

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Barstow Unified School District

CDS Code: 36676110000000

School Year: 2024-25

LEA contact information:

Deanna Swearingen

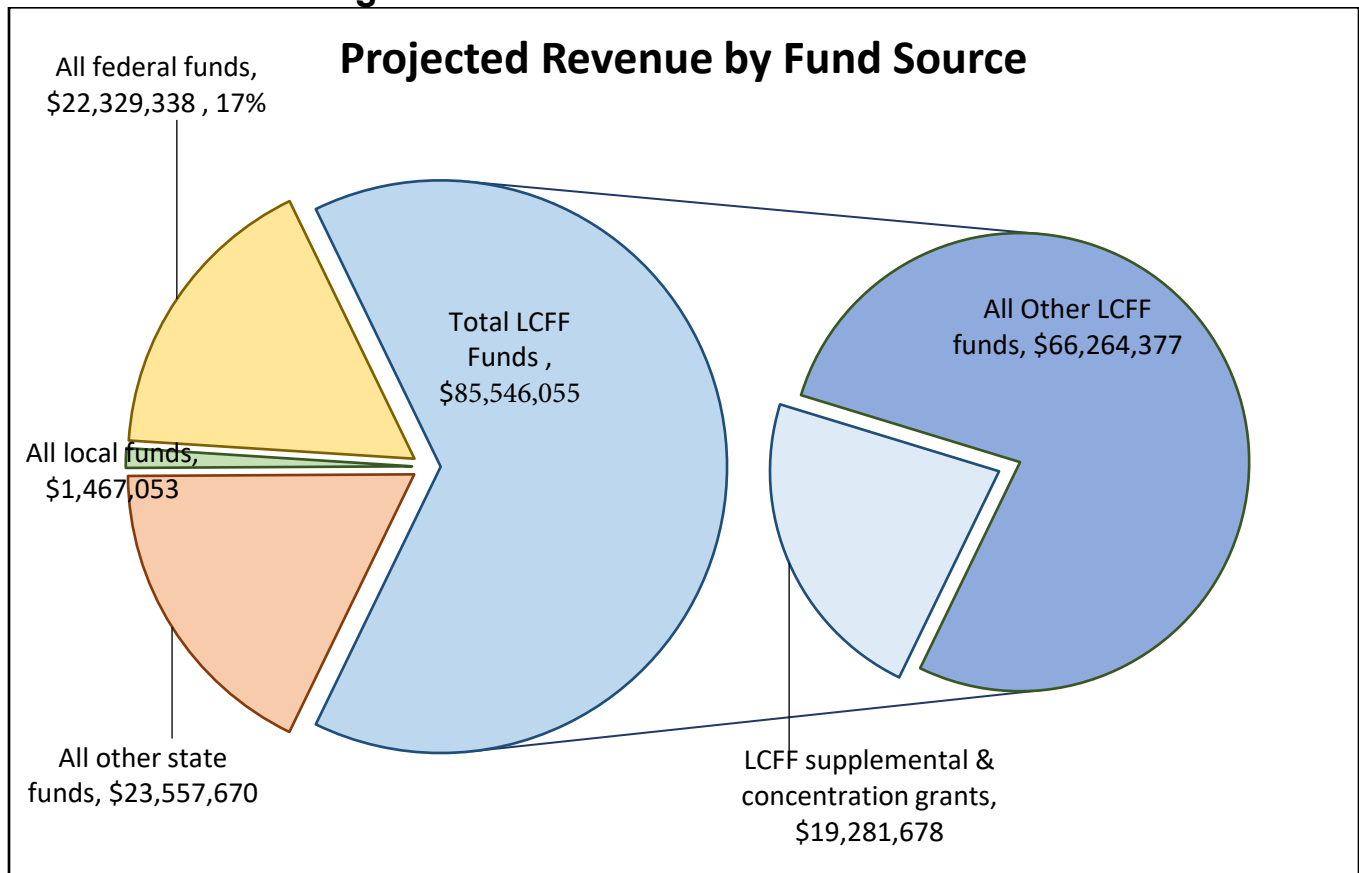
Superintendent

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

Budget Overview for the 2024-25 School Year

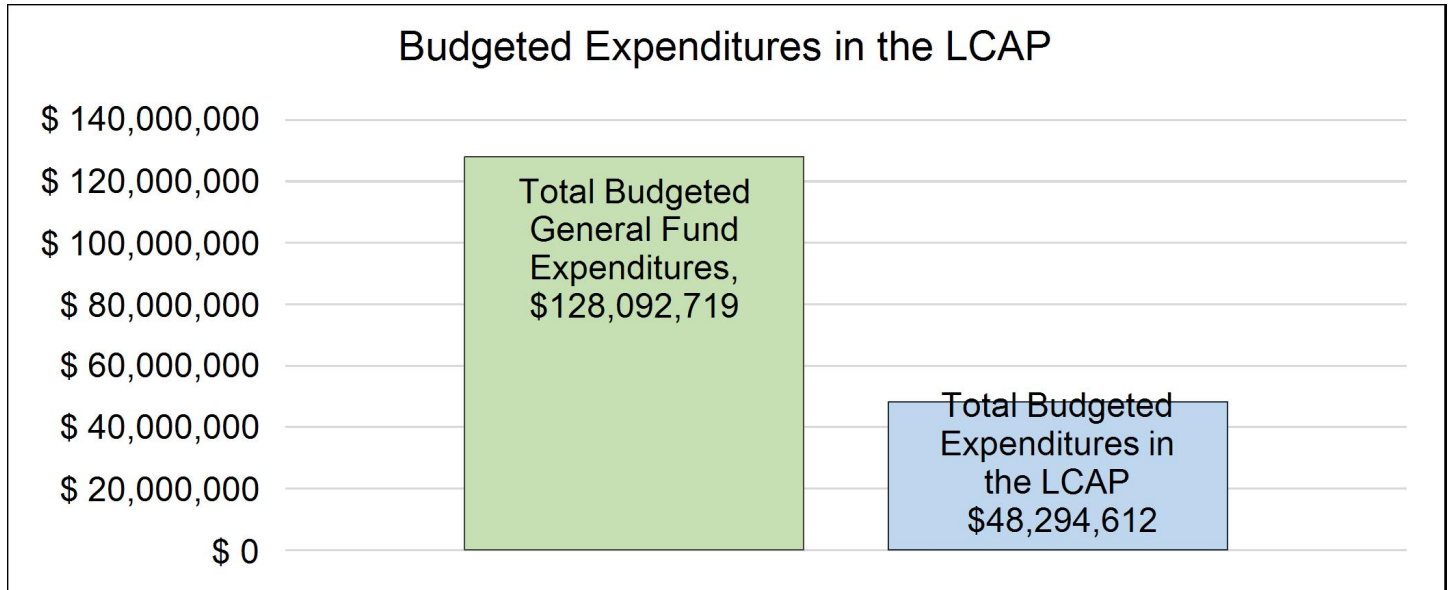


This chart shows the total general purpose revenue Barstow Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Barstow Unified School District is \$112,145,735, of which \$85,546,055 is Local Control Funding Formula (LCFF), \$23,557,670 is other state funds, \$1,467,053 is local funds, and \$22,329,338 is federal funds. Of the \$64,791,674 in LCFF Funds, \$19,281,678 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 Barstow Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Barstow Unified School District plans to spend \$128,092,719 for the 2024-25 school year. Of that amount, \$48,294,612 is tied to actions/services in the LCAP and \$79,798,107 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

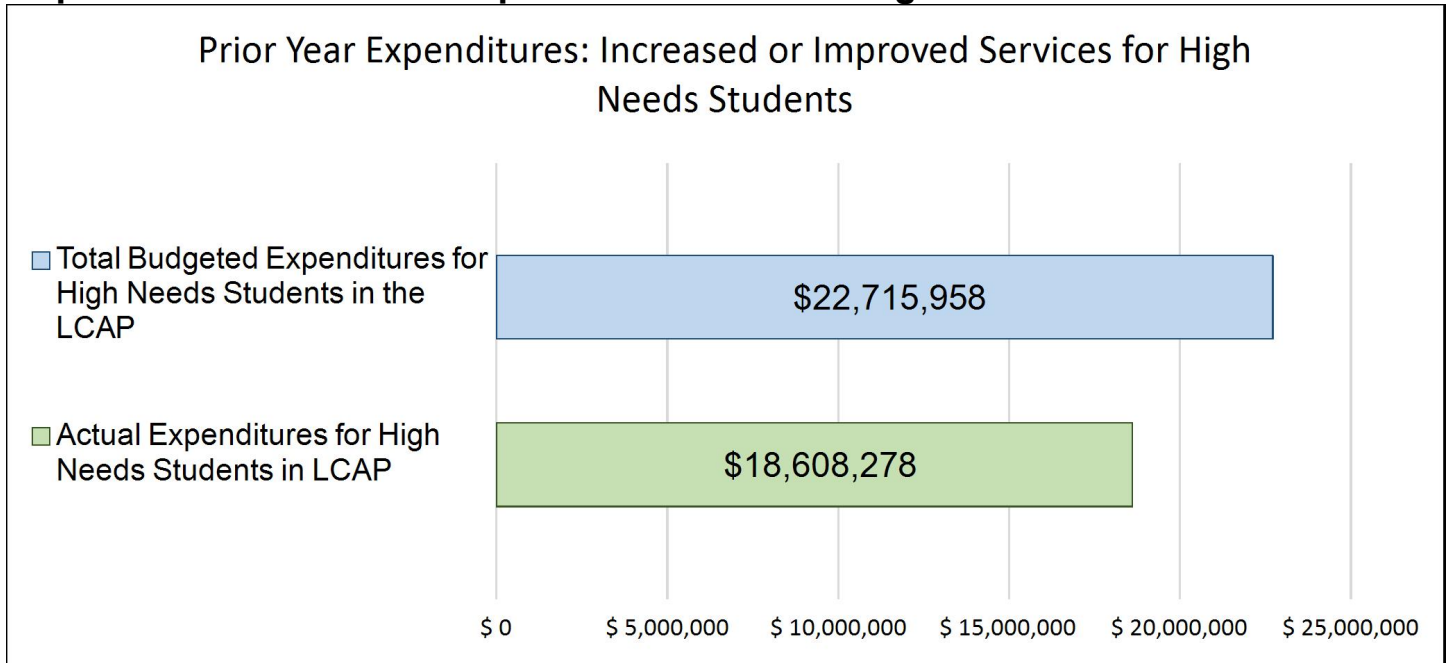
The General Funds budget expenditures that are not listed in the LCAP are as follows: *Certificated Salaries: Teachers, Administrators, Speech Pathologist. *Classified Salaries: Managers, Para-Educators, Health Clerks, Maintenance Workers, Purchasing and Warehouse, Fiscal Services, Information Technology Staff, Site and District Clerical Staff, Food Service Workers. *Non LCAP Instructional Supplies. *Capital Facility Projects and Repairs.

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

In 2024-25, Barstow Unified School District is projecting it will receive \$19,281,678 based on the enrollment of foster youth, English learner, and low-income students. Barstow Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Barstow Unified School District plans to spend \$29,154,081 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Barstow Unified 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 Barstow Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Barstow Unified School District's LCAP budgeted \$22,715,958 for planned actions to increase or improve services for high needs students. Barstow Unified School District actually spent \$18,608,278 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$4,107,680 had the following impact on Barstow Unified School District's ability to increase or improve services for high needs students:

In 2024-2025, Barstow Unified is projecting it will receive \$19,281,678 based on the enrollment of foster youth, English Learners, and Low-Income students. Barstow Unified must describe how it intends to increase or improve services for high need students in the LCAP. Barstow Unified plans to spend \$29,154,081 toward meeting this requirement, as described in the LCAP.

2023–24 Local Control and Accountability Plan Annual Update

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-------------------------------------|---|
| Barstow Unified School District | Deanna Swearingen Superintendent | deanna_swearingen@busdk12.com (760) 255-6006 |

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Barstow Unified School District will utilize Common Core State Standards, curriculum and 21st century learning strategies to prepare students for college and career readiness, including Career Technical Education, to increase student performance on CTE pathway completion, Advanced Placement exams, and mastery on the California Assessment of Student Performance and Progress (CAASPP). |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|--|--|---|
| District-Wide (CAASPP) California Assessment of Student Performance and Progress Math: 5 point increase annually | 55.2 points below standard (2019-20) | 122 points below standard (2020-21) | 125.4 points below standard (21-22) | 124.8 (22-23) | 40.2 points below standard |
| District-Wide (CAASPP) California Assessment of Student Performance and Progress ELA: 5 point increase annually | 89.1 points below standard (2019-20) | 87 points below standard (2020-21) | 84.7 points below standard (21-22) | 83 points below standard (22-23) | 74.1 points below standard |
| Healthy Fitness Zone Targets - students meeting all 6 (2% increase annually) | 25.6% met all 6 fitness standards (Grades 5,7,9) (2018-19) | 24.5 met all 6 fitness standards (Grades 5,7,9) (2019-2020) | 24% met all 6 fitness standards (Grades 5,7,9) (2020-2021) | 23.5% met all 6 fitness standards (Grades 5,7,9) (2022-2023) | 31.6% of grades 5,7,9 students meet all 6 fitness standards |
| Share of students that are college and career ready: Career | 65 students (2019-20) | 109 students (2020-21) | 100 students (2021-22) | 155 students (22-23) | 75 students (reflects 2% annual increase over 3 years) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|---|---|---|
| Technical Education (CTE) 2 year pathway completion (5% increase annually) | | | | | |
| Share of students that are college and career ready: A-G certified (2% increase annually) | 17.84% (Total A-G certified students/Total 12th graders) (2019-20) | 18.7% (Total A-G certified students/Total 12th graders) (2020-21)) | 17.0% (Total A-G certified students/Total 12th graders) (2021-22) | 12.3% (Total A-G certified students/Total 12th graders) (2022-23) | 23.84% A-G Certified students (A-G certified/Total 12th grade students) |
| Share of students that are college and career ready: Advanced Placement Exam scores of 3,4, or 5 (2% increase annually) | 35% (Student scores of 3,4,5/number tested) (2019-20) | 29% (Student scores of 3,4,5/number tested) (2020-21) | 45.7% (2022-23) | 33.4 % (2023-24) | 41% |
| Rate of Teacher Misassignment (2% decrease annually) | 11% (Data found in SARC's) (2019-20) | 10.4% (Data found in SARC's) (2020-21) | 8.8% (Data found in SARC's) (2021-22) | 8% (Data found in SARC's) (2022-23) | 5% of teachers misassigned |
| Share of students that are college and career ready: California Dashboard - high school graduates who are placed in the "Prepared" level on the College/Career Indicator (2% increase annually) | 19.3% (Class of 2019) | 18.7% (Class of 2020) | 18.2% (Local data-No CA Dashboard data reported) | 69.5% (Class of 2023) | 25.3 % of students placed on the "prepared" level on the CA Dashboard CCI |
| Students have access to standards-aligned instructional materials. | 0 Williams Findings (2019-20) | 0 Williams findings (2020-21) | 0 Williams findings (2021-22) | 0 Williams findings (2022-23) | 0 Williams Findings |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|------------------------|------------------------|------------------------|------------------------|-----------------------------|
| Students have access to a broad course of study that includes all subject areas, including programs and services developed and provided to unduplicated students and students with exceptional needs. | All students (2019-20) | All students (2020-21) | All Students (2021-22) | All Students (2022-23) | Maintain all students |

Goal Analysis

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

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

Actions Not Implemented:

Action #2 (NGSS 9-12 Curriculum): NGSS curriculum was adopted. The challenge with implementation came with cutoff dates for requisitions passing and slow shipping speeds.

