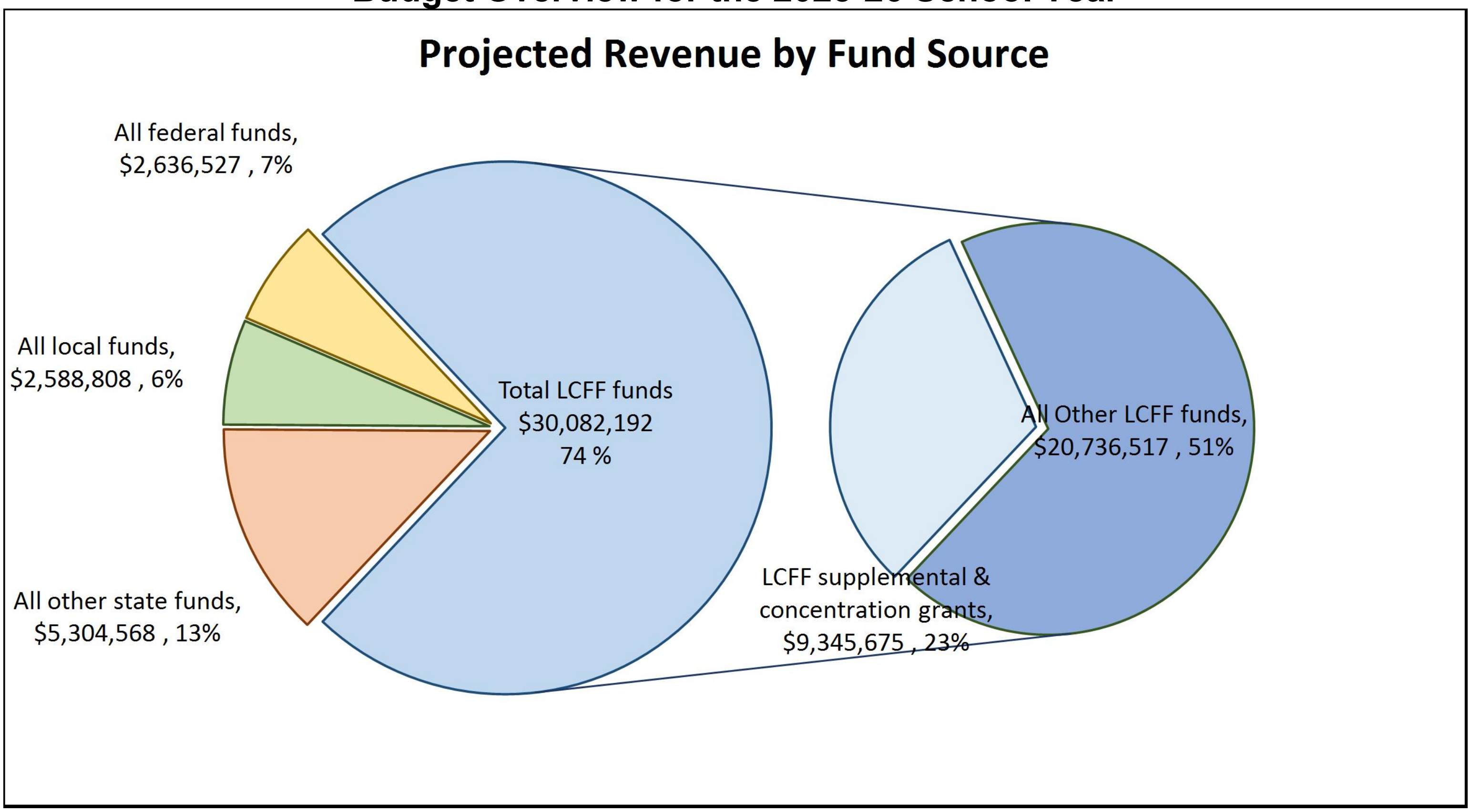
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Beardsley Elementary School District
CDS Code: 15633390000000
School Year: 2025-26
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 2025-26 School Year

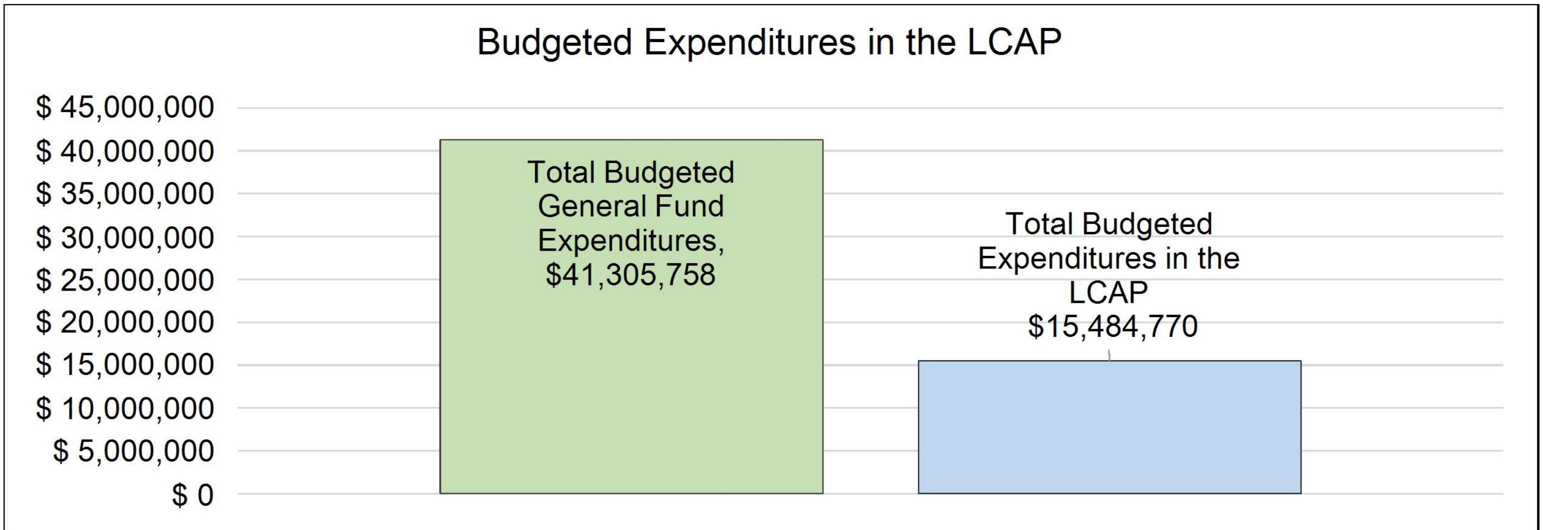


This chart shows the total general purpose revenue Beardsley Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Beardsley Elementary School District is $40,612,095, of which $30,082,192 is Local Control Funding Formula (LCFF), $5,304,568 is other state funds, $2,588,808 is local funds, and $2,636,527 is federal funds. Of the $30,082,192 in LCFF Funds, $9,345,675 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Beardsley Elementary School District plans to spend $41,305,758 for the 2025-26 school year. Of that amount, $15,484,770 is tied to actions/services in the LCAP and $25,820,988 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

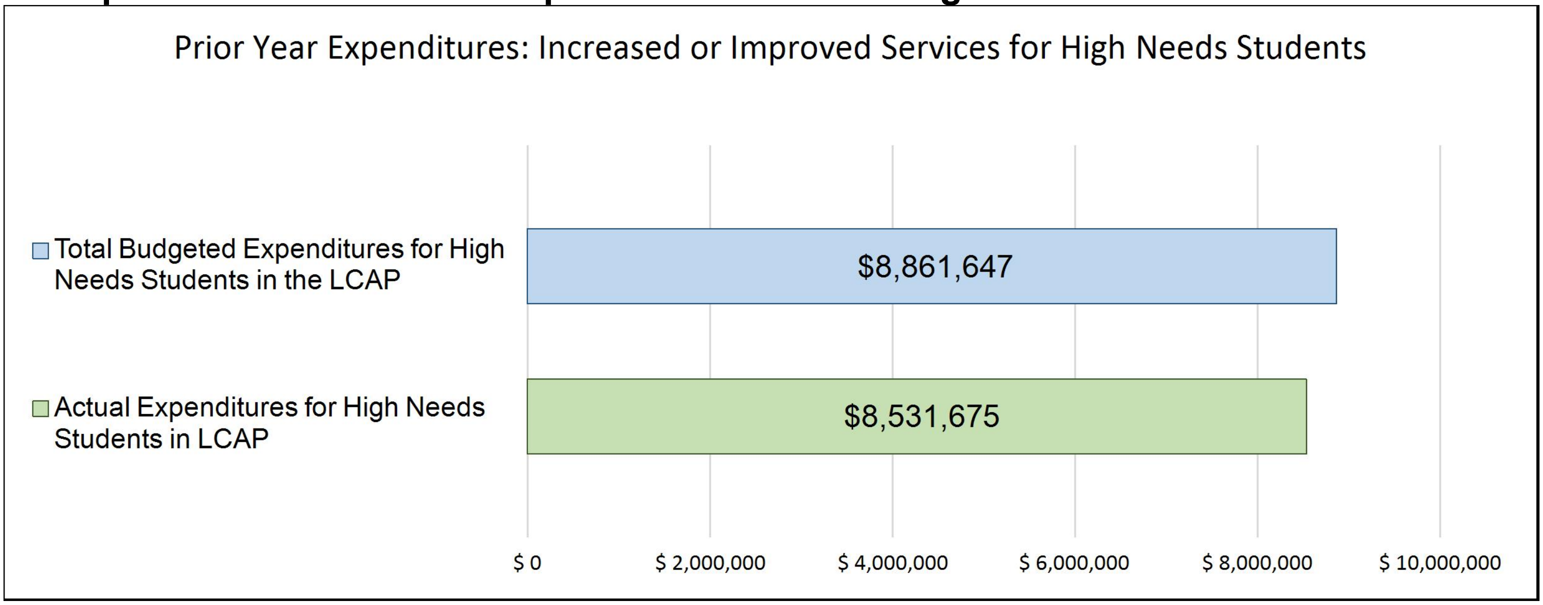
General fund expenses not included in the LCAP support classroom instruction, technology, facilities and other ancillary services, The LCAP allocations provide additional services and materials to meet the needs of district programs and goal

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

In 2025-26, Beardsley Elementary School District is projecting it will receive $9,345,675 based on the enrollment of foster youth, English learner, and low-income students. Beardsley Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Beardsley Elementary School District plans to spend $9,854,600 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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 2024-25, Beardsley Elementary School District's LCAP budgeted $8,861,647 for planned actions to increase or improve services for high needs students. Beardsley Elementary School District actually spent $8,531,675 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $329,972 had the following impact on Beardsley Elementary School District’s ability to increase or improve services for high needs students:

During the 2024-25 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.

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 [2025-26]

General Information

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

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%.

San Lauren Elementary, Beardsley Elementary, and North Beardsley Elementary within the Beardsley School District received Equity Multiplier funding.

Reflections: Annual Performance

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

Current 2023-2024 academic year.
Beardsley Elementary, San Lauren Elementary, and North Beardsley Elementary are receiving Equity Multiplier funds.

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:
2022-2023 English Language Arts:

- 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
- 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
- No student subgroups at San Lauren Elementary received the lowest performance level of “red” on the ELA CAASPP.
- 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

2023-2024 English Language Arts:

- All K-1 teachers participated in Science of Reading training as part of a 4-year professional development plan.
- Articulate BE SOR implementations:
- Utilize structured literacy
- Implement walk to learn - a campus wide differentiated instruction per grade level; each grade will receive core (Tier I), strategic (Tier II), intesive (Tier III)
- Purchas new Tier II intervention curriculum
- Collect and analyze universal screener data
- 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:
- African Americans at 96.3 below standard, increased by 2.4

- English Learners at 91.3 points below standard, maintaining with a slight increase 1.2 points
- Socioeconomically Disadvantaged at 76.3 points below standard, a decline of 3.4 points
- Students with Disabilities at 140.6 points below standard, a decline of 2.7 points
- White at 71 points below standard, declining 3.4 points
- Hispanic at 77.5 points below standard, maintaining with a slight decrease of 4.3 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 98.7 points below standard, maintaining with a decrease of 7.1 points
- Students with Disabilities at 148.2 points below standard, declining 14.4 points
- Hispanic at 108.8 points below standard, maintaining with a slight decline of 11.1 points
- The following subgroups at North Beardsley received the lowest performance level of “Orange” on the ELA CAASPP:
- English Learners at 83.5 points below standard, maintaining with a decrease of 12.5 points
- Students with Disabilities at 134.9 points below standard, maintaining with a increase of 13.5 points
- The following subgroups at the Beardsley Junior High received the lowest performance level of “red on the ELA CAASPP:
- English Learners at 99.7 points below standard, declining 3.2 points
- Students with Disabilities at 156.3 points below standard, declining 10 points
- Longer Term English Learners at 139.6 below standard which is year 1 baseline

2022-2023 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

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

The district currently has Learning Recovery Emergency Block Grant (LREBG) funds that will be included in the 2025-26 LCAP.

As part of the 2025-26 LCAP, Beardsley School District has designed the following action to be funded with Learning Recovery Emergency Block Grant (LREBG) funds: Action 2.2 Social Emotional and Positive Behavior Support. This action has been prioritized based on the findings of the district's required needs assessment, which identified all schools in the district as having very high chronic absenteeism rate, for all student groups. This action aligns with the allowable uses of LREBG fund, specifically: providing evidence-based supports to address other barriers to learning such as the provision of health, counseling, or mental health services. This action will fund five school social workers to address the social emotional needs of students.

The role of Social Workers in the school setting is supported by extensive research, including Mahoney, Durlak, and Weissberg, (2018) which found that social emotional learning has a tremendous impact on academic growth in the long-term.

To measure the impact of this investment, the district will monitor student progress using Metric 2.27 Chronic Absenteeism, alongside Metric 2.26 Attendance rates, disaggregated by student group. These data points will help evaluate whether social workers improve attendance and chronic absenteeism rates, in alignment with the district's LCAP goals and the intended outcomes of the LREBG.

Reflections: Technical Assistance

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

In 2023 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. The district is in year 2 monitoring.

- 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 initiatives will be implemented to encourage positive behavior and a sense of school community (Goal 3, Actions 2, 5, 6, and 9)

The district became eligible for Technical Assistance in 2024 for the Long-Term English Learner student group in the areas of suspension rates and CAASPP scores.

- LTEL Suspension Support
- BSD will utilize Goals 2.3 (social emotional learning), and metric 2.2 (school social workers) to layer student behavior services to reduce LTEL suspension rates.
- LTEL CAASPP Support
- BSD will utilize Goals 1.4, 1.9, 1.10 to layer intervention supports for LTEL students to improve their CAASPP scores.

