Students Student Subgroups: (EL, AA, SWD, SED, Hispanic) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: (EL, SWD) San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: n/a Student Subgroups at JH: (EL, SWD) Math District: n/a Student Subgroups: (AA) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a		

Action #	Title	Description	Total Funds	Contributing
		Student Subgroups at SL: n/a Beardsley Junior High: All Students Student Subgroups at JH: (EL, Hispanic, SED)		
1.13	Professional Learning Support	BSD will utilize 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. Form sets for observation include collecting data in classrooms on climate, learning intentions, motivation and engagement, teacher investment, as well as providing appropriate feedback. Additionally, this web based program provide teachers with virtual training opportunities in areas they may need some professional growth in. All areas of content are available to all teachers to self-select if they choose, or specific modules can be assigned to a teacher who may be struggling. This action will address the Red Indicator on the CA Dashboard in ELA and Math for: ELA District: All Students Student Subgroups: (EL, AA, SWD, SED, Hispanic) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: (EL, SWD) San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: n/a Student Subgroups at JH: (EL, SWD)	$14,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Math District: n/a Student Subgroups: (AA) Schools: Beardsley Elementary: All students Student Subgroups at BE: (Hispanic, SED, SWD) North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: All Students Student Subgroups at JH: (EL, Hispanic, SED)		
1.14	Kindergarten Summer Bridge Program	The district will provide a Kindergarten Summer Bridging program to welcome incoming Kindergarten students coming from Preschool, Transitional Kindergarten, or who are first time students. This one 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. This program provides attending students with an additional five days of instruction. Students identified as low income, Foster Youth, and English Learners will be identified and receive priority registration for the program. Seven certificated teachers and seven Instructional Aides will provide staffing for the 5 day program.	$11,950.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Conditions of Learning: Beardsley School District will provide a learning environment that is clean, safe, and conducive to learning. Students will have access to high quality, standards-based curriculum provided by highly effective teachers. A broad course of study will be offered to students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Beardsley School District and all of its educational partners agree that providing an environment that is clean, safe, and conducive to learning is paramount.

Teacher Credentialing
- Data from the last Teaching Assignment Monitoring Office (TAMO) as reported on the latest School Accountability Report Card indicates:
- District wide only 79% of teachers have their Preliminary or Clear Teaching Credential
- Beardsley Junior High has the lowest percentage of fully credentialed teachers at 48.9%
- Beardsley Junior High also has the highest number of teachers reported as mis-assigned at 10.5%

School Facilities
- Local FIT reports have shown a decrease in overall Totals and Ranking results over the past 5 years.
- Beardsley Elementary 2019 of 100% Exemplary to 2023 of 98.01% Good
- North Beardsley 2019 of 100% Exemplary to 2023 96.66% Good
- San Lauren 2019 of 100% Exemplary to 99.13% Exemplary
- Beardsley Junior High 2019 of 100% Exemplary to 2023 of 97.24% Good
- Williams reports have also shown a decrease in these areas during annual visit:
- North Beardsley Elementary 2019 of 100% Exemplary to 95.71% Good with deficiencies
- Beardsley Junior High Elementary 2022 of 1005 Exemplary to 2023 94.12% Good with deficiencies
- Surveys results indicate:
- Students:
- 59.3% say their school is clean, up from 47% last year
- 68.6% say they feel safe at school, up slightly from 65% last year

- Staff:
- 62.9% say their school is clean and in good repair, up from 59% last year
- 86.5% say their school is a safe place to learn, up from 78% last year
- Parents:
- 100% agree the school is clean and in good repair, up from 59% last year
- 93.4% say their school is a safe place to learn, up from 89% last year

Social Emotional Support
- 258 Students were referred to School Social Workers during the 2023-2024 school year, up from 169 the previous year
- 65 of those were referred for suicide risk assessment, up from 45 last year
- 124 were referred for crisis intervention, up from 107 last year
- 66 home visits were conducted
- 94 were referred to outside agencies for additional support
- 5 Foster Youth were identified during referrals, and linked to additional supports

- 2021 California Healthy Kids Survey data for 6th grade students indicates:
- 43% feel safe at school
- 38% said they had been hit or pushed
- 52% had mean rumors spread about them
- 63% were called bad names or were the target of jokes
- 10% claim to have seen a weapon at school
- 43% were victims of cyberbullying
- 23% said they had used alcohol or drugs
- 3% had used marijuana
- 5% admitted to cigarette use
- 13% said they had vaped
- 37% said they frequently felt sad

- 2021 California Healthy Kids Survey data for 7th graders indicates:
- 39% feel safe at school
- 46% have experienced 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
- 40% were victims of cyberbullying
- 15% said they were currently using drugs or alcohol
- 9% use marijuana
- 4% participated in binge drinking
- 12% vape tobacco

- 6% vape marijuana
- 48% responded they felt chronic sadness or hopeless during past 12 months
- 25% had seriously considered suicide during past 12 months

Broad Course of Study
- California State Standards have been implemented; however, program amendments are needed each year to ensure the best possible program for our students.
- Local Indicator data shows that improvement is indicated in providing Career Technical Education, Health Education Content, and Physical Education Model Content.
- 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.
- Educational partner feedback continues to suggest additional electives at the Junior High to provide a well-rounded education.