Action #17 (7 Reading Specialists): We were not able to hire reading specialists due to the fact that our district has realized 10+ teaching positions that were not filled this year and filled with long-term substitutes. BUSD is committed to filling these positions for the 2024-25 school year. However, these positions will be targeted to our schools with the highest need and equity multiplier funds will be utilized. Due to staffing shortages, BUSD was forced to utilize long term substitutes in multiple BUSD classrooms during the 23-24 school year.

Action #20 (Peer Assistance Review): Peer Assistance Review was not implemented during the 23-24 school year due to no referrals to the program.

Action #25 (BARR Model): The BARR model was not implemented at BHS due to administrative changes and a new vision.

Actions that were fully implemented:

Technology: Action #1 (technology) was fully implemented and the district was successful in purchasing and distributing new devices to the school sites prior to the school year so students could have access to them.

Transportation: Actions #9 (BHS field trips), #19 (BHS Transportation) and #24 (Transportation) were fully implemented. The district successfully hire additional drivers and were able to meet all transportation needs, including the increase in transportation for field trips.

Supplemental Curriculum: Actions #4 (Illuminate Software) and #23 (iReady Software) The districts technology division was successful with installation of the new supplemental curriculum as all sites and classrooms. Teachers and students were able to access the sites.

Professional Development: #18 (Winter Symposium), #22 (Center for Teacher Innovation) the district was successful in providing both on and off site professional development and we were able to have more staff attend the professional development.

Staffing: Action #5 (CAASPP Test Coordinator), #11 (District STEAM Fair Coordinator), #12, (Site STEAM Fair Coordinators), #14 (Categorical Office Staff), #16 (4 Secondary assistant principals), #21 (Teacher signing bonus) the district was successful at hiring and retaining staff to meet the demands of the school sites.

Classroom Actions: Actions #3 (Increased Instructional Time), #6 (Physical Fitness Tests), #8 (K-3 Class size reduction), #10 (Barstow STEM Academy) - The district was successful in hiring additional staff to meet the needs of the class size reduction and the staffing needs of the STEM Academy. Increased instructional time was successful in that it allowed core teachers to spend more time on critical common core standards, an also created more opportunities for intervention programs.

Culture and Climate: Action #13 (Intervention/Support Materials and Supplies) and #15 (CR - PBIS Training) - In collaboration with site leaders, the district was successful in developing a PBIS and intervention program that was implemented at each site throughout the district. The success lies in the fact that each school site had a team fully trained throughout the year on a bi-monthly basis utilizing research based strategies and student achievement data.

Actions that were Partially Implemented:

Action #7 (4 Elementary School Assistant Principals) was partially implemented, and challenging due to the fact that our district has reached the admin./teacher ratio and was not able to fill empty positions.

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.

Action #1 (Technology) was allocated \$1,492,500 and only \$708,040 was expended. Although this is a material difference due to the reduced number of new devices needed, the action was successful in that all school sites received technology needed for students and the district. With this effort all of our school sites are considered 1:1 tech/student ratio.

Action #13 (Intervention/Support Materials & Supplies) was allocated \$1,400,353 and only \$457,560 was expended. The material difference here lies in the fact that the planned expenditures were not realized due to other funding sources being used to complete the action. The work BUSD and it's schools are doing to implement a robust MTSS program is in the development stages and the lack of fidelity with this program across the district contributes to the challenge of fully implementing this action.

Action #15 (NGSS 9-12 Curriculum) was allocated \$350,000 and \$0 was expended. This material difference was a result of a Science adoption being completed, however the books not to be purchased until the 24-25 school year.

Action #16 (4 Elementary School Assistant Principals) was allocated \$647,298 and \$194,513 was expended. This material difference resulted in an inability to meet the state required admin. To teacher ratio which resulted in unfilled positions.

Action #17 (7 Reading Specialists) was allocated \$977,835 and \$0 was expended. The district was unable to find and hire enough teachers to fill classrooms which is the priority so the reading specialist positions were not filled.

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

The following Actions were Effective:

1 - Technology and On-Line Supplemental Curriculum: Action #1 (technology), Actions #4 (Illuminate Software) and #23 (iReady Software). These actions were effective as demonstrated by our state and local test scores. Our baseline CAASPP scores for ELA - 89.1 points below standards, Math - 55.2 points below standard; year 1 ELA - 87 points below standard, Math 122 points below standard; year 2 ELA 84.7 points below standards, Math 125.4 points below standards; year 3 ELA 83 points below standards, Math 124.8 points below standards. Our ELA shows growth each year during the 3 year cycle and although we see a significant decrease in Math scores from baseline to year 3, we did see a stabilization in Math scores from year 2 to year 3 following the COVID pandemic drop.

2 - Transportation: Actions #19 (BHS Transportation) and #24 (Transportation) These actions were effective as seen in our attendance and chronic absenteeism data (metric in goal 3). Our baseline attendance rate was 94.5%, year 1 was 84.96%, year 2 was 87.2% and year 3 was 89.1%. Our chronic absenteeism baseline was 21.5%, year 1 did not have data due to the COVID pandemic, year 2 was 50.4% and year 3 was 49.9%. Although we did not meet our desired outcomes and our year three numbers indicated a lower attendance rate and higher chronic absenteeism rate, we have seen a shift in the right direction in both areas since the COVID pandemic impact.

3 - Professional Development: #22 (Center for Teacher Innovation) this actions was effective in providing teachers with best practices and up to date teaching strategies which was evident in our state and local data. Our baseline CAASPP scores for ELA - 89.1 points below standards, Math - 55.2 points below standard; year 1 ELA - 87 points below standard, Math 122 points below standard; year 2 ELA 84.7 points below standards, Math 125.4 points below standards; year 3 ELA 83 points below standards, Math 124.8 points below standards. Our ELA shows growth each year during the 3 year cycle and although we see a significant decrease in Math scores from baseline to year 3, we did see a stabilization in Math scores from year 2 to year 3 following the COVID pandemic drop.

4 - Staffing: Action #5 (CAASPP Test Coordinator), #7 (4 Elementary School Assistant Principals), #10 (Barstow STEM Academy), #11 (District STEAM Fair Coordinator), #12, (Site STEAM Fair Coordinators), #14 (Categorical Office Staff), #16 (4 Secondary assistant principals), #21 (Teacher signing bonus) These actions were effective and all had a primary focus of student achievement. By having these additional positions, our staff was able to focus on student academic success as measured by the CAASPP. Our baseline CAASPP scores for ELA - 89.1 points below standards, Math - 55.2 points below standard; year 1 ELA - 87 points below standard, Math 122 points below standard; year 2 ELA 84.7 points below standards, Math 125.4 points below standards; year 3 ELA 83 points below standards, Math 124.8 points below standards. Our ELA shows growth each year during the 3 year cycle and although we see a significant decrease in Math scores from baseline to year 3, we did see a stabilization in Math scores from year 2 to year 3 following the COVID pandemic drop. The introduction of the STEAM Fair staff, has a direct impact on our increase student success in CTE pathways. Our CTE 2 year pathway completion baseline was 65 students and in year 3 we had 155 students who had successfully completed a 2 year CTE pathway.

5 - Classroom Actions: Actions #3 (Increased Instructional Time), #8 (K-3 Class size reduction) These actions were effective in increasing student academic success as demonstrated by our state and local data. Our baseline CAASPP scores for ELA - 89.1 points below standards, Math - 55.2 points below standard; year 1 ELA - 87 points below standard, Math 122 points below standard; year 2 ELA 84.7 points below standards, Math 125.4 points below standards; year 3 ELA 83 points below standards, Math 124.8 points below standards. Our ELA shows growth each year during the 3 year cycle and although we see a significant decrease in Math scores from baseline to year 3, we did see a stabilization in Math scores from year 2 to year 3 following the COVID pandemic drop.

6 - Action 9 - BHS Field Trips: This action was effective in supporting our high school students exposure to different college and career opportunities and directly ties into the success of our CTE program in the increased number of students who successfully complete a 2 year pathway. Our CTE 2 year pathway completion baseline was 65 students and in year 3 we had 155 students who had successfully completed a 2 year CTE pathway. According to the California dashboard, we have seen our students that are college and career prepared go from a baseline of 19.3% to a year 3 69.5%.

7 - Culture and Climate: Action #13 (Intervention/Support Materials and Supplies), #15 (CR - PBIS Training) and #18 (Winter Symposium). These actions have been effective in creating a positive culture and climate as demonstrated by our suspension rate (metric in goal 3) which went from a baseline for all students at 9.5% and a year 3 of 7% for all students. The effectiveness of these actions is also demonstrated in our out of class referrals (metric in goal 3) which went from a baseline of 14,217 referrals to year 3 at 11,240 out of class referrals.

The following actions were not effective:

- 1 - Action 2 - (NGSS 9-12 Curriculum). The curriculum was not purchased in time to be implemented for this LCAP 3 year cycle.
- 2 - Action 6 - (Physical Fitness Test) - This action was not effective as indicated by our local data. Our baseline was 25% Healthy Fitness Zone Targets and continued to decrease yearly and was 23.5% in year 3.
- 3 - Action 17 (7 Reading Specialist) - This action was not implemented and therefore not effective. The district was not able to hire reading specialists due to the fact that our district has realized 10+ teaching positions that were priority to fill.
- 4 - Action 20 (Peer Assistance Review) - This action was not implemented and therefore not effective.
- 5 - Action 25 (BARR model) - This action was not implemented and therefore not effective.

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

Goal: Goal 1 was changed to a broad goal that is directed to the academic increase is ELA and Math. This change was made after analyzing all educational partners feedback which indicated a concern from all partners regarding our ELA and Math scores.

The following metrics were added to Goal 1 of the 2024/25 LCAP to better measure the effectiveness of the Goal.

CAASPP ELA – School and student group Distance From Standard

CAASPP Math – School and Student Groups Distance From Standard

High School Graduation Rate Percentage- District

High School Graduation Rate Percentage - School and Student

IReady Scores ELA Third Grade Percentage of students on or above grade level

English Learner Proficiency - District percentage making progress

English Learner proficiency --- Schools and student groups percentage making progress

English Learner Reclassification Rates

The following metrics were removed or moved:

Healthy Fitness Zone Targets was removed because it did not align with any goals in the 24-25 LCAP

Rate of teacher misassignments was moved to goal 3 to better align with the goals of the 2024-25 LCAP

Students have access to standards aligned instructional materials was moved to goal 3 to better align with the goals of the 2024-25 LCAP

All other metrics remain in the 2024-25 LCAP.

The following actions in the 23-24 LCAP were moved to new action #'s in the 24-25 LCAP:

#1 (Technology) to goal 1, action 1.4

#2 (NGSS 9-12 Curriculum) out of the LCAP (NGSS was funded out of a different source)

#3 (Increased Instructional Time) to goal 1, action 1.2

#4 (Illuminate Software) to goal 1, action 1.4

- #5 (CAASPP Test Coordinator) to goal 1, action 1.4
- #6 (Physical Fitness Tests) out of LCAP (does not met criteria of new goal)
- #7 (4 Elementary AP's) out of LCAP
- #8 (K-3 Class Size Reduction) to goal 1, action 1.1
- #9 (BHS Field Trips) to goal 1, action 1.3
- #10 (Barstow STEM Academy) to goal 1, action 1.7
- #11 (District STEAM Fair Coordinator) to goal 1, action 1.6
- #12 (Site STEAM Fair Coordinator) to goal 1, action 1.6
- #13 (Intervention/Support Materials & Supplies to goal 3, action 3.5
- #14 (Categorical Office Staff) to goal 1, action 1.4
- #15 (CR-PBIS Training) to goal 3, action 3.5
- #16 (4 Secondary Assistant Principals) to goal 3, action 3.2
- #17(7 Reading Specialists) out of LCAP, moved to Equity Multiplier Goal
- #18 (Winter Symposium & Teacher Professional Development) to goal 1, action 3.6
- #19 (BHS Transportation) to goal 1, action 1.3
- #20 (Peer Assistance Review) out of LCAP
- #21 Teacher Signing Bonus) is out of the LCAP (does not met the criteria)
- #22 (Center for Teacher Innovation Program) out of LCAP
- #23 (iReady Software) to goal 1, action 1.4
- #24 (Transportation) to goal 1, action 1.3
- #25 (BARR Intervention Model) out of LCAP

These changes reflects the district's commitment to continuously refining the strategies and metrics to better meet the academic needs of its students and to accurately measure the impact of its interventions.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 2 | Barstow Unified School District will engage and empower all stakeholders in a partnership that will support the education of our students. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|---|---|
| Maintain 5 school site council meetings at each site per year | 5 school site council meetings at each site per year (2019-20) | 5 school site council meetings held at each site per year (2021-22) | 5 school site council meetings held at each site per year (2022-23) | 5 school site council meetings held at each site per year (2023-24) | 5 school site council meetings held at each site per year |
| Maintain 4 ELAC meetings at all sites per year | 4 ELAC meeting were held at each site (2019-20) | 4 ELAC meetings held at all sites per year (2021-22) | 4 ELAC meetings held at all sites per year (2022-23) | 4 ELAC meetings held at all sites per year (2023-24) | 4 ELAC meetings held |
| Title I Parent survey completion - 5% increase annually | 14% (2019-20) | 435 Surveys completed 7% (2021-22) | 829 Surveys completed 13.4% (2022-23) | 306 Surveys completed 5.6% (2023-24) | 39% |
| Seek parent input in decision-making for the school district and individual school site including the promotion of parental participation in programs for unduplicated students and students with exceptional needs. | 553 LCAP Survey responses (2019-20) | 473 LCAP Survey Responses (2021-22) | 457 LCAP Survey Responses (2022-23) | 728 LCAP Survey Responses (23-24) | 853 LCAP survey responses |

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Actions that were fully implemented:

- Action #5 - Public Information Officer - The Public Information Officer position was fully implemented and was successful in initiated multiple streams of communication with our educational partners most notably with a new software platform called “Parent Square”.
- Action #4 - Liaison/Translator Services - The Liaison translator services was fully implemented and continue to be a growing need. The district was successful in finding and hiring a qualified person to fill this vital role.
- Acton #3 - Foster Youth Student Support – This action was fully implemented. The district was successful in identifying the needed support items and services and having them available for our students and families.
- Action #2 - PBIS Training for Parents - PBIS training for parents was fully implemented. Our PBIS district coach were very successful with infusing training for our parents during PTA meetings, Title I meetings, and general school gathering opportunities.

Actions that were partially implemented:

- Action #1 - Parent/Guardian Involvement Coordinators was partially implemented. One of the challenges that the district encountered with the implementation of this action was that staff members are filling multiple stipend roles such as this and burnout occurs causing a shortage of staff members willing to take this action on.

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.

Action #1(Parent/Guardian Involvement Coordinator) was allocated \$47,987 allocated and only \$8,758 expended. This material difference was mainly attributable to challenges in filling stipend positions at the site level.

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

The following Actions were Effective:

1. Action #1 (Parent/Guardian Involvement Coordinators), Action #2 (PBIS Training for parents) These actions were effective as seen in our parent engagement data. Our baseline number for Title I Parent Survey completion was 14%, Year 1- 7%, year 2 - 13.4%, year 3 - 5.6%. Our Parent Completion for the LCAP survey had a baseline of 553, year 1 – 473, year 2 – 457, Year 3 – 728. Although we saw a fluctuation with our Title I survey numbers and seeing an overall drop from baseline to year 3, we did see a resurgent of Title 1 survey completers in year 2. Our LCAP Survey with all parents has need a growth each year from baseline to year 3.
2. Action #3 (Foster Youth Student Support) and Action #4 (Liaison/Translator Service) These actions were effective as seen in our CHKS (metric in goal 3) which showed a baseline of 75% of students who feel safe at school, year 1- 100%, year 2 – 57% and year 3 – 62%. Although we saw a decline in percentage during the COVID pandemic, we saw an increase between year 2 and 3 demonstrating a return to pre-pandemic numbers. These actions were also focused recovering learning loss with our foster youth.
3. Action #5 (Public Information Officer) This action was effective as demonstrated by the increase in parent participate and use of Parent Square, a communication platform. We implemented the platform during the 2022/23 school year and have grown the user population from 10% in December of 2023 to over 50% at the end of the 2023/2024 school year. Over the last 18 months the Public Affairs Officer has initiated several social media platforms for the district and school sites including Instagram and Facebook.