Comprehensive Support and Improvement

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

Schools Identified

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

none

Support for Identified Schools

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

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.
Equity Multiplier	Educational Partner engagement will be held twice a year in conjunction with DAC/DELAC where staff and community will discuss success and challenges in English Language Arts with a focus on early literacy. Staff and community will discuss data and identify factors contributing to the annual outcomes. Funding is reserved explicitly for Beardsley Elementary, North Beardsley Elementary, and San Lauren Elementary. EM Meetings will be held twice a year were staff and community will discuss ELA progress and provide feedback. These meetings are public and will be online to promote community participation. DAC/DELAC Meetings: Held on November 15, 2024; January 23,2025; and May 22,2025. These meetings are open to the public, and at least one parent from each campus is invited to participate EM discussion. Attendees were provided an update to the purpose of EM funding and added position and services to support elementary subgroup. All education partners agreed to focus on foundations of literacy.

Educational Partner(s)	Process for Engagement
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.
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)

Goal 4 Equity Multiplier - Exclusive funding for Beardsley Elementary, North Beardsley Elementary, and San Lauren Elementary

Action 4.1 Professional Development in Literacy / ELD
- Professional development that focuses on early literacy utilizing Science of Reading components such as phonic, phonemic awareness, automaticity, vocabulary, and reading and comprehension.

- Professional development that focuses on English Language Development to increase effect of EL instruction within designated and integrated EL practices.

Action 4.2 ELA Intervention Curriculum/Program

- Purchase of effective reading intervention curriculum that provides diagnostic information to identify and assist students with their deficiencies in ELA.

Action 4.3 Curriculum Coordinator

- A coordinator to support and improve curriculum and instruction with focus in early literacy.

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) LTEL (Long Term English Learner) 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	2023-2024 California Dashboard ELA Performance (DFS) District Level All Students (red) -74.5 AA (red) -96.3 EL (red) -91.3 H(red) -77.5 LTEL (red) -139.2* LI(red) -76.3 SWD (red) -140.6 FY (yellow) -67.1 TM (yellow) -37.9 W (red) -71 Beardsley Elementary School		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 LTEL -119.2* 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	2023-2024 California Dashboard ELA Performance (DFS) District Level All Students (red) -3.7 AA (red) +2.4 EL (red) +1.2 H(red) -4.3 LI(red) -3.3 SWD (red) -2.7 FY (yellow) +4.8 TM (yellow) +3 W (red) -3.4 Beardsley Elementary School All Students (red) -6.9 H (red) -11.1 LI (red) -7.1

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	All Students (red) -98.2 H (red) -108.8 LI (red) -98.7 SWD (no color) -148.2 North Beardsley Elementary EL (orange) -83.5 SWD (orange) -134.9 Beardsley Junior High ELs (red) -99.7 LTEL (red) -139.6* SWD (red) -156.3 *New group - Baseline is in year 1		H (orange) -84.7 LI (yellow) -68.6 SWD -128.2 North Beardsley Elementary EL (orange) - 84.7 SWD (orange) -135.4 Beardsley Junior High EL (orange) -83.5 LTEL -119.6* SWD (orange) -145.3 *New group - Baseline is in year 1	SWD (no color) -14.4 North Beardsley Elementary EL (orange) +12.5 SWD (orange) +13.5 Beardsley Junior High ELs (red) -3.2 SWD (red) -10
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)	2023-24 Spring Star Early Literacy Kindergarten: All Students 35% AA 38% EL 21% H 31% LI 35% SWD 22% FY 0% TM 44% W 40%	2024-25 Spring Star Early Literacy Kindergarten: All Students 31% AA 8% EL 18% H 30% LI 31% SWD 25% FY 0% TM 25% W 39%		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%	2024-25 Spring Star Early Literacy Kindergarten: All Students -4% AA -30% EL -3% H -1% LI -4% SWD 3% FY 0% TM -19% W -1%

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)	1st Grade All Students 32% AA 44% EL 21% H 26% LI 31% SWD 13% FY 0% TM 75% W 41%	1st Grade All Students 49% AA 58% EL 43% H 50% LI 49% SWD 32% FY 100% TM 50% W 44%		1st Grade All Students 52% AA 64% EL 41% H 46% LI 51% SWD 23% FY 20% TM 80% W 61%	1st Grade All Students 17% AA 14% EL 22% H 24% LI 18% SWD 19% FY 100% TM -25% W 3%
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	2024-2025 Spring Star Reading 2nd Grade: All Students 0.4 AA (-0.5) EL (-0.7) H 0.4 LI 0.4 SWD (-0.8) FY 0.9 TM (2.1) W 0.4 3rd Grade: All Students 2 AA 1.3 EL 0.3 H 1.9 LI 2 SWD 0.9 FY 0 TM 1.9 W 2.4		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	2024-2025 Spring Star Reading 2nd Grade: All Students -0.4 AA -0.6 EL -1.0 H -0.4 LI -0.4 SWD 0 FY 0.9 TM 2.6 W -0.7 3rd Grade: All Students -0.3 AA -1.0 EL -1.0 H 0.1 LI -0.2 SWD -0.2 FY 0 TM -0.9 W -0.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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	4th Grade: All Students 2.9 AA 3 EL 0.4 H 2.4 LI 2.9 SWD 1.6 FY 7 TM 2.9 W 3.7 5th Grade: All Students 3.7 AA 2 EL 1.9 H 3.7 LI 3.7 SWD 2.4 FY 1.2 TM 1.9 W 4 6th Grade: All Students 4.6 AA 4.1 EL 2.1 H 4.4 LI 4.6 SWD 3.1 FY 6.7 TM 5.9 W 4.8 7th Grade: All Students 5.1 AA 5.4 EL 2.7		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 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	4th Grade: All Students 0.2 AA 2.2 EL -1.2 H -0.4 LI 0.2 SWD 0.8 FY 7 TM 3.9 W 0.5 5th Grade: All Students 0.2 AA -2 EL 0.5 H 0.5 LI 0.2 SWD 1.4 FY 1.2 TM -3.1 W 0.6 6th Grade: All Students 0.2 AA -0.4 EL -0.7 H 0.2 LI 0.2 SWD 0.4 FY 6.7 TM -0.5 W 0.5 7th Grade: All Students 0.2 AA 1.1 EL -0.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 EL 3.4 H 5.4 LI 5.6 SWD 3.3 FY 0 TM 6.6 W 6.0	H 4.8 LI 5 SWD 3.4 FY 5.4 TM 6.6 W 5.2 8th Grade: All Students 5.4 AA 4.5 EL 3.5 H 5.3 LI 5.4 SWD 4 FY 0 TM 4.6 W 5.9		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 EL 5.2 H 7.2 LI 7.4 SWD 4.5 FY 7.0 TM 8.4 W 7.8	H 0 LI 0.2 SWD 0.5 FY 5.4 TM 2.3 W -0.1 8th Grade: All Students -0.2 AA 0.3 EL 0.1 H -0.1 LI -0.2 SWD 0.7 FY 0 TM -2.0 W -0.1
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%	2024-2025 Spring Star CBM Reading Kindergarten: 25% 1st Grade: 42% 2nd Grade: 31% 3rd Grade: 43% 4th Grade: 35% 5th Grade: 31% 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%	2024-2025 Spring Star CBM Reading Kindergarten: -8% 1st Grade: 5% 2nd Grade: -6% 3rd Grade: -1% 4th Grade: -4% 5th Grade: -5% 6th Grade: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2024-2025 Spring Star CBM Reading 1st-6th Grade RTI Reading Students 32%		2026-2027 Spring Star CBM Reading 1st-6th Grade Students 60%	2024-2025 Spring Star CBM Reading 1st-6th Grade RTI Reading Students 32%
1.6	8 -Other Student Outcomes Lexile Growth from Fall to Spring in Achieve 3000 Literacy	2023-2024 Spring Achieve 3000 Literacy 7th & 8th Grade RTI Reading Students 130L	2024-2025 Spring Achieve 3000 Literacy 7th & 8th Grade RTI Reading Students 522.74L		2026-2027 Spring Achieve 3000 Literacy 7th & 8th Grade RTI Students 160L	2024-2025 Spring Achieve 3000 Literacy 7th & 8th Grade RTI Reading Students 392.74L
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	2023-2024 California Dashboard Math Performance (DFS) District Level All Students (red) -103.7 AA (red) -136.1 EL (orange) -115.4 LTEL (red) -195.2* H (red) -107 LI (red) -105.9 SWD (red) -158.1 FY (orange) -105.7 TM (orange) -79.3 W(red) -95.3		2025-2026 California Dashboard Math Performance (DFS) District Level All Students (yellow) -59.1 AA (orange) -91.5 EL (yellow) -95 LTEL -165.2* H (yellow) -79.4 LI (yellow) -76.4 SWD (orange) -134.3 FY(yellow) -86.9 TM (yellow) -53.9 W (green) -66.5	2023-2024 California Dashboard Math Performance (DFS) District Level All Students -4.6 AA -21.6 EL +4.5 H -2.6 LI -4.4 SWD -8.8 FY +9.2 TM -0.4 W -3.8 Beardsley Elementary All Students (red) -8.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	Beardsley Elementary All Students (red) -111.3 H (red) -116.8 LI (red) -112.1 SWD (no color) -148.1 Beardsley Junior High All Students (red) -127.8 EL (red) -154.9 LTEL (red) -194.8* H (red) -127.7 LI (red) -130.8 *New group - Baseline is in year 1		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 LTEL -164.8* H (orange) -100.5 LI (orange) -98.5 *New group - Baseline is in year 1	H (red) -3.1 LI (red) -8.5 SWD (red) -9.4 Beardsley Junior High All Students (red) -6.4 EL (red) -3 H (red) -2.2 LI (red) -7.2
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)	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%	2024-2025 Spring Star Math Kindergarten: All Students 20% AA 0% EL 16% H 22% LI 20% SWD 4% FY 0% TM 18% W 21%		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%	2024-2025 Spring Star Math Kindergarten: All Students 20% AA 0% EL 16% H 22% LI 20% SWD 4% FY 0% TM 18% W 21%

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)	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% 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%	1st Grade: All Students 49% AA 18% EL 71% H 56% LI 50% SWD 44% FY 100% TM 50% W 38% 2nd Grade: All Students 28% AA 10% EL 29% H 28% LI 28% SWD 14% FY 33% TM 60% W 30% 3rd Grade: All Students 36% AA 14% EL 29% H 37% LI 38% SWD 25% FY 0% TM 43% W 36% 4th Grade: All Students 36% AA 50%		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% 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%	1st Grade: All Students 10% AA -2% EL 30% H 18% LI 12% SWD 6% FY 100% TM 50% W -6% 2nd Grade: All Students -3% AA 2% EL 8% H 0% LI -2% SWD 4% FY 33% TM 10% W -16% 3rd Grade: All Students 5% AA -11% EL 4% H 9% LI 7% SWD -4% FY 0% TM 43% W 1% 4th Grade: All Students -3% AA 36%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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%	EL 17% H 30% LI 37% SWD 17% FY 50% TM 17% W 43% 5th Grade: All Students 36% AA 0% EL 18% H 38% LI 36% SWD 10% FY 0% TM 25% W 39% 6th Grade: All Students 35% AA 33% EL 13% H 33% LI 34% SWD 13% FY 33% TM 33% W 38% 7th Grade: All Students 25% AA 11% EL 0% H 23% LI 25% SWD 0%		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% 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%	EL -9% H -9% LI -1% SWD -21% FY 50% TM 17% W -5% 5th Grade: All Students 3% AA -50% EL -15% H 6% LI 4% SWD -10% FY 0% TM -42% W 11% 6th Grade: All Students 10% AA 8% EL 6% H 10% LI 8% SWD 8% FY 33% TM 8% W 9% 7th Grade: All Students 8% AA 1% EL 0% H 4% LI 9% SWD 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	FY 0% TM 30% W 29% 8th Grade: All Students 8% AA 0% EL 0% H 0% LI 9% SWD 0% FY 0% TM 0% W 17%		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%	FY 0% TM 30% W 16% 8th Grade: All Students -17% AA 0% EL 0% H -25% LI -16% SWD -17% FY 0% TM -33% W -12%
1.9	8 -Other Student Outcomes % of Students At or Above Spring Star CBM Math Benchmark	2023-2024 Spring Star CBM Math Kindergarten: 41% 1st Grade: 0% 2nd Grade: 8% 3rd Grade: 50%	2024-2025 Spring Star CBM Math Kindergarten: 35% 1st Grade: 48% 2nd Grade: 30% 3rd Grade: 53%		2026-2027 Spring Star CBM Math Kindergarten: 50% 1st Grade: 35% 2nd Grade: 43% 3rd Grade: 65%	2024-2025 Spring Star CBM Math Kindergarten: -6% 1st Grade: 48% 2nd Grade: 22% 3rd Grade: 3%
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	2023-2024 Spring Achieve 3000 Math 7th & 8th Grade RTI Students 0 points *McGraw Hill discontinued this		2026-2027 Spring Achieve 3000 Math 7th & 8th Grade RTI Students 130 points	2023-2024 Spring Achieve 3000 Math 7th & 8th Grade RTI Students 0 points *McGraw Hill discontinued this

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			platform. Student outcomes will rely on STAR Math assessments.			platform. Student outcomes will rely on STAR Math assessments.
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% LI 16.38% SWD 0% FY 0% TM 0% W 23.95%	2023-2024 CAST % Met or Exceeded Standard 5th Grade: All Students 10.31% AA N/A%* EL 0% H 4.07% LI 9.69% SWD 2.63% FY N/A%* TM 25.00% W 15.47% 8th Grade: All Students 12.63% AA 0% EL 0% H 8.47% LI 11.58% SWD 4.35% FY N/A%* TM N/A%* W 22.03% *Student count below 11.		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% AA 10% EL 6% H 21.74% LI 25.38% SWD 6% FY 10% TM 10% W 35.95%	2023-2024 CAST % Met or Exceeded Standard 5th Grade: All Students -3.94% AA -6.67%* EL 0% H -4.33% LI -3.50% SWD -3.82% FY N/A%* TM 25.00% W -9.93% 8th Grade: All Students -4.83% AA 0% EL 0% H -4.27% LI -4.8% SWD 4.35% FY N/A%* TM N/A%* W -1.92% *Student count below 11.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	4E - English Learner Progress % of ELs who make Progress on California Dashboard - ELPI	2022-2023 California Dashboard ELPI Rate 50.3%	2023-2024 California Dashboard ELPI Rate 47.2%		2025-2026 California Dashboard ELPI Rate 60%	2023-2024 California Dashboard ELPI Rate -3.1%
1.13	Reclassification Rate 4F - English Learner Reclassification Rate Local Data	2022-2023 Reclassification Rate 9% as measured from local data.	2023-2024 Reclassification Rate 2.39% as measured from local data.		2025-2026 Reclassification Rate 13%	2023-2024 Reclassification Rate -7.61% as measured from local data.
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% Offer opinions : 0% Adjust language choices according to purpose/ task : 0% Express inferences and conclusions drawn	2024-2025 WeClimb Data Engage in conversations: 0% Use domain-specific vocabulary: 0% Paraphrase key ideas: 0% Engage in written exchanges with peers: 0% Offer opinions : 0% Adjust language choices according to purpose/ task : 0%		2026-2027 WeClimb Data Engage in conversations: 25% Use domain-specific vocabulary: 25% Paraphrase key ideas: 25% Engage in written exchanges with peers: 25% Offer opinions : 25% Adjust language choices according	2024-2025 WeClimb Data Engage in conversations: 0% Use domain-specific vocabulary: 0% Paraphrase key ideas: 0% Engage in written exchanges with peers: 0% Offer opinions : 0% Adjust language choices according to purpose/ task : 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		based on close reading of grade-level texts: 0% Convey word meaning: 0% Retell a story: 0% Share a personal story: 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% *Collected observational data is only relevant to classroom climate and did not contain information related to EL progress.		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%	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%
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 observed and feedback provided in Learning Intentions: 0%	2024-2025 WeClimb Observation Data % of teachers/classrooms observed and feedback provided in Climate: 16% % of teachers/classrooms observed and		2026-2027 WeClimb Observation Data % of teachers observed and feedback provided in Climate: 100% % of teachers observed and feedback provided	2024-2025 WeClimb Observation Data % of teachers/classrooms observed and feedback provided in Climate: 16% % of teachers/classrooms observed and

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

Goal Analysis [2024-25]

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

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

Implementation of Actions

1.1 - Class Size Reduction (CSR): FULLY IMPLEMENTED

For the 2024-2025 school year, staffing 16 CSR positions helped maintain a classroom ratio of 20.8:1 for grades K-3. Research shows smaller class sizes enhance academic performance, especially for minority English Learners and at-risk students. In addition, small class settings provided more opportunities for individual and small-group instruction, as well as increase the time for teachers to individualize student feedback.