Technology
- Maintaining current and CIPA compliant technology continues to be a priority for the District.
- Equipment such as chromebooks, headphones, smartboards, servers, etc are beginning to reach the end of their life expectancy. The district has developed a 5 year plan to begin the process of replacing equipment that is aging out, or is no longer in good repair.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	1A - The degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. % of Teachers holding permits and considered fully credentialed or "clear" per School Accountability Report Card	2021-2022 TAMO Data from 2022-2023 SARC Fully Credentialed (Preliminary or Clear) • District 79% • Beardsley Elementary 86.6% • North Beardsley 86% • San Lauren 84%			2024-2025 TAMO Data from 2025-2026 SARC Fully Credentialed (Preliminary or Clear) • District 90% • Beardsley Elementary 94% • North Beardsley 94%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Beardsley Junior High 48.9% Intern credential holders • District 10.1% • Beardsley Elementary 8.1% • North Beardsley 5.3% • San Lauren 8.7% • Beardsley Junior High 2.4%			• San Lauren 94% • Beardsley Junior High 85% Intern credential holders • District 9% • Beardsley Elementary 5% • North Beardsley 5% • San Lauren 5% • Beardsley Junior High 12%	
2.2	1A - The degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. % of Teachers who hold limited permits or are misassigned per School Accountability Report Card	2021-2022 TAMO Data from 2022-2023 SARC Teachers without Credentials and Misassignments ("ineffective" under ESSA) • District 5.6% • Beardsley Elementary 5.4%			2024-2025 TAMO Data from 2025-2026 SARC Teachers without Credentials and Misassignments ("ineffective" under ESSA) • District 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• North Beardsley 3.5% • San Lauren 5.1% • Beardsley Junior High 10.5% Credentialed Teachers Assigned Out-of-Field • District 2.6% • Beardsley Elementary 0% • North Beardsley 0% • San Lauren 0% • Beardsley Junior High 14.4% Teachers assigned as "unknown" due to insufficient reporting to CALPADS • District 2.8% • Beardsley Elementary 0% • North Beardsley 5.3% • San Lauren 2.2%			• Beardsley Elementary 1% • North Beardsley 1% • San Lauren 1% • Beardsley Junior High 3% Credentialed Teachers Assigned Out-of-Field • District 0% • Beardsley Elementary 0% • North Beardsley 0% • San Lauren 0% • Beardsley Junior High 0% Teachers assigned as "unknown" due to insufficient reporting to CALPADS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Beardsley Junior High 2.2%			• District 0% • Beardsley Elementary 0% • North Beardsley 0% • San Lauren 0% • Beardsley Junior High 0%	
2.3	1A - The degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Number of teachers enrolled in KCSOS Teacher Induction or Intern Program as well as number of new non-credentialed teachers receiving mentorship, per district spreadsheet.	2023-2024 Spreadsheet Data Year 1 or 2 Induction - 23 Intern Program - 6 PIP/STSP/Waiver - 6			2026-2027 Spreadsheet Data Year 1 or 2 Induction - 10 Intern Program - 4 PIP/STSP/Waiver - 0	
2.4	1B - The degree every student has sufficient access to standards-	2023 Williams Visit Data 8/29/23 North Beardsley:			2026 Williams Visit Data North Beardsley:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	based instructional materials Sufficiency rating of acess to their own copies of standards-aligned instructional materials for use at home and at school per Williams Visit Report.	• ELA/ELD: Sufficient • Math: Sufficient • Social Studies: Sufficient • Science: Sufficient Beardsley Junior High: • ELA/ELD: Sufficient • Math: Sufficient • Social Studies: Sufficient • Science: Sufficient			• ELA/ELD: Sufficient • Math: Sufficient • Social Studies: Sufficient • Science: Sufficient Beardsley Junior High: • ELA/ELD: Sufficient • Math: Sufficient • Social Studies: Sufficient • Science: Sufficient	
2.5	1B - The degree every student has sufficient access to standards-based instructional materials % of students without access to their own copies of standards-aligned instructional materials for use at home and at school per textbook inventory database	Textbook Inventory Data 2023-2024 Students without access to their own copies: ELA - 0% ELD - 0% Math - 0% Social Studies - 0%			Textbook Inventory Data 2026-2027 Students without access to their own copies: ELA - 0% ELD - 0% Math - 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Science - 0%			Social Studies - 0% Science - 0%	
2.6	1B - The degree every student has sufficient access to standards-based instructional materials % of major technology items replaced to provide all classrooms the infrastructure and hardware necessary for students to access digital instructional materials, per district I.T. inventory spreadsheet	2023-2024 I.T. Inventory Spreadsheet Chromebooks 0% Servers 0% Switches 0% Smartboards 0% Desktop/Laptop Systems 0%			2026-2027 I.T. Inventory Spreadsheet Chromebooks 60% Servers 60% Switches 60% Smartboards 60% Desktop/Laptop Systems 60%	
2.7	1C -The degree school facilities are maintained in good repair Williams Visit Facility Inspection Report	2023 Williams Visit 8/29/23 North Beardsley: 95.71% Good Beardsley Junior High: 94.12% Good			2026 Williams Visit NB 98.71% Good JH: 97.12% Good	
2.8	1C - The degree school facilities are maintained in good repair	June 2023 Report Beardsley Elementary: 98.01% Good			June 2026 Report BE: 99.01% Exemplary	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	District Facility Inspection Tool (FIT) School Rating	North Beardlsey: 96.6% Good San Lauren: 99.3% Exemplary Beardsley Junior High: 97.24% Good			North BeardsleyNB SL: 99.7% Exemplary JH: 99.24% Exemplary	
2.9	1C - The degree school facilities are maintained in good repair % of students, staff and parents who agree facilities are clean and in good repair on annual surveys	2024 Parent, Staff, Student Survey Students: 59.3% Parents: 100% Staff: 62.9%			2027 Parent, Staff, Student Survey Students: 59.3% Parents: 100% Staff: 62.9%	
2.10	2A - Implementation of state board adopted academic content and performance standards for all students Rating Scale 1-5 (lowest to Highest) on the Local Indicator Self-Reflection Tool for Priority 2	2024 Local Indicator Self Reflection Tool District's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: • ELA – C.C. State Standards = 4 • ELD (Aligned to ELA Standards) = 4			2027 Local Indicator Self Reflection Tool District's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: • ELA = 5 • ELD = 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- Math– C.C. State Standards = 5 - Next Generation Science Standards = 4 - History – Social Science = 5 District's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught: - ELA – C.C. State Standards = 4 - ELD (Aligned to ELA Standards) = 4 - Math – C. C. State Standards = 4 - Next Generation Science Standards = 5 - History – Social Science =5			- Math = 5 - Next Generation Science = 5 - History – Social Science = 5 District's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught: - ELA = 5 - ELD = 5 - Math = 5 - Next Generation Science = 5 - History – Social Science =5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District's progress in implementing policies or program to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g. collaborative time, focused classroom walkthroughs, teacher pairing): • ELA – C.C. State Standards = 5 • ELD (Aligned to ELA Standards) = 4 • Math – C.C. State Standards =5 • Next Generation Science Standards = 4 • History – Social Science =5 District's progress implementing each of the following academic standards adopted by			District's progress in implementing policies or program to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g. collaborative time, focused classroom walkthroughs, teacher pairing): • ELA = 5 • ELD = 5 • Math = 5 • Next Generation Science = 5 • History – Social Science =5 District's progress implementing each of the following academic	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the state board for all students: • Career Technical Education =3 • Health Education Content Standards =3 • Physical Education Model Content Standards =3 • Visual and Performing Arts =4 • World Language =4			standards adopted by the state board for all students: • Career Technical Education =4 • Health Education = 4 • Physical Education = 4 • Visual and Performing Arts =5 • World Language = 5	
2.11	2A - Implementation of state board adopted academic content and performance standards for all students Data collected during walkthrough observations using WeClimb	2023-2024 WeClimb Observation Data % of Classrooms where the learning objective is aligned to state standards = 0 % of time teacher reviews the learning objective at the beginning of class = 0 % of time teacher reviews the learning objective at the end of class = 0			2026-2027 WeClimb Observation Data % of Classrooms where the learning objective is aligned to state standards = 80% % of time teacher reviews the learning objective at the beginning of class = 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of time lesson plans are aligned to state standards = 0			% of time teacher reviews the learning objective at the end of class = 80% % of time lesson plans are aligned to state standards = 80%	
2.12	2B - How programs and services will enable English Learners to access the Common Core State Standards and the ELD standards for purposes of gaining academic knowledge and English language proficiency ELD Program Rubric: Intellectual Quality of Instruction and Meaningful Access results (rating scale 1-4)	2023-2024 ELD Program Rubric Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated English language development (ELD) and designated ELD (per the English Language Arts (ELA)/ELD Framework = 0 Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student			2026-2027 ELD Program Rubric Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated English language development (ELD) and designated ELD (per the English Language Arts (ELA)/ELD Framework = 4 Students are provided a rigorous, intellectually rich,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		autonomy and mastery. = 0 Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas. = 0 English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services. = 0 Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. = 0 Rigorous instructional materials support high levels of intellectual engagement. Explicit			standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. = 4 Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas. = 4 English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services. = 4 Students' home language is understood as a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model. =0 English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple lan-guages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum. = 0			means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. = 3 Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					according to the program model. = 3 English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum. = 4	
2.13	2B - How programs and services will enable English Learners to access the Common Core State Standards and the ELD standards for purposes of gaining academic knowledge and English language proficiency Extent of collaboration between ELD and	2023-2024 Meetings held between ELD teachers and classroom teachers Beardsley Elementary: 0 North Beardsley: 0 San Lauren Elementary: 0			2026-2027 Meetings held between ELD teachers and classroom teachers Meetings held between ELD teachers and classroom teachers to discuss integrated	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	content teacher to plan for integrated ELD as evidenced by PLC minutes	Beardsley Junior High: 0			strategies for students: Beardsley Elementary: 4 North Beardsley: 4 San Lauren Elementary: 4 Beardsley Junior High: 4	
2.14	Safe Environment provided physically and social-emotionally. % of survey responses on school safety Priority 6C- Other local measures, including surveys of students, parents, and teachers on the sense of safety and connectedness	2024 Survey Data 68.6% of students say they feel safe at school 86.5% of staff say their school is a safe place to learn 93.4% of parents say their school is a safe place to learn			2027 Survey Data 80% of students say they feel safe at school 95% of staff say their school is a safe place to learn 98% of parents say their school is a safe place to learn	
2.15	Safe Environment provided physically and social-emotionally. Data provided from KCSOS Social Worker End of Year Report	KCSOS Social Worker EOY Report 2024 258 Students were referred to School Social Workers			KCSOS Social Worker EOY Report 2027 232 Students were referred to School Social Workers	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6C- Other local measures, including surveys of students, parents, and teachers on the sense of safety and connectedness	65 were referred for suicide risk assessment 124 were referred for crisis intervention 66 home visits were conducted 94 were referred to outside agencies for additional support 5 Foster Youth were identified during referrals, and linked to additional supports			58 were referred for suicide risk assessment 112 were referred for crisis intervention 50 home visits were conducted 85 were referred to outside agencies for additional support 0 Foster Youth were identified during referrals, and linked to additional supports	
2.16	Safe Environment provided physically and social-emotionally. Data provided from California Healthy Kids Survey Priority 6C- Other local measures, including surveys of students, parents, and teachers on the sense of safety and connectedness	2021 CHKS data for 6th grade students 43% feel safe at school 38% said they had been hit or pushed 52% had mean rumors spread about them 63% were called bad names or were the target of jokes 10% claim to have seen a weapon at school			2026 CHKS data for 6th grade students 63% feel safe at school 18% said they had been hit or pushed 32% had mean rumors spread about them	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		43% were victims of cyberbullying 23% said they had used alcohol or drugs 3% had used marijuana 5% admitted to cigarette use 13% said they had vaped 37% said they frequently felt sad 2021 CHKS data for 7th graders indicates: 39% feel safe at school 46% have experienced 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 40% were victims of cyberbullying 15% said they were currently using drugs or alcohol 9% use marijuana 4% participated in binge drinking			43% were called bad names or were the target of jokes 0% claim to have seen a weapon at school 23% were victims of cyberbullying 3% said they had used alcohol or drugs 1% had used marijuana 1% admitted to cigarette use 3% said they had vaped 17% said they frequently felt sad 2026 CHKS data for 7th graders indicates: 59% feel safe at school 26% have experienced some form of harassment or bullying 31% had mean rumors or lies spread about them	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12% vape tobacco 6% vape marijuana 48% responded they felt chronic sadness or hopeless during past 12 months 25% had seriously considered suicide during past 12 months			16% have been afraid of being beaten up 11% have engaged in a physical fight 0% claim to have seen a weapon on campus 20% were victims of cyberbullying 5% said they were currently using drugs or alcohol 1% use marijuana 1% participated in binge drinking 2% vape tobacco 1% vape marijuana 28% responded they felt chronic sadness or hopeless during past 12 months 5% had seriously considered suicide during past 12 months	
2.17	7A- The extent to which students have access to, and are enrolled in a broad course of study including courses described for grades 1 to	2024 Local Indicators Standard Met			2027 Local Indicators Standard Met	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	6 and/or the adopted course of study for grades 7 to 12, as applicable. Standard met as outlined in Local Performance Indicator Self-Reflection Tool, Priority 7, California Dashboard					
2.18	7A- The extent to which students have access to, and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable. % of unduplicated students enrolled in the Music program per Student Information System - PowerSchool EL (English Learner) LI (Low Income) FY (Foster Youth)	2023-2024 PowerSchool Course Enrollment Elementary Music EL - 0% LI - 0% FY - 0% Beginning Band EL - 0% LI - 0% FY - 0% Senior Band EL - 0% LI - 0% fy - 0% Beginning Choir EL - 0% LI - 0% FY - 0% Advanced Choir EL - 0%			2026-2027 PowerSchool Course Enrollment Elementary Music EL - 25% LI - 25% FY - 25% Beginning Band EL - 20% LI - 40% FY - 10% Senior Band EL - 20% LI - 30% FY - 20% Beginning Choir EL - 30% LI - 40% FY - 10% Advanced Choir EL -10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI - 0% FY - 0%			LI - 25% FY - 15%	
2.19	7A- The extent to which students have access to, and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable. % of unduplicated students enrolled in various electives per Student Information System - PowerSchool EL (English Learner) LI (Low Income) FY (Foster Youth)	2023-2024 PowerSchool Course Enrollment Art EL - 0% LI - 0% FY - 0% Spanish 7/8 or Spanish 2 EL - 0% LI - 0% FY - 0% Project Lead the Way EL - 0% LI - 0% FY - 0% Science Fair EL - 0% LI - 0% FY - 0%			2026-2027 PowerSchool Course Enrollment Art EL - 25% LI - 40% FY - 10% Spanish 7/8 or Spanish 2 EL - 20% LI - 25% FY - 10% Project Lead the Way EL - 5% LI - 20% FY - 5% Science Fair EL - 5% LI - 20% FY - 5%	
2.20	7B - The extent to which students have access to, and are enrolled in programs and services developed and provided to low income, English	2023-2024 Enrolled Student Data Total Students 0 LI 0			2026-2027 Enrolled Student Data Total Students 600	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	learner and foster youth students. Number of unduplicated students enrolled in the Expanded Learning Program per registration Low Income (LI) EL (English Learner) FY (Foster Youth)	EL 0 FY 0			LI 550 EL 200 FY 5	
2.21	7B - The extent to which students have access to, and are enrolled in programs and services developed and provided to low income, English learner and foster youth students. % of unduplicated 6th grade students attending Camp KEEP Low Income (LI) EL (English Learner) FY (Foster Youth)	2024 Camp KEEP attendance 128 unduplicated students attended 100% LI 5% English Learners 0% Foster Youth			2027 Camp KEEP attendance 180 unduplicated students attended 100% LI 25% EL 5% FY	
2.22	7C - The extent to which students have access to programs and services developed and provided to students with exceptional needs.	2023-2024 Annual Report 51% LRE Rate in Regular Classroom more than 80%			2026-2027 Annual Report 65% LRE Rate in Regular Classroom more than 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rate of Students with Disabilities served inside the regular classroom for at least 80% of the day as measured on the Annual Performance Report for Special Education, Indicator 5a					
2.23	7C - The extent to which students have access to programs and services developed and provided to students with exceptional needs. Rate of Students with Disabilities served inside the regular classroom less than 40% of the day. as measured on the Annual Performance REport for Special Education, Indicator 5b	2023-2024 Annual Report 26.1% LRE Rate in Regular Classroom less than 40%			2026-2027 Annual Report 15% LRE Rate in Regular Classroom less than 40%	
2.24	4A - Academic Indicator Student performance on CAASPP ELA Difference From Standard (DFS) AA (African American) EL (English Learner) H (Hispanic) LI (Low Income)	2022-2023 California Dashboard ELA Performance (DFS) District Level All Students (red) -70.8 AA (red) -98.7 EL (red) -92.5 H(red) -73.2 LI(red) -73			2025-2026 California Dashboard ELA Performance (DFS) District Level All Students (yellow) -47.8 AA (orange) -87.8 EL (orange) -79.5 H (yellow) -60.2	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SWD (Students with Disabilities) FY (Foster Youth) TM (Two or More Races) W (White)	SWD (red) -137.9 FY (orange) -71.8 TM (orange) -40.8 W (orange) -67.6 Beardsley Elementary School All Students (red) -91.3 H (red) -97.7 LI (red) -91.6 SWD (red) -133.8 North Beardsley Elementary EL (red) -96 SWD (red) -148.4 Beardsley Junior High ELs (red) -96.5 SWD (red) -146.3			LI (yellow) -49 SWD (orange) -122.9 FY (yellow) - 58.8 TM (yellow) -17.8 W (yellow) -44.6 Beardsley Elementary School All Students (yellow) -68.3 H (orange) -84.7 LI (yellow) -68.6 North Beardsley Elementary EL (orange) - 84.7 SWD (orange) -135.4 Beardsley Junior High EL (orange) -83.5 SWD (orange) -145.3	
2.25	4A - Academic Indicator Student Performance on CAASPP Math Difference From Standard (DFS) AA (African American) EL (English Learner) H (Hispanic) LI (Low Income)	2022-2023 California Dashboard Math Performance (DFS) District Level All Students (orange) -99.1 AA (red) -114.5 EL (orange) -120 H (orange) -104.4			2025-2026 California Dashboard Math Performance (DFS) District Level All Students (yellow) -59.1 AA (orange) -91.5 EL (yellow) -95	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SWD (Students with Disabilities) FY (Foster Youth) TM (Two or More Races) W (White)	LI (orange) -101.4 SWD (orange) -149.3 FY (orange) -114.9 TM (orange) -78.9 W(yellow) -91.5 Beardsley Elementary All Students (red) -103.1 H (red) -113.7 LI (red) -103.5 SWD (red) -138.7 Beardsley Junior High All Students (red) -121.4 EL (red) -151.9 H (red) -125.5 LI (red) -123.5			H (yellow) -79.4 LI (yellow) -76.4 SWD (orange) -134.3 FY(yellow) -86.9 TM (yellow) -53.9 W (green) -66.5 Beardsley Elementary All Students (yellow) -90.1 H (orange) -100.7 LI (yellow) -90.5 SWD (orange) -125.7 Beardsley Junior High All Students (orange) -96.4 EL (orange) -128.9 H (orange) -100.5 LI (orange) -98.5	
2.26	5A - School Attendance Attendance Rates per KIDS end of year report AA (African American) EL (English Learner) H (Hispanic) LI (Low Income) SWD (Students with Disabilities)	2023-2024 Attendance Rates All Students: 91.13% AA: 91.2% EL: 91.6% H: 91.8% LI: 91.7% SWD: 91.8% FY: 0%			2026-2027 Attendance Rates All Students: 97% AA: 96% EL: 97% H: 97% LI: 97% SWD: 97% FY: 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	FY (Foster Youth) TM (Two or More Races) W (White)	TM: 89.9% W: 91.8%			TM: 95% W: 97%	
2.27	5B - Chronic Absenteeism Chronic Absenteeism : Students absent 10% more of enrolled instructional days AA (African American) EL (English Learner) H (Hispanic) LI (Low Income) SWD (Students with Disabilities) FY (Foster Youth) TM (Two or More Races) W (White) HO (Homeless)	2022-2023 California Dashboard District Level All Students (yellow) 36.2% AA (orange) 42.5% EL (yellow) 33.2% H (yellow) 35.2% LI (yellow) 37% SWD (yellow) 38.6% TM (orange) 36.4% FY (orange) 23.1% W (yellow) 37.2% HO (orange) 79.4% San Lauren All Students (red) 30.6% H (red) 27.3% LI (red) 32.2% W (red) 37%			2025-2026 California Dashboard District Level All Students (yellow) 25% AA (yellow) 38% EL (yellow) 22% H (yellow) 25% LI (yellow) 26% SWD (yellow) 33% TM (yellow) 30% FY (yellow) 20% W (yellow) 26% HO (yellow) 70% San Lauren All Students (orange) 24% H (orange) 21% LI (orange) 26% W (orange) 31%	
2.28	6c - Other Local Measures, including surveys of students, parents, and teachers on the sense of safety and connectedness.	2024 Survey Data 68.6% of students say they feel safe at school			2027 Survey Data 80% of students say they feel safe at school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of annual survey participants responding they feel their school is safe.	86.5% of staff say their school is a safe place to learn 93.4% of parents say their school is a safe place to learn			95% of staff say their school is a safe place to learn 98% of parents say their school is a safe place to learn	
2.29	6c - Other Local Measures, including surveys of students, parents, and teachers on the sense of safety and connectedness. % of students responding they agree they feel like they belong when they are at school	KIDS Student Connectedness 2024 Spring Survey All Students: 29% Beardsley Elementary: 39% North Beardsley: 29% San Lauren Elementary: 35% Beardsley Junior High: 12%			KIDS Student Connectedness 2027 Spring Survey All Students: 65% Beardsley Elementary: 70% North Beardsley: 59% San Lauren Elementary: 65% Beardsley Junior High: 50%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Technology Infrastructure	Access to updated, working technology is imperative for students to access instructional materials and supplemental intervention programs. In order to keep the district's technological infrastructure in proper working order and to help close the achievement gap, BSD will replace and update technology equipment such as classroom computers, Chromebooks, servers, keyboards, mice, headphones, smartboards, switches, and wireless access points as deemed necessary by the technology department. The district will provide regular upgrades and improvements to technology hardware and software infrastructure. This action also provides implementation planning for maintenance and replacement of networking systems and technology equipment and services district-wide.	$251,000.00	Yes
2.2	Social Emotional and Positive Behavior Support	The district will continue to provide an environment that is safe for all students physically and social-emotionally. BSD will continue to promote positive social-emotional responses and positive behavior through the implementation of PBIS and Suicide Prevention.	$1,425,461.89	Yes