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

This goal remains the same in the 24-25 LCAP.

Metrics:

1. Maintain 5 school site council meetings at each site per year was removed because it did not align with the goal in the 24-25 school year.
2. Maintain 4 ELAC meetings at all sites per year was removed because it did not align with the goal in the 24-25 school year.
3. Title I Parent survey completion was removed because it did not align with the goal in the 24-25 school year.
4. Seek parent input in decision-making for the school district and individual school site including the promotion of parental participation in programs for unduplicated students and students with exceptional needs was removed because it did not align with the goal in the 24-25 school year.

The following metrics were added to Goal 2 of the 2024-25 LCAP to better measure the effectiveness of the Goal.

1. Central Enrollment Center number of interactions for service.
2. Survey Results- Family Engagement/Culture Percentage of Positive Responses Fall Survey- question: "My school creates a positive work environment."
3. Survey Results- Family Engagement Percentage of Positive Responses Fall Survey- question:

"I feel engaged with my school".

Actions:

1. Parent Involvement Coordinators moved to action 2 in the 24-25 LCAP.
2. PBIS training for parents remains in action 2.
3. Foster Youth Student Support moved to action 1 to better align with the goal in the 2024-25 LCAP.
4. Liaison/Translator Services moved to action 1 to better align with the 2024-25 LCAP.
5. Public Information Officer moved to action 3.

The district added action 4 (African American Parent Advisory) to goal 2 to better align with the goal in the 2024-25 LCAP. This action was previously found in Goal 7.

These changes reflect the district's commitment to continuously refine its strategies and metrics to better meet the academic needs of its students and to accurately measure the impact of its interventions.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 3 | By adhering to the adopted Statement Of Principles, Barstow Unified School District will provide a positive, safe, and engaging environment for all students, including disproportionately impacted African American students, to increase student attendance rates, graduation rates, and decrease suspension/expulsion rates, dropout rates, and behavior referrals. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|--|--|--|
| Graduation rate - 1% increase annually | 82.5% graduation rate (2019-20) | 74.7% (2021-22) | 84.9% (2022-23) | 82.8% (2023-24) | 85.5% graduation rate |
| Suspension Rate (All students) - 1% decrease annually Suspension Rate (African American students) - 1% decrease annually Suspension Rate (Special Education students) - 1% decrease annually | 9.5% - All students (18-19 data is being used due to school closure data for the 19-20 school year that may not be exact) 20.6% - African American students (18-19 data is being used due to school closure data for the 19-20 school year that may not be exact) 16.4% - Special Education students (18-19 data is being used due to school closure data for the 19-20 school | Suspension Rate (All students) - 0% (20-21) Suspension Rate (African American students) - 0% (20-21) Suspension Rate (Special Education students) - 0% (20-21) | Suspension Rate (All students) - 6.5% (21-22) Suspension Rate (African American students) - 13.7% (21-22) Suspension Rate (Special Education students) - 10.8% (21-22) | Suspension Rate (All students) - 7% (22-23) Suspension Rate (African American students) - 12.3% (22-23) Suspension Rate (Special Education students) - 10.7% (22-23) | 6.5% suspension rate - All Students 17.6% suspension rate - African American Students 13.4% suspension rate - Special education students |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|--|---|
| | year that may not be exact) | | | | |
| State Middle/High School dropout rate - 1% decrease annually grades 9-12, 1 student decrease Grades 7 & 8 | Grades 9-12 - 3.4% (2019-20) Grades 7 & 8 - 4 students (2019-20) | No CA Dashboard data - BUSD utilized local data Grades 9-12 - 3.2% (20-21) Grades 7 & 8 - 2 students (20-21) | No CA Dashboard data - BUSD utilized local data Grades 9-12 - 4.1% (21-22) Grades 7 & 8 - .7% students (21-22) Grades 9-12 - 3.8% (22-23) Grades 7 & 8 - 1.7% students (22-23) | Grades 9-12 - 3.8% (22-23) Grades 7 & 8 - 1.7% students (22-23) | Grades 9-12 - .4% Grades 7 & 8 - 1 student |
| Student Infinite Campus referrals out of class - 5% decrease annually | 14,217 referrals out of class (2019-20) | 3 Out of class referrals (21-22) | 12,249 Out of class referrals (22-23) Minors - 6831 Majors - 4941 Suspensions - 657 | 11,240 Out of class referrals (23-24) Minors - 6520 Majors - 4720 Suspensions - 572 | 12,189 referrals out of class |
| Chronic Absenteeism Rate - 1% decrease annually | 21.5% (2019 California Dashboard) | No CA Dashboard data available Local Data 23% (2021-22) | 50.4% (2022 California Dashboard) | 49.9% (2023 California Dashboard) | 18.5% |
| Pupil Expulsion Rates | 1 Expulsion (2019-20) | 0 Expulsions (21-22) | 5 expulsions (22-23) | 3 expulsions (23-24) | 0 Expulsions |
| California Healthy Kids Survey (CHKS) to monitor school safety and connectedness. | 75% students feel safe (2019-20) | 100% Students feel safe (2020-21) | 57% students feel safe 2022-23) | 62% Students feel safe (2023-24) | 90% of students feel safe |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|--|--|--|
| School Attendance Rates | 94.5% (2018-19) | 84.96% (2020-21) | 87.2% (2021-22) | 89.1% (2022-23) | 97.5% |
| Suspension Rate (All students) - 1% decrease annually Suspension Rate (African American students) - 1% decrease annually Suspension Rate (Special Education students) - 1% decrease annually | 9.5% - All students (18-19 data is being used due to school closure data for the 19-20 school year that may not be exact) 20.6% - African American students (18-19 data is being used due to school closure data for the 19-20 school year that may not be exact) 16.4% - Special Education students (18-19 data is being used due to school closure data for the 19-20 school year that may not be exact) | 2020-2021 All Students - 0% (20-21) African American Students - 0% (20-21) Special Education Students - 0% (20-21) | Suspension Rate (All students) - 6.5% (21-22) Suspension Rate (African American students) - 13.7% (21-22) Suspension Rate (Special Education students) - 10.8% (21-22) | Suspension Rate (All students) - 7% (22-23) Suspension Rate (African American students) - 12.3% (22-23) Suspension Rate (Special Education students) - 10.7% (22-23) | 6.5% suspension rate - All Students 17.6% suspension rate - African American Students 13.4% suspension rate - Special education students |

Goal Analysis

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

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

Actions not implemented:

Action #6 (Peer Counselor): This action was not implemented. The personnel department found it challenging to fill these positions due to lack of applicants.

Actions that were fully implemented:

Action #1 (Student Incentives and Rewards): This action was fully implemented. The district PBIS district coach was successful in ensuring each school site had the needed resources to implement the program at their sites ensuring a district wide approach to this action.

Action #2 (Attention 2 Attendance Software): This action was fully implemented and the district was successful at training all staff members on the new attendance software.

Action #3 (Student Study Team Coordinator): This action was fully implemented and the district was successful in identifying an SST coordinator at each site and training them on the P4SS software platform.

Action #4 (CWA Coordinator): This action was fully implemented. The district was successful at finding and hiring a CWA coordinator that was able to actively engage in the SARB and attendance outreach activities.

Action #5 (Restorative Practices CR-PBIS district coach): This action was fully implemented. The district PBIS coach was successful at training all site PBIS leads on the district's goals and action for the program.

Action #7 (4 Preschool Teachers): This action was fully implemented and the district was successful in finding and hiring 4 highly qualified preschool teachers

Action #8 (CA Help Partnership): This action was fully implemented and the district was successful in establishing contract with CA HELP foundation to work closely with our district to identify our increased need and designed training and support to supplement the original contract and increase services to students.

Action #13 (Homeless/Foster Youth Support): This action was fully implemented and the district was successful in acquiring the needed support items for our homeless and foster youth.

Action #10 (Counselors): This action was fully implemented and the district was able to successfully find and hire qualified counselors to fill the positions at each school site. The counselors were successful in supporting student mental health, academic, and behavioral needs at all elementary and secondary sites

Action #11 (5 School Psychologists): This action was fully implemented and the district successfully hired staff 5 psychologist that ensured all intervention strategies and assessment needs were fulfilled for all at-risk students at each school site.

Action #12 (Dean of Students): This action was fully implemented and the district successfully staffed a full time Dean of Students and student support and outreach activities were performed to support achievement.

Action #14 (Preschool (4K) Paraeducators): This action was fully implemented and the district was successful at fully staffing the Paraeducators who ensured the student to adult ratio was maintained at 8:1 and instructional support activities were performed. Also, the action was effective due to the fact that the preschool students matriculated to TK and Kindergarten programs in our district with higher level social skills, fine motor skills, and greater levels of abilities to explore their learning through hands on learning environments.

Action # 16 (SWIS/PBIS data stipend): This action was implemented and the district was successful in installing the software and training all staff member on how to use it.

Action #18 (Campus safety Assistance/Noon Duty): This action was implemented. The district was able to successfully staff this action allowing for constant adult supervision coverage at each school site.

Action # 19 (Director of Supportive School Climate): This action was successfully implemented and supportive activities were planned and held across the school district.

Action #20 (Central Enrollment Classified Staff): This action was fully implemented as the district was able to fully staff the enrollment center.

Actions that were partially implemented:

Action #9 (Fine Arts Pathway at BJHS) This was a challenge to implement due to the difficulty with the school opening up during the 23-24 school year after a 5 year remodel effort. This action fell to the back burner of priorities.

Action #15 (CR-PBIS Supplies/Training): Supplies and training were provided but the challenge of implementation was due to lack of parent meetings for training being made available to the district coach at all sites.

Action #17 (PBIS Wellness Teachers): This action was a challenge to implement due to staffing shortages.

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

The planned actions and services for this goal, aimed at enhancing services for unduplicated count students, are specifically designed to provide direct support to English Learners, homeless and foster youth, and low socio-economic students.

Action #8 (CA Help Partnership)

Allocated: \$50,000

Spent: \$150,000

The material difference for this action is a result of BUSD increasing the contract for this service due to its proven effectiveness. Multiple new theory-based trainings were provided to staff due to the increase.

Action #12 (BJHS Dean of Students)

Allocated: \$172,553

Spent: \$157,547

The material difference of this action was due to employing an individual at the lower end of the pay scale. This service is essential for BJHS in its journey to becoming a fully functional CR-PBIS school and in providing other behavioral and learning supports.

Action #9 (Fine Arts Pathways at BJHS)

Allocated: \$100,000

Spent: \$7,438

The material difference for this action was due to the school reopening on the main campus after a four-year remodeling period. The priority for implementing this action was minimized due to this fact.

Action #11 (5 School Psychologists)

Allocated: \$77,193

Spent: \$1,240,881

There was a material difference between the allocated and expended amounts for this action due to the inability to recruit, hire and retain psychologists during the 23-24 school year.

Action #17 (PBIS Wellness Teacher)

Allocated: \$538,200

Spent: \$51,373

The material difference was due to staffing shortages, many PBIS Wellness Teachers were not hired, which impacted PBIS interventions and Social Emotional Learning supports, leaving students without necessary tier 2 and 3 supports.

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

Effective Actions:

- Restorative Practices/Intervention Program Staffing (Actions 3 - Student Study Team Coordinators, 4 - CWA Coordinator, 5 - Restorative Practices CR-PBIS district coach, 8 -CA Help Partnership, 10 - Counselors, 11 - 5 school psychologists, 12 - Dean of Students, 17 - PBIS Wellness teachers, 18 - Campus safety assistants/noon duty, 19 - Director of Supportive School climate)

These actions were effective as demonstrated by our suspension rates, graduation rates and attendance rate. In comparing the suspension rate, graduation rate, and attendance rate between baseline data and 2023:

Baseline: Suspension rate - 9.5% (all students), Graduation rate - 82.5%, Attendance rate - 94.5%

Year 3 (2023): Suspension rate - 7% (all students), Graduation rate - 82.8%, Attendance rate - 89.1%

Although we see a decrease in attendance rates from baseline to year 3, we did see a stabilization in attendance rates from year 2 to year 3 following the COVID pandemic drop.

Despite not improving in the area of attendance rate, it is noteworthy that the year-over-year increase from 87.2% (2021-2022) to 89.1% (2022-2023) indicates that the actions are working to achieve the goal.

- Data Collection (Actions: 16 -SWIS/PBIS data stipend, 2 - Attention 2 Attendance Software)

These actions were effective as demonstrated by our out of class referral rates and the chronic absenteeism rate. In comparing the data for out-of-class referral rates and chronic absenteeism rates between baseline data and Year 3 (2023):

Baseline: Out-of-class referral rates - 14,217, Chronic absenteeism rates - 21.5%

Year 3 (2023): Out-of-class referral rates - 11,240, Chronic absenteeism rates - 49.9%

The data reflects that the data collection actions were largely successful in supporting the overall achievement of this goal. The SWIS data inputting for out-of-class referrals has had a direct positive impact on reducing referrals. Although chronic absenteeism data did not show an overall decrease during the three-year period, the year-over-year data suggests that the Attention 2 Attendance software is having a positive impact recently. For instance, the chronic absenteeism rate for Year 2 (2022) was 50.4%, while the most recent data for Year 3 (2023) is 49.9%, indicating a 0.5% decrease.

- Restorative/Intervention Student Supplies & Training (Actions: 1 - Student Incentives & Awards, 15 CR-PBIS supplies/training, 13 - Homeless/Foster Youth Support)

These actions were effective as demonstrated by our CHKS response data.

In comparing the California Healthy Kids Survey, pupil expulsion rate, and dropout rate data between baseline data and 2023:

Baseline: CHKS Survey - 75% of students feel safe, Expulsion rate - 1 expulsion, Dropout rate - 3.4%

Year 3 (2023): CHKS Survey - 62% of students feel safe, Expulsion rate - 3 expulsions, Dropout rate - 3.2%

Although the CHKS Survey data indicates that fewer students feel safe over a three-year period, (baseline: 75%, Year 1: 100%, Year 2: 57%, Year 3: 62%) it is important to note that the data retrieved for this survey is skewed due to pandemic influences. The baseline data reflects a period when students were learning remotely. BUSD will employ the Youth Truth Survey in the 2024-2025 LCAP to capture a broader view of student safety. In the Youth Truth Survey, students are asked if they feel valued, and 82% of students responded affirmatively. Our expulsion rate has stabilized after a spike in year 2 which can be attributed to the first year back after the pandemic (Baseline 1, year 1 - 0, year 2 - 5, year 3 - 3). These number indicate we are moving back toward the pre-pandemic numbers. Our Homeless/Foster Youth Support showed effective as demonstrated by local data that shows during the 3 year cycle, we increase the number of students served and the amount of supplies that we have provided to our students identified in this actions.

- Preschool Program and Supports (7 - 4 Preschool Teachers, 14 - Preschool Paraeducators)

These actions were effective as demonstrated by the higher level of social skills, fine motor skills, and greater levels of abilities to explore their learning through hands on learning environments that our preschool students realized when they matriculated to our TK and kindergarten programs in our district.

Actions that were not effective:

5. Action 9 Fine Arts Pathway at BJHS: This action/service has not been deemed effective and does not adequately reflect the metrics listed in this goal. Therefore, this action will be removed from the 2024-2025 LCAP.

6. Action 6 - Peer Counselor: This action was not implemented therefore was not effective

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

Goal:

Goal 3 remains a broad goal in the 2024-25 LCAP. This decision came in light of analyzing all educational partner feedback which indicated a continued need to provide a positive, safe, and engaging environment for all students.