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1.2 - Grade Level Lead Teachers: FULLY IMPLEMENTED

Lead staff had several positive accomplishments in the 24-25 academic year:
-maintained regular meetings
-collaborated with grade-level peers in developing
ELA scope and sequence
Assessment schedules
Handwriting curriculum
-improved communication with grade-level peers
-improved teacher efficacy, especially in SOR

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1.3 - Library Services: FULLY IMPLEMENTED

Each school site has a full-time librarian to ensure students have access before, during, and after school. A dedicated campus library will promote literacy for unduplicated students who might not have equal access to public libraries. The library provided a safe space for students who enjoy reading in a quiet environment.

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1.4 - Services to English Learners (EL) and Long-Term English Learners (LTEL): FULLY IMPLEMENTED

North Beardsley EL support increased to full-time, and dashboard data indicated an improvement in student progress from 42.7% to 44.5%. The new EL progress monitoring tool (Online IPT) helps identify a student's proficiency level in each domain. The EL teacher recommends twice-yearly assessments for appropriate data collection and EL student placement.
Bilingual interpreters are available at each campus, as well as at the District Office, to assist with communication between parents and staff.
KCSOS will provide ongoing professional development in Designated and Integrated ELD during the 2025-26 and 2026-27 school year.

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1.5 - Summer Enrichment/STEM: FULLY IMPLEMENTED

BSD hired three teachers and one classified staff to provide reading and math intervention, music, and STEM summer classes. The additional STEM staff should reduce the learning loss rate and improve ELA and math proficiency for the students in attendance.

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1.6 - Inclusion: FULLY IMPLEMENTED

BSD supports inclusive practices for all eligible students. This funding is specific for professional development to expand inclusive practices. Two teachers were sent to the California of Resource and Special Educators (CARS+) conference to broaden their professional knowledge in topics such as inclusion, SEL, and behavioral support.

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1.7 - Academic Enrichment Opportunities: FULLY IMPLEMENTED

Students have opportunities to participate in activities such as Science Fair, Oral Language, Battle of the Books, and Knowledge Bowl. These activities can enhance the academic growth of participating students while increasing their reading and math skills. The funding covers materials, entry fees, extra pay for coaches, and a partial salary for an office clerk to coordinate program logistics.

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1.8 - Academic Technology Programs: FULLY IMPLEMENTED

BSD continues to promote accessibility by utilizing instructional technology such as Google Classroom and Kami to support learning in a classroom. These programs support differentiation in which multiple resources are centralized based on student needs. Additionally, these platforms foster collaboration.

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1.9 - Math Intervention Programs: FULLY IMPLEMENTED

Math intervention occurs during and after school at BSD junior high and all elementary campuses. Local indicators utilize Renaissance data (STAR Math) to compare student performance over time, and average scaled scores across all campuses (28.5) indicate student growth.

=========================
1.10 - Reading Intervention Programs: FULLY IMPLEMENTED

Six certificated teachers and nine instructional aides are maintained to provide intervention in ELA. Really Great Reading is the standardized reading intervention curriculum to support screening, targeted instruction, and progress monitoring. All school sites reduced the percentage of at-risk students (JH and BE- 12% reduction, NB - 6% reduction, and SL - 9% reduction).

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1.11 - Classroom Support: FULLY IMPLEMENTED

Instructional aides are hired or maintained to supply a paraprofessional in each K-2 grade classroom.

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1.12 - Supplemental ELA and Math: FULLY IMPLEMENTED

A print shop operator was hired to assist in the printing and distribution of district-wide or grade-level materials. Adding a print shop operator reduced the time spent on preparation and allowed the district to distribute additional grade-level materials to assist teachers with struggling students. Additional supplemental platforms, such as California Streaming, Renaissance STAR assessment, Lalilo, MyOn, Freckle, MIWrite, and Imagine Learning, provided differentiated instruction to meet students' needs. BSD was successful in utilizing Renaissance products (STAR Assessment and supplemental software) to identify and assist struggling students.

=========================
1.13 - Professional Learning Support: FULLY IMPLEMENTED

This action provided teachers with tools and strategies to meet the needs of English Learners, Foster Youth, and low-income students. Principals utilized this digital observation tool to facilitate productive conversations with teachers, enhancing performance and providing staff with individualized professional learning to broaden their professional capacity. Principals were able to collect data in classrooms on climate, learning objectives, and motivation and engagement.

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1.14 - Kindergarten Summer Bridge Program: FULLY IMPLEMENTED

BSD provides a Kindergarten Summer Bridge Program to facilitate student transition from Preschool, TK, or newcomers. This one-week program takes place before the first day of instruction, with priority registration available for low-income, foster youth, and English Language (EL) students.

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.

1.6 - Inclusion

BSD overspent allotted budget by 15% due to program expansion and an increase in the special education population.

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1.8 - Academic Technology Programs

BSD's IT insight showed lack of Kami utilization overtime (16 users); therefore, we will phase out this software.

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1.9 - Math Intervention Program

SL math interventionist served less contractual days for the 24-25 academic year. North Beardsley and Beardsley did not secure an math intervention staff and defaulted to after-school math tutoring to fulfill math intervention needs.

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1.10 - Reading Intervention Programs

Additional invoiced costs of the program due to the influx of students receiving Tier II intervention. BSD will utilize 95% diagnostic to improve intervention efficiency.

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1.12 - Supplemental ELA and Math

Print shop operator position filled. California Steaming was discontinued. Switching to Amplify ELA assessment from Renaissance.

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1.14 - Kindergarten Summer Bridge

Additional Kinder teachers were able to participated in the Summer Bridge program, which reduced class size but increased costs.

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

1.1 - Class Size Reduction (CSR)

Metric 1.4 shows a decrease in the percentage of students at or above the benchmark in grades K (-8%), 2nd (-6%), 3rd (-1%), 4th (-4%), and 5th (-5%). The percentage of first graders increased from 37% to 42%, while the rate of 6th graders remained the same at 31%. The decrease in student achievement indicates ineffectiveness; however, research suggests that CSR has a positive impact on student learning. In addition, significant changes, such as the implementation of the Walk-to-Learn and SOR focus in 1st grade, resulted in substantial gains in

ELA. BSD 2024-2025 Fall to Spring local ELA data show a significant reduction in 1st-grade at-risk students (from 70% to 25%), indicating that most students exited the program after 6-10 weeks of support.

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1.2 - Grade Level Lead Teachers

Metric 1.9 shows an increase of 1st (48%), 2nd (22%), and 3rd (3%) grade students at or above the STAR CBM math benchmark; however, kindergarten had a decrease of 6%. Overall, this indicates effectiveness. Moreover, lead teachers had a positive impact within the BSD, with a significant effect on communication, collaboration, and rapport building, and showed substantial improvement, as indicated by educational partner feedback regarding new assessment platforms. The feedback facilitated the introduction of additional lead positions, which will be implemented next academic year. Additionally, BSD aims to train lead teachers in district benchmark development to promote the district-wide implementation of SOR.

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1.3 - Library Services

Metric 1.5 showed a significant 34% increase in students meeting individual reading goals, indicating effectiveness. In previous years, JH and Beardsley Elementary shared a library and librarian. Recently, BSD completed the construction of the junior high library and hired a dedicated junior high librarian. Junior high-appropriate books were purchased, and this action led to the establishment of a designated librarian and library for each BSD campus, thereby increasing library accessibility for all students in BSD, especially underrepresented subgroups.

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1.4 - Services to English Learners (EL) and Long-Term English Learners (LTEL)

Metric 1.12 ELPI rate decreased by 3.1%, and the reclassification rate decreased by 6.61%, which indicates ineffectiveness. However, ongoing professional development (OPD) in designated and integrated English Language Development (ELD) increased participation with English Language (EL) students, and state and local indicators show that many students were a few points away from reclassification. We anticipate a significant increase in the next round of reclassification rates.

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1.5 - Summer Enrichment/STEM

Metric 1.11 CAST proficiency decreased by 3.94% in 5th grade and 4.83% in 8th grade. The data indicates ineffectiveness. BSD expanded its summer enrichment services to include three additional teachers to deliver enrichment and STEM programs. One band, one science teacher, and one PE teacher were hired to provide reading and math intervention, STEM education, music/percussion instruction, and physical activities. Academic indicators are expected to improve as BSD progresses with the implementation of the Science of Reading over the next decade.

========================
1.6 - Inclusion

Metric 2.23 LRE Rate in regular classroom less than 40% increased by 5.7%. The data indicates effectiveness. Federal and state regulations support inclusive practices, which increases student inclusion in the least restrictive environments. This year, more SpEd teachers were interested in broadening their professional knowledge of inclusive practices. In the future, we will send a teacher from each Special Education (SpEd) category (RSP, mild/moderate, and moderate/severe) to training so they can share information with their peer group to promote collective teacher efficacy.

========================
1.7 - Academic Enrichment Opportunities

Metric 1.5 showed a significant 34% increase in students meeting individual reading goals, indicating effectiveness. BSD had 73 student participants in OLF, Knowledge Bowl, Battle of the Books, and Science Fair during the 2023-2024 school year, in which some students qualified for regional as well as county competitions.

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1.8 - Academic Technology Programs

Metric 1.9 shows an increase of 1st (48%), 2nd (22%), and 3rd (3%) grade students at or above the STAR CBM math benchmark; however, kindergarten had a decrease of 6%. Overall, this indicates effectiveness. BSD has implemented a district-wide Google Classroom, a learning management system (LMS) for all K-8 classrooms. This LMS enhances accessibility for students and parents, which supports differentiation and contributes to the action's overall improvement. Moreover, other Google products, such as YouTube captioning, can be utilized to bridge media curriculum accessibility for students with disabilities.

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1.9 - Math Intervention Programs

Metric 1.9 shows an increase of 1st (48%), 2nd (22%), and 3rd (3%) grade students at or above the STAR CBM math benchmark; however, kindergarten had a decrease of 6%. Overall, this indicates effectiveness. Two staff members were hired to provide math intervention tutoring during the school day on the Junior High and San Lauren campuses. North Beardsley and Beardsley Elementary did not secure an appropriate math intervention staff due to staffing issues; however, after-school tutoring was offered during the second half of the 2024-2025 academic year, in which educational partners reported that it is helping students.

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1.10 - Reading Intervention Programs

Metric 1.4 shows a decrease in the percentage of students at or above the benchmark in grades K (-8%), 2nd (-6%), 3rd3rd (-1%), 4th (-4%), and 5th (-5%). The percentage of first graders increased from 37% to 42%, while the rate of 6th graders remained the same at 31%. Overall, this indicates the ineffectiveness of the current program. Six certificated teachers and nine instructional aides will focus on ELA intervention. BSD purchased Really Great Reading (RGR), a Tier II ELA intervention curriculum that screens, progress monitors, and assists in targeted intervention and instruction for the 24-25 school year. Moving forward, the 95% Group will replace Really Great Reading as a Tier II curriculum to reduce time consumption on progress monitoring.

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1.11 - Classroom Support

Metric 1.5 showed a significant 34% increase in students meeting individual reading goals, indicating effectiveness. BSD maintained improved services to students by providing 31 instructional aides in elementary grades to support small-group instruction in reading and math, which enhances the student-teacher ratio to promote small-group learning.

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1.12 - Supplemental ELA and Math

In ELA, Metric 1.4 shows a decrease in the percentage of students at or above the benchmark in grades K (-8%), 2nd (-6%), 3rd (-1%), 4th (-4%), and 5th (-5%). The percentage of first graders increased from 37% to 42%, while the rate of 6th graders remained the same at 31%. In Math, Metrics 1.9 shows an increase of 1st (48%), 2nd (22%), and 3rd (3%) of students at or above STAR CBM math benchmark; however, kindergarten had a decrease of 6%. Overall, this suggests that ELA is ineffective and Math is effective. BSD is replacing Balanced Literacy with Science of Reading based structured literacy, which should improve students' early literacy skills and academic scores in the future.

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1.13 - Professional Learning Support

Metric 1.15 shows a 16% increase in teachers/classroom observations for climate. Metric 1.5 shows an 30% increase in student reading goals from 1st-6th Grade RTI. Metric 1.6 shows an increase in 392.4 Lexile Growth. Overall, this indicates that observation is effective; however, BSD may consider moving towards a free but similar to WeClimb next academic year to continue collecting observational data.

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1.14 - Kindergarten Summer Bridge Program

Metric 1.4 shows a decrease in the percentage of students At or Above the benchmark in grades K (-8%), which indicates ineffectiveness. However, local indicators, such as the STAR Early Literacy assessment, suggest an overall 0.1-grade equivalent growth, and the STAR CBM stated an 8% reduction in at-risk students over the 2024-2025 academic year. BSD received feedback from educational partners that students who participated in Summer Bridge exhibited fewer issues during the first day of instruction.

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.

Metric 1.1 - Academic Indicator

Added new subgroups (SED and LTEL) to Year 1 outcome for District and Beardsley JH to monitor progress.