Action #	Title	Description	Total Funds	Contributing
		In consultation with Kern SELPA, the District will maintain three School Psychologists, two School Psychologist Interns, 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. Five School Social Workers will be hired to address the social-emotional needs of students. A comprehensive, confidential software program will be maintained 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, and annual suicide awareness and prevention professional development for all staff employed by the district.		
2.3	New Teacher Professional Development	In order to ensure teachers are appropriately assigned and have appropriate credentials, professional development will be provided to new teachers and Interns participating in the Teacher Induction, Intern, or who are on a waiver. 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, as well as contracted services for the Induction and Intern programs.	$79,436.31	Yes
2.4	Music Program	The district will maintain current student band services district wide to provide access to a broad course of study. Services to elementary and Junior High students in music and choir will be maintained with 2 full time music instructors, 1full-time choir director, and 1 part time office clerk. This action will provide enriching activities in the Arts	$317,883.65	Yes

Action #	Title	Description	Total Funds	Contributing
		to our Low income, foster youth, and English Learners that more affluent students would be able to access outside of the school program.		
2.5	Electives	A variety of electives will be offered to increase opportunities for participation by unduplicated students. Students will be offered 5 periods of Art; 1 period of Science Fair; 1 period of Journalism and 1 period of Writing; 7 periods of Spanish 7/8 or Spanish 2; 3 periods of History us USA Music; 2 periods of Project Lead the Way; 1 period of Beginning Choir and 1 period of Advanced Choir; 1 period of Beginning Band and 1 period of Senior Band. Continuing a 9th period PE class will maintain services to BJHS students and allow broader access to courses of study during earlier periods in the school day. This will require 4 certificated staff at BJHS to increase the elective offering base. This action includes supplies and transportation costs. Elementary students will be offered 7 sections of Elementary Music.	$268,387.11	Yes
2.6	Technology Oversight	In order to address the need to develop the technology skills, engagement, and accelerate learning in the classroom, one technology department employee will ensure all equipment is up to date and replaced when necessary, is CIPA compliant, and that all students are appropriately rostered and monitored in digital programs provided by the district.	$157,176.56	Yes
2.7	Custodians	The Beardsley School District will ensure cleanliness and good repair at every school site by maintaining the four (4) full time custodians. Each of these staff members will be assigned to a 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.	$335,499.26	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Camp KEEP	The Beardsley School District will sponsor all unduplicated 6th grade students (approximately 180 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 four days to enhance Science, Technology, Engineering, and Mathematics (STEM) knowledge.	$99,292.86	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engagement: Beardsley School District will increase student, parent, and community engagement by providing opportunities for all to feel welcomed, respected, and involved.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district continues to experience low parent participation rates for school meeting. Student chronic absenteeism rates and suspension rates are above the state average. Educational partners feel more work is necessary in all areas of engagement in order to continue to make improvements in these areas.

SCHOOL CLIMATE
- The following subgroup within the District received the lowest performance level of "red" on Suspension Rate on the California Dashboard
- African Americans with a 6.4% suspension rate, an increase of 3.2%
- North Beardsley received the lowest performance level of "red" on the Suspension Rate at 4.9%, an increase of 2.7%
- The following student subgroups at North Beardsley received the lowest performance level of "red" on the Suspension Rate:
- African American at 9.5%, an increase of 6.8%
- Socioeconomically Disadvantaged at 4.7%, an increase of 2.5%
- Students with Disabilities at 8.4%, an increase of 5.6^
- White at 6.6%, an increase of 3.8%
- Results from the 2024 Student Survey indicate 68.6% feel safe at school
- Results from the 2024 Staff Survey indicate 86.5% of students feel safe at school
- Results from the 2021 California Health Kids Survey show 43% of 6th graders feel safe at school
- Results from the 2024 Student Survey indiate 39% of 7th graders feel safe at school

The following actions are intended to address the low performance (red) on the California Dashboard Suspension rate: (3.2) (3.3) (3.4) (3.5) (3.6) (3.9) (3.10)

PUPIL ENGAGEMENT
- Results from the Spring KIDS Connectedness Survey indicate that 29% of students in the district feel like they belong when they are at school.

- Results from the Spring KIDS Connectedness Survey indicate that 39% of students at Beardsley Elementary feel like they belong when they are at school.
- Results from the Spring KIDS Connectedness Survey indicate that 29% of students at North Beardsley feel like they belong when they are at school.
- Results from the Spring KIDS Connectedness Survey indicate that 35% of students at San Lauren feel like they belong when they are at school.
- Results from the Spring KIDS Connectedness Survey indicate that 12% of students at Beardsley Junior High feel like they belong when they are at school.
- San Lauren Elementary received the lowest performance level of "red" for Chronic Absenteeism, with an increase of 4.9%
- The following subgroups at San Lauren received the lowest performance level of "red" for Chronic Absenteeism:
- Hispanic at 27.3%, maintaining with a slight increase of 0.3%
- Socioeconomically Disadvantaged at 32.2%, increasing 5.2%
- White at 37%, increasing 13.7%

The following actions are intended to address the low performance (red) on the California Dashboard Chronic Absenteeism rate: (3.1) (3.2) (3.3) (3.4) (3.5) (3.6) (3.7) (3.8) (3.9) (3.10)

PARENT ENGAGEMENT:
- The District met the standard on the Local Performance Indicators for Parent Engagement for the 2022-2023 school year.
- Results from the annual Parent Survey show that only 46.7% of parents feel that there are many opportunities to participate in decision making.
- Parent Survey results show that 33% of parents strongly agree that the district values their opinion.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3A - Efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site. % of parents responding on annual survey regarding opportunites	2023-2024 Survey Many opportunities: 46.7% Some opportunities: 43.3% Few opportunities: 8.3%			2026-2027 Survey Many opportunities: 85% Some opportunities: 14.%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	provided to participate in decision making	No opportunities: 1.7%			Few opportunities: 1% No opportunities: 0%	
3.2	3A - Efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site. % of parents responding on annual survey that the district values their opinion	2023-2024 Survey Strongly agree: 33.3% Agree: 51.7% Disagree: 10% Strongly disagree: 5%			2026-2027 Survey Strongly agree: 85% Agree: 14% Disagree: 1% Strongly disagree: 0%	
3.3	3B - How the LEA will promote parental participation in programs for low income, English learner and foster youth students. % of parents responding on annual survey they feel welcome at their child's school	2023-2024 Survey 0%			Survey 80%	
3.4	3B - How the LEA will promote parental participation in programs for low income, English learner and foster youth students.	2023-2024 Notices/Flyer Count Back to School Nights: 0 Open House: 0			Back to School Nights: 4 Open House: 4 District Advisory Committee: 4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Notices home to parents in accessible language, inviting to attend events.	District Advisory Committee: 0 District English Language Advisory Committee: (DELAC): 0 School Site Council: 0 English Learner Advisory Committee: 0 Miscellaneous campus events: 0			District English Language Advisory Committee: (DELAC): 4 School Site Council: 16 English Learner Advisory Committee: 16 Miscellaneous campus events: 20	
3.5	3C - How the LEA will promote parental participation in programs for students with disabilities. Overall Parental Involvement Rate % as determined on the Annual Performance Report for Special Education, Indicator 8	2022-2023 Annual Report (Special Education) Rating received 100%			2025-2026 Annual Report Rating received 100%	
3.6	5A - School Attendance Attendance Rates per KIDS end of year report AA (African American)	2023-2024 Attendance Rates All Students: 91.13% AA: 91.2%			2023-2024 Attendance Rates All Students: 97% AA: 96%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	EL (English Learner) H (Hispanic) LI (Low Income) SWD (Students with Disabilities) FY (Foster Youth) TM (Two or More Races) W (White)	EL: 91.6% H: 91.8% LI: 91.7% SWD: 91.8% FY: 0% TM: 89.9% W: 91.8%			EL: 97% H: 97% LI: 97% SWD: 97% FY: 90% TM: 95% W: 97%	
3.7	5B - Chronic Absenteeism Chronic Absenteeism : Students absent 10% more of enrolled instructional days AA (African American) EL (English Learner) H (Hispanic) LI (Low Income) SWD (Students with Disabilities) FY (Foster Youth) TM (Two or More Races) W (White) HO (Homeless)	2022-2023 California Dashboard District Level All Students (yellow) 36.2% AA (orange) 42.5% EL (yellow) 33.2% H (yellow) 35.2% LI (yellow) 37% SWD (yellow) 38.6% TM (orange) 36.4% FY (orange) 23.1% W (yellow) 37.2% HO (orange) 79.4% San Lauren All Students (red) 30.6% H (red) 27.3% LI (red) 32.2% W (red) 37%			2025-2026 California Dashboard District Level All Students (yellow) 25% AA (yellow) 38% EL (yellow) 22% H (yellow) 25% LI (yellow) 26% SWD (yellow) 33% TM (yellow) 30% FY (yellow) 20% W (yellow) 26% HO (yellow) 70% San Lauren All Students (orange) 24% H (orange) 21% LI (orange) 26% W (orange) 31%	
3.8	5C - Middle School Dropout Rate	2023-2024 CALPADS			2026-2027 CALPADS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dropout Rate per Fall CALPADS report 1.24 HO (Homeless) SWD (Students with Disabilities) EL (English Learner) LI (Low Income)	Beardsley Elementary: 0 North Beardsley: 0 San Lauren: 0 Beardsley Junior High: 1 HO 0 SWD 0 EL 0 LI 1			BE: 0 NB: 0 SL 0 BJHS: 0	
3.9	6A - Student Suspensions As measured on the California Dashboard AA (African American) EL (English Learner) H (Hispanic) LI (Low Income) SWD (Students with Disabilities) FY (Foster Youth) TM (Two or More Races) W (White) HL (Homeless)	2022-2023 California Dashboard District Level All Students (yellow) 3.9% AA (red) 6.4% EL (blue) 0.7% H (green) 2.3% LI (yellow) 3.9% SWD (yellow) 4.9% FY (orange) 8.7% TM (orange) 3.5% W (yellow) 6% HL (yellow) 5.3% North Beardsley All Students (red) 4.9% AA (red) 9.5% LI (red) 4.7% SWD (red) 8.4% W (red) 6.6%			2025-2026 California Dashboard District Level All Students (green) 2% AA (yellow) 5.7% EL (blue) 0.2% H (blue) 1.5% LI (green) 2.9% SWD (green) 3% FY (yellow) 6.0% TM (green) 2.7% W (green) 3% HL (yellow) 3.1% North Beardsley All Students (yellow) 3.1% AA (yellow) 6.5% LI (yellow) 3.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SWD (yellow) 6.4% W (yellow) 4.6%	
3.10	6B - Student Expulsions Expulsion rate per End of Year CALPADS report 7.10	2022-2023 CALPADS Beardsley Elementary: 0 North Beardsley: 0 San Lauren: 0 Beardsley Junior High: 0			2026-2027 CALPADS BE: 0 NB: 0 SL: 0 BJHS: 0	
3.11	6c - Other Local Measures, including surveys of students, parents, and teachers on the sense of safety and connectedness. % of annual survey participants responding they feel their school is safe.	2024 Survey Data 68.6% of students say they feel safe at school 86.5% of staff say their school is a safe place to learn 93.4% of parents say their school is a safe place to learn			2027 Survey Data 80% of students say they feel safe at school 95% of staff say their school is a safe place to learn 98% of parents say their school is a safe place to learn	
3.12	6c - Other Local Measures, including surveys of students, parents, and teachers on the sense of safety and connectedness.	2021 CHKS data for 6th grade students 43% feel safe at school			2026 CHKS data for 6th grade students 63% feel safe at school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Results of California Healthy Kids Survey	2021 CHKS data for 7th graders indicates: 39% feel safe at school			2026 CHKS data for 7th graders indicates: 59% feel safe at school	
3.13	6c - Other Local Measures, including surveys of students, parents, and teachers on the sense of safety and connectedness. % of students responding they agree they feel like they belong when they are at school	KIDS Student Connectedness 2024 Spring Survey All Students: 29% Beardsley Elementary: 39% North Beardsley: 29% San Lauren Elementary: 35% Beardsley Junior High: 12%			KIDS Student Connectedness 2027 Spring Survey All Students: 65% Beardsley Elementary: 70% North Beardsley: 59% San Lauren Elementary: 65% Beardsley Junior High: 50%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Data Systems/Parent Communication	The district will keep parents and other educational partners informed, in a language that is accessible, about attendance, chronic absenteeism, and academic achievement in a timely manner. The district will seek to increase parent participation at meetings and events held at school campuses and district-wide. The district will endeavor to increase parent input for decision making, especially for School Plans for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP) Parents and guardians will have instant on line access to student academic progress and attendance data through the student information system's Parent Portal. Access to enrollment forms, absence notification systems, permission slips, and other forms throughout the year will be available on line. These forms can be accessed in multiple languages. Notifications of attendance and chronic absenteeism issues will be sent to parents in their home language. This will be accomplished by maintaining contracts with our Student Information System, Power School, Swift K-12 phone system, school and district websites, Kern Integrated Data System, Document Tracking Services, Attention 2 Attendance, and the K-3 Achievement Initiative.	$77,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will address the Red Indicator on the CA Dashboard in Chronic Absenteesim for: District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: (Hispanic, SED, White) Beardsley Junior High: n/a Student Subgroups at JH: n/a		
3.2	Student Recognition and Engagement	The district will promote positive attendance and behavior standards 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 and PBIS systems. This action will address the Red Indicator on the CA Dashboard in Chronic Absenteesim and Suspension for: Chronic Absenteeism District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: (Hispanic, SED, White)	$44,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Beardsley Junior High: n/a Student Subgroups at JH: n/a Suspension District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: All Students Student Subgroups at NB: (AA, SED) San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: n/a Student Subgroups at JH: n/a		
3.3	Community Outreach Team	A community outreach team will work with students, parents, and staff to increase attendance, reduce chronic absenteeism and suspension rates, foster unduplicated student growth in the core content areas, and promote parent participation. The Community Outreach team will consist of: One full time and one part time Community Specialist will assist families with overcoming barriers to regular school attendance, coordinate School Attendance Review Board meetings and data, and regularly attend TRACK meetings at the Kern County of Superintendent of Schools Office. Three vice principals will increase support services to students who are struggling with chronic absenteeism or behavioral issues; and increase communication with parents and coordinate support services for students. One Resource Coordinator will act as the liaison for Foster Youth, English Learners, and Homeless Youth. This coordinator will work with families, train impacted staff, and regularly attend TRACK meetings at the Kern County of Superintendent of Schools Office.	$690,288.55	Yes