Metric:

Metric 1. Graduation rate was moved to Goal 1 in the 2024-25 LCAP to better align with the goals in the 2024-25 LCAP.

Metric 4 Student Infinite Campus referrals out of class was removed to better align with the goals of the 24-25 LCAP.

Metric 7 was removed and changed to a Youth Truth Survey.

The following metrics were added to Goal 3 of the 2024-25 LCAP to better measure the effectiveness of the goal.

Metric 3.2 - Chronic Absenteeism % Rate - School and Student Group

Metric 3.4 - Suspension Rate Percentage– School and Student Group

Metric 3.5 - Survey Results- School Safety Percentage Positive response (Students, Staff, and Families combined surveys)

Metric 3.6 - Survey Results: Engagement Percentage Positive response about student and parent experiences at school and engaging with school staff (Students ,Staff, and Families combined surveys)

Metric 3.7 - Survey Results: Engagement - How students and families feel about the level of engagement with school staff experienced during the school year. Percentage Positive response (Students, Staff, and Families combined surveys)

Metric 3.8 was moved from Goal 5 to Goal 3 in the 2024-25 LCAP.

All other metrics remain on the 2024-25 LCAP.

The following actions in the 23-24 LCAP were moved to new action #'s in the 24-25 LCAP:

- #1 (Student Incentives & Awards) to goal 3, action 3.5 to better align with the goal in the 2024-25 LCAP.
- #2 (Attention 2 Attendance Software) to Goal 3, action 3.3 to better align with the goal in the 2024-25 LCAP.
- #3 (Student Study Team Coordinators) to Goal 3, action 3.7 to better align with the goal in the 2024-25 LCAP.
- #4 (CWA Coordinator) to Goal 3, action 3.6 to better align with the goal in the 2024-25 LCAP.
- #5 (Restorative Practices CR-PBIS district coach) to Goal 3, action 3.6 to better align with the goal in the 2024-25 LCAP.
- #6 (Peer Counselor) to Goal 3, action 3.1 to better align with the goal in the 2024-25 LCAP.
- #7 (4 Preschool Teachers) to Goal 1, action 1.8 to better align with the goal in the 2024-25 LCAP.
- #8 (CA Help Partnership) Goal 3, action 3.3 to better align with the goal in the 2024-25 LCAP.
- #9 (Fine Arts Pathway at BJHS) Goal 3, action 3.4 to better align with the goal in the 2024-25 LCAP.
- #10 (Counselors) to Goal 3, action 3.1 to better align with the goal in the 2024-25 LCAP.
- #11 (5 School Psychologists) to Goal 3, action 3.1 to better align with the goal in the 2024-25 LCAP.
- #12 (Dean of Students) to Goal 3, action 3.2 to better align with the goal in the 2024-25 LCAP.
- #13 (Homeless/Foster Youth Support) to Goal 2, action 2.1
- #14 (Preschool (4K0 Paraeducators) was removed out of Lcap (Funded by Title 1)
- #15 (CR-PBIS supplies/training) goal 3, action 3.5 to better align with the goal in the 2024-25 LCAP.
- #16 (SWIS/PBIS Stipend) Goal 3, action 3.3 to better align with the goal in the 2024-25 LCAP.
- #17 (PBIS Wellness Teachers) Goal 3, action 3.2 to better align with the goal in the 2024-25 LCAP.
- #18 (Campus Safety Assistants/Noon Duty) to Goal 3, action 3.7 to better align with the goal in the 2024-25 LCAP.
- #19 (Director of Supportive School Climate) to goal 3, action 3.6 to better align with the goal in the 2024-25 LCAP.
- #20 (Central Enrollment Classified Staff) to goal 3, action 3.6 to better align with the goal in the 2024-25 LCAP.

These changes reflect the district's commitment to continuously refine its strategies and metrics to better meet social emotional and safety needs of its students and to accurately measure the impact of its interventions.

Many of the actions listed in this goal have been consolidated to streamline the effectiveness and accounting of services to students. The new goal (s) focusing on school climate and engagement has not changed in terms of desired outcomes. But, language has been included to ensure providing a safe and nurturing environment is paramount. In the 2024-25 LCAP, action #1 (Counseling/Psychologist Support) is principally directed to English Learners, Foster youth, and low income students which incorporates 7 counselors and 3 psychologists beyond the base requirement. Action #2 (School Climate Supports) in said LCAP incorporates 73 positions such as Assistant Principals, Dean of Students, PBIS Wellness Teachers, SST Coordinators, Campus safety, Campus security, coaching stipends, co-curricular stipends, sports and band uniforms, and other supervisors to assist. This action will support English Learners, Foster youth and low income students. In the 2024-25 LCAP action #3 (Partnerships to support teacher pedagogy and data Disaggregation) the following previous actions have been consolidated CA Help Partnership, Attention 2 Attendance, SWIS/PBIS data stipend. Action #5 (Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Supports (MTSS) in the 2024-25 LCAP incorporates PBIS rewards at each site to support English Learners, Low Income students, and foster youth. In the 2024-25 LCAP Action #6(Restorative Practices Professional Development and Student Transition Supports)

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 4 | Barstow Unified School District will implement curriculum, assessments, and strategies that will ensure all English Learner students will attain English proficiency and Common Core State Standards mastery on standardized tests. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|--|--|--|
| ELPAC - Percentage of students scoring level 4 or progressed on level - 5% yearly increase | 41.7% (2018-19) | 8.06% (2019-20) | 49.2% (2021-22) | 41.5% (22-23) | 56.7% - (This represents a 15% increase over a 3 year period) Percentage of students scoring level 4 or progressed on level - 5% yearly increase |
| CAASPP - Points below ELA standard (All EL students) - 10 point decrease yearly | 70 points below standard (2019-20) | 110 points below standard (20-21) | 99.3 points below standard (21-22) | 102.4 points below standard (22-23) | 40 points below standard |
| English Learner Reclassification Rate - 5% yearly increase | 7.8% (2019-20) | 1.6% (2020-21) | 4% (2021-22) 9% (2022-23) | 6.2% (2023-24) | 22.8% of our English Learner students being reclassified on a yearly basis. (This represents a 15% increase over a 3 year period) |
| Implementation of the academic content and performance standards, programs | 75% of teachers implementing standards according | 80% of teachers implementing standards according | 75% of teachers implementing standards according | 77% of teachers implementing standards according | 90% of teachers implementing standards according to walkthrough data |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--------------------------------|-------------------------------|-------------------------------|-------------------------------|-----------------------------|
| and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. | to walkthrough data. (2019-20) | to walkthrough data (2020-21) | to walkthrough data (2021-22) | to walkthrough data (2023-24) | |

Goal Analysis

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

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

Actions that were fully implemented:

Actions #1 (English Language Development Instructional Coach): This action was fully implemented. This district was successful at providing multiple opportunities for valuable ELD coaching and English Learner progress monitoring were realized through the work of the ELD coach.

Action #2 (EL Paraeducator Support): This action was fully implemented and the district was successful at filling all EL paraeducator positions throughout the district and provide supplemental English Learner supports.

Action #4 (Site English Language Learner Coordinators): This action was fully implemented and the district was successful because the district was able to fill all available ELL coordinator positions and ELPAC testing, reclassification meetings, and EL student identification was realized through this action.

Partially implemented action:

Action #3 (Site Specific EL Expenditures): This action was partially implemented. The district was challenged with developing a tracking mechanism to ensure the action was executed as designed.

Action #6 EL Resources/Training. This action was partially implemented. The district was successful in shifting the approach from utilizing early out Wednesday time to one on one coaching support in the classrooms. The result was more personalized support and training for classroom teachers.

Action not implemented:

#5 (After School EL tutoring) This action was not implemented due to lack of student participation and will be removed from the 24-25 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.

Action # 6 - EL Resource/Training(\$398,383 allocated, \$16,900 spent)The material difference was a result of a large initiative to utilize staff training time to address Multi-Tiered Systems of Support (MTSS) and Positive Behavior Intervention and Supports (PBIS). However, we did conduct EL training in the classroom during instruction, after school and during off contract time.

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

The following actions were effective:

Base Program Staffing (Actions: 1 English Language Development Coach, 2 EL Paraeducator Support, 4 Site English Language Learner (ELL) Coordinators,)

Baseline:70 points below standard in ELA, ELPAC scores - 41.7, EL Reclassification - 7.8%

Year 3 (2023): 102.4 points below standard in ELA, ELPAC scores - 41.5, EL Reclassification - 6.2.

These actions were effective despite not achieving pre-pandemic levels for ELA, (Points Below Standard: Baseline: 41.7, year 1: 100, year 2: 99.3 and year 3 102.4) we have made a shift toward pre pandemic scores in years 2 and 3 after the severe drop in year 1. Our ELPAC scores show a return to baseline after the severe drop in year 1 during the COVID pandemic (Baseline: 41.7%, year 1: 8.06%, year 2: 49.2% and year 3: 41.5% maintained at 41.5%). Although the EL Reclassification rate dipped slightly overall by 1% (baseline 7.8%, year 1: 1.6%, Year 2: 4%, year 3: 6.2%) we have seen results moving toward baseline after numbers following the COVID pandemic years. The i-Ready local assessment, implemented beginning in the 2020-2021 school year, shows:

ELA: A decrease from 35% in baseline year to 32% in 2024 for students needing Tier 3 intervention support. Math: A decrease from 58% in baseline year to 52% in 2024 for students needing Tier 3 intervention support. These actions proved to be effective overall due to the fact that iReady ELA and math scores improved from the previous year. Also, the ELPAC scores maintained the same level over the 3 year period. The Reclassification rates did fall, but not by a large margin. The base program staffing ensured that all students received access to English Learner Development curriculum and pedagogy.

Action 6: EL Resources/ Training

This action was effective as indicated in our implementation of standards Baseline:75% of teachers implementing standards according to walkthrough data to a year 3 (2023): 77% of teachers implementing standards according to walkthrough data. A renewed approach will be presented for the 24-25 school year to include more one-on-one coaching and support with English Language Development and English acquisition. The training the teachers and EL staff have received has supported the increased use of English Learner curriculum, strategies and intervention opportunities to increase student achievement.

These action were ineffective

Action 3: Site Specific EL Expenditures - Although the action was implemented, it was ineffective in its outcome. The district was challenged with tracking the actions of the school sites and therefore was not able to ensure the sites followed through with the action requirements.

Action 5: After School Tutoring - This action was not effective. Students and staff did not volunteer for tutoring after school and therefore will be removed from the LCAP.

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

Goal:

Educational partner input feedback led to the decision to have this goal embedded in Goal #1 in the 2024-25 BUSD LCAP. The rationale behind moving this goal into goal 1 was to streamline district and site level efforts to ensure that the English learner needs are part of the planning and discussion in partnership with the core academic programs. All actions will follow and ultimately be increased to reflect the growing ELL population at Barstow Unified School District. Also, the metrics included in this goal will also appear in Goal #1 moving forward.

Metrics:

Metric 1 - ELPAC - Percentage of students scoring level 4 or progressed one level was removed because it did not align with any goals in the 2024-25 LCAP.

Metric 2 - CAASPP- Points below ELA standard was moved to goal 1, metric 3 to better align with the 2024-25 LCAP.

Metric 3 - Reclassification Rates was moved to goal 1 metric 13 to better align with the 2024-25 LCAP.

Metric 4 - Implementation of the academic content and performances standards was removed because it was determined to be an ineffective metric that did not provide actionable data to support our students.

Actions:

Action #1 (English Language Development Instructional Coach), #2 (EL Paraeducator Support), #4(Site English Language Learner Support (ELL) Coordinators), #5 (After School EL Tutoring), and #6 (EL Resources/Training) will all be found in Goal #1, action 1.5 (English Learner Supports) of the 2024-25 BUSD LCAP.

Action #3 (Site Specific EL Expenditures) will be deleted from the 2024-25 LCAP.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 5 | Barstow Unified School District will provide clean, safe, and modern facilities that will ensure 21st century learning environments for student learning. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|--|--|
| Williams Monitoring - Ensure facilities are in good repair by reducing facilities findings by 5% annually | 47 findings (2019-20) | 10 Williams facilities findings (2021-22) | 5 Williams facilities findings (2022-23) | 13 Williams facilities findings (23-24) | 40 Williams act facilities findings |
| Completion of 6 maintenance/IT/Facilities projects per year | 6 maintenance/IT/Facilities projects completed (2019-20) | 6 maintenance/IT/Facilities projects completed (2021-22) | 6 maintenance/IT/Facilities projects completed (2022-23) | 6 maintenance/IT/Facilities projects completed (2023-24) | 6 maintenance/IT/Facilities projects completed |

Goal Analysis

| |
|---|
| An analysis of how this goal was carried out in the previous year. |
| A description of any substantive differences in planned actions and actual implementation of these actions. |
| Actions not Implemented: Action #8 (BHS Garver Memorial Project): The Garver Memorial Project was challenging to complete due to Division of State Architect requirements that has stalled process. Action #10 (Additional custodial staff) The district found it challenging to find and hire qualified custodial staff. The district did not have qualified applicants apply for the positions. |

Actions that were fully implemented:

Action #1 (4 computer specialists) This action was fully implemented and the district was successful at finding, hiring in integrating 4 new computer specialist that have allowed a successful implementation of services identified in the action.

Action #2 (Education Tech Specialists) This action was fully implemented. The district was successfully able to find and hire a qualified Education Tech Specialist for each school site.

Action # 3 (maintenance worker II) This action was fully implemented. The district was successfully able to find and hire a new maintenance worker II to support school sites.

Action #4 (Barstow Fine Arts Academy Construction) This action was implemented. The district was successful at meeting the required construction needs established by the state to complete the project.

Action #5 (Risk Manager) This action was fully implemented. The district was able to successfully find, hire and onboard a qualified Risk Manager to support staff.

Action #6 (Network Systems Specialist) This action was fully implemented. The district was able to find, hire and onboard a qualified Network Systems Specialist to implement new network protocols.

Action #9 (Barstow Fine Arts Academy Staffing) This action was fully implemented. The district was successful and hiring all open positions at the Barstow Fine Arts Academy prior to the close of the 2023/2024 school year.

Actions that were partially implemented:

Action #7 (21st Century Furniture/Equipment) This action was partially implemented. The biggest challenge the district faces is the shipping of furniture and equipment. Several of the items ordered have not been shipped and therefore cannot be placed at the sites.

These actions proved to be successful in completing the metric associated with completion of 6 maintenance/IT projects per year. Action #3 contributed directly to the reduced Williams findings, Action # 5 helped mitigate all industrial accident related issues. And, action #4 ensured that our BFAA school construction needs were completed so the students had a 21st century learning environment to experience.

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.

Action #10 (Additional Custodial Staff) - \$136,200 allocated, \$10,816 spent. The difference in spending can be attributed to the lack of qualified applicants who applied for the positions therefore leading to the inability of the district to hire additional custodial staff.

Action #8 (BHS Garver Memorial Project - \$100,00 allocated, \$0 Spent). The spending difference can be attributed to the Division of State Architect requirements surrounding proposed improvements which has slowed the progress of the project.

Action #7 (21st Century Furniture/Equipment - \$400,000 allocated, \$243,143 Spent) The spending difference can be attributed to slow and backlogged shipping causing several items to be shipped during the 2024/25 school year. Items are not paid for until they arrive at the district.

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

Actions that were Effective:

1. Technology Staffing - Action #1 (4 computer specialists), Action #2 (Education Tech Specialist), Action #6 (Network Systems Specialist) – These actions were effective as they are directly related to the access to technology at the school site as well as student access to our on-line learning platforms. This access allowed our student to succeed and grow academically as seen in our state and local data. Our baseline CAASPP scores for ELA - 89.1 points below standards, Math - 55.2 points below standard; year 1 ELA - 87 points below standard, Math 122 points below standard; year 2 ELA 84.7 points below standards, Math 125.4 points below standards; year 3 ELA 83 points below standards, Math 124.8 points below standards. Our ELA shows growth each year during the 3 year cycle and although we see a significant decrease in Math scores from baseline to year 3, we did see a stabilization in Math scores from year 2 to year 3 following the COVID pandemic drop.