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Metric 1.14 - English Learner Progress

BSD will not renew WeClimb software due to its lack of effectiveness in addressing unduplicated students' needs.

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Metric 1.15 - Other Student Outcomes

BSD will not renew WeClimb software due to its lack of effectiveness in meeting unduplicated students' needs.

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1.2 - Grade Level Lead Teachers

BSD is adding lead positions with the following pupil support services: SpEd, RTI, and EL. The reason for adding three lead positions is to improve communication (internal practices, strategies, standard operating procedure), collective teacher efficacy, and collaboration.

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1.4 - Services to English Learners (EL) and Long-Term English Learners (LTEL)

BSD would like to increase the part-time EL teacher at Beardsley Elementary to full-time in the future to accommodate our growing EL population. In addition, OnlineIPT is a digital diagnostic tool that measures an EL student's language proficiency, provides progress monitoring, offers remediation suggestions, and facilitates redesignation.

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1.6 - Inclusion

Due to additional teacher interest in broadening their professional and inclusive practices capacity, BSD spent 115% of the allocated funds. To avoid an increase in funding, BSD will rotate teachers who disclose interest.

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1.10 - Reading Intervention Programs

Really Great Reading is a digital diagnostic tool for Tier II reading intervention. Based on educational partner feedback, the program served its purpose but created a significant time sink because it does not allow intervention staff to skip certain sections despite student mastery. In addition, the a la carte license purchase increased cost significantly due to each student having to have a license for different levels of intervention. Therefore, BSD will phase out RGR and move towards 95% Group Tier II diagnostic in RTI. We have increased the funding in this action to reflect our contract with 95% group.

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1.11 - Classroom Support

Goal: BSD plans to place one paraprofessional in all K-3 classrooms to support small-group instruction.

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1.12 - Supplemental ELA and Math

BSD is gradually phasing out Renaissance products and transitioning to an approved platform called Amplify for benchmarking, assessment, and progress monitoring. For the 2025-2026 school year, BSD will implement Amplify ELA and Amplify Math will be implemented the following year.

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1.13 - Professional Learning Support

BSD will not renew WeClimb software because it does not directly assist ELD development. BSD needs to address struggling students (English Learners, Foster Youth, Low-Income) by utilizing MTSS to build foundational skills. We purchased diagnostic tools from the 95% Group to identify student deficiencies in literacy and comprehension. In addition, teachers will receive professional development in digital and physical products to further strengthen deficiencies and reteach. The WeClimb relies on observable student participation, which has limited effect in assisting teachers and students. Local data indicate a lack of time among administrators and teachers to utilize software to collect relevant data effectively.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class Size Reduction	The district will provide a classroom ratio of 20:1 for Grades K-3 by maintaining 16 teachers. *For the 24-25 school year, staffing of 16 CSR positions assisted in maintaining a classroom ratio of 20.8:1 for grades K-3. 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.	$2,238,610.06	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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.	$87,777.38	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	$326,104.82	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	$926,528.54	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)	$48,218.63	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	$19,454.64	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	$177,627.05	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)	$944,475.79	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Classroom Support	The district will maintain the improved services to students by continuing to provide 23 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	$730,533.45	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.	$254,329.59	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.	$18,550.00	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%	2022-2023 TAMO Data from 2023-2024 SARC Fully Credentialed (Preliminary or Clear) • District 79% • Beardsley Elementary 86.6% • North Beardsley 86%		2024-2025 TAMO Data from 2025-2026 SARC Fully Credentialed (Preliminary or Clear) • District 90% • Beardsley Elementary 94% • North Beardsley 94%	2022-2023 TAMO Data from 2023-2024 SARC Fully Credentialed (Preliminary or Clear) • District 0% • Beardsley Elementary 0% • North Beardsley 0%

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 24%	• San Lauren 84% • 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 24%		• 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%	• San Lauren 0% • Beardsley Junior High 0% Intern credential holders • District 0% • Beardsley Elementary 0% • North Beardsley 0% • San Lauren 0% • Beardsley Junior High 0%
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	2021-2022 TAMO Data from 2022-2023 SARC Teachers without Credentials and Misassignments (“ineffective” under ESSA) • District 5.6% • Beardsley Elementary 5.4%	2022-2023 TAMO Data from 2023-2024 SARC Teachers without Credentials and Misassignments (“ineffective” under ESSA) • District 5.6%		2024-2025 TAMO Data from 2025-2026 SARC Teachers without Credentials and Misassignments (“ineffective” under ESSA) • District 1%	2022-2023 TAMO Data from 2023-2024 SARC Teachers without Credentials and Misassignments (“ineffective” under ESSA) • District 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Accountability Report Card	• 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 5.4% • 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		• 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	• Beardsley Elementary 0% • North Beardsley 0% • San Lauren 0% • Beardsley Junior High 0% 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%	reporting to CALPADS • District 2.8% • Beardsley Elementary 0% • North Beardsley 5.3% • San Lauren 2.2% • Beardsley Junior High 2.2%		• District 0% • Beardsley Elementary 0% • North Beardsley 0% • San Lauren 0% • Beardsley Junior High 0%	• 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	2023-2024 Spreadsheet Data Year 1 or 2 Induction - 22 Intern Program - 2 PIP/STSP/Waiver - 12		2026-2027 Spreadsheet Data Year 1 or 2 Induction - 10 Intern Program - 4 PIP/STSP/Waiver - 0	2023-2024 Spreadsheet Data Year 1 or 2 Induction - 1 Intern Program - - 4 PIP/STSP/Waiver - 6
2.4	1B - The degree every student has sufficient	2023 Williams Visit Data 8/29/23	2024 Williams Visit Data 8/27/24		2026 Williams Visit Data	2024 Williams Visit Data 8/27/24

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	access to standards-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.	North Beardsley: • ELA/ELD: Sufficient • Math: Sufficient • Social Studies: Sufficient • Science: Sufficient Beardsley Junior High: • ELA/ELD: Sufficient • Math: Sufficient • Social Studies: Sufficient • Science: Sufficient	North Beardsley: • ELA/ELD: Sufficient • Math: Sufficient • Social Studies: Sufficient • Science: Sufficient Beardsley Junior High: • ELA/ELD: Sufficient • Math: Sufficient • Social Studies: Sufficient • Science: Sufficient		North Beardsley: • ELA/ELD: Sufficient • Math: Sufficient • Social Studies: Sufficient • Science: Sufficient Beardsley Junior High: • ELA/ELD: Sufficient • Math: Sufficient • Social Studies: Sufficient • Science: Sufficient	North Beardsley: • 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 Data 2023-2024 Students without access to their own copies: ELA - 0% ELD - 0% Math - 0%	Textbook Inventory Data 2024-2025 Students without access to their own copies: ELA - 0% ELD - 0% Math - 0%		Textbook Inventory Data 2026-2027 Students without access to their own copies: ELA - 0% ELD - 0% Math - 0%	Textbook Inventory Data 2024-2025 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
	textbook inventory database	Social Studies - 0% Science - 0%	Social Studies - 0% Science - 0%		Social Studies - 0% 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%	2024-2025 I.T. Inventory Spreadsheet Chromebooks 16.7% *Servers 100% *Switches 100% Smartboards 30% Desktop/Laptop Systems 40% *Server and switch replaced in 23-24 with alternate funds.		2026-2027 I.T. Inventory Spreadsheet Chromebooks 60% Servers 60% Switches 60% Smartboards 60% Desktop/Laptop Systems 60%	2024-2025 I.T. Inventory Spreadsheet Chromebooks 16.7% *Servers 100% *Switches 100% Smartboards 30% Desktop/Laptop Systems 40% *Server and switch replaced in 23-24 with alternate funds.
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	2024 Williams Visit 8/27/24 North Beardsley: 99.15% Exemplary Beardsley Junior High: 93.08% Good		2026 Williams Visit NB 98.71% Good JH: 97.12% Good	Williams Visit North Beardsley: 3.44% Beardsley Junior High: -1.04% Good

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	1C - The degree school facilities are maintained in good repair District Facility Inspection Tool (FIT) School Rating	June 2023 Report Beardsley Elementary: 98.01% Good North Beardlsey: 96.6% Good San Lauren: 99.3% Exemplary Beardsley Junior High: 97.24% Good	June 2024 Report Beardsley Elementary: 98.01% Good North Beardsley: 100% Good San Lauren: 99.13% Exemplary Beardsley Junior High: 97.24% Good		June 2026 Report BE: 99.01% Exemplary North BeardsleyNB SL: 99.7% Exemplary JH: 99.24% Exemplary	June 2024 Report Beardsley Elementary: 0% North Beardsley: 3.4% San Lauren: -0.17% Beardsley Junior High: 0%
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%	2025 Parent, Staff, Student LCAP Survey Students: 55.5% Parents: 92.5% Staff: 75%		2027 Parent, Staff, Student Survey Students: 59.3% Parents: 100% Staff: 62.9%	2025 Parent, Staff, Student LCAP Survey Students: -3.8% Parents: -7.5% Staff: 12.1%
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	2024 Local Indicator Self Reflection Tool District's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum	2024 Local Indicator Self Reflection Tool District's progress in providing professional learning for teaching to the		2027 Local Indicator Self Reflection Tool District's progress in providing professional learning for teaching to the	2025 Local Indicator Self Reflection Tool District's progress in providing professional learning for teaching to the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Indicator Self-Reflection Tool for Priority 2	frameworks identified below: • ELA – C.C. State Standards = 4 • ELD (Aligned to ELA Standards) = 4 • 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	recently adopted academic standards and/or curriculum frameworks identified below: • 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 in making instructional materials that are aligned to the recently adopted		recently adopted academic standards and/or curriculum frameworks identified below: • ELA = 5 • ELD = 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	recently adopted academic standards and/or curriculum frameworks identified below: • ELA – C.C. State Standards = 1 • ELD (Aligned to ELA Standards) = 0 • Math– C.C. State Standards = 0 • Next Generation Science Standards = 0 • History – Social Science = 0 District's progress in making instructional materials that are aligned to the recently adopted

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Math – C. C. State Standards = 4 • Next Generation Science Standards = 5 • History – Social Science =5 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	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 District's progress in implementing policies or program to support staff in		• Next Generation Science = 5 • History – Social Science =5 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	academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught: • ELA – C.C. State Standards = 0 • ELD (Aligned to ELA Standards) = 0 • Math – C. C. State Standards = 0 • Next Generation Science Standards = 0 • History – Social Science =0 District's progress in implementing policies or program to support staff in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Science Standards = 4 • History – Social Science =5 District's progress implementing each of the following academic standards adopted by 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	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 = 5		• History – Social Science =5 District's progress implementing each of the following academic 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	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 = 0 • ELD (Aligned to ELA Standards) = 0 • Math – C.C. State Standards =0 • Next Generation Science Standards = 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• History – Social Science =5 District's progress implementing each of the following academic standards adopted by 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 =5 • World Language =4			• History – Social Science =0 District's progress implementing each of the following academic standards adopted by the state board for all students: • Career Technical Education =0 • Health Education Content Standards =0 • Physical Education Model Content Standards =0 • Visual and Performing Arts =1 • World Language =0
2.11	2A - Implementation of state board adopted academic content and	2023-2024 WeClimb Observation Data	2024-2025 WeClimb Observation Data		2026-2027 WeClimb Observation Data	2024-2025 WeClimb Observation Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	performance standards for all students Data collected during walkthrough observations using WeClimb	% 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 % of time lesson plans are aligned to state standards = 0	% of Classrooms where the learning objective is aligned to state standards = 15% % of time teacher reviews the learning objective at the beginning of class = 15% % of time teacher reviews the learning objective at the end of class = 15% % of time lesson plans are aligned to state standards = 15%		% 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% % of time teacher reviews the learning objective at the end of class = 80% % of time lesson plans are aligned to state standards = 80%	% of Classrooms where the learning objective is aligned to state standards = 15% % of time teacher reviews the learning objective at the beginning of class = 15% % of time teacher reviews the learning objective at the end of class = 15% % of time lesson plans are aligned to state standards = 15%
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	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	2024-2025 ELD Program Rubric Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated English language		2026-2027 ELD Program Rubric Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated English language	2024-2025 ELD Program Rubric Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated English language

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Meaningful Access results (rating scale 1-4)	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 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,	development (ELD) and designated ELD (per the English Language Arts (ELA)/ELD Framework = 2 Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. = 2 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. = 2		development (ELD) and designated ELD (per the English Language Arts (ELA)/ELD Framework = 4 Students are provided a rigorous, intellectually rich, 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	development (ELD) and designated ELD (per the English Language Arts (ELA)/ELD Framework = 2 Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. = 2 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. = 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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	English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services. = 2 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. = 1 Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at		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 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	English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services. = 2 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. = 1 Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		designed to overcome language barriers and provide access to the curriculum. = 0	different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model. =2 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. = 2		different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate 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	different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model. =2 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. = 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 content teacher to plan for integrated ELD as evidenced by PLC minutes	2023-2024 Meetings held between ELD teachers and classroom teachers Beardsley Elementary: 0 North Beardsley: 0 San Lauren Elementary: 0 Beardsley Junior High: 0	2024-2025 Meetings held between ELD teachers and classroom teachers Beardsley Elementary: 6 North Beardsley: 20 San Lauren Elementary: 12 Beardsley Junior High: 12		2026-2027 Meetings held between ELD teachers and classroom teachers Meetings held between ELD teachers and classroom teachers to discuss integrated strategies for students: Beardsley Elementary: 4 North Beardsley: 4 San Lauren Elementary: 4 Beardsley Junior High: 4	2024-2025 Meetings held between ELD teachers and classroom teachers Beardsley Elementary: 6 North Beardsley: 20 San Lauren Elementary: 12 Beardsley Junior High: 12
2.14	Safe Environment provided physically and social-emotionally. % of survey responses on school safety Priority 6C- Other local measures, including	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	2025 Survey Data 67.1% of students say they feel safe at school 94.6% of staff 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	2025 Survey Data -1.5% of students say they feel safe at school 8.1% of staff say their school is a safe place to learn

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	surveys of students, parents, and teachers on the sense of safety and connectedness	93.4% of parents say their school is a safe place to learn	93.3% of parents say their school is a safe place to learn		98% of parents say their school is a safe place to learn	-0.1% 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 Priority 6C- Other local measures, including surveys of students, parents, and teachers on the sense of safety and connectedness	KCSOS Social Worker EOY Report 2024 258 Students were referred to School Social Workers 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	KCSOS Social Worker EOY Report 2025 289 Students were referred to School Social Workers 78 were referred for suicide risk assessment 113 were referred for crisis intervention 14 home visits were conducted 83 were referred to outside agencies for additional support 8 Foster Youth were identified during referrals, and linked to additional supports		KCSOS Social Worker EOY Report 2027 232 Students were referred to School Social Workers 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	KCSOS Social Worker EOY Report 2025 31 Students were referred to School Social Workers 13 were referred for suicide risk assessment -11 were referred for crisis intervention -52 home visits were conducted -11 were referred to outside agencies for additional support 3 Foster Youth were identified during referrals, and linked to additional supports