Action #	Title	Description	Total Funds	Contributing
		One Parent Volunteer Coordinator will create a bridge to link families to the schools, and foster parent engagement. Fresno State University will provide courses for parents of unduplicated students, specifically those of English Learners, at no cost to families. Courses are provided in English, Spanish, and Punjabi, with more languages being added as needed by parents. Topics include Pathway to College, Digital Literacy, Financial Literacy, Conversational English and many more. This action will address the Red Indicator on the CA Dashboard in Chronic Absenteesim and Suspensions for: Chronic Absenteeism District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: (Hispanic, SED, White) Beardsley Junior High: n/a Student Subgroups at JH: n/a Suspension District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: All Students Student Subgroups at NB: (AA, SED) San Lauren: n/a		

Action #	Title	Description	Total Funds	Contributing
		Student Subgroups at SL: n/a Beardsley Junior High: n/a Student Subgroups at JH: n/a		
3.4	Improved School Climate	The district will provide Student Intervention Facilitators and an Alternative Placement Program to reduce suspension rates and promote student attendance and engagement. The district will maintain four full time Student Intervention Facilitators at all elementary sites and one at the Junior High to provide interventions to further reduce suspensions and engage students. Four certificated teachers and one Instructional Aide will provide an Alternative Placement program on every campus to reduce suspensions and decrease absenteeism. Training in Nonviolent Crisis Prevention through CPI will be conducted with staff throughout the district. The district will continue to focus on trauma informed care, as well as social-emotional and behavioral supports to reduce the student suspension rate and increase attendance and engagement. This action will address the Red Indicator on the CA Dashboard in Chronic Absenteesim and Suspensions for: Chronic Absenteeism District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: (Hispanic, SED, White)	$816,708.29	Yes

Action #	Title	Description	Total Funds	Contributing
		Beardsley Junior High: n/a Student Subgroups at JH: n/a Suspension District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: All Students Student Subgroups at NB: (AA, SED) San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: n/a Student Subgroups at JH: n/a		
3.5	Positive Playground Activities	Thirty-five Noon Aide/Activity Leaders will organize play activities and intramural sports to promote positive peer relations, improve student engagement and attendance, and reduce the frequency of undesired behaviors outside of the classroom. This staff will work with students to develop leadership skills, become problem solvers by utilizing conflict resolution, and incorporating team-building concepts by participating in physical activity. Additional small playground materials will be purchased to replace worn and damaged items. This action will address the Red Indicator on the CA Dashboard in Chronic Absenteesim and Suspensions for: Chronic Absenteeism District: n/a Student Subgroups: n/a Schools:	$863,532.49	Yes

Action #	Title	Description	Total Funds	Contributing
		Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: (Hispanic, SED, White) Beardsley Junior High: n/a Student Subgroups at JH: n/a Suspension District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: All Students Student Subgroups at NB: (AA, SED) San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: n/a Student Subgroups at JH: n/a		
3.6	Extended Day Activities	All students in grades TK-8 will have the opportunity to participate in engaging extracurricular activities that provide academic support, physical development, and enrichment opportunities. This extended day program is available to students after school, as well as during Winter Break and summer. Some of the activities provided to all students include: • Access to a wide variety of clubs to meet the diverse interest of students, including but not limited to Arts & Crafts, Legos, 3D Printing, Graphic Design, Gardening, Crochet, DIY projects Cheerleading, and more. • A snack and light supper will be served daily.	$1,338,516.67	Yes

Action #	Title	Description	Total Funds	Contributing
		- Homework assistance provided daily with time and resources dedicated to support academic achievement. - Engaging and educational field trips such as white water rafting, nature observation at Hart Park and Panorama Bluffs, and an educational workshop at Disneyland. - Assemblies that promote academic and personal growth such as Professor Egghead (science) and Mind Matters. - Sports teams for football, soccer, volleyball, baseball, and track and field will be formed at each campus. Elementary students will engage in games and competitions with each other, as well as neighboring districts. - Students in grades 7-8 who maintain a 2.0 GPA or better, and who meet positive behavior expectations may also choose from a wide variety of team sports and activities, and will engage in games and competitions with school districts throughout the county. Funding for this program includes: - Salaries and benefits for staff provided by Boys and Girls Club, as well as any district employees providing service as a club leader or sports coach. Funding also covers 1 full time director from the district to oversee the program. - All costs associated with providing daily meals and snacks. - Costs for materials and supplies for all clubs - Contracts and/or entrance fees for field trips and assemblies, as well as any transportation costs. - Sports equipment and uniforms for all sports and cheerleading, as well as any entrance fees for competitions, and fees for referees and scorekeepers. This action will address the Red Indicator on the CA Dashboard in Chronic Absenteesim and Suspensions for: Chronic Absenteeism District: n/a Student Subgroups: n/a		

Action #	Title	Description	Total Funds	Contributing
		Schools: Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: (Hispanic, SED, White) Beardsley Junior High: n/a Student Subgroups at JH: n/a Suspension District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: All Students Student Subgroups at NB: (AA, SED) San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: n/a Student Subgroups at JH: n/a		
3.7	Health Services	The district will continue its efforts to provide health services for all students to increase attendance and reduce chronic absenteeism. Two full time nurses (RN), one part time LVN, and two health clerks will work closely with site administrators, district staff, and families to provide support. Nurses will conduct vision and hearing screenings, and provide dental education. They will prepare health care plans for students with medical conditions requiring additional support during the school day. They will communicate with parents to address the health and safety of students, as well as medically related attendance issues.	$576,075.58	Yes

Action #	Title	Description	Total Funds	Contributing
		Nurses and Health Clerks will provide parent and staff training on topics including epi-pens, chronic disease management, CPR, basic first aid, and the use of AEDs. This action will address the Red Indicator on the CA Dashboard in Chronic Absenteesim for: Chronic Absenteeism District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: (Hispanic, SED, White) Beardsley Junior High: n/a Student Subgroups at JH: n/a		
3.8	Transportation	Additional bus routes for home-to-school transportation at each school site will be provided 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. Five bus drivers will be hired/maintained to provide expanded routes. This action will address the Red Indicator on the CA Dashboard in Chronic Absenteesim for: Chronic Absenteeism District: n/a Student Subgroups: n/a Schools:	$326,740.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: (Hispanic, SED, White) Beardsley Junior High: n/a Student Subgroups at JH: n/a		
3.9	School Connectedness	To foster a sense of school connectedness and community among students, each school site will provide students with merchandise specifically tailored to their mascot and motto. Many students, especially unduplicated students, cannot afford to purchase school merchandise. This often leads to feeling left out during 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. This action will address the Red Indicator on the CA Dashboard in Chronic Absenteesim and Suspensions for: Chronic Absenteeism District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: n/a Student Subgroups at NB: n/a San Lauren: n/a Student Subgroups at SL: (Hispanic, SED, White) Beardsley Junior High: n/a Student Subgroups at JH: n/a Suspension	$39,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: All Students Student Subgroups at NB: (AA, SED) San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: n/a Student Subgroups at JH: n/a		
3.10	Elementary PE Program	The district will provide 5 Elementary P.E. Instructional Aides to assist classroom teachers in providing a standardized Elementary Physical Education Program at each elementary site. Elementary P.E. provides opportunites to improve students' physcial health and mental well being. Participation in organized activities leads to positive student engagment. Staff will utilize lesson plans that provide a wide variety of activities, strategies and modifications to meet the needs of students. Equipment necessary to carry out lesson plans will be purchased, This action will address the Red Indicator on the CA Dashboard in Chronic Absenteesim and Suspensions for: Chronic Absenteeism District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: n/a Student Subgroups at NB: n/a	$160,265.47	Yes

Action #	Title	Description	Total Funds	Contributing
		San Lauren: n/a Student Subgroups at SL: (Hispanic, SED, White) Beardsley Junior High: n/a Student Subgroups at JH: n/a Suspension District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: n/a North Beardsley: All Students Student Subgroups at NB: (AA, SED) San Lauren: n/a Student Subgroups at SL: n/a Beardsley Junior High: n/a Student Subgroups at JH: n/a		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,702,791	$1,165,203

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
45.217%	0.000%	$0.00	45.217%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Class Size Reduction **Need:** Data shows that our unduplicated pupils are below academic standards, and the benefits of small classroom sizes in K-3 will have an impact on their academic success not only in those formative years, but for the remainder of their academic career.	Unduplicated students will benefit from small class sizes due to the increased opportunities for targeted, individualized instruction in reading and math. Small class sizes also present English Learners more opportunities to develop their oral language skills in those small group settings. This action is expected to significantly increase reading and math scores for unduplicated students.	(1.1) (1.2) (1.3) (1.4) (1.7) (1.8) (1.9) (1.12) (1.13) (1.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners • 92.5 points below standard on the CAASPP ELA assessment • 120 points below standard on the CAASPP Math assessment • Only 21% of K-1 students scored at or above the benchmark on the Star Early Literacy Test • 2nd and 3rd grade students averaged an Instructional Reading Level of only 0.8, less than a 1st grade reading level • Average percentage of K-3 students at or above the benchmark on the Star Math test was 21.8% Socioeconomically Disadvantaged • 73 points below standard on the CAASPP ELA assessment • 101.4 points below standard on the CAASPP Math assessment • 2nd and 3rd grade students averaged an Instructional Reading Level of 1.5, lower than a 2nd grade level • Average percentage of K-3 students at or above the benchmark on the Star Math test was 24.8% Foster Youth • 71.8 points below standard on the CAASPP ELA assessment • 114.9 points below standard on the CAASPP math assessment Feedback from Educational Partners recommends maintaining small class sizes, utilizing additional measures to determine academic achievement, provide more	These actions will be provided on a school wide basis because all K-3 students performing below grade level can benefit from opportunities to improve.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	individualized small group instruction and implementing more common formative assessments. It was also recommended this goal be moved from Goal 3. **Scope:** Schoolwide		

1.2	**Action:**
	Grade Level Lead Teachers
	
	Need:
	Data from CAASPP ELA and Math assessments, as well as local data, shows unduplicated students are performing below grade standards, benchmarks, and grade level in reading and math.
	
	English Learners
	  • 92.5 points below standard on the CAASPP ELA assessment
	  • Only 21% of K-1 students scored at or above the benchmark on the
	Star Early Literacy Test
	  • 2nd and 3rd grade students averaged an Instructional Reading Level of only 0.8, less than a 1st grade reading level
	  • Average 3rd-6th grade IRL of 1.9, 1.6 points lower than all students
	  • Average 7th-8th grade IRL of 3.2, 2.1 points lower than all students
	  • 120 points below standard on the CAASPP Math assessment
	  • Average percentage of K-3 students at or above the benchmark on the
		English Learners, Foster Youth, and Socioeconomically Disadvantaged students benefit from this action due to the consistent academic focus on Common Core implementation, and data driven instruction.
		
		This action is expected to significantly increase reading and math scores for unduplicated students.
		