2. Action #3 (Maintenance Worker II) – These actions were effective with the maintenance and upkeep of our district and school sites as indicated by the completion of maintenance/IT/Facilities projects which show a baseline of 6 completed project which stayed the same through year 3 and met our desired outcome.

3. Barstow Fine Arts Academy - Action #4 (Barstow Fine Arts Academy Construction) and Action #9 (Barstow Fine Arts Academy Staffing) These actions were effective as demonstrated with inaugural school year stating in 2021/22 school year with a partial staff and student body leading into a full staff and student body for the 2023/24 school year.

3. Action #5 (Risk Manager) - Our Risk manager spends quite a bit of time dealing with preventative measures to mitigate workers comp claims which inevitably means she is fixing facilities and hazardous issues before they start. Also, the Risk manager works closely with the business department and M & O director to conduct safety walks throughout the year. The Risk manager work has been vital in supporting the district's efforts to limit liability costs, train staff on safety and prevention, and communication with union groups

Actions that were Somewhat Effective

1. Action #7 (21st Century Furniture/Equipment) This action was somewhat effective. Due to shipping issues, a large portion of this action will not be completed until later in the 2024/25 school year. The furniture and equipment that was delivered effectively allowed students to engage in a learning environment that fostered collaboration and alternative learning environments. This action had a direct impact on our students' academic success which is demonstrated by our state test scores. Our baseline CAASPP scores for ELA - 89.1 points below standards, Math - 55.2 points below standard; year 1 ELA - 87 points below standard, Math 122 points below standard; year 2 ELA 84.7 points below standards, Math 125.4 points below standards; year 3 ELA 83 points below standards, Math 124.8 points below standards. Our ELA shows growth each year during the 3 year cycle and although we see a significant decrease in Math scores from baseline to year 3, we did see a stabilization in Math scores from year 2 to year 3 following the COVID pandemic drop.

Actions that were Ineffective:

1. Action #8 (BHS Graver Memorial Project) – This action was not implemented and therefore was not effective.
2. Action #10 (Additional Custodial Staff) – This action was not implemented and therefor was not effective.

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

Goal:

Goal 5 was removed from the LCAP and the metrics and actions were embedded in Goal #1, and Goal #3 in the 2024-25 LCAP. Educational Partner feedback revealed that this goal was no longer needed to because its metrics and some of the actions were to be better aligned with other goals found in the 24-25 LCAP.

Metrics:

1. Williams Monitoring was moved to goal 1 to better align with the goals in the 2024-25 LCAP.
2. Completion of 6 maintenance/IT/Facilities projects per year was removed from the LCAP because it was determined to be an ineffective metric that did not provide actionable data to support our students.

Actions:

Action 1- 4 computer specialists was was removed from the LCAP because it did not align with the goals of the 2024-25 LCAP.
Action 2 - Education Tech Specialists was removed from the LCAP because it did not align with the goals of the 2024-25 LCAP.
Action 3 - Maintenance Worker II was removed from the LCAP because it did not align with the goals of the 2024-25 LCAP.

Action 4 - Barstow Fine Arts Academy Construction was moved to goal 3 to better align with the goals of the 2024/25 LCAP
Action 5 - Risk Manager was removed from the LCAP because it did not align with the goals of the 2024-25 LCAP.
Action 6 - Network Systems Specialist was removed from the LCAP because it did not align with the goals of the 2024-25 LCAP.
Action 7 - 21st Century Furniture/Equipment was removed from the LCAP because it did not align with the goals of the 2024-25 LCAP.
Action 8 - BHS Garver Memorial Project was moved to goal 3 to better align with the goals of the 2024/25 LCAP.
Action 9 - Barstow Fine Arts Academy Staffing was moved to goal 3 to better align with the goals in the 2024-25 LCAP.
Action 10 - Additional Custodial Staff was removed from the LCAP because it did not align with the goals of the 2024-25 LCAP.

These changes reflect the district's commitment to continuously refining its strategies and metrics to better meet the academic needs of its students and to accurately measure the impact of its interventions.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 6 | Goal 6: (New goal for 22-23) Barstow Unified School District is committed to Ensuring Equitable Education for Students with Disabilities by Improving our students with disabilities' academic performance as reported by the California School Dashboard in the areas of College and Career Readiness, Graduation Rates, and performance in ELA and Math CAASPP assessment. This will be accomplished through targeted researched instructional program, professional development, and parent involvement. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|--|---------------------------------|
| Decrease the district's points below standard for students with disabilities 5 points per year in ELA on the CAASPP | SWD - 136.8 pts below standard from 2019 CAASPP administration | Not applicable - new goal for 2022/2023 LCAP | SWD - 153.2 pts below standard from 2022 CAASPP administration | SWD - 145.2 pts below standard from 2022 CAASPP administration | SWD - 121.8 pts below standards |

Goal Analysis

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

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

Actions Fully implemented:

Action # 3 (School Site Special Education 504 Liaison) was fully implemented for this LCAP cycle. The district Liaison was successfully able to attend 100+ IEP's each during the 23-24 school year.

Actions Partially implemented:

Action #1 (Multi-Tiered Systems of Support) was partially implemented and challenging due to the fact that not all school sites were able to create a full-fledged MTSS program at their sites to address behavior, academics, and social-emotional learning.

Action # 2 (professional development) was partially implemented. The training around MTSS was designed and delivered for all school sites during early-out Wednesday training. The partial implementation was due to the challenge of creating training time during school days or outside of school hours for teachers and MTSS teams.

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

The material differences in this action include action #2 (professional development) \$115,000 allocated with \$72,500 expended, and action #1 (Multi-tiered systems of support) \$65,000 allocated with \$16,500 expended. In each case, due to lack substitute teachers to cover, training during school hours was impossible so training was moved to early-out Wednesday contract time. A renewed effort in the 24-25 LCAP to support these actions will continue forward.

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

1 - Special Education supplemental services, training, and intervention Systems: Action #1 (MTSS), Actions #2 (Professional Development) and #3 (School Site Special Education Liaison). These actions were effective as demonstrated by special education graduation rates and college and career Indicator scores. Our baseline special education graduation rates were 61.5%, year 1 - no data (new goal for this year) year 2 - 77.1%, year 3 - 69%. Our baseline special education college and career indicator score was 0%; Year 1 - no data (new goal for this year) year 2 - 2% year 3 - 49%. Although there was a slight dip in graduation rate in year 2, special education students saw a graduation rate increase of 7.5% in the 3 year cycle.

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

Goal:

Goal #6 will not carry over to the 2024-25 BUSD LCAP because it was required by the state in 2023024 and is no longer a requirement of the CA School Dashboard. Also, LEA-wide and school wide actions in the 24-25 LCAP will directly support Special Education student achievement in a variety of ways.

Metrics

Metric 1 - Decrease the districts points below standard for students with disabilities in ELA was moved to goal 1 to better align with the goals in the 2024-25 LCAP.

Metric 2 - Decrease the districts points below standard for students with disabilities in math was moved to goal 1 to better align with the goals in the 2024-25 LCAP.

Metric 3 - Increase graduation rate was moved to goal 1 to better align with the goals in the 2024-25 LCAP.

Metric 4 - Increase percentage of CCI prepared by 2% was moved to goal 1 to better align with the goals in the 2024-25 LCAP.

Actions:

Action 1 - Multi-tiered system of support was moved to goal 3 to better align with the goals in the 2024-25 LCAP.

Action 2 - Professional Development was moved to goal 1 to better align with the goals in the 2024-25 LCAP

Action 3 - School Site special education 504 liaison was moved to goal 3 to better align with the goals in the 2024-25 LCAP.

These changes reflect the district's commitment to continuously refining its strategies and metrics to better meet the academic needs of its students and to accurately measure the impact of its interventions.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 7 | Goal 7 (New Goal for 23-24): Barstow Unified School District will increase and improve services for African American, English Learner, Foster Youth, Homeless Youth to decrease distance from standard in ELA & math by 10 points, decrease suspension rate by 1%, and decrease chronic absenteeism rate by 10% for African American, English Learner, Foster Youth, Homeless Youth by June 2024. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------|--|----------------|--|--|--|
| Suspension Rate | African American Students: 13.7% English Learner Students: 5.1% Foster Youth Students: 7.8% Homeless Youth Students: 7.4% Students With Disabilities: 10.8% | N/A | African American Students: 13.7% English Learner Students: 5.1% Foster Youth Students: 7.8% Homeless Youth Students: 7.4% Students With Disabilities: 10.8% | African American Students: 12.3% English Learner Students: 3.8% Foster Youth Students: 15.8% Homeless Youth Students: 8.7% Students With Disabilities: 10.7% | African American Students: 11.7% English Learner Students: 3.1% Foster Youth Students: 5.8% Homeless Youth Students: 5.4% Students With Disabilities: 8.8% |
| Graduation Rate | African American Students: 76% English Learner Students: 81.4% Foster Youth Students: 54.5% Homeless Youth Students: 77.4% Students With Disabilities: 77.1% | N/A | African American Students: 76% English Learner Students: 81.4% Foster Youth Students: 54.5% Homeless Youth Students: 77.4% Students With Disabilities: 77.1% | African American Students: 66.2% English Learner Students: 77.3% Foster Youth Students: No Performance color Homeless Youth Students: 64.4% Students With Disabilities: 69% | African American Students: 78% English Learner Students: 83.4% Foster Youth Students: 56.5% Homeless Youth Students: 79.4% Students With Disabilities: 79.1% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|---|--|--|
| Chronic Absenteeism | African American Students: 60.9% English Learner Students: 44.5% Foster Youth Students: 47.7% Homeless Youth Students: 69.9% Students With Disabilities: 53.8% | N/A | African American Students: 60.9% English Learner Students: 44.5% Foster Youth Students: 47.7% Homeless Youth Students: 69.9% Students With Disabilities: 53.8% | African American Students: 62% English Learner Students: 47.2% Foster Youth Students: 54.7% Homeless Youth Students: 75.6% Students With Disabilities: 52.6% | African American Students: 58.9% English Learner Students: 42.5% Foster Youth Students: 45.7% Homeless Youth Students: 67.9% Students With Disabilities: 51.8% |
| ELA Scores- Smarter Balance Assessment | African American Students: 131.7 points below standard English Learner Students: 99.3 points below standard Foster Youth Students: 101.5 points below standard Homeless Youth Students: 145.8 points below standard Students With Disabilities: 153.2 points below standard | N/A | African American Students: 131.7 points below standard English Learner Students: 99.3 points below standard Foster Youth Students: 101.5 points below standard Homeless Youth Students: 145.8 points below standard Students With Disabilities: 153.2 points below standard | African American Students: 118.6 points below standard English Learner Students: 102.4 points below standard Foster Youth Students: 116 points below standard Homeless Youth Students: 133.3 points below standard Students With Disabilities: 145.2 points below standard | African American Students: 126.7 points below standard English Learner Students: 94.3 points below standard Foster Youth Students: 96.5 points below standard Homeless Youth Students: 140.8 points below standard Students With Disabilities: 148.2 points below standard |
| Math Scores- Smarter Balance Assessment | African American Students: 165.2 points below standard | N/A | African American Students: 165.2 points below standard | African American Students: 163 points below standard | African American Students: 160.2 points below standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------------|--|----------------|--|--|--|
| | English Learner Students: 146 points below standard Foster Youth Students: 136.9 points below standard Homeless Youth Students: 159.1 points below standard Students With Disabilities: 177.9 points below standard | | English Learner Students: 146 points below standard Foster Youth Students: 136.9 points below standard Homeless Youth Students: 159.1 points below standard Students With Disabilities: 177.9 points below standard | English Learner Students: 146.5 points below standard Foster Youth Students: 162.3 points below standard Homeless Youth Students: 176.7 points below standard Students With Disabilities: 182.5 points below standard | English Learner Students: 141 points below standard Foster Youth Students: 131.9 points below standard Homeless Youth Students: 154.1 points below standard Students With Disabilities: 172.9 points below standard |
| Student Engagement Survey Scores | Using the Youth Truth Survey in the area of Engagement- students report the following percent positive: Elementary Students: 83% Middle Grades: 56% High School: 52% | N/A | Using the Youth Truth Survey in the area of Engagement- students report the following percent positive: Elementary Students: 83% Middle Grades: 56% High School: 52% | Using the Youth Truth Survey in the area of Engagement- students report the following percent positive: Elementary Students: 78% Middle Grades: 58% High School: 58% | Percent Positive by segment: Elementary- 90% Middle Grades- 80% High School- 80% |

Goal Analysis

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

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

Actions that were Implemented:

Action #2 (Professional Development) This action was fully implemented and the district was successful in establishing a training calendar that outlined dates, speakers and topic prior to the start of each school year.

Action #3 (African American Parent Advisory) This action was fully implemented. The district was successful in establishing the Advisory Committee that met and provided feedback that impacts the African American student population.

Action #4 (Intervention Programs) This action was fully implemented and successful in creating and administering intervention programs to support academic achievement for African American, English Learner, Foster Youth, and Homeless student subgroups.

Action # 5 (Building a Positive Attendance Program) was fully implemented and the district was successful at providing training to support the attendance staff on programs and initiative to support our African American, English Learners, Foster Youth and Homeless students attendance.

Actions Not Implemented:

Action #1 (Behavior Intervention Aide): was not implemented and not successful due to the fact that staffing shortages necessitated the reorganization of teachers aide support for special needs students and one-on-one aides to support implementation of IEP goals.

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.

There was a material difference between Budgeted Expenditures and our Estimated Actual Expenditures in the following actions:

Action 1 (Behavioral Intervention Aides). \$450,000 was allocated and \$0 was expended. The BUSD effort to create job descriptions, interview and hire people in these positions fell short. BUSD is a merit district which creates longer timelines than normal to bring new jobs to the board for approval. BUSD will continue to work closely with the Personnel commission to create these positions and fill them.

Action #3 (African American Parent Advisory) realized a material difference due to the fact that the action was allocated \$100,000 and only \$12,500 was expended. It was evident that this action did not need the amount of funding it was allocated to accomplish the task.

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

This was a new Goal in school year 2023/2024. The baseline data used was from 2022/2023 school year so there will only be a 1 year comparison. For this actions, our identified students are African American (AA), English Learners (EL), Foster Youth (FY), Homeless Youth (HY) and Students with Disabilities (SWD).

Actions that were Effective:

Action 2 - Professional Development: This action was effective as demonstrated by our suspension data. Our staff was able to take and apply best practices for the Professional Development to help our students that have been identified in the action to have better behaviors with less incidents resulting in suspension. Our Baseline data for suspension is: AA- 13.7%, EL - 5.1%, FY - 7.8% HY - 7.4% and SWD - 10.8%. Our end of LCAP year 3 suspension data was: AA - 12.3%, EL - 3.8%, FY - 15.8%, HY8.7% and SWD - 10.7%. Overall we have seen suspension rates fall with the exception of 2 subgroups (FY and HY).

Action 3 - African American Parent Advisory: This action was effective in bringing several different programs to the school sites to support our African American students. The programs help our students feel connected and can be seen in the reduction in suspension (baseline 13.7 to year 3 12.3%) as well as an increase academics in ELA scores (Baseline 131.7 points below standard (PBS) to year 3 - 118.6 PBS) Math (Baseline 165.2 PBS to year 3 - 163 PBS).