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 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	2025 CHKS data for 5th grade students 64% feel safe at school 32% said they had been hit or pushed 25% had mean rumors spread about them 38% were called bad names or were the target of jokes 11% claim to have seen a weapon at school 30% were victims of cyberbullying 7% said they had used alcohol or drugs 0% had used marijuana 0% admitted to cigarette use 2% said they had vaped 16% said they frequently felt sad 2025 CHKS data for 7th graders indicates:		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 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	2025 CHKS data for 5th grade students 21% feel safe at school -6% said they had been hit or pushed -27% had mean rumors spread about them 35% were called bad names or were the target of jokes 1% claim to have seen a weapon at school -13% were victims of cyberbullying -16% said they had used alcohol or drugs -3% had used marijuana -5% admitted to cigarette use -11% said they had vaped -21% said they frequently felt sad 2025 CHKS data for 7th graders indicates:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	36% feel safe at school 56% have experienced some form of harassment or bullying 55% had mean rumors or lies spread about them 33% have been afraid of being beaten up 29% have engaged in a physical fight 19% claim to have seen a weapon on campus 46% were victims of cyberbullying 7% said they were currently using drugs or alcohol 3% use marijuana 2% participated in binge drinking 9% vape tobacco 1% vape marijuana 41% responded they felt chronic sadness or hopeless during past 12 months		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 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	-3% feel safe at school 10% have experienced some form of harassment or bullying 4% had mean rumors or lies spread about them -3% have been afraid of being beaten up 8% have engaged in a physical fight -5% claim to have seen a weapon on campus 6% were victims of cyberbullying -8% said they were currently using drugs or alcohol -6% use marijuana -2% participated in binge drinking -3% vape tobacco -5% vape marijuana -7% responded they felt chronic sadness or hopeless during past 12 months

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			29% had seriously considered suicide during past 12 months		sadness or hopeless during past 12 months 5% had seriously considered suicide during past 12 months	4% 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 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	2024 Local Indicators Standard Met	2025 Local Indicators Standard Met		2027 Local Indicators Standard Met	2025 Local Indicators Standard Met
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.	2023-2024 PowerSchool Course Enrollment Elementary Music EL - 0% LI - 0% FY - 0% Beginning Band EL - 0%	2024-2025 PowerSchool Course Enrollment Elementary Music EL - 12.5% LI - 97% FY - 19.5% Beginning Band EL - 2.5%		2026-2027 PowerSchool Course Enrollment Elementary Music EL - 25% LI - 25% FY - 25% Beginning Band EL - 20%	2024-2025 PowerSchool Course Enrollment Elementary Music EL - 12.5% LI - 97% FY - 19.5% Beginning Band EL - 2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of unduplicated students enrolled in the Music program per Student Information System - PowerSchool EL (English Learner) LI (Low Income) FY (Foster Youth)	LI - 0% FY - 0% Senior Band EL - 0% LI - 0% FY - 0% Beginning Choir EL - 0% LI - 0% FY - 0% Advanced Choir EL - 0% LI - 0% FY - 0%	LI - 95% FY - 0% Senior Band EL - 0% LI - 95% FY - 0% Beginning Choir EL - 0% LI - 0% FY - 0% Advanced Choir EL - 1.6% LI - 98% FY - 3.2%		LI - 40% FY - 10% Senior Band EL - 20% LI - 30% FY - 20% Beginning Choir EL - 30% LI - 40% FY - 10% Advanced Choir EL -10% LI - 25% FY - 15%	LI - 95% FY - 0% Senior Band EL - 0% LI - 95% FY - 0% Beginning Choir EL - 0% LI - 0% FY - 0% Advanced Choir EL - 1.6% LI - 98% FY - 3.2%
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	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%	2024-2025 PowerSchool Course Enrollment Art EL - 6.8% LI - 98% FY - 2.1% Spanish 7/8 or Spanish 2 EL - 92% LI - 95% FY - 1.9% Project Lead the Way		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	2024-2025 PowerSchool Course Enrollment Art EL - 6.8% LI - 98% FY - 2.1% Spanish 7/8 or Spanish 2 EL - 92% LI - 95% FY - 1.9% Project Lead the Way

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	EL (English Learner) LI (Low Income) FY (Foster Youth)	LI - 0% FY - 0% Science Fair EL - 0% LI - 0% FY - 0%	EL - 0% LI - 93% FY - 0% Science Fair EL - 0% LI - 91% FY - 0%		EL - 5% LI - 20% FY - 5% Science Fair EL - 5% LI - 20% FY - 5%	EL - 0% LI - 93% FY - 0% Science Fair EL - 0% LI - 91% FY - 0%
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 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)	2023-2024 Enrolled Student Data Total Students 0 LI 0 EL 0 FY 0	2024-2025 Enrolled Student Data Total Students 1989 LI 1941 EL 289 FY 25		2026-2027 Enrolled Student Data Total Students 600 LI 550 EL 200 FY 5	2024-2025 Enrolled Student Data Total Students 1989 LI 1941 EL 289 FY 25
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.	2024 Camp KEEP attendance 128 unduplicated students attended 100% LI 5% English Learners	2025 Camp KEEP attendance 139 unduplicated students attended 98% LI 5% English Learners		2027 Camp KEEP attendance 180 unduplicated students attended 100% LI 25% EL	2025 Camp KEEP attendance 9 unduplicated students attended -2% LI 0% English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of unduplicated 6th grade students attending Camp KEEP Low Income (LI) EL (English Learner) FY (Foster Youth)	0% Foster Youth	3% Foster Youth		5% FY	3% Foster Youth
2.22	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 for at least 80% of the day as measured on the Annual Performance Report for Special Education, Indicator 5a	2023-2024 Annual Report 51% LRE Rate in Regular Classroom more than 80%	2024-2025 Annual Report 49% LRE Rate in Regular Classroom more than 80%		2026-2027 Annual Report 65% LRE Rate in Regular Classroom more than 80%	2024-2025 Annual Report -2% LRE Rate in Regular Classroom more than 80%
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	2023-2024 Annual Report 26.1% LRE Rate in Regular Classroom less than 40%	2024-2025 Annual Report 31.8% LRE Rate in Regular Classroom less than 40%		2026-2027 Annual Report 15% LRE Rate in Regular Classroom less than 40%	2024-2025 Annual Report 5.7% LRE Rate in Regular Classroom less than 40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	REport for Special Education, Indicator 5b					
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) 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 North Beardsley Elementary EL (red) -96 SWD (red) -148.4 Beardsley Junior High ELs (red) -96.5 SWD (red) -146.3	2023-2024 California Dashboard ELA Performance (DFS) District Level All Students (red) -74.5 AA (red) -96.3 EL (red) -91.3 H(red) -77.5 LTEL (red) -139.2* LI(red) -76.3 SWD (red) -140.6 FY (yellow) -67.1 TM (yellow) -37.9 W (red) -71 Beardsley Elementary School All Students (red) -98.2 H (red) -108.8 LI (red) -98.7 SWD (no color) -148.2 North Beardsley Elementary EL (orange) -83.5		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 LTEL -119.2* 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 LI (yellow) -68.6 SWD -128.2 North Beardsley Elementary EL (orange) - 84.7 SWD (orange) -135.4	2023-2024 California Dashboard ELA Performance (DFS) District Level All Students (red) -3.7 AA (red) +2.4 EL (red) +1.2 H(red) -4.3 LI(red) -3.3 SWD (red) -2.7 FY (yellow) +4.8 TM (yellow) +3 W (red) -3.4 Beardsley Elementary School All Students (red) -6.9 H (red) -11.1 LI (red) -7.1 SWD (no color) -14.4 North Beardsley Elementary EL (orange) +12.5 SWD (orange) +13.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD (orange) -134.9 Beardsley Junior High ELs (red) -99.7 LTEL (red) -139.6* SWD (red) -156.3 *New group - Baseline is in year 1		Beardsley Junior High EL (orange) -83.5 LTEL -119.6* SWD (orange) -145.3 *New group - Baseline is in year 1	Beardsley Junior High ELs (red) -3.2 SWD (red) -10
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) 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	2023-2024 California Dashboard Math Performance (DFS) District Level All Students (red) -103.7 AA (red) -136.1 EL (orange) -115.4 LTEL (red) -195.2* H (red) -107 LI (red) -105.9 SWD (red) -158.1 FY (orange) -105.7 TM (orange) -79.3 W(red) -95.3		2025-2026 California Dashboard Math Performance (DFS) District Level All Students (yellow) -59.1 AA (orange) -91.5 EL (yellow) -95 LTEL -165.2* 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	2023-2024 California Dashboard Math Performance (DFS) District Level All Students -4.6 AA -21.6 EL +4.5 H -2.6 LI -4.4 SWD -8.8 FY +9.2 TM -0.4 W -3.8 Beardsley Elementary All Students (red) -8.2 H (red) -3.1 LI (red) -8.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Beardsley Junior High All Students (red) -121.4 EL (red) -151.9 H (red) -125.5 LI (red) -123.5	Beardsley Elementary All Students (red) -111.3 H (red) -116.8 LI (red) -112.1 SWD (no color) -148.1 Beardsley Junior High All Students (red) -127.8 EL (red) -154.9 LTEL (red) -194.8* H (red) -127.7 LI (red) -130.8 *New group - Baseline is in year 1		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 LTEL -164.8* H (orange) -100.5 LI (orange) -98.5 *New group - Baseline is in year 1	SWD (red) -9.4 Beardsley Junior High All Students (red) -6.4 EL (red) -3 H (red) -2.2 LI (red) -7.2
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) FY (Foster Youth) TM (Two or More Races) W (White)	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% TM: 89.9% W: 91.8%	2024-2025 Attendance Rates All Students: 91.61% AA: 91.9% EL: 93.2% H: 92.2% LI: 92.3% SWD: 91.9% FY: 90.4% TM: 92.1% W: 92.5%		2026-2027 Attendance Rates All Students: 97% AA: 96% EL: 97% H: 97% LI: 97% SWD: 97% FY: 90% TM: 95% W: 97%	2024-2025 Attendance Rates All Students: 0.48% AA: 0.7% EL: 1.6% H: 0.4% LI: 0.6% SWD: 0.1% FY: 90.4% TM: 2.2% W: 0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2023-2024 California Dashboard District Level All Students (yellow) 33% AA (orange) 32.9% EL (yellow) 32.2% H (yellow) 31.9% LI (yellow) 33.1% SWD (yellow) 36.7% TM (orange) 35.6% FY (orange) 40.4% W (yellow) 35.2% HO (orange) 46.8% LTEL (orange) 33.3%* San Lauren All Students (red) 30.5% H (red) 27.5% LI (red) 30.6% W (red) 35.1% *New group - Baseline is in year 1		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% LTEL 23%* San Lauren All Students (orange) 24% H (orange) 21% LI (orange) 26% W (orange) 31% *New group - Baseline is in year 1	2023-2024 California Dashboard District Level All Students (yellow) -3.3% AA (orange) -9.7% EL (yellow) -1% H (yellow) -3.3% LI (yellow) -3.9% SWD (yellow) -2% TM (orange) -0.7% FY (orange) 17.3% W (yellow) -2% HO (orange) -32.6% San Lauren All Students (red) -0.1% H (red) 0.2% LI (red) -1.6% W (red) -1.8%
2.28	6c - Other Local Measures, including	2024 Survey Data	2025 Survey Data		2027 Survey Data	2025 Survey Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	surveys of students, parents, and teachers on the sense of safety and connectedness. % of annual survey participants responding they feel their school is safe.	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	67.1% of students say they feel safe at school 94.6% of staff say their school is a safe place to learn 93.3% of parents say their school is a safe place to learn		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	-1.5% of students say they feel safe at school 8.1% of staff say their school is a safe place to learn -0.1% 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 2025 Spring Survey All Students: 59% Beardsley Elementary: 62% North Beardsley: 65% San Lauren Elementary: 70% Beardsley Junior High: 46%		KIDS Student Connectedness 2027 Spring Survey All Students: 65% Beardsley Elementary: 70% North Beardsley: 59% San Lauren Elementary: 65% Beardsley Junior High: 50%	KIDS Student Connectedness 2025 Spring Survey All Students: 30% Beardsley Elementary: 33% North Beardsley: 36% San Lauren Elementary: 35% Beardsley Junior High: 34%

Goal Analysis [2024-25]

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

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

Implementation of Actions

2.1 - Technology Infrastructure: FULLY IMPLEMENTED

BSD has a current technology replacement plan with different replacement cycles to average costs appropriate over 5-10 years:
~chromebooks are on a 6-year cycle and are currently in year one implementation
~desktop and laptops are on a 5-year cycle and are currently in year two implementation
~Smartboards are on a 10-year cycle and are currently in year three implementation

BSD will provide regular upgrades to technology infrastructure.

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2.2 - Social Emotional and Positive Behavior Support: FULLY IMPLEMENTED

Inclusion Team
-Positive behavioral support strategies such as restorative circles, check-in/check-out, and behavioral observation to promote positive behaviors

BSD contracted with KCSOS to receive five school social workers
-SSWs offered the following services related to SEL
Assess student needs
Provide counseling for individuals or small groups
Made appropriate referrals to mental health professionals or agencies
Developed and promoted monthly mental health themes to support the emotional and psychological well-being of students, including topics like stress management, emotional regulation, and resilience
Conducted crisis intervention response and management
Small group social skills sessions that focus on key social skills, conflict resolution strategies, anger management, and emotional regulation
Conducted home visits to support in crisis and build relationships with families
Organized and promoted an annual mental health fair to promote community awareness and engagement to help develop a favorable school climate by recruiting workshop guests from local organizations related to nutrition, mental health, physical health trainers, psycho-education, and SEL workshops
Provided parent outreach to promote involvement

Suite 360 is a supplemental SEL platform that supports other Tier 1-3 student services.
-4410 assignments were issued and completed by students in need.
This software assists students in developing health coping skills, reflective practices, conflict mediation, and other social-emotional learning (SEL) skills.
-improved student behaviors over time

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2.3 - New Teacher Professional Development: FULLY IMPLEMENTED

Candidates who are in induction, intern, or waiver programs receive support from a mentor who is relevant in terms of grade level and subject matter. BSD has 14 induction candidates graduating to year 2. Intern and waiver candidates will progress to induction once they have completed their university coursework.

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2.4 - Music Program: FULLY IMPLEMENTED

Two full-time music instructors, one full-time choir instructor, and one part-time office clerk, were hired to provide enriching arts activities. Many students in primary grades participated in and performed at a concert, which increased parent attendance.