		These actions will be provided on a district wide basis because all students performing below grade level can benefit from opportunities to improve.
			(1.1) (1.2) (1.3) (1.4) (1.5) (1.6) (1.7) (1.8) (1.9) (1.10) (1.11) (1.12) (1.13) (1.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Star Math test is 21.8% • Average percentage of 4-6 students at or above benchmark on the Star math test is 22% • Average percentage of 7-8 students at or above benchmark on the Star math test is 0% Socioeconomically Disadvantaged • 73 points below standard on the CAASPP ELA assessment • 2nd and 3rd grade students averaged an Instructional Reading Level of 1.5, lower than a 2nd grade level • Average 3rd-6th grade IRL of 3.5 • Average 7th-8th grade IRL of 5.2 • 101.4 points below standard on the CAASPP Math assessment • Average percentage of K-3 students at or above the benchmark on the Star Math test was 24.8% • Average percentage of 4-6 students at or above benchmark on the Star math test is 32% • Average percentage of 7-8 students at or above benchmark on the Star math test is 21% Foster Youth • 71.8 points below standard on the CAASPP ELA assessment • 114.9 points below standard on the CAASPP math assessment Feedback from Educational Partners recommends more common formative assessments and data analysis to drive		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	instruction. **Scope:** LEA-wide		
1.3	**Action:** Library Services **Need:** Data from CAASPP ELA, as well as local data, shows unduplicated students are reading below grade level: English Learners • 92.5 points below standard on the CAASPP ELA assessment • Only 21% of K-1 students scored at/above the benchmark on the Star Early Literacy Test • 2nd and 3rd grade students averaged an IRL of only 0.8, less than a 1st grade reading level • Average 3rd-6th grade IRL of 1.9, 1.6 points lower than all students • Average 7th-8th grade IRL of 3.2, 2.1 points lower than all students Socioeconomically Disadvantaged • 73 points below standard on the CAASPP ELA assessment • 2nd and 3rd grade students averaged an Instructional Reading Level of 1.5, lower than a 2nd grade level • Average 3rd-6th grade IRL of 3.5 • Average 7th-8th grade IRL of 5.2 Foster Youth	Low income, Foster Youth, and English Learners will benefit with increased access to diverse reading materials, increased library access time, and librarians trained in strategies to address their needs. We expect these actions to significantly improve reading assessment scores for low income, foster youth, and English Learners, along with English language proficiency with These actions will be provided on a district wide basis because all students performing below grade level can benefit from opportunities to improve.	(1.1) (1.2) (1.3) (1.4) (1.5) (1.6) (1.11) (1.12) (1.13) (1.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• 71.8 points below standard on the CAASPP ELA assessment Feedback from Educational Partners confirms that students in our district have a need for a wide variety of reading materials that will encourage a love of reading. Ensuring that all 4 Librarians remain full time to provide access all day, as well as before and after school is also recommended. **Scope:** LEA-wide		
1.5	**Action:** Summer Enrichment/STEM **Need:** Data from CAASPP ELA and Math assessments, as well as local data, shows unduplicated students are performing below grade standards, benchmarks, and grade level in reading and math. English Learners • 92.5 points below standard on the CAASPP ELA assessment • Only 21% of K-1 students scored at or above the benchmark on the Star Early Literacy Test • 2nd and 3rd grade students averaged an Instructional Reading Level of only 0.8, less than a 1st grade reading level • Average 3rd-6th grade IRL of 1.9, 1.6 points lower than all students	Unduplicated students will receive additional reading, math, and enrichment activities and support during the summer. This action is expected to increase the percentage of unduplicated students scoring proficient on state and local math and ELA assessments, as well the progress in reducing the performance gap between these subgroups and all students. This action will be provided on a district wide basis because all students performing grade level or standard can benefit from opportunities to improve.	(1.1) (1.2) (1.3) (1.4) (1.5) (1.6) (1.7) (1.8) (1.9) (1.10) (1.11)(1.12) (1.13)(1.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Average 7th-8th grade IRL of 3.2, 2.1 points lower than all students • 120 points below standard on the CAASPP Math assessment • Average percentage of K-3 students at or above the benchmark on the Star Math test is 21.8% • Average percentage of 4-6 students at or above benchmark on the Star math test is 22% • Average percentage of 7-8 students at or above benchmark on the Star math test is 0% Socioeconomically Disadvantaged • 73 points below standard on the CAASPP ELA assessment • 2nd and 3rd grade students averaged an Instructional Reading Level of 1.5, lower than a 2nd grade level • Average 3rd-6th grade IRL of 3.5 • Average 7th-8th grade IRL of 5.2 • 101.4 points below standard on the CAASPP Math assessment • Average percentage of K-3 students at or above the benchmark on the Star Math test was 24.8% • Average percentage of 4-6 students at or above benchmark on the Star math test is 32% • Average percentage of 7-8 students at or above benchmark on the Star math test is 21% Foster Youth • 71.8 points below standard on the CAASPP ELA assessment		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• 114.9 points below standard on the CAASPP math assessment Feedback from Educational Partners reiterated the need for additional opportunites during the summer to improve reading and math proficiency, a time when many students regress. **Scope:** LEA-wide		
1.7	**Action:** Academic Enrichment Opportunities **Need:** Data from CAASPP ELA and Math assessments, as well as local data, shows unduplicated students are performing below grade standards, benchmarks, and grade level in reading and math. English Learners • 92.5 points below standard on the CAASPP ELA assessment • Only 21% of K-1 students scored at or above the benchmark on the Star Early Literacy Test • 2nd and 3rd grade students averaged an Instructional Reading Level of only 0.8, less than a 1st grade reading level • Average 3rd-6th grade IRL of 1.9, 1.6 points lower than all students • Average 7th-8th grade IRL of 3.2, 2.1 points lower than all students	Unduplicated students will be offered a variety of opportunities for academic enrichment. Through practice sessions and competitions Low income, Foster Youth and English Learners will increase academic knowledge in a wide array of topics, strengthen vocabulary and other oral language skills, as well as improve reading, writing and math skills. These actions are expected to contribute to the academic success of unduplicated students in reading, math, as well as student engagement. These actions will be provided on a district wide basis because all students performing below grade level or assessment benchmarks can benefit from opportunities to improve.	(1.1) (1.2) (1.3) (1.4) (1.5) (1.6) (1.7) (1.8) (1.9) (1.10) (1.11) (1.12) (1.13)(1.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	120 points below standard on the CAASPP Math assessment - Average percentage of K-3 students at or above the benchmark on the Star Math test is 21.8% - Average percentage of 4-6 students at or above benchmark on the Star math test is 22% - Average percentage of 7-8 students at or above benchmark on the Star math test is 0% Socioeconomically Disadvantaged 73 points below standard on the CAASPP ELA assessment 2nd and 3rd grade students averaged an Instructional Reading Level of 1.5, lower than a 2nd grade level - Average 3rd-6th grade IRL of 3.5 - Average 7th-8th grade IRL of 5.2 101.4 points below standard on the CAASPP Math assessment - Average percentage of K-3 students at or above the benchmark on the Star Math test was 24.8% - Average percentage of 4-6 students at or above benchmark on the Star math test is 32% - Average percentage of 7-8 students at or above benchmark on the Star math test is 21% Foster Youth 71.8 points below standard on the CAASPP ELA assessment 114.9 points below standard on the CAASPP math assessment		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Feedback from Educational Partners indicate the need to continue providing these opportunities to students, and to increase participation whenever possible. **Scope:** LEA-wide		
1.8	**Action:** Academic Technology Programs **Need:** Data from CAASPP ELA and Math assessments, as well as local data, shows unduplicated students are performing below grade standards, benchmarks, and grade level in reading and math. English Learners • 92.5 points below standard on the CAASPP ELA assessment • Only 21% of K-1 students scored at or above the benchmark on the Star Early Literacy Test • 2nd and 3rd grade students averaged an Instructional Reading Level of only 0.8, less than a 1st grade reading level • Average 3rd-6th grade IRL of 1.9, 1.6 points lower than all students • Average 7th-8th grade IRL of 3.2, 2.1 points lower than all students • 120 points below standard on the CAASPP Math assessment	These technology programs contribute to the academic success of unduplicated students as they support differentiation, a vital component in instruction. These platforms also encourage collaboration and foster communication between students, an area particular to English Learners. These actions are expected to increase the reading and math scores of unduplicated students, and help to reduce the achievement gap. These actions will be provided on a district wide basis because all students performing below grade level or assessment benchmarks can benefit from opportunities to improve.	(1.1) (1.2) (1.3) (1.4) (1.5) (1.6) (1.7) (1.8) (1.9) (1.10) (1.11) (1.12) (1.13) (1.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Average percentage of K-3 students at or above the benchmark on the Star Math test is 21.8% • Average percentage of 4-6 students at or above benchmark on the Star math test is 22% • Average percentage of 7-8 students at or above benchmark on the Star math test is 0% Socioeconomically Disadvantaged • 73 points below standard on the CAASPP ELA assessment • 2nd and 3rd grade students averaged an Instructional Reading Level of 1.5, lower than a 2nd grade level • Average 3rd-6th grade IRL of 3.5 • Average 7th-8th grade IRL of 5.2 • 101.4 points below standard on the CAASPP Math assessment • Average percentage of K-3 students at or above the benchmark on the Star Math test was 24.8% • Average percentage of 4-6 students at or above benchmark on the Star math test is 32% • Average percentage of 7-8 students at or above benchmark on the Star math test is 21% Foster Youth • 71.8 points below standard on the CAASPP ELA assessment • 114.9 points below standard on the CAASPP math assessment Feedback from Educational Partners, particularly teachers, continues to support the		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	use of this technology to provide diverse learning experiences in the classroom. **Scope:** LEA-wide		
1.9	**Action:** Math Intervention Programs **Need:** Data from CAASPP Math assessments, as well as local data, shows unduplicated students are performing below grade standards, benchmarks, and grade level in math. English Learners • 120 points below standard on the CAASPP Math assessment • Average percentage of K-3 students at or above the benchmark on the Star Math test is 21.8% • Average percentage of 4-6 students at or above benchmark on the Star math test is 22% • Average percentage of 7-8 students at or above benchmark on the Star math test is 0% Socioeconomically Disadvantaged • 101.4 points below standard on the CAASPP Math assessment • Average percentage of K-3 students at or above the benchmark on the Star Math test was 24.8%	These targeted interventions will offer unduplicated students support in math. We expect these actions to improve math assessment scores for low income, foster youth, and English Learners. These actions will be provided on a district wide basis because all students performing below grade level can benefit from opportunities to improve.	(1.7) (1.8) (1.9) (1.10) (1.11) (1.12) (1.13)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Average percentage of 4-6 students at or above benchmark on the Star math test is 32% • Average percentage of 7-8 students at or above benchmark on the Star math test is 21% Foster Youth • 114.9 points below standard on the CAASPP math assessment Educational partners, including staff and parents, agree that more intervention is needed to increase math proficiency. Partners recommended additional metrics to measure success. **Scope:** LEA-wide		
1.10	**Action:** Reading Intervention Programs **Need:** Data from CAASPP ELA assessments, as well as local data, shows unduplicated students are performing below grade standards, benchmarks, and grade level in reading. English Learners • 92.5 points below standard on the CAASPP ELA assessment • Only 21% of K-1 students scored at or above the benchmark on the Star Early Literacy Test	Unduplicated students will benefit by receiving targeted intervention in reading during the regular school day. These students have been identified by their low performance on the CAASPP and other local assessments, in relation to all students. We expect these interventions to significantly improve reading assessment scores for low income, foster youth, and English Learners. These actions will be provided on a district wide basis because all students performing below grade level can benefit from opportunities to improve.	(1.1) (1.2) (1.3) (1.4) (1.5) (1.6) (1.12) (1.13) (1.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• 2nd and 3rd grade students averaged an Instructional Reading Level of only 0.8, less than a 1st grade reading level • Average 3rd-6th grade IRL of 1.9, 1.6 points lower than all students • Average 7th-8th grade IRL of 3.2, 2.1 points lower than all students Socioeconomically Disadvantaged • 73 points below standard on the CAASPP ELA assessment • 2nd and 3rd grade students averaged an Instructional Reading Level of 1.5, lower than a 2nd grade level • Average 3rd-6th grade IRL of 3.5 • Average 7th-8th grade IRL of 5.2 Foster Youth • 71.8 points below standard on the CAASPP ELA assessment Feedback from Educational Partners, especially staff and parents, indicate that the need for targeted reading intervention continues to be a priority. Staff recommend the purchase of an intervention curriculum that will meet the diverse needs of student proficiency levels. **Scope:** LEA-wide		
1.11	**Action:** Classroom Support **Need:**	Unduplicated students will receive additional small group support targeting their specific needs. The classroom support provided is expected to significantly improve reading and math	(1.1) (1.2) (1.3) (1.4) (1.5) (1.6) (1.7) (1.8) (1.9) (1.10) (1.11) (1.12) (1.13) (1.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Data from CAASPP ELA and Math assessments, as well as local data, shows unduplicated students are performing below grade standards, benchmarks, and grade level in reading and math. English Learners • 92.5 points below standard on the CAASPP ELA assessment • Only 21% of K-1 students scored at or above the benchmark on the Star Early Literacy Test • 2nd and 3rd grade students averaged an Instructional Reading Level of only 0.8, less than a 1st grade reading level • Average 3rd-6th grade IRL of 1.9, 1.6 points lower than all students • Average 7th-8th grade IRL of 3.2, 2.1 points lower than all students • 120 points below standard on the CAASPP Math assessment • Average percentage of K-3 students at or above the benchmark on the Star Math test is 21.8% • Average percentage of 4-6 students at or above benchmark on the Star math test is 22% Socioeconomically Disadvantaged • 73 points below standard on the CAASPP ELA assessment • 2nd and 3rd grade students averaged an Instructional Reading Level of 1.5, lower than a 2nd grade level • Average 3rd-6th grade IRL of 3.5 • Average 7th-8th grade IRL of 5.2	assessment scores for low income, foster youth, and English Learners These actions will be provided on a school wide basis because all elementary students performing below grade level can benefit from opportunities to improve.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• 101.4 points below standard on the CAASPP Math assessment • Average percentage of K-3 students at or above the benchmark on the Star Math test was 24.8% • Average percentage of 4-6 students at or above benchmark on the Star math test is 32% **Foster Youth** • 71.8 points below standard on the CAASPP ELA assessment • 114.9 points below standard on the CAASPP math assessment Feedback from Educational Partners agrees that providing Instructional Aides in classrooms provides opportunities for small group instruction, as well as individualized assistance and feedback to students. **Scope:** Schoolwide		
1.12	**Action:** Supplemental ELA and Math **Need:** Data from CAASPP ELA and Math assessments, as well as local data, shows unduplicated students are performing below grade standards, benchmarks, and grade level in reading and math. English Learners	The district will provide supplemental materials and resources in Math and English Language Arts identified to meet the needs of unduplicated students who are struggling academically and performing below their peers. We expect these actions to significantly improve the reading and math assessment scores for English Leaners, Low Income, and Foster Youth.	(1.1) (1.2) (1.3) (1.4) (1.5) (1.6) (1.7) (1.8) (1.9) (1.10) (1.11) (1.12) (1.13) (1.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	- 92.5 points below standard on the CAASPP ELA assessment - Only 21% of K-1 students scored at or above the benchmark on the Star Early Literacy Test - 2nd and 3rd grade students averaged an Instructional Reading Level of only 0.8, less than a 1st grade reading level - Average 3rd-6th grade IRL of 1.9, 1.6 points lower than all students - Average 7th-8th grade IRL of 3.2, 2.1 points lower than all students - 120 points below standard on the CAASPP Math assessment - Average percentage of K-3 students at or above the benchmark on the Star Math test is 21.8% - Average percentage of 4-6 students at or above benchmark on the Star math test is 22% - Average percentage of 7-8 students at or above benchmark on the Star math test is 0% Socioeconomically Disadvantaged - 73 points below standard on the CAASPP ELA assessment - 2nd and 3rd grade students averaged an Instructional Reading Level of 1.5, lower than a 2nd grade level - Average 3rd-6th grade IRL of 3.5 - Average 7th-8th grade IRL of 5.2 - 101.4 points below standard on the CAASPP Math assessment - Average percentage of K-3 students at or above the benchmark on the Star Math test was 24.8%	These actions will be provided on a district wide basis because all students performing below grade level can benefit from opportunities to improve.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Average percentage of 4-6 students at or above benchmark on the Star math test is 32% • Average percentage of 7-8 students at or above benchmark on the Star math test is 21% Foster Youth • 71.8 points below standard on the CAASPP ELA assessment • 114.9 points below standard on the CAASPP math assessment Feedback from Educational Partners, particularly classroom teachers, intervention teachers, instructional aides, and administrators recommend the continued purchase of supplemental materials as they provide ways to tailor instruction to individualized needs. **Scope:** LEA-wide		