Somewhat Effective:

Action 4 Intervention Programs: This action was somewhat effective in addressing our academic scores. Our AA,HY and SWD students all improved in the ELA scores: ELA Baseline(EL 99.3 PBS, FY - 101.5 PBS, HY - 145.8 PBS and SWE 1533.2 PBS) Year 3 (EL 102.4 PBS, FY - 116 PBS, HY 133.3 PBS, SWD 145.2 PBS). Our Math scores showed an increase with our AA students and our EL stayed the same but we saw a drop with our HY, FY and SWD students (Math Baseline: AA - 165.2 PBS, EL 146 PBS, FY 136.9 PBS, HY 159.1 PBS and SWD 177.9 PBS Year 3 AA - 163 PBS, EL 146.5 PBS, FY 162/3 PBS, HY 176.7 PBS and SWD 182. 5 PBS).

Actions that were Not Effective:

Action 1 - Behavior Intervention Aids: This action was not implemented and therefore it was not effective

Action 5 - Building a positive intervention program: This action was not effective as it was directed toward attendance and all but on of the identified student groups saw a rise in their chronic absenteeism numbers (baseline: AA, 60.9%, EL 44.5%, FY47.7%, HY 69;9%, SWD 53.8% Year 3: AA 62%, EL 47.2%, FY 54.7%, HY 75.6% and SWD 5.6%)

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

Goal:

Goal 7 was removed from the LCAP and the metrics and actions were moved to goals 1 and 3. This change was made after analyzing all educational partners feedback which indicated a concern from all partners regarding our ELA and Math scores and the need to embed the metrics and actions in other goals in the 2024-25 LCAP.

Metrics:

- Metric 1 - Suspension Rate was moved to goal 3 to better align with the goals of the 2024-25 LCAP.
- Metric 2 - Graduation Rate - was moved to goal 1 to better align with the goals of the 2024-25 LCAP.
- Metric 3 - Chronic Absenteeism was moved to goal 3 to better align with the goals of the 2024-25 LCAP.
- Metric 4 - ELA Scores Smarter Balance Assessments was moved to goal 1 to better align with the goals of the 2024-25 LCAP.
- Metric 5 - Math Scores - Smarter Balance Assessment was moved to goal 1 to better align with the goals of the 2024-25 LCAP.
- Metric 6 - Student Engagement Survey Scores was moved to goal 3 to better align with the goals of the 2024-25 LCAP.

Actions:

1. Behavior Intervention Aide was moved to goal 5 to 5 to better align with the 2024-25 LCAP.
2. Professional Development was moved to Goal 3 to better align with the 2024-25 LCAP.
3. African American Parent Advisory was moved to Goal 2 to better align with the 2024-25 LCAP.
4. Intervention Programs was moved to goal 3 to better align with the 2024-25 LCAP.
5. Building a positive attendance program was removed from the LCAP because the district made progress.

Goal #7 will not carry over to the 2024-25 BUSD LCAP. All of the metrics and actions and services will be found in Goal #1, Action #2 (Professional Development), Goal #3, Action #4 (Intervention Programs), and Goal #5 Action #1 (Behavior Intervention Aid), Action #3 (African American Parent Advisory), Action #3 (Building a Positive Attendance Program).

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-------------------------------------|---|
| Barstow Unified School District | Deanna Swearingen Superintendent | deanna_swearingen@busdk12.com (760) 255-6006 |

Plan Summary [2024-25]

General Information

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

The city of Barstow is located about 129 miles east of Los Angeles in the Mojave Desert. It has been referred to as an oasis for travelers on the I 15 between L.A. and Las Vegas. The community serves as a hub for 3 major interstates and employers such as Burlington Northern Santa Fe, and the National Training Center at Ft. Irwin. The community enjoys a rich history that includes the confluence of the Mormon trail and the Spanish trail that meander their way through the area via the banks of the underground Mojave River. The surrounding communities that make up Barstow Unified School District include, Lenwood, Hinkley, and the Marine Corps Logistic Base Barstow. Barstow Unified School District is comprised of a diverse population. 76.4 % of our students are economically disadvantaged, while 54.8% are Hispanic or Latino, 19.1 % are Caucasian, and 19.8% are African American. Among the student population, BUSD serves 9.4% English Language Learners. Barstow Unified School District was identified as a Differentiated Assistance district in 2021 due to the performance of our English Language Learners, African American, Low Socio-economic, Students with disabilities, Homeless, Foster Youth, White, and Hispanic Students on the state prescribed accountability measures. BUSD serves the students of our community on many different fronts. All 12 of our schools are Title I schools in which the district is able to secure additional funding from the federal government to address student achievement needs. In addition, we receive Title III money to support English Language Learners with acquiring English proficiency as well as increased student achievement on standardized tests. Our district has engaged in many different professional development opportunities to support students and families with issues of poverty, low student achievement and social emotional learning. In addition, BUSD has fully implemented Common Core State Standards curriculum and offered multiple trainings for staff on teaching strategies and 21st century learning. Along with standards based instruction, BUSD has improved its technology resources for staff and students by implementing district wide Wi Fi access and a 1 :1 student to computer ratio. Most recently, BUSD has partnered with Empower Ed to address the alarming increase in suspensions and out of class referrals of African American students and special education students. Through careful data analysis and a systems wide approach to change, BUSD is committed to reducing the suspension rates among these two student groups, all students moving forward . This year the following schools will receive Equity Multiplier funds to support student achievement: Cameron Elementary, Crestline Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, Barstow Junior High School, Central Continuation High School, Barstow High School and Barstow Unified School District School of Opportunity.

Reflections: Annual Performance

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

Upon review of the Barstow Unified School District's performance on the 2023 California Dashboard, it is evident that there were mixed results. Overall, BUSD realized gains in CAASPP English Language Arts and math scores, 3.2 and 4.2 point gains respectively. Also, the college and career indicator for BUSD was 69.5%. This baseline score is a very encouraging data point for the CTE programs and dual enrollment programs at our high schools. The overall chronic absenteeism rate (49.9%) and the suspension rate (7%) remained steady and the data was very comparable to last year. Finally, BUSD did realize slight decreases in graduation rate (82.8%, 2.1% decline), and English Learner Progress (41.5%, 9.2% decline). With the mixed results, it is obvious that a continued effort to develop Mutli-Tiered Systems of support for academic, behavior and social emotional achievement is important. BUSD has focused heavily on academic and behavior supports for schools sites district wide throughout the 2023-24 school year. A concentrated effort to improve social emotional growth amongst our student groups will be a primary focus during the 2024-25 school year and beyond.

BUSD 2023 California Dashboard indicator results:

ELA - 80 points DFS (Increased 3.2 points)

Math - 126.8 points DFS (Increased 4.2 points)

EL Progress - 41.5% making progress (Declined 9.2%)

College and Career Indicator - 69.5% prepared (Baseline - High status)

Chronic Absenteeism - 49.9% ((Maintained -0.4%)

Graduation Rate - 82.8% (Declined 2.1%)

Suspension Rate - 7% (Increased 0.5%)

The dashboard data reveals that we remain eligible for differentiated assistance based on the outcomes for three student groups: Foster Youth in English and Math scores, suspension rate, and graduation rate; Homeless Youth in English and Math scores, and suspension rate; and African American students in English and Math scores, and suspension rate.

1) RED or Lowest Performance dashboard indicators for a school within the LEA (All students):

English Learner Progress Indicator:

Cameron Elementary

Montara Elementary

Barstow Junior High

English Language Arts- Smarter Balance Assessment:

Cameron Elementary

Henderson Elementary

Montara Elementary

Skyline North Elementary

Math- Smarter Balance Assessment:

Lenwood Elementary

Montara Elementary

Skyline North Elementary

Suspension Rate:

Lenwood Elementary

Skyline North Elementary

Barstow STEM Academy

Barstow High

Central High (Continuation)

Chronic Absenteeism:

Henderson Elementary

Montara Elementary

Barstow Junior High

Barstow STEM Academy

Graduation Rate:

Central High (Continuation)

2) RED dashboard indicators for a student group within the LEA:

English Learners:

ELA

Math

Chronic Absenteeism

Foster Youth (DA):

ELA

Math

Suspension

Chronic Absenteeism

Homeless:

Math

Suspension

Chronic Absenteeism

Graduation

Students with disabilities:
Suspension

African American
Chronic Absenteeism
Graduation

American Indian
Chronic Absenteeism

Hispanic
ELA
Chronic Absenteeism

Multiple Races
ELA
Math
Chronic Absenteeism

White
Math
Suspension

3) RED dashboard indicators for a student group within any school in the LEA:

Barstow High (Equity Multiplier)

ELA
Socioeconomically disadvantaged
African American

Math
African American
White

Suspension
Students with Disabilities
White

Barstow Junior High (Equity Multiplier) (ATSI)

ELPI
English learners

Chronic Absenteeism
English Learner
Homeless
Socioeconomically Disadvantaged
African American
Hispanic
2+Races

Barstow STEM Academy

Math
Socioeconomically Disadvantaged
Hispanic

Suspension Rate
Socioeconomically Disadvantaged
Hispanic
White
2+Races

Chronic Absenteeism
Socioeconomically Disadvantaged
Hispanic
White

Cameron Elementary (Equity Multiplier) (ATSI)
ELPI
English Learners

ELA
Socioeconomically Disadvantaged
African American

Math
African American

Suspension Rate
2+ Races

Chronic Absenteeism
English Learners
Homeless Youth
Students With Disabilities
African American

Central High (Continuation) (CSI) (Equity Multiplier)

Graduation Rate
Socioeconomically Disadvantaged
Hispanic

Crestline (Equity Multiplier)

Math
African American

Chronic Absenteeism
Students with Disabilities

Henderson Elementary (Equity Multiplier) (ATSI)

ELA
Socioeconomically Disadvantaged
Hispanic

Math
Socioeconomically Disadvantaged
Students With Disabilities
African American

Suspension Rate
African American

Chronic Absenteeism Rate
English Learner
Homeless Youth

Socioeconomically Disadvantaged
Students With Disabilities
African American
Hispanic
White
2+ Races

Lenwood Elementary (Equity Multiplier) (ATSI)

Math
English Learner
Socioeconomically Disadvantaged
Students With Disabilities

Suspension Rate
Homeless Youth
Socioeconomically Disadvantaged
African American
White
2+ Races

Chronic Absenteeism
English Learner
Homeless Youth
African American

Montara Elementary (CSI) (Equity Multiplier)

ELPI
English Learner

ELA
Socioeconomically Disadvantaged
Students With Disabilities
African American
Hispanic
Math
Socioeconomically Disadvantaged
Students with Disabilities
Hispanic

Suspension Rate
Homeless Youth

Chronic Absenteeism
English Learner
Socioeconomically Disadvantaged
African American
Hispanic
White

Skyline North Elementary (CSI)

ELA
Socioeconomically Disadvantaged
Students with Disabilities
Hispanic

Math
Socioeconomically Disadvantaged
Students with Disabilities
Hispanic

Suspension Rate
Homeless Youth
Socioeconomically Disadvantaged
Students with Disabilities
African American
Hispanic

Chronic Absenteeism
English Learner
Homeless Youth

Reflections: Technical Assistance

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

BUSD is partnering with San Bernardino County Superintendent of Schools to create a plan for the Differentiated Assistance status that it finds itself in for the 23-24 & 24-25 school year. BUSD qualifies for differentiated assistance for 11 student subgroups and 5 California Dashboard metric indicators. The list is as follows:

Barstow Unified School District student subgroups performing in Red indicator on the CA Dashboard:

English Learners - ELA(-102.4 distance from standard) , Math (-146.5 distance from standard) , Chronic Absenteeism (47.2%)

Foster Youth - ELA (-116 distance from standard) , Math (-162.3 points distance from standard), Suspension Rate (15.8%), Chronic Absenteeism (54.7%)

Homeless - ELA (-133.3 distance from standard), Math (-176.7 distance from standard), Suspension Rate (8.7%), Chronic Absenteeism (75.6%), Graduation Rate (64.4%)

Hispanic Students - ELA (-81.1 distance from standard), Math (-122.5 distance from standard), Chronic Absenteeism (48.8%)

White Students - ELA (-60.9 distance from standard), Math (-103.2 distance from standard) and suspension rate (7.3%)

2+ Race Students - ELA (-82.4 distance from standard) , math (-120.6 distance from standard), chronic absenteeism rate (51.2%)

Barstow Unified School District participated in an SBCSS training session in February of 2024 to identify our target group and target metric areas in which BUSD will dedicate resources, planning, and time to address critical areas of need. Through this process the BUSD differentiated assistance team identified chronic absenteeism as a focus. The differentiated assistance team engaged in a "Plan-Do-Study-Act" activity in which we identified a plan to address the needs of chronically absent students and their families. The first step in this plan is to administer a survey to gather data on the reasons why students miss more than 10% of school. The data from this survey will inform next steps in the efforts to support students and families with absenteeism and engagement at all of our schools. BUSD will increase its efforts to support chronic absenteeism by adding more staffing to perform outreach activities to minimize student absences.

The district will provide support for our identified student groups (EL, FY, HY, HS,WH and 2+ race students) in both ELA and Math as seen in the following goals and actions:

Goal 1 Action 1 (Reduced class size) which will allow for a more engaging classroom that promotes small group instructions and focused interventions.

Goal 1 Action 2 (Increased Instructional Time) which will allow for additional intervention time as well as allowing time for grade level collaboration (PLC) to develop and intervention plans to support academic success.

Goal 1 Action 5 (English Learner Supports) providing EL coordinators, EL paraeducators and EL language development coaches.

The district will also develop and implement program to reduce suspension rates with our Foster Youth, Homeless, and Whites students as seen in the following goals and actions:

Goal 3 Action 1 (Counseling/Psychologists Support) which will provide additional social emotional support to reduced suspension and provide a safe learning environment.

Goal 3 Action 5 (PBIS and MTSS program supports) this action provides for training and resources to fully implement PBIS and an MTSS program the promotes a safe learning environment.

The district is focused on improving our graduation rate as seen in the following goal and action:

Goal 3 Action 1 (Counseling/Psychologists Support) which will provide additional counseling support which can assist students with ensuring they meet the graduation requirements and, if needed, develop a plan to get back on track to graduate.

The district DA team lead will meet twice a month with their accountability partner at SBCSS to collaborate on the development and implementation of DA support programs and initiatives.

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.

Central High School
Montara Elementary School
Skyline Elementary School

Support for Identified Schools

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

Each school principal attended training facilitated by BUSD Instructional Support Services on developing a comprehensive needs assessment and school plan for student achievement. After the training, the Director of Instructional Support Services and the CSI consultant provided to Barstow USD by San Bernardino County Superintendent of School periodically met with the principal of each CSI-identified school to provide support developing the needs assessment and CSI plan/SPSA. Each school developed a Comprehensive Needs Assessment in collaboration with their School Site Councils, English Learner Advisory Committees, Leadership Teams, and other educational partners. Principals were provided various data forms and resources for conducting the needs assessment. Resources provided to the school sites included CA Dashboard data that provided information on ELA and math achievement, English Learner progress, absenteeism and suspension rate reports and at the secondary level graduation and college and career readiness reports. School sites incorporated all previous California Dashboard data utilizing a three year trend data analysis. Each school also looked at local data that included benchmark assessments, student referrals out of class, parent involvement surveys, Annual Title I Parent surveys, classified and

certificated staff surveys, and classroom observation data. Barstow Unified School District engages stakeholders through surveys (both site and District level) to assist in determining the needs at each site. Additionally, meetings such as Parent Advisory Committee, District English Learner Advisory Council, and at the site level, School Site Council and English Learner Advisory Council allow for stakeholder feedback in developing and the decision making of the School Plan for Student Achievement (SPSA). The Barstow Unified School District Local Control and Accountability Plan (LCAP) includes data and information that the school sites access in building their school plans/CSI plans, and all SPSA goals align to District LCAP goals. All sites receive Title I and LCFF/LCAP funds. Funds for CSI are allocated funds through the funding proposal identified and approved in the GMART. The Needs Assessment completed through the LCAP process identified over 76% of Barstow students as economically disadvantaged. 55.5% of students are Hispanic or Latino, 16.5% are Caucasian, and 19.4% are African American. Among the BSD student population, 9.1% of students are identified as English Language Learners. The suspension rate for BUSD on the CA Dashboard is 7%. To support our schools and the needs identified, the LCAP has allocated funding for assistant principals, a Parent Involvement Coordinator at each site, the position of Director Child Welfare and Attendance, a high school peer counselor position, counselors at the elementary schools, and TOA positions in the areas of English Language Development and PBIS. As the school sites completed their Needs Assessments, resource inequities and evidence based strategies were identified at each site data from the California Dashboard, EL progress indicators, absenteeism rates, PBIS SWIS data, suspension rates and District benchmark assessments, which are all addressed through the CSI plan. Once the principals/school sites completed their Needs Assessments with their educational partners, they developed their CSI plans/SPSAs. The previous year's plan was evaluated for effectiveness and schools determined with their educational partners which services and actions would be carried forward. The plans were reviewed by the District Director of Instructional Support Services; additionally, the plans for CSI sites were reviewed with the SBCSS CSI consultant and each principal met with the ISS Director and SBCSS CSI consultant to discuss how their plans meet CSI requirements and will improve student achievement. After plans were reviewed by site ELACs and approved by SSCs, the plans were submitted for Board approval.