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2.5 - Electives: FULLY IMPLEMENTED

Students participated in a variety of electives, including art, science fair, journalism, writing, Spanish 7/8, History of US Music, PLTW, and beginning choir/band. A 9th-period PE was created to allow students to take additional electives.

=========================

2.6 - Technology Oversight: FULLY IMPLEMENTED

One technology department employee ensures that 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. All technology issues were resolved within one to two hours.

=========================

2.7 - Custodians: FULLY IMPLEMENTED

BSD hired four full-time custodians, each assigned to a specific campus, to ensure that facilities are in good repair and that the school maintains clean and safe learning conditions.

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2.8 - Camp KEEP: FULLY IMPLEMENTED

Camp KEEP is an outdoor science education and conservation program that 130 6th-grade BSD students attended during the 2025-2026 academic year.

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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.

2.1 - Technology Infrastructure

Cost of technology increased across the board with products and licenses.

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2.4 - Music Program

Increase need in consulting due to implementation of music in primary grades. Additional extra time pay was submitted to cover deficiencies in the program.

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

2.1 - Technology Infrastructure

Metric 2.6 shows 16.7% Chromebook replacement, 100% server and switch replacement, 30% Smartboard replacement, and 40% desktop and laptop replacement. Overall, this indicates effectiveness due to the progression of the replacement cycle.
BSD Replacement Cycle:
-Chromebooks, every 6 years
-Desktop and Laptops, every 5 years
-Smartboard/interactive displays, every 10 years

=========================

2.2 - Social Emotional and Positive Behavior Support

Metric 2.14 shows a decrease of 1.5% in the number of students who feel safe at school, an increase of 8.1% in the percentage of staff who say their school is a safe place to learn, and a decrease of 0.1% in the rate of parents who say their school is a safe place to learn. Overall, this indicates effectiveness. BSD's dashboard indicates a suspension rank of "green," representing a significant reduction compared to 2023.

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2.3 - New Teacher Professional Development

Metrics 2.1 and 2.2 show the maintenance of TAMO data from 2021 to 2023. Metric 2.3 shows educators progressing from waiver to preliminary permits. Overall, this suggests effectiveness as BSD educators continue to expand their professional capabilities over time.

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2.4 - Music Program

Metric 2.26 shows an attendance increase across all subgroups within BSD. Metric 2.29 shows an increase between 33%-36% in student connectedness across all campuses. Metric 2.23 shows a 5.7% rise in the LRE rate in regular classrooms with fewer than 40 students. Overall, this indicates effectiveness. Research shows that learning music has a profound impact on children's education, enhancing cognitive skills, promoting emotional development, and fostering social-emotional growth. Increasing music and arts accessibility to primary students will assist BSD in achieving its student academic goals in the future.

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2.5 - Electives

Metric 2.19 shows significant EL subgroup participation in electives such as Art, Spanish7/8, Project Lead the Way, and Science Fair. Metric 2.23 shows an increase of 5.7% in the LRE rate in regular classrooms, which is less than 40%. Metric 2.26 shows an attendance increase across all subgroups within BSD. Metric 2.29 shows an increase between 33%-36% in student connectedness across all campuses. Overall, this indicates effectiveness. BSD consistently offers various electives at the Junior High to increase student academic participation and enrichment.

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2.6 - Technology Oversight

Metric 2.6 shows 16.7% Chromebook replacement, 100% server and switch replacement, 30% Smartboard replacement, and 40% desktop and laptop replacement. Overall, this indicates BSD's action is effective due to the progression of replacement.
BSD Replacement Cycle:
-Chromebooks, every 6 years
-Desktop and Laptops, every 5 years
-Smartboard/interactive displays, every 10 years

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2.7 - Custodians

Metric 2.7 shows an improvement of ranking from "Good" to "Exemplary" for North Beardsley and maintenance of "Good" for Junior High. Metric 2.8 shows an increase in North Beardsley facilities in good repair, a decrease of 0.17% in San Lauren facilities, and maintenance for Beardsley Elementary and Beardsley Junior High. Overall, the data indicates effectiveness. All campuses maintained their status of "Good" except San Lauren, which ranked "Exemplary."

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2.8 - Camp KEEP

Metric 2.13 indicates that regular meetings are held between ELD teachers and classroom teachers across BSD: BE = 6, NB = 20, SL = 12, and JH = 12. Metric 2.21 shows the participation of Camp KEEP subgroups, where SED participation dropped to 98%, EL participation remained at 5%, and FY participation increased by 3%. Student CAST achievement has declined, indicating that support outside the classroom has yet to have a significant impact. However, BSD has maintained low suspension and expulsion rates, mainly due to students' desire to participate in extracurricular activities. Overall, the data indicates effectiveness.

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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.

Metric 2.27 - Chronic Absenteeism

Added new subgroup (LTEL) to the metric so District can monitor their progress.

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2.2 - Social Emotional and Positive Behavior Support

The increase in budget is due to BSD using more LCAP funds and supplementing with other state funds for five social workers and two psychologists.

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2.8 - Camp KEEP

BSD continues to experience difficulties in locating chaperones and willing participants. Due to the excessive and rising cost in operation, BSD is looking for alternatives such as local KCSOS STEM camps and supplement with Universal Studios Educational programs to reduce cost of operation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Technology Infrastructure	Access to updated, working technology is imperative for students to access instructional materials and supplemental intervention programs.	$280,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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. 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: This action is multifunded with LCFF ($96,636.09) and LREBG. LREBG funds: $678,363.91 for 2025-26. This action has been prioritized based on the findings of the district's required needs assessment, which identified all schools in the district as having very high chronic absenteeism rate, for all student groups. This action aligns with the allowable uses of LREBG fund, specifically: providing evidence-based supports to address other barriers to learning such as the provision of health, counseling, or mental health services. This action will	$1,307,768.25	Yes

Action #	Title	Description	Total Funds	Contributing
		fund five school social workers to address the social emotional needs of students. The role of Social Workers in the school setting is supported by extensive research, including Mahoney, Durlak, and Weissberg, (2018) which found that social emotional learning has a tremendous impact on academic growth in the long-term. To measure the impact of this investment, the district will monitor student progress using Metric 2.27 Chronic Absenteeism, alongside Metric 2.26 Attendance rates, disaggregated by student group. 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.	$90,420.60	Yes
2.4	Music Program	The district will maintain current student band services district wide to provide access to a broad course of study.	$351,859.21	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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.	$273,542.90	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.	$158,070.32	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	$338,344.10	Yes

Action #	Title	Description	Total Funds	Contributing
		necessary to maintain good repair, as well as clean and safe learning conditions are adhered to on a daily basis.		
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.	$26,832.83	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%	2024-2025 Survey Many opportunities: 55.6% Some opportunities: 39.7%		2026-2027 Survey Many opportunities: 85% Some opportunities: 14.%	2024-2025 Survey Many opportunities: 8.9% Some opportunities: -3.6%

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: 4.7% No opportunities: 0%		Few opportunities: 1% No opportunities: 0%	Few opportunities: -3.6% No opportunities: -1.7%
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%	2024-2025 Survey Strongly agree: 37.5% Agree: 45.3% Disagree: 14% Strongly disagree: 1.5%		2026-2027 Survey Strongly agree: 85% Agree: 14% Disagree: 1% Strongly disagree: 0%	2024-2025 Survey Strongly agree: 4.2% Agree: -6.4% Disagree: 4% Strongly disagree: -3.5%
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%	2024-2025 Survey 0%* *Question inadvertently left out of survey		Survey 80%	2024-2025 Survey 0%* *Question inadvertently left out of survey
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	2024-2025 Notices/Flyer Count Back to School Nights: 4		Back to School Nights: 4 Open House: 4 District Advisory Committee: 4	2024-2025 Notices/Flyer Count Back to School Nights: 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	Open House: 3 District Advisory Committee: 3 District English Language Advisory Committee: (DELAC): 3 School Site Council: 10 English Learner Advisory Committee: 8 Miscellaneous campus events: 19		District English Language Advisory Committee: (DELAC): 4 School Site Council: 16 English Learner Advisory Committee: 16 Miscellaneous campus events: 20	Open House: 3 District Advisory Committee: 3 District English Language Advisory Committee: (DELAC): 3 School Site Council: 10 English Learner Advisory Committee: 8 Miscellaneous campus events: 19
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%	2023-2024 Annual Report (Special Education) Rating received 100%		2025-2026 Annual Report Rating received 100%	2023-2024 Annual Report (Special Education) Rating received - No change
3.6	5A - School Attendance	2023-2024 Attendance Rates	2024-2025 Attendance Rates		2023-2024 Attendance Rates	2024-2025 Attendance Rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Attendance Rates per KIDS end of year report 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)	All Students: 91.13% AA: 91.2% EL: 91.6% H: 91.8% LI: 91.7% SWD: 91.8% FY: 0% TM: 89.9% W: 91.8%	All Students: 91.61% AA: 91.9% EL: 93.2% H: 92.2% LI: 92.3% SWD: 91.9% FY: 90.4% TM: 92.1% W: 92.5%		All Students: 97% AA: 96% EL: 97% H: 97% LI: 97% SWD: 97% FY: 90% TM: 95% W: 97%	All Students: 0.48% AA: 0.7% EL: 1.6% H: 0.4% LI: 0.6% SWD: 0.1% FY: 90.4% TM: 2.2% W: 0.7%
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%	2023-2024 California Dashboard District Level All Students (yellow) 33% AA (orange) 32.9% EL (yellow) 32.2% H (yellow) 31.9% LI (yellow) 33.1% SWD (yellow) 36.7% TM (orange) 35.6% FY (orange) 40.4% W (yellow) 35.2% HO (orange) 46.8% LTEL (orange) 33.3%* San Lauren		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% LTEL 23% San Lauren All Students (orange) 24% H (orange) 21% LI (orange) 26%	2023-2024 California Dashboard District Level All Students (yellow) -3.3% AA (orange) - 9.7% EL (yellow) -1% H (yellow) -3.3% LI (yellow) -3.9% SWD (yellow) -2% TM (orange) - 0.7% FY (orange) 17.3% W (yellow) -2% HO (orange) - 32.6% San Lauren All Students (red) -0.1% H (red) 0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All Students (red) 30.5% H (red) 27.5% LI (red) 30.6% W (red) 35.1% *New group - Baseline is in year 1		W (orange) 31% *New group - Baseline is in year 1	LI (red) -1.6% W (red) -1.8%
3.8	5C - Middle School Dropout Rate Dropout Rate per Fall CALPADS report 1.24 HO (Homeless) SWD (Students with Disabilities) EL (English Learner) LI (Low Income)	2023-2024 CALPADS Beardsley Elementary: 0 North Beardsley: 0 San Lauren: 0 Beardsley Junior High: 1 HO 0 SWD 0 EL 0 LI 1	2024-2025 CALPADS Beardsley Elementary: 0 North Beardsley: 0 San Lauren: 0 Beardsley Junior High: 1 HO 0 SWD 0 EL 0 LI 1		2026-2027 CALPADS BE: 0 NB: 0 SL 0 BJHS: 0	2024-2025 CALPADS Beardsley Elementary: 0 North Beardsley: 0 San Lauren: 0 Beardsley Junior High: 0 HO 0 SWD 0 EL 0 LI 0
3.9	6A - Student Suspensions As measured on the California Dashboard AA (African American) EL (English Learner)	2022-2023 California Dashboard District Level All Students (yellow) 3.9% AA (red) 6.4% EL (blue) 0.7%	2023-2024 California Dashboard District Level All Students (yellow) 2.1% AA (green) 1.4%		2025-2026 California Dashboard District Level All Students (green) 2% AA (yellow) 5.7%	2023-2024 California Dashboard District Level All Students (yellow) -1.8% AA (green) -5.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	H (Hispanic) LI (Low Income) SWD (Students with Disabilities) FY (Foster Youth) TM (Two or More Races) W (White) HL (Homeless)	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%	EL (yellow) 1.2% H (green) 1.6% LI (green) 1.8% SWD (green) 2.4% FY (green) 2% TM (blue) 0% W (green) 2.4% HL (green) 2.9% LTEL (red) 6.1%* North Beardsley All Students (blue) 0.7% AA (blue) 0% LI (blue) 0.7% SWD (green) 1.3% W (green) 1.7% *New group - Baseline is in year 1		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% LTEL 3.1% North Beardsley All Students (yellow) 3.1% AA (yellow) 6.5% LI (yellow) 3.1% SWD (yellow) 6.4% W (yellow) 4.6% *New group - Baseline is in year 1	EL (yellow) 0.5% H (green) -0.7% LI (green) -2.1% SWD (green) -2.5% FY (green) -6.7% TM (blue) -3.5% W (green) -3.7% HL (green) -2.4% North Beardsley All Students (blue) -4.2% AA (blue) -9.5% LI (blue) -4.1% SWD (green) -7.1% W (green) -4.9%
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	2023-2024 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	CALPADS Beardsley Elementary: 0 North Beardsley: 0 San Lauren: 0 Beardsley Junior High: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2025 Survey Data 67.1% of students say they feel safe at school 94.6% of staff say their school is a safe place to learn 93.3% 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	2025 Survey Data -1.5% of students say they feel safe at school 8.1% of staff say their school is a safe place to learn -0.1% 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. Results of California Healthy Kids Survey	2021 CHKS data for 6th grade students 43% feel safe at school 2021 CHKS data for 7th graders indicates: 39% feel safe at school	2021 CHKS data for 5th grade students 64% feel safe at school 2021 CHKS data for 7th graders indicates: 36% feel safe at school		2026 CHKS data for 6th grade students 63% feel safe at school 2026 CHKS data for 7th graders indicates: 59% feel safe at school	2021 CHKS data for 5th grade students 21% feel safe at school 2021 CHKS data for 7th graders indicates: -3% feel safe at school
3.13	6c - Other Local Measures, including surveys of students, parents, and teachers on the sense of safety and connectedness.	KIDS Student Connectedness 2024 Spring Survey All Students: 29%	KIDS Student Connectedness 2025 Spring Survey All Students: 59%		KIDS Student Connectedness 2027 Spring Survey All Students: 65%	KIDS Student Connectedness 2025 Spring Survey All Students: 30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students responding they agree they feel like they belong when they are at school	Beardsley Elementary: 39% North Beardsley: 29% San Lauren Elementary: 35% Beardsley Junior High: 12%	Beardsley Elementary: 62% North Beardsley: 65% San Lauren Elementary: 70% Beardsley Junior High: 46%		Beardsley Elementary: 70% North Beardsley: 59% San Lauren Elementary: 65% Beardsley Junior High: 50%	Beardsley Elementary: 33% North Beardsley: 36% San Lauren Elementary: 35% Beardsley Junior High: 34%

Goal Analysis [2024-25]

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

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

Implementation of Actions

3.1 - Student Data Systems/Parent Communication: FULLY IMPLEMENTED

The district aims to enhance parent participation in meetings and events held at school campuses and throughout the district.
Parents and guardians had instant online 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 necessary forms were available online throughout the year. These forms are available in multiple languages.
Notifications of attendance and chronic absenteeism issues were sent to parents in their home language.