1.13	**Action:** Professional Learning Support **Need:** Data from CAASPP ELA and Math assessments, as well as local data, shows unduplicated students are performing below grade standards, benchmarks, and grade level in reading and math. English Learners	This action will provide teachers with tools and strategies to best meet the needs of English Learners, Foster Youth and low income students performing below their peers. Data collected during walk through observations can be used to drive instruction and provide needs assessment data. We expect this action to significantly improve reading and math scores for unduplicated students.	(1.1) (1.2) (1.3) (1.4) (1.5) (1.6) (1.7) (1.8) (1.9) (1.10) (1.11) (1.12) (1.13) (1.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• 92.5 points below standard on the CAASPP ELA assessment • Only 21% of K-1 students scored at or above the benchmark on the Star Early Literacy Test • 2nd and 3rd grade students averaged an Instructional Reading Level of only 0.8, less than a 1st grade reading level • Average 3rd-6th grade IRL of 1.9, 1.6 points lower than all students • Average 7th-8th grade IRL of 3.2, 2.1 points lower than all students • 120 points below standard on the CAASPP Math assessment • Average percentage of K-3 students at or above the benchmark on the Star Math test is 21.8% • Average percentage of 4-6 students at or above benchmark on the Star math test is 22% • Average percentage of 7-8 students at or above benchmark on the Star math test is 0% Socioeconomically Disadvantaged • 73 points below standard on the CAASPP ELA assessment • 2nd and 3rd grade students averaged an Instructional Reading Level of 1.5, lower than a 2nd grade level • Average 3rd-6th grade IRL of 3.5 • Average 7th-8th grade IRL of 5.2 • 101.4 points below standard on the CAASPP Math assessment • Average percentage of K-3 students at or above the benchmark on the Star Math test was 24.8%	These actions will be provided on a district wide basis because all students performing below grade level can benefit from opportunities to improve.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Average percentage of 4-6 students at or above benchmark on the Star math test is 32% • Average percentage of 7-8 students at or above benchmark on the Star math test is 21% Foster Youth • 71.8 points below standard on the CAASPP ELA assessment • 114.9 points below standard on the CAASPP math assessment Feedback from Educational Partners, including administration, teachers, and the certificated bargaining unit, support the practice of walkthrough observations that include constructive feedback and support. Recommendations also suggest adding additional metrics for product usage and performance category data. **Scope:** LEA-wide		
1.14	**Action:** Kindergarten Summer Bridge Program **Need:** Data form local ELA and math assessments show unduplicated students are performing below grade standards, benchmarks, and grade level in reading and math. English Learners	Low Income, Foster Youth, and English Learners will have priority registration for the program. Unduplicated students will benefit from the additional 5 days of academic small group instruction, with an emphasis on early literacy and mathematics skill building. We expect this program to improve year end reading and math assessment scores for unduplicated kindergarten students.	(1.2) (1.4) (1.8) (1.9) (1.12) (1.13) (1.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• 21% of K students scored at or above the benchmark on the Star Early Literacy Test • 0% of K students scored at or above the benchmark on the Star Math Test Socioeconomically Disadvantaged • 35% of K students scored at or above the benchmark on the Star Math Test • 0% of K students scored at or above the benchmark on the Star Math Test Feedback from Educational Partners, including teachers, staff, administrators, and parents, recommend the program be offered for a five days, and that staff be increased at all campuses. **Scope:** Schoolwide	These actions will be provided on a school wide basis because all Kindergarten students can benefit from opportunities to receive additional instruction and support.	
2.1	**Action:** Technology Infrastructure **Need:** Data from CAASPP ELA and Math assessments, as well as local data, shows unduplicated students are performing below grade standards, benchmarks, and grade level in reading and math. Unduplicated students need access to current technology infrastructure and programs to support core and supplemental instruction.	Unduplicated students will have access to current technology and hardware to improve their overall academic success, particularly in English Language Arts and Math. Many of these students do not have access to this advanced technology at home. We expect these actions to significantly enhance the learning experience of Low Income, Foster Youth, and English Leaners who may not otherwise have such access.	(2.6) (2.24) (2.25)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners • 92.5 points below standard on the CAASPP ELA assessment • Only 21% of K-1 students scored at or above the benchmark on the Star Early Literacy Test • 2nd and 3rd grade students averaged an Instructional Reading Level of only 0.8, less than a 1st grade reading level • Average 3rd-6th grade IRL of 1.9, 1.6 points lower than all students • Average 7th-8th grade IRL of 3.2, 2.1 points lower than all students • 120 points below standard on the CAASPP Math assessment • Average percentage of K-3 students at or above the benchmark on the Star Math test is 21.8% • Average percentage of 4-6 students at or above benchmark on the Star math test is 22% • Average percentage of 7-8 students at or above benchmark on the Star math test is 0% Socioeconomically Disadvantaged • 73 points below standard on the CAASPP ELA assessment • 2nd and 3rd grade students averaged an Instructional Reading Level of 1.5, lower than a 2nd grade level • Average 3rd-6th grade IRL of 3.5 • Average 7th-8th grade IRL of 5.2 • 101.4 points below standard on the CAASPP Math assessment	These actions will be provided on a district wide basis because all students can benefit from this initiative.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Average percentage of K-3 students at or above the benchmark on the Star Math test was 24.8% • Average percentage of 4-6 students at or above benchmark on the Star math test is 32% • Average percentage of 7-8 students at or above benchmark on the Star math test is 21% Foster Youth • 71.8 points below standard on the CAASPP ELA assessment • 114.9 points below standard on the CAASPP math assessment Feedback from Educational Partners including staff and parents indicates the continued need to provide technology devices and software that are in good working order, compatible with the latest software offerings, and are monitored to insure cyber safety for students. **Scope:** LEA-wide		
2.2	**Action:** Social Emotional and Positive Behavior Support **Need:** Low Income students constitue the majority of the student population. Anonymous surveys and confidential school social worker data indicate that the majority of students needing increased services would be primarily low	The focus of this action is to ensure low income students feel physically and emotionally safe and engaged. Many students in these subgroups experience trauma, and their families lack the financial means to provide counseling outside of the school system. We expect this action to increase the overall social-emotional health of students, and provide	(2.14) (2.15) (2.16) (2.26) (2.27) (2.28) (2.29)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	income students. Social Emotional Support • 258 Students were referred to School Social Workers during the 2023-2024 school year, up from 169 the previous year • 65 of those were referred for suicide risk assessment, up from 45 last year • 124 were referred for crisis intervention, up from 107 last year • 66 home visits were conducted • 94 were referred to outside agencies for additional support • 5 Foster Youth were identified during referrals, and linked to additional supports • 2021 California Healthy Kids Survey data for 6th grade students indicates: • 43% feel safe at school • 38% said they had been hit or pushed • 52% had mean rumors spread about them • 63% were called bad names or were the target of jokes • 10% claim to have seen a weapon at school • 43% were victims of cyberbullying • 23% said they had used alcohol or drugs • 3% had used marijuana • 5% admitted to cigarette use • 13% said they had vaped • 37% said they frequently felt sad	an environment where they feel safe and ready to learn. These actions will be provided on a district wide basis because all students are affected by these factors and will benefit from the services provided.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• 2021 California Healthy Kids Survey data for 7th graders indicates: • 39% feel safe at school • 46% have experienced 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 • 40% were victims of cyberbullying • 15% said they were currently using drugs or alcohol • 9% use marijuana • 4% participated in binge drinking • 12% vape tobacco • 6% vape marijuana • 48% responded they felt chronic sadness or hopeless during past 12 months • 25% had seriously considered suicide during past 12 months Feedback from all Educational Partners stress the importance of meeting the social-emotional needs of students. Bringing back the 5 Social Workers was a high priority for all partners. **Scope:** LEA-wide		
2.3	**Action:** New Teacher Professional Development	Retaining fully credentialed and highly trained teachers will result in higher quality teachers	(2.1) (2.2) (2.24) (2.25)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Data from CAASPP ELA and Math assessments, as well as local data, shows unduplicated students are performing below grade standards, benchmarks, and grade level in reading and math. Teachers who are highly effective annd appropriately assigned provide the more opportunites for successful academic outcomes. English Learners • 92.5 points below standard on the CAASPP ELA assessment • Only 21% of K-1 students scored at or above the benchmark on the Star Early Literacy Test • 2nd and 3rd grade students averaged an Instructional Reading Level of only 0.8, less than a 1st grade reading level • Average 3rd-6th grade IRL of 1.9, 1.6 points lower than all students • Average 7th-8th grade IRL of 3.2, 2.1 points lower than all students • 120 points below standard on the CAASPP Math assessment • Average percentage of K-3 students at or above the benchmark on the Star Math test is 21.8% • Average percentage of 4-6 students at or above benchmark on the Star math test is 22% • Average percentage of 7-8 students at or above benchmark on the Star math test is 0% Socioeconomically Disadvantaged	providing services for low income, foster youth, and English Learners.This increased academic success for unduplicated students, especially in reading and mathematics. We expect this action to increase the number of fully credentialed teachers district wide, and reduce the number of teachers who are identified as "ineffective" or "misassigned" and to reduce the achievement gap for unduplicated students These actions will be provided on a district wide basis because all students will benefit from highly qualified teaching staff.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• 73 points below standard on the CAASPP ELA assessment • 2nd and 3rd grade students averaged an Instructional Reading Level of 1.5, lower than a 2nd grade level • Average 3rd-6th grade IRL of 3.5 • Average 7th-8th grade IRL of 5.2 • 101.4 points below standard on the CAASPP Math assessment • Average percentage of K-3 students at or above the benchmark on the Star Math test was 24.8% • Average percentage of 4-6 students at or above benchmark on the Star math test is 32% • Average percentage of 7-8 students at or above benchmark on the Star math test is 21% Foster Youth • 71.8 points below standard on the CAASPP ELA assessment • 114.9 points below standard on the CAASPP math assessment Feedback from Educational Partners, especially teachers and administrators, continue to advocate for support for new teachers obtaining their clear teaching credential. It is also noted that teachers receiving this support are better equipped to provide high quality instruction in the classroom. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	**Action:** Music Program **Need:** Unduplicated students might not otherwise have access to a music program or private lessons outside of school due to prohibitive costs. Increased opportunites for engaging programs increases student engagement and connectedness. English Learners: • Attendance rate for 2023-2024 is 91.6% • Chronic Absenteeism rate is 33.2% Low Income: • Attendance rate for 2023-2024 is 91.7% • Chronic Absenteeism rate is 37% Foster Youth: • Chronic Absenteeism rate is 23.1% District Data: • 29% of students reported they felt they belonged when they were at school Feedback from Educational Partners recommend that music programs be maintained in all campuses as participating in performing arts programs can lead to increased academic performance and student engagement. **Scope:**	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. Access to this program is intended to increase their attendance, reduce chronic absenteeism, and promote connectedness to school. We expect this action to significantly provide more opportunities for low income, foster youth, and English Learners to access a broad course of study, increasing academic success and reducing the achievement gap, as well as reduced absenteeism. These actions will be provided on a district wide basis because all students can benefit from opportunities to improve access to a broad course of study.	(2.17) (2.18) (2.22) (2.23) (2.26) (2.27) (2.28) (2.29)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.5	**Action:** Electives **Need:** Increased opportunites for engaging programs such as Art, Foreign Language, and Project Lead they Way for unduplicated students increases student engagement and connectedness. Increased engagement reduces absenteeism and promotes connectedness. English Learners: • Attendance rate for 2023-2024 is 91.6% • Chronic Absenteeism rate is 33.2% Low Income: • Attendance rate for 2023-2024 is 91.7% • Chronic Absenteeism rate is 37% Foster Youth: • Chronic Absenteeism rate is 23.1% District Data: • 29% of students reported they felt they belonged when they were at school Feedback from Educational Partners recommend that a wide variety of electives be maintained as participating in a broad course of study can lead to increased academic performance and student engagement.	Unduplicated students will have a wider variety of electives to choose from, increasing their overall knowledge and engagement within the school campus. We expect this action to significantly provide more opportunities for low income, foster youth, and English Learners to access a broad course of study, increasing academic success and reducing the achievement gap. It is also expected to reduce absenteeism and increase feelings of connectedness. These actions will be provided on a district wide basis because all students can benefit from opportunities to improve access to a broad course of study.	(2.17) (2.19) (2.22) (2.23) (2.26) (2.27) (2.28) 2.29)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.6	**Action:** Technology Oversight **Need:** Data from CAASPP ELA and Math assessments, as well as local data, shows unduplicated students are performing below grade standards, benchmarks, and grade level in reading and math. Unduplicated students need access to current technology infrastructure and programs to support core and supplemental instruction. English Learners • 92.5 points below standard on the CAASPP ELA assessment • Only 21% of K-1 students scored at or above the benchmark on the Star Early Literacy Test • 2nd and 3rd grade students averaged an Instructional Reading Level of only 0.8, less than a 1st grade reading level • Average 3rd-6th grade IRL of 1.9, 1.6 points lower than all students • Average 7th-8th grade IRL of 3.2, 2.1 points lower than all students • 120 points below standard on the CAASPP Math assessment • Average percentage of K-3 students at or above the benchmark on the Star Math test is 21.8% • Average percentage of 4-6 students at or above benchmark on the Star	Unduplicated students will have access to current technology and hardware to improve their overall academic success, particularly in English Language Arts and Math. Many of these students do not have access to this advanced technology at home. We expect these actions to significantly enhance the learning experience of Low Income, Foster Youth, and English Leaners who may not otherwise have such access. These actions will be provided on a district wide basis because all students can benefit from this initiative.	(2.6) (2.12) (2.17) (2.24) (2.25)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	math test is 22% • Average percentage of 7-8 students at or above benchmark on the Star math test is 0% Socioeconomically Disadvantaged • 73 points below standard on the CAASPP ELA assessment • 2nd and 3rd grade students averaged an Instructional Reading Level of 1.5, lower than a 2nd grade level • Average 3rd-6th grade IRL of 3.5 • Average 7th-8th grade IRL of 5.2 • 101.4 points below standard on the CAASPP Math assessment • Average percentage of K-3 students at or above the benchmark on the Star Math test was 24.8% • Average percentage of 4-6 students at or above benchmark on the Star math test is 32% • Average percentage of 7-8 students at or above benchmark on the Star math test is 21% Foster Youth • 71.8 points below standard on the CAASPP ELA assessment • 114.9 points below standard on the CAASPP math assessment Feedback from Educational Partners including staff and parents indicates the continued need to provide technology devices and software that are in good working order, compatible with the latest software offerings, and are monitored to insure cyber safety for students.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.7	**Action:** Custodians **Need:** Providing an environment that is clean, safe, and in good repair is imperative for students to enjoy attending their school and classes. When students are comfortable in their learning environment, attendance and school connectedness increase, and chronic absenteeism decreases. English Learners: • Attendance rate for 2023-2024 is 91.6% • Chronic Absenteeism rate is 33.2% Low Income: • Attendance rate for 2023-2024 is 91.7% • Chronic Absenteeism rate is 37% Foster Youth: • Chronic Absenteeism rate is 23.1% District Data: • 29% of students reported they felt they belonged when they were at school Survey Results results: agree schools are clean and in good repair. This data is anonymous, and unduplicated responses are not available.	Unduplicated students will have access to an environment that is clean, safe, and inviting. We expect this action to provide an environment that leads to increased academic success and engagement for low income, foster youth, and English Learners. This action will be provided on a district wide basis because all students will benefit from an environment that is clean and safe.	(2.7) (2.8) (2.9) (2.26) (2.27) (2.28) (2.29)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students: 59.3% Parents: 100% Staff: 62.9% Feedback from Educational Partners, especially through survey data from teachers and administrators, continues to stress the importance of providing a clean and safe environment in order for students to learn. **Scope:** LEA-wide		