Several programs and strategies are being proposed to address the identified resource inequities at each CSI-identified school. For Central High School (Continuation), graduation rate is still the primary focus. Central High has determined a continued need to engage parents and the community to improve student learning. Central High will coordinate with Barstow High in providing parent involvement training through PIQE-Parent Institute for Quality Education. Project Based Learning is a continued initiative at CHS. The student Centurion Garden was successful for the 2023-2024 school year, and CHS staff will continue professional training with Educators of America to further develop the project based learning initiative to increase student engagement and improve attendance and learning. CHS is also working to partner with Barstow High to provide CTE courses to CHS students as a way to improve access to a broad course of study. CR-PBIS will continue with positive reinforcement of student behaviors through CHS's PBIS Rewards program and providing students with awards and tangible rewards for attendance and behavior.

At the elementary level, Montara and Skyline North have identified the needs for English Language Arts, math, and chronic absenteeism. Additionally, Montara Elementary has identified the need for English Learner vocabulary progress. Montara Elementary will be providing small group intervention support through various online programs and in-person instruction through the use of the iReady Teacher Tool Kit. Montara is planning to implement early literacy instruction and intervention, as well as address chronic absenteeism through an anti-bullying program and in-school assemblies. Skyline North Elementary plans to contract with ELA and math coaches/intervention teachers to provide small group intervention during the school day to Tier II and III students. Intervention will also be provided in class with supplemental ELA and math instructional materials that are California Common Core Standards aligned.

Across the district, sites will continue to provide after school intervention/tutoring in ELA and math and incorporate SEL strategies and activities into the after school programs to improve student well-being. Throughout the school year, teachers were offered five “Buy Back Day” opportunities to attend a series of student engagement trainings through Kagan Cooperative Learning. Site MTSS teams will continue to meet at the district and site levels to collaborate and reflect on student data, to plan and reflect on interventions, and to improve student learning experiences. The three schools identified for CSI will receive professional development through a partnership with SBCSS in the areas of math and English language arts, to include teaching strategies, content gaps, and classroom management. Teachers will engage in lesson study, co-plan/co-teach and data analysis sessions with members of the county team on a monthly basis. Teachers will also be offered Professional Learning opportunities after contract hours through CORE Online Math Academy, University of Wisconsin Spanish for Educators, and Language Essentials for Teachers of Reading and Spelling (LETRS). At the start of the 2024-2025 school year, CHS, Montara, and Skyline North and all site teachers will have three “Buy Back Day” professional development opportunities to learn SEL strategies, project based learning (CHS), and writing and math curriculum (Montara and Skyline North). BUSD has allocated LCAP and Title I funds to support elementary school counselors to address the high rates of referrals and suspensions and to support students’ social emotional well being.

Monitoring and Evaluating Effectiveness

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

Over the course of the school year, school principals will facilitate the evaluation of the CSI plan/SPSA. Schools will meet at least five times throughout the school year with their School Site Councils and at least four times throughout the school year with their English Learner Advisory Committees to review CSI plan/SPSA progress. Other site educational partner groups, including leadership teams, PBIS teams, attendance teams, and/or MTSS teams will meet every 4-8 weeks to review progress data related to SPSA activities and goals. The District ISS Director and SBCSS CSI consultant will meet with CSI sites at least quarterly to provide guidance and support in the monitoring and evaluation process. CSI sites will participate in the SBCSS CSI network meetings and trainings throughout the school year to learn strategies for effectively monitoring and evaluating CSI goals and activities in the SPSAs and collaborate with other CSI schools in San Bernardino County about practices that lead to student improvement.

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 |
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| Parents, teachers, site administrators, district administrators, counselors, school site council members, students | <p>Barstow High School Equity Multiplier School Plan Development: Meeting Date- March 20, 2024</p> <p>Based on data provided by the California Department of Education regarding non-Stability rate percentage and the percentage of socioeconomically disadvantaged students, Barstow High School was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest performing student groups on the 2023 California Schools Dashboard. Barstow High School staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. Through this process, a goal and actions specific to the school have been added to the 2024-25 LCAP to support student learning and promote improved student outcomes.</p> |
| Parents, teachers, site administrators, district administrators, counselors, school site council members, students | <p>Cameron Elementary School Equity Multiplier School Plan Development: Meeting Date - March 6, 2024</p> <p>Based on data provided by the California Department of Education regarding non-Stability rate percentage and the percentage of socioeconomically disadvantaged students, Cameron Elementary School was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the</p> |

| Educational Partner(s) | Process for Engagement |
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| | <p>lowest performing student groups on the 2023 California Schools Dashboard. Cameron Elementary School staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. Through this process, a goal and actions specific to the school have been added to the 2024-25 LCAP to support student learning and promote improved student outcomes.</p> |
| <p>Parents, teachers, site administrators, district administrators, counselors, school site council members, students</p> | <p>Central High School Equity Multiplier School Plan Development: Meeting Date - March 7, 2024</p> <p>Based on data provided by the California Department of Education regarding non-Stability rate percentage and the percentage of socioeconomically disadvantaged students, Central High School was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest performing student groups on the 2023 California Schools Dashboard. Central High School staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. Through this process, a goal and actions specific to the school have been added to the 2024-25 LCAP to support student learning and promote improved student outcomes.</p> |
| <p>Parents, teachers, site administrators, district administrators, counselors, school site council members, students</p> | <p>Crestline Elementary School Equity Multiplier School Plan Development: Meeting Date - March 6, 2024</p> <p>Based on data provided by the California Department of Education regarding non-Stability rate percentage and the percentage of socioeconomically disadvantaged students, Crestline Elementary School was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest performing student groups on the 2023 California Schools Dashboard. Crestline Elementary School staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the</p> |

| Educational Partner(s) | Process for Engagement |
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| | <p>proposed plan. Through this process, a goal and actions specific to the school have been added to the 2024-25 LCAP to support student learning and promote improved student outcomes.</p> |
| <p>Parents, teachers, site administrators, district administrators, counselors, school site council members, students</p> | <p>Barstow Junior High School Equity Multiplier School Plan Development: Meeting Date - March 7, 2024</p> <p>Based on data provided by the California Department of Education regarding non-Stability rate percentage and the percentage of socioeconomically disadvantaged students, Barstow Junior High School was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest performing student groups on the 2023 California Schools Dashboard. Barstow Junior High School staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. Through this process, a goal and actions specific to the school have been added to the 2024-25 LCAP to support student learning and promote improved student outcomes.</p> |
| <p>Parents, teachers, site administrators, district administrators, counselors, school site council members, students</p> | <p>Henderson Elementary School Equity Multiplier School Plan Development: Meeting Date - March 6, 2024</p> <p>Based on data provided by the California Department of Education regarding non-Stability rate percentage and the percentage of socioeconomically disadvantaged students, Henderson Elementary School was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest performing student groups on the 2023 California Schools Dashboard. Henderson Elementary School staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. Through this process, a goal and actions specific to the school have been added to the 2024-25 LCAP to support student learning and promote improved student outcomes.</p> |

| Educational Partner(s) | Process for Engagement |
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| <p>Parents, teachers, site administrators, district administrators, counselors, school site council members, students</p> | <p>Lenwood Elementary School Equity Multiplier School Plan Development: Meeting Date - March 7, 2024</p> <p>Based on data provided by the California Department of Education regarding non-Stability rate percentage and the percentage of socioeconomically disadvantaged students, Lenwood Elementary School was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest performing student groups on the 2023 California Schools Dashboard. Lenwood Elementary School staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. Through this process, a goal and actions specific to the school have been added to the 2024-25 LCAP to support student learning and promote improved student outcomes.</p> |
| <p>Parents, teachers, site administrators, district administrators, counselors, school site council members, students</p> | <p>Montara Elementary School Equity Multiplier School Plan Development: Meeting Date - March 7, 2024</p> <p>Based on data provided by the California Department of Education regarding non-Stability rate percentage and the percentage of socioeconomically disadvantaged students, Montara Elementary School was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest performing student groups on the 2023 California Schools Dashboard. Montara Elementary School staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. Through this process, a goal and actions specific to the school have been added to the 2024-25 LCAP to support student learning and promote improved student outcomes.</p> |
| <p>High School Students</p> | <p>Students in grades 9-12 were administered a survey from Youth Truth in November of 2023 with topics including belonging, engagement,</p> |

| Educational Partner(s) | Process for Engagement |
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| | <p>school culture, mental health, and academic challenges. Over 1100 students participated in the survey of a possible 1500. This included students in all grades and student groups. Also, these same students participated in a district-wide LCAP survey that asked them to review data and give input on what types of actions/services were needed at their school and in our district. The responses from this survey were reviewed by the district parent advisory committee and the district English Learner advisory committee. Each committee made utilized the feedback to inform the development of the 2024-27 LCAP.</p> |
| <p>District Advisory Committee Site Principals, teachers, district administration, Barstow Unified Teacher Association representatives, California School Employees Association representatives, DELAC, and Parents representing schools throughout the district including: English Learners, socio-economically disadvantaged, students with disabilities, foster youth, homeless, Hispanic, white, African American, Two + Races.</p> | <p>The first session, held on January 18th, 2024, included a review of the district LCAP by goal and action with a report on all relevant metrics for the district as well as a review of the California School Dashboard so that all parties were familiar with how to read that tool and the related metrics by school and student group. The second session was on March 13, 2024 - which included time to gather feedback from each school site team to react to all available data and to set goals for required metrics for each student group at every site with feedback from each community partner considered. Also, the group provided feedback about the proposed goal structure to align the actions with board goals. Discussion took place to determine possible re-alignment and combining of like actions into this new goal structure.</p> |
| <p>District Staff</p> | <p>The district provided a survey to all staff in the two weeks in November 2023 before Thanksgiving week using Youth Truth. The survey included topics such as school engagement, culture, relationships, academic challenges, and others. Participation was approximately 55% of eligible staff in the district. The data was gathered and reported back to each school site team during the LCAP development process. In addition, the data is used at each school site for all plan development including CSI, Equity Multiplier, and SPSA. Invitations were sent to all staff using district email, district social media, and other site-based tools. Also, 149 staff members participated in the BUSD district LCAP survey that included topics such as performance data, actions/services, student/staffing needs, and others. The data from this survey was shared with the district LCAP team to inform goal setting and actions/services for the 2024-27 LCAP></p> |

| Educational Partner(s) | Process for Engagement |
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| District English Language Advisory Committee | The DELAC information process includes the entire scope of the LCAP plan cycle including data analysis, plan review, priorities, and plan approval. The DELAC-only session was held on April 10, 2024 to which the committee reviewed the draft LCAP and approved its contents. Since there were no questions provided a written response from the Superintendent was not needed. |
| District Advisory Committee Site Principals, teachers, district administration, Barstow Unified Teacher Association representatives, California School Employees Association representatives, DELAC, and Parents representing schools throughout the district including: English Learners, socio-economically disadvantaged, students with disabilities, foster youth, homeless, Hispanic, white, African American, Two + Races. | On April 10, 2024, the draft LCAP with the goals and actions adjusted as requested was presented to the District Advisory Committee of parents and staff as listed. The entire group approved the draft LCAP as presented. At this same session, all participating parents were allowed to provide verbal or written questions. Since no questions were provided, there was no written response from the superintendent. |
| SELPA Consultation | SELPA received a copy of the draft 2024-25 LCAP on May 28, 2024 for consultation and feedback |
| Governing Board | Mid-Year Report was presented to the Governing Board at a regularly schedule meeting on February 27, 2024. |
| Governing Board Community Members | The 2024/2025 LCAP draft was posted publicly on the district website on June 7, 2024. The 2024-25 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 11, 2024, for public hearing. A copy of the draft was available electronically and as a hard copy as requested. |
| Governing Board | <p>The 2024/2025 LCAP was adopted at a regularly scheduled Board of Education meeting on June 25, 2024.</p> <p>After adoption, there were several revisions made to the 2024/2025 LCAP which was adopted on September 10th, 2024 at a regularly schedule Board of Education meeting.</p> |

| Educational Partner(s) | Process for Engagement |
|---|---|
| <p>Parents, teachers, site administrators, district administrators, counselors, school site council members, students</p> | <p>School of Opportunity Equity Multiplier School Plan Development: Meeting Date - March 7, 2024</p> <p>Based on data provided by the California Department of Education regarding non-Stability rate percentage and the percentage of socioeconomically disadvantaged students, School of Opportunity was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest performing student groups on the 2023 California Schools Dashboard. The School of Opportunity staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. Through this process, a goal and actions specific to the school have been added to the 2024-25 LCAP to support student learning and promote improved student outcomes.</p> |

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

ENGAGING EDUCATIONAL PARTNERS

The 2024-2027 LCAP was wholly reorganized based on the feedback of the educational partners in Barstow. The district leadership and governance teams requested that the LCAP goals and the Single School Plan Goals be aligned so that there was a single set of targets for the entire system from the Superintendent and Board and throughout each of our 12 schools. This was taken to the District Advisory Committee for their consideration. In addition, the district advisory committee helped to set outcomes for all dashboard metrics for each student group by school site. This included a site team of parents and staff in most cases. Feedback from the district advisory committee of all educational partners requested that the metrics be adjusted to highlight any student groups that were not achieving based on the dashboard indicators or based upon a discrepancy in local data points such as iReady. To accommodate this, we have included new local metrics and targets for several actions that will include student performance on iReady by student group. This will be reported in real-time to site administration and the district advisory committee at each meeting on a bi-monthly basis. Particularly in each of the pertinent goals, the metrics will call out particular student groups at the district and site level. Further, the metrics will now include reference to carefully selected questions in the Youth Truth survey for students and parents regarding felt safety and positive engagement respectively. This came in the form of adding Campus Safety Security personnel to support student monitoring and safety. This was a request of the group in prior years that remains and the current advisory group affirmed it as an additional item. Critically important to families who participated in both the District Advisory Committee and the District English Language Advisory Committee were to include actions that were supportive of families in need as well as students' health. Families made clear requests to continue the expanded bussing offerings and create bussing offerings at CHS in order to continue to bring the chronic absenteeism rate down. Finally, families made it clear that they were interested in an increase in engagement activities such as Superintendent lunch at each school, The African American Focus Group, and other events that provided a forum for them to be heard. Some items were removed from the LCAP if they were not contributing actions that were allowable expenses for

Supplemental and Concentration grant funds or were not able to be expended due to staffing issues and other concerns. The committee asked that those items be removed for the sake of clarity and simplicity. We heard our staff consistently express the need for additional staff that would support our EL students and help them grow academically as well as improve their english language acquisition.