School- or district-wide messages are sent weekly to keep parents and guardians informed.

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3.2 - Student Recognition and Engagement: FULLY IMPLEMENTED

The district promotes positive attendance and behavior standards by funding study trips and activities to recognize student attendance, behavior, and performance in curriculum studies. This includes a token economy, incentive trips, and staff to provide activities built into our MTSS and PBIS systems.

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3.3 - Community Outreach Team: FULLY IMPLEMENTED

The purpose of the outreach team is to collaborate with students, parents, and staff to increase attendance, reduce chronic absenteeism and suspension rates, promote unduplicated student growth in core content areas, and encourage parent participation.

The Community Outreach team consists of:
One full-time and one part-time Community Specialists. This team assists families with overcoming barriers to regular school attendance, coordinates School Attendance Review Board meetings and data, and regularly attends TRACK meetings at the Kern County Superintendent of Schools Office.
Three vice principals will enhance support services for students struggling with chronic absenteeism or behavioral issues, 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 Office of the Superintendent of Schools.
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 added as needed by parents. Topics include Pathway to College, Digital Literacy, Financial Literacy,
Conversational English, and many more. After completing the course, Fresno State sends a certificate of completion to the appropriate parent.

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3.4 - Improved School Climate: FULLY IMPLEMENTED

BSD employed four full-time Student Intervention Facilitators at all school sites to provide targeted interventions that reduce suspensions and engage students. Four certificated teachers and one Instructional Aide will offer an Alternative Placement program on every campus to reduce suspensions and decrease absenteeism.
BSD will continue to focus on trauma-informed care, as well as social-emotional learning (SEL), to reduce the suspension rate and increase student engagement.

=========================

3.5 - Positive Playground Activities: FULLY IMPLEMENTED

Thirty-five Noon Aide/Activity Leaders organized 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 worked with students to develop leadership skills, become problem solvers by utilizing conflict resolution, and incorporate team-building concepts through physical activity.

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3.6 - Extended Day Activities: FULLY IMPLEMENTED

All BSD students in grades TK-8 have opportunities to participate in afterschool extracurricular activities that provide academic support, physical development, and enrichment opportunities. Afterschool students received or participated in:
A wide variety of clubs are available, including Arts & Crafts, Legos, 3D Printing, Graphic Design, Gardening, Crochet, DIY projects, Cheerleading, Cooking, Outdoor Activities, and more.
Daily snack and light supper.
Daily Homework assistance with time and resources dedicated to supporting 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 those led by Professor Egghead (science) and Mind Matters.
Sports teams for football, soccer, volleyball, baseball, and track and field were formed at each campus. Elementary students participated in games and competitions with their peers, as well as with students from neighboring districts.
Students in grades 7-8 who maintain a 2.0 GPA or higher and meet positive behavior expectations may also choose from a wide variety of team sports and activities, engaging in games and competitions with school districts throughout the county.

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3.7 - Health Services: FULLY IMPLEMENTED

BSD hired two full-time registered nurses (RNs), one part-time licensed vocational nurse (LVN), and two health clerks who will work closely with site administrators, district staff, and families to provide health services for all students, aiming to increase attendance and reduce chronic absenteeism. Nurses conducted vision and hearing screenings, provided dental education, and prepared health care plans for students with medical conditions.

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3.8 - Transportation: NOT IMPLEMENTED

Five bus drivers will be allowed to provide additional bus routes for home-to-school transportation at each school site, expanding services to students within the designated walking distance. This increased access to reliable transportation, leading to higher attendance, reduced chronic absenteeism, and enhanced school connectedness.
Due to national shortage, BSD hired zero out of five needed bus drivers.

=========================

3.9 - School Connectedness: FULLY IMPLEMENTED

Many unduplicated students cannot afford school merchandise; therefore, each school site provided students with merchandise explicitly tailored to the site's mascot or motto. This practice is used to increase students' perception of school connectedness and belonging within the BSD community. The lateral effect improved attendance, reduced suspensions, and improved overall school climate.

=========================

3.10 - Elementary PE Program: FULLY IMPLEMENTED

BSD provided five 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 opportunities to enhance students' physical health and mental well-being, leading to increased positive student engagement.

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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.

3.1 - Student Data Systems/Parent Communication

BSD IT indicated lack of use in some PowerSchool products, which we will phase out.

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3.3 - Community Outreach Team

BSD was unable to fill the full time Community Specialist position until January of 2025.

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3.6 - Extended Day Activities

Added additional sports, which required additional coaches and referees. This also increased BSD's participation in away games, which increased cost for utilization of bus drivers.

=========================

3.8 - Transportation

BSD was unable to hire new bus drivers to fulfill the quota stipulated by Goal 3, Action 8, due to a nationwide shortage.

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

3.1 - Student Data Systems/Parent Communication

Metric 3.4 shows a significant increase in BSD promotion of parental participation in programs such as Back to School, Open House, DAC, DELAC, SSC, ELAC, and other campus events. Metric 3.5 shows a rating of 100% in the Special Education annual report. Metric 3.6 indicates a slight improvement in attendance across all subgroups, at 0.48%. Metric 3.7 shows an overall decrease in chronic absenteeism across the entire district. Overall, all information indicates effectiveness. BSD continues to struggle with minimal parent participation, especially in partnership programs such as SSC and ELAC. However, parent participation in school events has increased over time, and educational partners are more engaged during district-wide meetings.

=========================

3.2 - Student Recognition and Engagement

Metric 3.6 indicates a slight improvement in attendance across all subgroups, at 0.48%. Metric 3.7 shows an overall decrease in chronic absenteeism across the entire district. Overall, the metrics indicate effectiveness. BSD continues to implement strategies to improve student attendance via encouragement, recognition, and parent involvement.

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3.3 - Community Outreach Team

Metric 3.1 shows an increase (8.9%) in "Many opportunities" provided to participate in decision-making. Metric 3.4 shows a significant rise in BSD promotion of parental participation in programs such as Back to School, Open House, DAC, DELAC, SSC, ELAC, and other campus events. Metric 3.5 shows a rating of 100% in the Special Education annual report. Metric 3.6 indicates a slight improvement in attendance across all subgroups, at 0.48%. Metric 3.7 shows an overall decrease in chronic absenteeism across the entire district. Metric 3.9 shows a 2.1% reduction in students suspended during the 2024-2025 academic year. Overall, the data provided by the metrics show effectiveness in reducing suspension and chronic absenteeism. BSD continues to utilize the School Attendance Review Board to review existing barriers that affect student attendance. Our community specialists compile data collected during home visits and conduct triage on a case-by-case basis.

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3.4 - Improved School Climate

Metric 3.6 indicates a slight improvement in attendance across all subgroups, at 0.48%. Metric 3.7 shows an overall decrease in chronic absenteeism across the entire district. Metric 3.9 shows a 2.1% reduction in students suspended during the 2024-2025 academic year. Overall, the metrics indicate effectiveness. BSD is focusing on building rapport between schools and parents to enhance the school climate.

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3.5 - Positive Playground Activities

Metric 3.6 indicates a slight improvement in attendance across all subgroups, at 0.48%. Metric 3.7 shows an overall decrease in chronic absenteeism across the entire district. Metric 3.9 shows a 2.1% reduction in students suspended during the 2024-2025 academic year. Metric 3.13 shows an increase between 33%-36% in student connectedness across all campuses. Overall, the metric indicates effectiveness. BSD has maintained low suspension and expulsion rates, which can be correlated to consistent noon aide staffing that supervises students during unstructured times such as recess and lunch breaks.

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3.6 - Extended Day Activities

Metric 3.6 indicates a slight improvement in attendance across all subgroups, at 0.48%. Metric 3.7 shows an overall decrease in chronic absenteeism across the entire district. Metric 3.9 shows a 2.1% reduction in students suspended during the 2024-2025 academic year. Metric 3.13 shows an increase between 33%-36% in student connectedness across all campuses. Overall, the metric indicates effectiveness. Students enrolled in the Extended Learning Opportunity Program (ELOP) will have opportunities to participate in a variety of extracurricular clubs, including Arts & Crafts, Legos, 3D Printing, Graphic Design, Gardening, Crochet, DIY projects, Cheerleading, Cooking, Outdoor activities, and more. This should have a lateral impact on school climate, academics, and student connectedness.

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3.7 - Health Services

Metric 3.6 indicates a slight improvement in attendance across all subgroups, at 0.48%. Metric 3.7 shows an overall decrease in chronic absenteeism across the entire district. Metric 3.11 shows a 1.5% reduction in students reporting that they feel safe at school, an 8.1%

increase in staff stating that their school is a safe place to learn and a 0.1% decrease in parents reporting that their school is a safe place to learn. Overall, the data shows effectiveness. BSD nurses conduct vision and hearing screenings and provide annual referrals for 15 students to receive comprehensive eye exams by a licensed optometrist, as well as receiving custom glasses.

=========================

3.8 - Transportation

Metric 3.6 indicates a slight improvement in attendance across all subgroups, at 0.48%. Metric 3.7 shows an overall decrease in chronic absenteeism across the entire district. Metric 3.13 shows an increase between 33%-36% in student connectedness across all campuses. Overall, the metric indicates effectiveness. BSD was unable to secure additional bus drivers due to a nationwide shortage; however, BSD is willing to increase the starting pay for bus drivers beginning with the next academic year to attract potential applicants. In addition, BSD combined routes with existing drivers to transport students.

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3.9 - School Connectedness

Metric 3.6 indicates a slight improvement in attendance across all subgroups, at 0.48%. Metric 3.7 shows an overall decrease in chronic absenteeism across the entire district. Metric 3.13 shows an increase between 33%-36% in student connectedness across all campuses. Overall, the metric indicates effectiveness. Educational partner feedback suggests that the rise in school climate and connectedness on school grounds is due to merchandise explicitly tailored to the site's mascot.

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3.10 - Elementary PE Program

Metric 3.6 indicates a slight improvement in attendance across all subgroups, at 0.48%. Metric 3.7 shows an overall decrease in chronic absenteeism across the entire district. Metric 3.13 shows an increase between 33%-36% in student connectedness across all campuses. Overall, the metric indicates effectiveness. BSD has maintained a consistent staffing of PE aides, which provides students with structured play while building their knowledge in physical activities.

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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.

3.3 - Community Outreach Team

BSD hired a full time Community Specialist and that personnel started at a higher salary step due to experience. To maintain our community outreach team, employees (VP and community specialist) are multi-funded (State and Federal).

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3.4 - Improved School Climate

Due to North Beardsley's student population, an additional SIF was hired for that campus, bringing the total to five SIFs in BSD.

=========================

3.5 - Positive Playground Activities

In order to maintain a positive playground, BSD utilized LCAP and other state funds to hire noon aides. LCAP funds were used to hire new playground supervisors, and other state funds were used to increase hours 4.5 for additional playground coverage.

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3.6 - Extended Day Activities

LCAP provides funding for Junior High activities, and other state funds (ASES and ELOP) are utilize for District wide extended day activities. The increase in funding is due to increased participation in this program.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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,	$44,780.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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) 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		

Action #	Title	Description	Total Funds	Contributing
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. 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:	$387,560.45	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		
3.4	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.	$860,423.48	Yes

Action #	Title	Description	Total Funds	Contributing
		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) 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		

Action #	Title	Description	Total Funds	Contributing
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: 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)	$736,005.87	Yes

Action #	Title	Description	Total Funds	Contributing
		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. • 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:	$2,919,852.08	Yes

Action #	Title	Description	Total Funds	Contributing
		- 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 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		

Action #	Title	Description	Total Funds	Contributing
		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. 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	$578,294.87	Yes

Action #	Title	Description	Total Funds	Contributing
		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: 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	$413,040.00	Yes
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.	$39,780.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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	$187,374.91	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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		

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier: Beardsley School District (Beardsley Elementary, North Beardsley Elementary, and San Lauren Elementary) will increase student ELA skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension by implementing and training staff on the Science of Reading by 2028. Within three years, all low performing student subgroups will demonstrate growth towards meeting or exceeding standards in ELA as measured by CAASPP test results.	Equity Multiplier Focus 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. The 2023-2024 Dashboard data indicates a need to continue ELA support throughout the District with a focus in the following subgroups: Hispanic, socioeconomically disadvantaged, students with disabilities, English learners, and white. This is corroborated by feedback provided by educational partners at the identified school sites. Beardsley SD will continue to receive KCSOS supports in ELA and ELD strategies and practices.

The following data supports the need for the development of this goal. Only Beardsley Elementary, North Beardsley Elementary, and San Lauren Elementary qualified to receive Equity Multiplier funding.