3.1	**Action:** Student Data Systems/Parent Communication **Need:** English Learners: • Attendance rate for 2023-2024 is 91.6% • Chronic Absenteeism rate is 33.2% Low Income: • Attendance rate for 2023-2024 is 91.7% • Chronic Absenteeism rate is 37% Foster Youth: • Chronic Absenteeism rate is 23.1% Parent Data: • 46.7% Of parents say there are many opportunities to participate in decision making • 33.3% of parents strongly agree that the district values their opinion Educational Partner Feedback, especially from	Parents of unduplicated students will receive timely notification, in their home language, regarding student absences and other pertinent announcements. They will have access to their child's grades in real time. We expect these actions to significantly increase attendance and decrease chronic absenteeism for low income, foster youth, and English Learners, and to increase participation and decision making by their parents our guardians. This action will be provided on a district wide basis because all students and parents can benefit with increased involvement and communication.	(3.3) (3.4) (3.5) (3.6) (3.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	parents and staff, agree that school to home communication is extremely important. Making sure that parents are notified as soon as possible of their child's absence is a priority, as well as receiving announcements and message in their home language. **Scope:** LEA-wide		
3.2	**Action:** Student Recognition and Engagement **Need:** English Learners: • Attendance rate for 2023-2024 is 91.6% • Chronic Absenteeism rate is 33.2% Low Income: • Attendance rate for 2023-2024 is 91.7% • Chronic Absenteeism rate is 37% • Dropout rate is 1 student • Suspension rate is 3.9% Foster Youth: • Chronic Absenteeism rate is 23.1% • Suspension rate is 8.7% Feedback from Educational Partners continue to recommend systems that provide recognition for students who improve in attendance and behavior. Recommended rewards included tangible items, special activities, and incentive field trips.	Access to tangible incentives and rewards for unduplicated students is intended to increase their desire to engage in positive school behavior, and increase their attendance. We expect these incentives and rewards to promote increase attendance and decrease chronic absenteeism, as well as reduce suspension rates for unduplicated students. These actions will be provided on a district wide basis because all students can benefit from improving opportunities for all students to receive rewards and incentives to create a positive climate.	(3.6) (3.7) (3.8) (3.9) (3.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.3	**Action:** Community Outreach Team **Need:** English Learners: • Attendance rate for 2023-2024 is 91.6% • Chronic Absenteeism rate is 33.2% Low Income: • Attendance rate for 2023-2024 is 91.7% • Chronic Absenteeism rate is 37% • Dropout rate is 1 student • Suspension rate is 3.9% Foster Youth: • Chronic Absenteeism rate is 23.1% • Suspension rate is 8.7% Parent Data: • 46.7% Of parents say there are many opportunities to participate in decision making • 33.3% of parents strongly agree that the district values their opinion Feedback from Educational Partners confirms that the services of the Community Outreach team are an important component to helping reduce truancy and to encourage positive behaviors on campus.	The community outreach team will work with students, parents, and staff to provide strategies to families to increase attendance and decrease chronic absenteeism. Helping unduplicated students make positive behavior choices will lower suspension rates for low income, foster youth, and English Learners. The team will also promote parent participation for unduplicated students. We expect this action to increase attendance rates, lower chronic absenteeism and suspension rates for unduplicated students. These actions will be provided on a district wide basis because all students and parents can benefit from opportunities to improve in these areas.	(3.1) (3.2) (3.3) (3.4) (3.5) 3.6) (3.7) (3.9) (3.10) (3.11) (3.12) (3.13)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.4	**Action:** Improved School Climate **Need:** English Learners: • Attendance rate for 2023-2024 is 91.6% • Chronic Absenteeism rate is 33.2% Low Income: • Attendance rate for 2023-2024 is 91.7% • Chronic Absenteeism rate is 37% • Dropout rate is 1 student • Suspension rate is 3.9% Foster Youth: • Chronic Absenteeism rate is 23.1% • Suspension rate is 8.7% Feedback from Educational Partners, especially classroom teachers, administrators, and parents, recommend continuing the use of Alternative Placement instead of suspension. The Student Intervention Facilitators have been a key factor in helping students to make better choices, and they have built relationships that encourage students to attend on a regular basis. **Scope:** LEA-wide	English Learners, Low Income, and Foster Youth will benefit from individualized support leading to good decision making, an increased desire to attend school, and the benefits of forming personal relationships to increase their perception of school connectedness. The supports provided through the Alternative Placement Programs and working with the SIFs is expected to decrease suspension rates, as well as increase attendance for our unduplicated students. These actions will be provided on a district wide basis because all students can benefit from opportunities to improve with the assistance from the program.	(3.6) (3.7) (3.9) (3.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	**Action:** Positive Playground Activities **Need:** English Learners: • Attendance rate for 2023-2024 is 91.6% • Chronic Absenteeism rate is 33.2% Low Income: • Attendance rate for 2023-2024 is 91.7% • Chronic Absenteeism rate is 37% • Dropout rate is 1 student • Suspension rate is 3.9% Foster Youth: • Chronic Absenteeism rate is 23.1% • Suspension rate is 8.7% District Data: • 29% of students reported they felt they belonged when they were at school Feedback from Educational Partners recommends the continuance of this action to continue providing activities to engage students, and to promote collaboration and positive interactions between students. **Scope:** Schoolwide	Low Income, English Learners, and Foster Youth will have directed, positive interactions on the playground to reduce inappropriate behaviors and promote positive engagement and relationships with other students. We expect these actions to significantly increase attendance and decrease chronic absenteeism and suspension rates for low income, foster youth, and English Learners. These actions will be provided on a district wide basis because all students can benefit from positive playground experiences so they can have positive relationships outside the classroom with their peers.	(3.6) (3.7) (3.9) (3.10) (3.11) (3.12) (3.13)
3.6	**Action:** Extended Day Activities **Need:**	Unduplicated students will have opportunities to receive homework assistance, participate in a variety of clubs, activities, field trips, and be	(3.6) (3.7) (3.8) (3.9) (3.10) (3.11) (3.12) (3.13) (2.20)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners: • Attendance rate for 2023-2024 is 91.6% • Chronic Absenteeism rate is 33.2% Low Income: • Attendance rate for 2023-2024 is 91.7% • Chronic Absenteeism rate is 37% • Dropout rate is 1 student • Suspension rate is 3.9% Foster Youth: • Chronic Absenteeism rate is 23.1% • Suspension rate is 8.7% District Data: • 29% of students reported they felt they belonged when they were at school Educational Partners recommend providing extracurricular activities to encourage attendance and improved academic performance, increased student engagement and connectedness, as well as reducing unwanted behaviors and suspensions. Staff and administrators requested that 6th grade students be allowed to join Junior High sports teams to begin building rapport for the coming year. **Scope:** LEA-wide	involved in team sports after school, during intersession periods, and in the summer. This action will increase opportunities for participation by unduplicated students, who may not have the financial means to participate outside the school setting. We expect these actions to significantly increase attendance and decrease chronic absenteeism and suspension rates for low income, foster youth, and English Learners. These actions will be provided on a district wide basis because all students can benefit from extended day activities to encourage student engagement during and after school.	
3.7	**Action:** Health Services	Health staff will be able to assist unduplicated students and their families in improving health, understanding when absences are acceptable,	(3.3) (3.6) (3.7) (3.11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: English Learners: • Attendance rate for 2023-2024 is 91.6% • Chronic Absenteeism rate is 33.2% Low Income: • Attendance rate for 2023-2024 is 91.7% • Chronic Absenteeism rate is 37% Foster Youth: • Chronic Absenteeism rate is 23.1% Feedback from Educational Partners recommends continuing to provide nursing services to all campuses, and to increase that service whenever possible. **Scope:** LEA-wide	and working with them to receive additional care outside of the school setting. We expect these actions to significantly increase attendance and decrease chronic absenteeism for low income, foster youth, and English Learners. These actions will be provided on a district wide basis because all students can benefit from these services.	
3.8	**Action:** Transportation **Need:** English Learners: • Attendance rate for 2023-2024 is 91.6% • Chronic Absenteeism rate is 33.2% Low Income: • Attendance rate for 2023-2024 is 91.7% • Chronic Absenteeism rate is 37% • Dropout rate is 1 student • Suspension rate is 3.9% Foster Youth:	These additional routes will provide reliable transportation for unduplicated students who live in previously designated walking distances from their home school. In addition to increasing attendance, this action also increases the safety of students who might otherwise walk to school due to a lack of reliable transportation. We expect these actions to significantly increase attendance, decrease chronic absenteeism, and promote school connectedness for low income, foster youth, and English Learners.	(3.6) (3.7) (3.8) (3.13)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Chronic Absenteeism rate is 23.1% • Suspension rate is 8.7% District Data: • 29% of students reported they felt they belonged when they were at school Feedback from Educational Partners recommends the planned expansion of bus routes. Parents specifically request this action to help ensure their students have a safe way to get to school when they are unable to transport themselves. **Scope:** LEA-wide	These actions will be provided on a district wide basis because all students can benefit from these services.	
3.9	**Action:** School Connectedness **Need:** English Learners: • Attendance rate for 2023-2024 is 91.6% • Chronic Absenteeism rate is 33.2% Low Income: • Attendance rate for 2023-2024 is 91.7% • Chronic Absenteeism rate is 37% • Dropout rate is 1 student • Suspension rate is 3.9% Foster Youth: • Chronic Absenteeism rate is 23.1% • Suspension rate is 8.7% District Data	Many students, especially unduplicated students, cannot afford to purchase school merchandise. This often leads to feeling left out during school-wide spirit days. We expect these actions to significantly increase attendance, decrease chronic absenteeism, and promote school connectedness for low income, foster youth, and English Learners by increasing their perception of connectedness and belonging. These actions will be provided on a district wide basis because all students can benefit from this initiative.	(3.6) (3.7) (3.8) (3.13)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• 29% of students reported they felt they belonged when they were at school Educational Partners continue to support this initiative to increase school connectedness, which is expected to lead to decreased absenteeism and suspension rates. **Scope:** LEA-wide		
3.10	**Action:** Elementary PE Program **Need:** English Learners: • Attendance rate for 2023-2024 is 91.6% • Chronic Absenteeism rate is 33.2% Low Income: • Attendance rate for 2023-2024 is 91.7% • Chronic Absenteeism rate is 37% • Dropout rate is 1 student • Suspension rate is 3.9% Foster Youth: • Chronic Absenteeism rate is 23.1% • Suspension rate is 8.7% District Data • 29% of students reported they felt they belonged when they were at school Feedback from Educational Partners	Strategies such as fostering social interactions and promoting cooperative learning during lessons will particularly benefit Low Income, Foster Youth and English Learners to promote a sense of connectedness along with improving their overall physical and mental well being. We expect these actions to significantly decrease absenteeism and suspension rates for unduplicated students. These actions will be provided on a district wide basis at all elementary campuses because all students will benefit from opportunities to improve their physical health, mental well being, and engagement.	(3.6) (3.7) (3.8) (3.13)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	recommends continuing the support Elementary PE Instructional Assistants, and recommend one additional be added to support growing student populations. **Scope:** Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Services to English Learners (EL) and Long-Term English Leaners (L-TEL) **Need:** English Learners and Long-Term English Learners continue to be below state standard benchmarks. The achievement gap between these students and all students continues to be significant. - 92.5 points below standard on the CAASPP ELA assessment - Only 21% of K-1 students scored at or above the benchmark on the Star Early Literacy Test	We expect these actions to significantly improve academic assessment scores, English Learner Proficiency Indicators (ELPI), and reclassification rates of English Learners.	(1.1) (1.2) (1.3) (1.4) (1.5) (1.6) (1.7) (1.8) (1.9) (1.10) (1.11) (1.12) (1.13) (1.14) (2.10) (2.12) (2.13)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	- 2nd and 3rd grade students averaged an Instructional Reading Level of only 0.8, less than a 1st grade reading level - Average 3rd-6th grade IRL of 1.9, 1.6 points lower than all students - Average 7th-8th grade IRL of 3.2, 2.1 points lower than all students - 120 points below standard on the CAASPP Math assessment - Average percentage of K-3 students at or above the benchmark on the Star Early Math test was 21.8% - Reclassification Rate has only rose 1% each year over the past 3 years - Less than 15% of students scored a Level 4 on the 2023-2024 ELPAC Feedback from Educational Partners, including teachers, administraators, parents, and community members, recommend Implementing a screening/progress monitoring instrument to help formation of small groups during designated ELD, and to increase the local measures used to track student progress and proficiency. **Scope:** 　Limited to Unduplicated Student Group(s)		
2.8	**Action:** Camp KEEP **Need:** Low Income, English Learners, and Foster Youth often cannot afford the cost to attend	We expect these actions to significantly improve access to a broad course of student,as well as academic achievement for low income, foster youth, and English Learners.	(2.12) (2.13) (2.17) (2.21)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Camp KEEP, which averages $380 per student. They also lack the financial community base to attempt fundraising events within their neighborhoods or families. This leaves most low income, English learners, and foster youth without the financial means to attend. Feedback from Educational Partners including parents, staff, and community members, agree that this action provides a much needed service to our unduplicated students and their families. **Scope:** Limited to Unduplicated Student Group(s)	This action also helps meet the financial burden on families of Low Income, Foster Youth and English Learners for the cost to attend camp.	

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

N/A

Additional Concentration Grant Funding

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

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, 9, 10, 11, 14, 15; Goal 2 - Actions 2, 3, 4, 5, 6, 7; Goal 3 - Actions 3, 4, 5, 6, 7, 8)

Funding will also be used to increase services by staff:

* maintain teaching staff positions for Class Size Reduction which would be eliminated due to other   decreased funding sources (Goal 1, Action 1)
* add one PE Instructional Aide (Goal 1, Action 2)
* maintain 4 full-time custodian positions (Goal 2, Action 7)
* retain increased staffing that would be eliminated due to other decreased funding sources (Goal 3,   Action 5)
* 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	Elementary Schools 1:12 Junior High School 1:33
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary Schools 1:18 Junior High School 1:20

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	19,246,598	8,702,791	45.217%	0.000%	45.217%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,863,056.47	$3,735,441.33	$0.00	$540,743.12	$13,139,240.92	$9,962,280.92	$3,176,960.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren Kindergarten through 3rd Grade	2024-2027	$2,133,538.04	$0.00	$2,133,538.04				$2,133,538.04	
1	1.2	Grade Level Lead Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$54,000.00	$2,000.00	$56,000.00				$56,000.00	
1	1.3	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$301,686.60	$32,692.00	$334,378.60				$334,378.60	
1	1.4	Services to English Learners (EL) and Long-Term English Leaners (L-TEL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$703,094.06	$10,600.00	$573,533.73			$140,160.33	$713,694.06	
1	1.5	Summer Enrichment/STEM	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$40,639.86	$5,000.00	$45,639.86				$45,639.86	
1	1.6	Inclusion	Students with Disabilities	No			All Schools	2024-2027	$0.00	$2,000.00		$2,000.00			$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.7	Academic Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$17,278.72	$1,000.00	$18,278.72				$18,278.72	
1	1.8	Academic Technology Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$9,000.00	$9,000.00				$9,000.00	
1	1.9	Math Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$103,015.84	$90,000.00	$193,015.84				$193,015.84	
1	1.10	Reading Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$501,973.35	$25,000.00	$375,437.90			$151,535.45	$526,973.35	
1	1.11	Classroom Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren	2024-2027	$967,364.61	$0.00	$358,917.77	$359,399.50		$249,047.34	$967,364.61	
1	1.12	Supplemental ELA and Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$31,823.15	$214,000.00	$245,823.15				$245,823.15	
1	1.13	Professional Learning Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$14,000.00	$14,000.00				$14,000.00	
1	1.14	Kindergarten Summer Bridge Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren Kindergarten	2024-2027	$10,900.00	$1,050.00	$11,950.00				$11,950.00	
2	2.1	Technology Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$0.00	$251,000.00	$251,000.00				$251,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.2	Social Emotional and Positive Behavior Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$612,461.89	$813,000.00	$380,501.68	$1,044,960.21			$1,425,461.89	
2	2.3	New Teacher Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$79,436.31	$0.00	$79,436.31				$79,436.31	
2	2.4	Music Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$258,883.65	$59,000.00	$298,495.02	$19,388.63			$317,883.65	
2	2.5	Electives	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Junior High 7th-8th	2024-2027	$259,387.11	$9,000.00	$268,387.11				$268,387.11	
2	2.6	Technology Oversight	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$157,176.56	$0.00	$157,176.56				$157,176.56	
2	2.7	Custodians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$335,499.26	$0.00	$335,499.26				$335,499.26	
2	2.8	Camp KEEP	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren 6th Grade	2024-2027	$11,042.86	$88,250.00	$99,292.86				$99,292.86	
3	3.1	Student Data Systems/Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$77,000.00	$77,000.00				$77,000.00	
3	3.2	Student Recognition and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$44,660.00	$44,660.00				$44,660.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Community Outreach Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$636,938.55	$53,350.00	$321,855.87	$368,432.68			$690,288.55	
3	3.4	Improved School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$808,708.29	$8,000.00	$816,708.29				$816,708.29	
3	3.5	Positive Playground Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren TK-6th	2024-2027	$857,136.49	$6,396.00	$225,083.11	$638,449.38			$863,532.49	
3	3.6	Extended Day Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$29,259.67	$1,309,257.00	$76,259.67	$1,262,257.00			$1,338,516.67	
3	3.7	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$572,825.58	$3,250.00	$535,521.65	$40,553.93			$576,075.58	
3	3.8	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$326,740.00	$0.00	$326,740.00				$326,740.00	
3	3.9	School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$39,660.00	$39,660.00				$39,660.00	
3	3.10	Elementary PE Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: North Beardsley, Beardsley Elementary, San Lauren	2024-2027	$151,470.47	$8,795.00	$160,265.47				$160,265.47	

2024-25 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
19,246,598	8,702,791	45.217%	0.000%	45.217%	$8,863,056.47	0.000%	46.050 %	**Total:**	$8,863,056.47
								LEA-wide Total:	$5,032,088.38
								Limited Total:	$672,826.59
								Schoolwide Total:	$3,158,141.50

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**	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren Kindergarten through 3rd Grade	$2,133,538.04	
1	**1.2**	Grade Level Lead Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,000.00	
1	**1.3**	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$334,378.60	
1	**1.4**	Services to English Learners (EL) and Long-Term English Leaners (L-TEL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$573,533.73	
1	**1.5**	Summer Enrichment/STEM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,639.86	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Academic Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,278.72	
1	1.8	Academic Technology Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	
1	1.9	Math Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$193,015.84	
1	1.10	Reading Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$375,437.90	
1	1.11	Classroom Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren	$358,917.77	
1	1.12	Supplemental ELA and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$245,823.15	
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 Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren Kindergarten	$11,950.00	
2	2.1	Technology Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$251,000.00	
2	2.2	Social Emotional and Positive Behavior Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$380,501.68	
2	2.3	New Teacher Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$79,436.31	
2	2.4	Music Program	Yes	LEA-wide	English Learners Foster Youth	All Schools	$298,495.02	

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			
2	2.5	Electives	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Junior High 7th-8th	$268,387.11	
2	2.6	Technology Oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$157,176.56	
2	2.7	Custodians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$335,499.26	
2	2.8	Camp KEEP	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren 6th Grade	$99,292.86	
3	3.1	Student Data Systems/Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,000.00	
3	3.2	Student Recognition and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,660.00	
3	3.3	Community Outreach Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$321,855.87	
3	3.4	Improved School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$816,708.29	
3	3.5	Positive Playground Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren TK-6th	$225,083.11	
3	3.6	Extended Day Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,259.67	
3	3.7	Health Services	Yes	LEA-wide	English Learners Foster Youth	All Schools	$535,521.65	

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			
3	3.8	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$326,740.00	
3	3.9	School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,660.00	
3	3.10	Elementary PE Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: North Beardsley, Beardsley Elementary, San Lauren	$160,265.47	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,332,472.00	$11,000,637.05

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	$42,865.00	$44,622.15
1	1.2	Elementary Physical Education Instruction	Yes	$125,218.00	$120,203.52
1	1.3	Library Services	Yes	$285,673.00	$314,184.24
1	1.4	Services to English Learners	Yes	$561,962.00	$512,298.49
1	1.5	Summer Enrichment / STEM	Yes	$49,218.00	$45,717.66
1	1.6	Inclusion	No	$2,000.00	0
1	1.7	Academic Enrichment Opportunities	Yes	$17,795.00	$16,382.46
1	1.8	Site Tech Support	Yes	$9,000.00	$10,871.31
1	1.9	Math Intervention Programs	Yes	$245,403.00	$122,427.58
1	1.10	Reading Intervention Programs	Yes	$167,147.00	$357,969.18
1	1.11	Classroom Support	Yes	$319,354.00	$344,662.31

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Supplemental Math, ELA, and ELD materials	Yes	$125,000.00	$128,282.61
1	1.13	Professional Learning Support	Yes	$14,000.00	0
1	1.14	Kindergarten Summer Bridge	Yes	$5,000.00	$2,992.73
1	1.15	Grade Level Lead Teachers	Yes	$47,000.00	$66,117.58
1	1.16	Student Success Team	Yes	$25,560.00	0
2	2.1	Technology Infrastructure	Yes	$280,000.00	$162,481.37
2	2.2	Social Emotional and Positive Behavior Support	Yes	$890,858.00	$658,236.90
2	2.3	New Teacher Professional Development	Yes	$73,464.00	$72,900.00
2	2.4	Music Program	Yes	$259,482.00	$319,271.63
2	2.5	Electives	Yes	$387,797.00	$248,088.53
2	2.6	Technology Oversight	Yes	$142,999.00	$151,958.13
2	2.7	Custodial Staff	Yes	$306,704.00	$318,013.46
2	2.8	Camp KEEP	Yes	$98,747.00	$94,040.61

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	3.1	Student Data Systems / Parent Communication	Yes	$58,400.00	$76,710.05
3	3.2	Student Recognition and Engagement	Yes	$55,000.00	$33,965.89
3	3.3	Community Outreach Team	Yes	$412,216.00	$443,714.59
3	3.4	School Climate	Yes	$721,988.00	$806,901.91
3	3.5	Positive Playground Activities	Yes	$193,645.00	$212,116.32
3	3.6	Extended day Activities	Yes	$128,224.00	$70,424.98
3	3.7	Health Services	Yes	$489,779.00	$474,257.44
3	3.8	Class Size Reduction	Yes	$4,449,234.00	$4,732,595.98
3	3.9	Transportation	Yes	$291,740.00	0
3	3.10	School Connectedness	Yes	$50,000.00	$38,227.44

2023-24 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)
$8,710,989	$11,330,472.00	$10,927,737.05	$402,734.95	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Printed supplemental materials for the classroom	Yes	$42,865.00	44622.15		
1	1.2	Elementary Physical Education Instruction	Yes	$125,218.00	120203.52		
1	1.3	Library Services	Yes	$285,673.00	314184.24		
1	1.4	Services to English Learners	Yes	$561,962.00	512298.49		
1	1.5	Summer Enrichment / STEM	Yes	$49,218.00	45717.66		
1	1.7	Academic Enrichment Opportunities	Yes	$17,795.00	16382.46		
1	1.8	Site Tech Support	Yes	$9,000.00	10871.31		
1	1.9	Math Intervention Programs	Yes	$245,403.00	122427.58		
1	1.10	Reading Intervention Programs	Yes	$167,147.00	357969.18		
1	1.11	Classroom Support	Yes	$319,354.00	344662.31		
1	1.12	Supplemental Math, ELA, and ELD materials	Yes	$125,000.00	128282.61		
1	1.13	Professional Learning Support	Yes	$14,000.00	0		
1	1.14	Kindergarten Summer Bridge	Yes	$5,000.00	2992.73		

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	1.15	Grade Level Lead Teachers	Yes	$47,000.00	66117.58		
1	1.16	Student Success Team	Yes	$25,560.00	0		
2	2.1	Technology Infrastructure	Yes	$280,000.00	162481.37		
2	2.2	Social Emotional and Positive Behavior Support	Yes	$890,858.00	658236.90		
2	2.3	New Teacher Professional Development	Yes	$73,464.00	0		
2	2.4	Music Program	Yes	$259,482.00	319271.63		
2	2.5	Electives	Yes	$387,797.00	248088.53		
2	2.6	Technology Oversight	Yes	$142,999.00	151958.13		
2	2.7	Custodial Staff	Yes	$306,704.00	318013.46		
2	2.8	Camp KEEP	Yes	$98,747.00	94040.61		
3	3.1	Student Data Systems / Parent Communication	Yes	$58,400.00	76710.05		
3	3.2	Student Recognition and Engagement	Yes	$55,000.00	33965.89		
3	3.3	Community Outreach Team	Yes	$412,216.00	443714.59		
3	3.4	School Climate	Yes	$721,988.00	806901.91		
3	3.5	Positive Playground Activities	Yes	$193,645.00	212116.32		
3	3.6	Extended day Activities	Yes	$128,224.00	70424.98		
3	3.7	Health Services	Yes	$489,779.00	474257.44		
3	3.8	Class Size Reduction	Yes	$4,449,234.00	4732595.98		
3	3.9	Transportation	Yes	$291,740.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.10	School Connectedness	Yes	$50,000.00	38227.44		

2023-24 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)
$19,392,046	$8,710,989	10.98	55.900%	$10,927,737.05	0.000%	56.352%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

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

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o 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.

    o Indicate the school year to which the baseline data applies.

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

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

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

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **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.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

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

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

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

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

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

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

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

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

- **5. Total Planned Percentage of Improved Services**

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

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

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

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o 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)**

  - o 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 (%)**

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

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

  - o 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)**

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o 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)**

  - o 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)**

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

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

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

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

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