English Language Arts
The following subgroups received the lowest performance level of “red” or "orange" on the ELA CAASPP for all students:

- Hispanic

-Beardsley Elementary: 108.8 points below standard (red)
-San Lauren Elementary: 76.3 points below standard (red)

- Socioeconomically Disadvantaged

-Beardsley Elementary: 98.7 points below standard (red)
-San Lauren Elementary: 77.8 points below standard (red)

- Students with Disabilities

-North Beardsley Elementary: 134.9 points below standard (orange)
-San Lauren Elementary: 148.6 points below standard (red)

- English Learners

-Beardsley Elementary: 85.9 points below standard (orange)
-North Beardsley Elementary: 83.5 points below standard (orange)

- White

-Beardsley Elementary: 83.6 points below standard (red)
-San Lauren Elementary: 72.3 points below standard (red)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	4A - Academic Indicator Student performance on CAASPP ELA Difference From Standard (DFS) CA School Dashboard AA (African American) EL (English Learner) H (Hispanic) LTEL (Long Term English Learner) LI (Low Income) SWD (Students with Disabilities) FY (Foster Youth) TM (Two or More Races) W (White)	2023-2024 California Dashboard ELA Performance (DFS) Beardsley Elementary School All Students (red) -98.2 H (red) -108.8 LI (red) -98.7 North Beardsley Elementary EL (orange) -83.5 SWD (orange) -134.9 San Lauren Elementary All Students (red) -75.6 H (red) -76.3 LI (red) -77.8			2026-2027 California Dashboard ELA Performance (DFS) Beardsley Elementary School All Students -68.3 H -84.7 LI -68.6 North Beardsley Elementary EL -73.5 SWD -124.9 San Lauren Elementary All Students -65.6	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD (red) -148.6 W (red) -72.3			H -66.3 LI -67.8 SWD -138.6 W -62.3	
4.2	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)	2024-25 Spring Star Early Literacy Kindergarten: All Students 31% AA 8% EL 18% H 30% LI 31% SWD 25% FY 0% TM 25% W 39% 1st Grade All Students 49% AA 58% EL 43% H 50% LI 49% SWD 32% FY 100% TM 50% W 44%			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% W 61%	
4.3	8 -Other Student Outcomes Average Instructional Reading Level (IRL) on Spring Star Reading Assessment	2024-2025 Spring Star Reading 2nd Grade: All Students 0.4 AA (-0.5) EL (-0.7)			2026-2027 Spring Star Reading 2nd Grade: All Students 2.3 AA 1.3 EL 1.5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)	H 0.4 LI 0.4 SWD (-0.8) FY 0.9 TM (2.1) W 0.4 3rd Grade: All Students 2 AA 1.3 EL 0.3 H 1.9 LI 2 SWD 0.9 FY 0 TM 1.9 W 2.4 4th Grade: All Students 2.9 AA 3 EL 0.4 H 2.4 LI 2.9 SWD 1.6 FY 7 TM 2.9 W 3.7 5th Grade: All Students 3.7 AA 2 EL 1.9 H 3.7 LI 3.7 SWD 2.4 FY 1.2			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 5th Grade: All Students 5.1 AA 5.5 EL 2.9 H 4.7 LI 5.1 SWD 2.3 FY 4.0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		TM 1.9 W 4 6th Grade: All Students 4.6 AA 4.1 EL 2.1 H 4.4 LI 4.6 SWD 3.1 FY 6.7 TM 5.9 W 4.8 7th Grade: All Students 5.1 AA 5.4 EL 2.7 H 4.8 LI 5 SWD 3.4 FY 5.4 TM 6.6 W 5.2 8th Grade: All Students 5.4 AA 4.5 EL 3.5 H 5.3 LI 5.4 SWD 4 FY 0 TM 4.6 W 5.9			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 EL 5.2 H 7.2 LI 7.4 SWD 4.5 FY 7.0 TM 8.4 W 7.8	

Goal Analysis [2024-25]

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

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

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development in Literacy/ELD	The district will provide Science of Reading (SOR) with a focus in literacy and GLAD program certification training for K-3 staff. Research shows that components of SOR such as phonics, phonemic awareness, automaticity, and comprehension are essential skills in reading and comprehension. All elementary campuses will utilize Equity Multiplier for literacy and reading coaches for SOR and early literacy implementation. District: n/a Student Subgroups: n/a Schools:	$175,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Beardsley Elementary: n/a Student Subgroups at BE: (Hispanic, SED) North Beardsley: n/a Student Subgroups at NB: (EL, SWD) San Lauren: n/a Student Subgroups at SL: (Hispanic, SED, SWD, White)		
4.2	ELA Intervention Curriculum/Program	The District will purchase additional products or services to assist students reading below grade level, by providing a reading intervention program, along with supplemental materials and support. A standardized supplemental reading intervention curriculum will be implemented at Beardsley Elementary, North Beardsley Elementary, and San Lauren Elementary campuses which includes screening, targeted instruction, and progress monitoring. District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: (Hispanic, SED) North Beardsley: n/a Student Subgroups at NB: (EL, SWD) San Lauren: n/a Student Subgroups at SL: (Hispanic, SED, SWD, White)	$220,000.00	No
4.3	Local Initiative - Curriculum Coordinator	The District will hire a curriculum coordinator to support and improve the curriculum and instruction in early literacy within Beardsley Elementary, North Beardsley Elementary, and San Lauren Elementary. This position will help develop, implement, and evaluate benchmark assessments, universal screener, progress monitoring and diagnostic products to ensure alignment of improving Beardsley ELA practices that focus on early literacy development. This staff will work with teachers, administrators, and other	$218,610.00	No

Action #	Title	Description	Total Funds	Contributing
		stakeholder to gather feedback, assess curriculum effectiveness, and make/suggest necessary adjustments, and provide professional development to assist ELA progression. District: n/a Student Subgroups: n/a Schools: Beardsley Elementary: n/a Student Subgroups at BE: (Hispanic, SED) North Beardsley: n/a Student Subgroups at NB: (EL, SWD) San Lauren: n/a Student Subgroups at SL: (Hispanic, SED, SWD, White)		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,345,675	$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
46.461%	2.518%	$495,335.79	48.979%

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	20,115,105	9,345,675	46.461%	2.518%	48.979%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,854,599.83	$4,890,405.60	$0.00	$739,764.39	$15,484,769.82	$10,306,613.82	$5,178,156.00

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	$2,238,610.06	$0.00	$2,238,610.06				$2,238,610.06	
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	$85,777.38	$2,000.00	$87,777.38				$87,777.38	
1	1.3	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$293,339.82	$32,765.00	$326,104.82				$326,104.82	
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	$911,328.54	$15,200.00	$716,718.12	$24,512.63		$185,297.79	$926,528.54	
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	$43,218.63	$5,000.00	$48,218.63				$48,218.63	
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	$18,454.64	$1,000.00	$19,454.64				$19,454.64	
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	$107,627.05	$70,000.00	$177,627.05				$177,627.05	
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	$912,475.79	$32,000.00	$390,009.19			$554,466.60	$944,475.79	
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	$730,533.45	$0.00	$364,877.05	$365,656.40			$730,533.45	
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	$33,329.59	$221,000.00	$254,329.59				$254,329.59	
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	$17,500.00	$1,050.00	$18,550.00				$18,550.00	
2	**2.1**	Technology Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$0.00	$280,000.00	$280,000.00				$280,000.00	

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	$493,268.25	$814,500.00	$898,839.05	$408,929.20			$1,307,768.25	
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	$90,420.60	$0.00	$90,420.60				$90,420.60	
2	2.4	Music Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$290,859.21	$61,000.00	$273,802.14	$78,057.07			$351,859.21	
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	$264,542.90	$9,000.00	$273,542.90				$273,542.90	
2	2.6	Technology Oversight	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$158,070.32	$0.00	$158,070.32				$158,070.32	
2	2.7	Custodians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$338,344.10	$0.00	$338,344.10				$338,344.10	
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	$1,832.83	$25,000.00	$26,832.83				$26,832.83	
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	$80,000.00	$80,000.00				$80,000.00	
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	$44,780.00	$44,780.00				$44,780.00	

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	$329,210.45	$58,350.00	$344,905.34	$42,655.11			$387,560.45	
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	$852,423.48	$8,000.00	$860,423.48				$860,423.48	
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	$729,581.87	$6,424.00	$252,015.51	$483,990.36			$736,005.87	
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	$199,239.08	$2,720,613.00	$89,665.70	$2,830,186.38			$2,919,852.08	
3	3.7	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$575,044.87	$3,250.00	$537,486.42	$40,808.45			$578,294.87	
3	3.8	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$413,040.00	$0.00	$413,040.00				$413,040.00	
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	$39,780.00	$39,780.00				$39,780.00	
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	$178,540.91	$8,834.00	$187,374.91				$187,374.91	
4	4.1	Professional Development in Literacy/ELD	Students with Disabilities EL, White, SED,	No			Specific Schools: Beardsley	2024-2027	$0.00	$175,000.00		$175,000.00			$175,000.00	

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
			Hispanic				Elementary, San Lauren Elementary, and North Beardsley Elementary									
4	4.2	ELA Intervention Curriculum/Program	Students with Disabilities EL, White, SED, Hispanic	No			Specific Schools: Beardsley Elementary, San Lauren Elementary, and North Beardsley Elementary	2024-2027	$0.00	$220,000.00		$220,000.00			$220,000.00	
4	4.3	Local Initiative - Curriculum Coordinator	Students with Disabilities EL, White, SED, Hispanic	No			Specific Schools: Beardsley Elementary, San Lauren Elementary, and North Beardsley Elementary	2024-2027	$0.00	$218,610.00		$218,610.00			$218,610.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
20,115,105	9,345,675	46.461%	2.518%	48.979%	$9,854,599.83	0.000%	48.991 %	**Total:**	$9,854,599.83
								LEA-wide Total:	$5,776,078.45
								Limited Total:	$743,550.95
								Schoolwide Total:	$3,334,970.43

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	$2,238,610.06	
1	**1.2**	Grade Level Lead Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$87,777.38	
1	**1.3**	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$326,104.82	
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	$716,718.12	
1	**1.5**	Summer Enrichment/STEM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,218.63	

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	$19,454.64	
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	$177,627.05	
1	1.10	Reading Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$390,009.19	
1	1.11	Classroom Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren	$364,877.05	
1	1.12	Supplemental ELA and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$254,329.59	
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	$18,550.00	
2	2.1	Technology Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$280,000.00	
2	2.2	Social Emotional and Positive Behavior Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$898,839.05	
2	2.3	New Teacher Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,420.60	
2	2.4	Music Program	Yes	LEA-wide	English Learners Foster Youth	All Schools	$273,802.14	

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	$273,542.90	
2	2.6	Technology Oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$158,070.32	
2	2.7	Custodians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$338,344.10	
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	$26,832.83	
3	3.1	Student Data Systems/Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
3	3.2	Student Recognition and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,780.00	
3	3.3	Community Outreach Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$344,905.34	
3	3.4	Improved School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$860,423.48	
3	3.5	Positive Playground Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Beardsley Elementary, North Beardsley, San Lauren TK-6th	$252,015.51	
3	3.6	Extended Day Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$89,665.70	
3	3.7	Health Services	Yes	LEA-wide	English Learners Foster Youth	All Schools	$537,486.42	

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	$413,040.00	
3	3.9	School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,780.00	
3	3.10	Elementary PE Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: North Beardsley, Beardsley Elementary, San Lauren	$187,374.91	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,472,094.31	$8,534,037.14

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**	Class Size Reduction	Yes	$2,133,529.04	2,185,957.88
1	**1.2**	Grade Level Lead Teachers	Yes	$56,000.00	65,991.04
1	**1.3**	Library Services	Yes	$334,378.60	340,310.37
1	**1.4**	Services to English Learners (EL) and Long-Term English Leaners (L-TEL)	Yes	$572,133.73	656,629.88
1	**1.5**	Summer Enrichment/STEM	Yes	$45,639.86	43,139.86
1	**1.6**	Inclusion	No	$2,000.00	2,361.93
1	**1.7**	Academic Enrichment Opportunities	Yes	$18,278.72	17,023.13
1	**1.8**	Academic Technology Programs	Yes	$9,000.00	6,899.98
1	**1.9**	Math Intervention Programs	Yes	$193,015.84	134,466.11
1	**1.10**	Reading Intervention Programs	Yes	375,437.90	386,086.82
1	**1.11**	Classroom Support	Yes	967,364.61	340,779.26

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 ELA and Math	Yes	$245,823.15	134,917.90
1	**1.13**	Professional Learning Support	Yes	$14,000.00	13,499.00
1	**1.14**	Kindergarten Summer Bridge Program	Yes	$11,950.00	16,685.83
2	**2.1**	Technology Infrastructure	Yes	$251,000.00	287,268.80
2	**2.2**	Social Emotional and Positive Behavior Support	Yes	380,501.68	380,933.23
2	**2.3**	New Teacher Professional Development	Yes	$79,436.31	85,000.00
2	**2.4**	Music Program	Yes	298,495.02	381,032.64
2	**2.5**	Electives	Yes	$268,387.11	267,752.85
2	**2.6**	Technology Oversight	Yes	$157,176.56	157,176.56
2	**2.7**	Custodians	Yes	$335,499.26	331,811.61
2	**2.8**	Camp KEEP	Yes	$99,292.86	101,022.82
3	**3.1**	Student Data Systems/Parent Communication	Yes	$77,000.00	51,997.81
3	**3.2**	Student Recognition and Engagement	Yes	$44,660.00	38,638.41

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	**3.3**	Community Outreach Team	Yes	321,855.87	289,424.03
3	**3.4**	Improved School Climate	Yes	$816,708.29	782,550.46
3	**3.5**	Positive Playground Activities	Yes	225,083.11	203,287.42
3	**3.6**	Extended Day Activities	Yes	76,259.67	94,786.46
3	**3.7**	Health Services	Yes	$535,521.65	532,582.07
3	**3.8**	Transportation	Yes	$326,740.00	0
3	**3.9**	School Connectedness	Yes	$39,660.00	39,627.71
3	**3.10**	Elementary PE Program	Yes	$160,265.47	164,395.27

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9,027,011.00	$8,861,647.47	$8,531,675.21	$329,972.26	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**	Class Size Reduction	Yes	$2,133,529.04	2,185,957.88		
1	**1.2**	Grade Level Lead Teachers	Yes	$56,000.00	65,991.04		
1	**1.3**	Library Services	Yes	$334,378.60	340,310.37		
1	**1.4**	Services to English Learners (EL) and Long-Term English Leaners (L-TEL)	Yes	$572,133.73	656,629.88		
1	**1.5**	Summer Enrichment/STEM	Yes	$45,639.86	43,139.86		
1	**1.7**	Academic Enrichment Opportunities	Yes	$18,278.72	17,023.13		
1	**1.8**	Academic Technology Programs	Yes	$9,000.00	6,899.98		
1	**1.9**	Math Intervention Programs	Yes	$193,015.84	134,466.11		
1	**1.10**	Reading Intervention Programs	Yes	$375,437.90	386,086.82		
1	**1.11**	Classroom Support	Yes	$358,917.77	340,779.26		
1	**1.12**	Supplemental ELA and Math	Yes	$245,823.15	134,917.90		
1	**1.13**	Professional Learning Support	Yes	$14,000.00	13,499.00		
1	**1.14**	Kindergarten Summer Bridge Program	Yes	$11,950.00	16,685.83		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Technology Infrastructure	Yes	$251,000.00	287,268.80		
2	2.2	Social Emotional and Positive Behavior Support	Yes	$380,501.68	380,933.23		
2	2.3	New Teacher Professional Development	Yes	$79,436.31	85,000.00		
2	2.4	Music Program	Yes	$298,495.02	381,032.64		
2	2.5	Electives	Yes	$268,387.11	267,752.85		
2	2.6	Technology Oversight	Yes	$157,176.56	157,176.56		
2	2.7	Custodians	Yes	$335,499.26	331,811.61		
2	2.8	Camp KEEP	Yes	$99,292.86	101,022.82		
3	3.1	Student Data Systems/Parent Communication	Yes	$77,000.00	51,997.81		
3	3.2	Student Recognition and Engagement	Yes	$44,660.00	38,638.41		
3	3.3	Community Outreach Team	Yes	$321,855.87	289,424.03		
3	3.4	Improved School Climate	Yes	$816,708.29	782,550.46		
3	3.5	Positive Playground Activities	Yes	$225,083.11	203,287.42		
3	3.6	Extended Day Activities	Yes	$76,259.67	94,786.46		
3	3.7	Health Services	Yes	$535,521.65	532,582.07		
3	3.8	Transportation	Yes	$326,740.00	0		
3	3.9	School Connectedness	Yes	$39,660.00	39,627.71		
3	3.10	Elementary PE Program	Yes	$160,265.47	164,395.27		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
19,669,779	9,027,011.00	0%	45.893%	$8,531,675.21	0.000%	43.375%	$495,335.79	2.518%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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.

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2024