Finally, with the new funding source (equity multiplier) for eight schools went through a process to develop and plan to utilize this new funding. The process began with a collaborative spirit, as school leaders, teachers, parents, community members, and representatives from educational organizations gathered around the table. Recognizing the diverse perspectives and expertise each educational partner brought, the discussions were inclusive and participatory, ensuring that voices from all corners of the community were heard. This was all handled within the venue of the Single School Plan development with this new funding leading to increased possibilities for impact. The first step involved a deep dive into data—examining student achievement, attendance, discipline, and other key indicators through an equity lens. This critical analysis illuminated disparities and inequities that existed within the school system, laying bare the challenges that needed to be addressed. The eight sites shared a common need to make a positive impact on student attendance, academic achievement, and reducing absenteeism. Consultation with the educational partners at each of the 8 schools had a direct impact on the development of the LCAP.

Barstow High School educational partners focused their attention on improving services to students who were at risk in the area of behavior and attendance. This resulted in a goal and actions focused on school climate (Assistant Principal, classified staff for attendance outreach) as seen in Goal 5 Action 5.1. The BHS educational partners also expressed concerns regarding students academic success as seen in their state a local test data. The concern is addressed in (Goal 4 Actions 4.3 and 4.4) as well as core curriculum coaching for math and ELA.

Barstow Unified School District School of Opportunity educational partners expressed their concerns regarding the need of the district to assist with getting their students to come to school and engage in their educations. The expressed concern for how much school their students miss, chronic absenteeism, and their need for support from the district.

Central High School educational partners focused on graduation rate. The goals and actions that resulted from this input included additional mid-day transportation (goal 7, action 7.1) to support students with getting to school regularly and on-time. Also CHS focused on suspension rate adding a Bilingual Parent/Attendance Liaison found in Goal 5 Action 5.2.

Barstow Junior High School educational partners focused their efforts on school climate, academic achievement, and mitigating chronic absenteeism. The goal and actions that accompanied this focus included instructional coaching (Goal 3, action3.2), additional administrative support (goal 5, action 5.1) and clerical staff for attendance outreach (goal 5, action 5.2). Our EL parents at Barstow Junior High School also expressed their concerns about their students falling behind in academics as well as their need to increase with English language acquisition.

Crestline School educational partner input centered on increased academic achievement, decreased suspensions and chronic absenteeism, and improved school climate. The goals and actions affiliated with this focus includes:

- ELA Paraeducator (full time) (Goal 4, Action 4.2)
- Math Paraeducator (full time) (Goal 4, Action 4.2)
- SEL Assemblies (goal 6, action 6.3)
- A parent liaison (goal 6, action 6.1)

Cameron School educational partner input focused on increased academic achievement. The feedback from all educational partners, including parents, teachers and site administrators expressed concern for the academic achievement of their students, with a focus on our low reading levels as well as the high chronic absenteeism and suspension rates. Our EL parents at Cameron School also expressed their concerns about their students falling behind in academics as well as their need to increase with english language acquisition. To address these concerns, the district has added the following to this LCAP cycle:

- Reading Intervention Teacher (Goal 4, Action 4.1)
- Math Intervention Teacher (Goal 4, Action 4.1)
- ELA Paraeducator (full time) (Goal 4, Action 4.2)
- Math Paraeducator (full time) (Goal 4, Action 4.2)
- Extend paraeducator hours to full time (Goal 8, Action 8.1)
- Three full-time Grade 1-4 paraeducators (goal 8, action 8.1)
- Attendance Liaison (goal 6, action 6.1)
- Wellness Teacher (goal 5, action 5.1)

Henderson School educational partner input focused on increased academic achievement and the high chronic absenteeism rates. To address these concerns, the district has added the following to this LCAP cycle:

- Class size reduction (Goal 1 Action 1.1)
- ELA Intervention Teacher (Goal 4, Action 4.1)
- Math Intervention Teacher (Goal 4, Action 4.1)
- Three full-time Grade 1-4 paraeducators (Goal 8, Action 8.1)
- Attendance Liaison (goal 6, action 6.1)

Lenwood School educational partner input for the 2024-25 LCAP included the following: Reading deficiencies, academic success (CAASPP) and chronic absenteeism

- full-time paraeducators. (Goal 4, Action 4.2)
- Ongoing professional development for teachers & administration (conferences, training)
- One full-time EL paraeducator (goal 8, action 8.1)
- Extend part-time EL paraeducator to full-time (goal 8, action 8.1)
- Parent Liaison (goal 6, action 6.1)
- Full-time Campus Safety assistant (goal 3, action 3.7)

Montara School educational partner input to the 2024-27 LCAP included the following: Reading deficiencies, academic success (CAASPP) and chronic absenteeism. Our EL parents at Montara School also expressed their concerns about their students falling behind in academics as well as their need to increase with english language acquisition.

- Intervention Teachers (goal 4, action 4.1)

Parent Liaison (goal 6, action 6.1)
Behavior Specialist (goal 5, action 5.3)
Campus Security Assistant (goal 3, action 3.7)

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 1 | To increase overall student achievement as aligned to Common Core State Standards, California Standard for the Teaching Profession, and California English Language Development Standards, we will increase the percentage of students reading at grade level by 3rd grade, increase the number of English Learners that are proficient and reclassified, increase the number of students that are A-G certified, and ensure students are prepared to graduate ready for college or a career. | Broad Goal |

State Priorities addressed by this goal.

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|--|
| Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes) |
|--|

An explanation of why the LEA has developed this goal.

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|---|
| The Barstow Unified School District developed this goal to align with the district's overall board goals and the educational community's analysis of critical data points. This decision was driven by the need to address areas of growth for English learners, particularly in increasing ELA proficiency and reclassification rates, as well as the importance of improving college and career readiness. Key metrics for this goal include ensuring 3rd grade students are reading at grade level and improving A-G and Career Technical Education (CTE) completion rates. To achieve these objectives, the district is prioritizing professional development to equip educators with the skills needed to provide effective English Language Development (ELD) supports, implementing class size reduction strategies to create more focused learning environments, and increasing instructional time to provide targeted interventions. Additionally, CTE programs will help students meet A-G requirements and improve College/Career Indicator (CCI) outcomes. These actions, coupled with close monitoring of metrics, aim to ensure all students are well-prepared for success in post-secondary education and careers, reinforcing the district's commitment to equitable outcomes and continuous improvement. |
|---|

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 1.1 | CAASPP ELA – District wide Distance From Standard (DFS) Source: CA School Dashboard | 2023 ALL: -83 EL: -102.4 FY: -116 HY: -133.3 SED: -93.3 SWD: -145.2 AA: -118.6 AI: -64.2 AS: -76.1 FI: 10 HI: -81.1 PI: -53.5 WH: -60.9 2 or More: -82.4 | | | 2027 All: -63 EL: -82.4 FY: - 96 HY: -113 SED: -73.3 SWD: -125 AA: -98 AI: -44.2 AS: -56 FI: 10 HI: 61 PI: -33.5 WH: - 40 2 or More: -62 | |
| 1.2 | CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard | 2023 9-12 BHS AA -108.6 TK-6 Cameron All -80.8 SED 84.6 AA -114.9 Henderson All -78.5 SED -87.2 HI -75.7 Lenwood EL -96.8 | | | 2027 9-12 BHS AA -98 TK-6 Cameron All -70 SED 74 AA -104 Henderson All -68 SED -77 HI -65 Lenwood EL -86 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| | | Montara All -113.6 SED -112.7 SWD -153 AA -124.9 HI -114 Skyline All -79.1 SED 89.5 SWD -153.3 HI -85.9 | | | Montara All -103 SED -92 SWD -143 AA -114 HI -104 Skyline All -69 SED 79 SWD -143 HI -75 | |
| 1.3 | CAASPP Math – District wide Distance From Standard (DFS) Source: CA School Dashboard | 2023 ALL -124.8 EL -146.5 FY -162.3 HY -176.7 SED -114.2 SWD -133.5 AA -163 AI -123.7 AS -122.2 FI -56.2 HI -122.5 PI -85.1 WH -103.2 2 or More -120.6 | | | 2027 ALL -104 EL -126 FY -142 HY -156 SED -94 SWD -113 AA -143 AI -103 AS -102 FI -36 HI -102 PI -65 WH -83 2 or More -100 | |
| 1.4 | CAASPP math – School and student group Distance From Standard (DFS) Source: CA School | 2023 9-12 BHS AA -198 | | | 2023 9-12 BHS AA -178 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| | Dashboard | Wh - 156.2 TK-6 Cameron AA -120.6 Crestline AA - 160.3 Henderson SED - 98 SWD - 132.8 AA - 126.9 Lenwood EL - 124.8 SED - 113.7 SWD - 190.9 Montara SED - 112.7 SWD - 153 HI - 114 Skyline SED - 113.4 SWD - 183.4 HI -104.4 | | | Wh - 136.2 TK-6 Cameron AA -100.6 Crestline AA - 140.3 Henderson SED - 78 SWD - 112.8 AA - 126.9 Lenwood EL - 104.8 SED - 93.7 SWD - 170.9 Montara SED - 92.7 SWD - 133 HI - 94 Skyline SED - 93.4 SWD - 163.4 HI - 84.4 | |
| 1.5 | High School Graduation Rate Percentage-District Source: CA School Dashboard | 2023 graduation rate percentage ALL 82.8% EL 77.3% HY 64.4% SED 80.4% | | | 2027 graduation rate percentage ALL 90% EL 80% HY 80% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| | | SWD 69% AA 66.2% HI 86.8% WH 81.6% | | | SED 81.4% SWD 80% AA 80% HI 80% WH 90% | |
| 1.6 | High School Graduation Rate Percentage - School and Student Group Source: CA School Dashboard | 2023 Graduation rate percentage No groups are currently in the "Red" or lowest indicator at BHS. Barstow High School All 91.1% EL 83.8% HY 78.4% SED 89.6% SWD 74.1% WH 88.9% AA 83.3% HI 92.2% Central High School Red Indicator All 50.6% HI 63.2% SED 48.6% | | | 2027 Graduation rate No groups are currently in the "Red" or lowest indicator at BHS. Barstow High School All 92.1% EL 90% HY 90% SED 90% SWD 90% WH 90% AA 90% HI 93.2% Central High School Red Indicator All 80% HI 80% SED 80% | |
| 1.7 | IReady Scores ELA Third Grade | 2024 All third grade (winter | | | 2027 All third grade | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| | Percentage of students on or above grade level Source: iReady winter data for grade 3 | window): 32.75% on or above grade level AA: 22.65% EL: 18% SED: 27.67% | | | (winter window): 43% on or above grade level AA: 33% EL: 30% SED: 40% | |
| 1.8 | CTE pathway completer Percent of Students Local Indicator - Student Information System | 2024- CTE Pathway completers: All - 16.2% SWD- 4.2% SED- 11.9% EL- 2.3% FY- student group too small for data 2 or more 15% | | | 2027- CTE Pathway completers: All - 22.2% SWD- 10.2% SED- 17.9% EL- 8.3% FY- 8% 2 or more - 21% | |
| 1.9 | College and Career Indicator – District Percentage considered Prepared Source: CA School Dashboard | Class of 2023 ALL 69.5% EL 58.1% HY 50.7% SED 65.7% SWD 11.9% AA 52.3% HI 72.6% WH 69.7% | | | Class of 2027 ALL 70% EL 60% HY 55% SED 70% SWD 35% AA 55% HI 75% WH 75% | |
| 1.10 | English Learner Proficiency - District percentage making progress Source: CA School Dashboard | 2023 - EL 41.5% Making Progress | | | 2027 To Reach "green" status we must reach 52.2% making progress | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 1.11 | English Learner proficiency - Schools and student groups percentage making progress Source : CA School Dashboard | 2023 TK-6 Cameron EL 36.5% Montara 30.2% 7-8 BJHS 39.5% | | | 2023 TK-6 Cameron EL 45% Montara 40% 7-8 BJHS 50% | |
| 1.12 | College and Career Indicator – School and Student Group Percentage considered Prepared Source: CA School Dashboard | Class of 2023 9-12 Barstow HS All 80.3 EL 64.9% SWD 53.7% HY 62.7% AA 76.2% HI 79.8% SED 77.7% WH 79.4% Central HS All 26.9% SED 24.7% HI 40.5% | | | Class of 2027 9-12 Barstow HS All 85 EL 70% SWD 58% HY 67% AA 81% HI 84% SED 82% WH 79.4% Central HS All 35% SED 35% HI 45% | |
| 1.13 | English Learner Reclassification Rates Percentage Local Indicator - Student Information System | 2024 -- 8.2% | | | 2027-- 11.2% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 1.14 | Desired Results Developmental Profile (DRDP) Percentage DRDP results | Percent of Student Profiles Developed using the DRDP This is a new metric. Baseline will be established after the 2024/25 school year. | | | Baseline not yet established. | |
| 1.15 | Teacher Misassignment Percentage Rate Source: California School Dashboard | District maintained an 8% teacher misassignment. (Local Data 2023-24) | | | 4% teacher misassignment | |
| 1.16 | Access to aligned instructional material Percentage Rate Source: California School Dashboard (local indicators) | 100% of students have access to standard aligned instructional materials. (Local Data 2022-23) | | | 100% of students have access to standard aligned instructional materials. | |
| 1.17 | A to G completion Percentage Rate Dataquest | 2023 12.3% of students meet A-G completion | | | 18.3% | |
| 1.18 | Percentage of students who have completed both A-G requirements and CTE programs | 2022/23 36.8% of students have completed A-G | | | 42.8% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|------------------------------|----------------------------------|
| | Percentage Source: Local Data (Dataquest) | requirements and CTE programs. | | | | |
| 1.19 | Percent of students passing AP exam with a 3 or higher score Percentage (Priority 4) Source: Dataquest | 2023: 33.4% | | | 36.4% | |
| 1.20 | Students who participate in and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness Percentage Source: CDE CAASPP Assessments | 2022-23 11th graders who met or exceeded standard on CAASPP: ELA-31.07% Math- 7.74% | | | ELA- 37.07 % Math- 13.74% | |
| 1.21 | Middle School Dropout Rates Percentage Source: Local Data | 2023/2024 1.7% Local Data | | | .7% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| 1.22 | High School Dropout Rates Percentage Source: Dataquest | 2022/2023 3.8% Dataquest | | | 1.8% | |
| 1.23 | Students have access to a broad course of study Percentage Rate Source: California Dashboard (Local Indicators) | 2024: 100% | | | 100% | |
| 1.24 | Implementation of state board adopted academic content and performance standards implementation Status Source: California School Dashboard | 2022/23 SY English Language Arts – Common Core State Standards for English Language Arts - Full Implementation And Sustainability English Language Development (Aligned to English Language Arts Standards) - Full Implementation Mathematics – Common Core State Standards for Mathematics - Full Implementation And Sustainability | | | English Language Arts – Common Core State Standards for English Language Arts - Full Implementation And Sustainability English Language Development (Aligned to English Language Arts Standards) - Full Implementation Mathematics – Common Core State Standards for | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| | | Next Generation Science Standards - Full Implementation And Sustainability History - Social Science <ul style="list-style-type: none">Initial Implementation | | | Mathematics - Full Implementation And Sustainability Next Generation Science Standards - Full Implementation And Sustainability History - Social Science - Initial Implementation | |
| 1.25 | Long Term English Learner Reclassification Rates Percentage CALPADS | 2024 15% | | | 20% | |

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|---|----------------|--------------|
| 1.1 | Class Size Reduction | The district will provide 40 additional certificated positions at our 5 elementary schools in order to subsidize the class size reduction grade span adjustment in grades K-3. This action will allow for a more focused approach to our classroom ELD integration allowing for the growth of our English Learners (EL) students as well as allowing for effective small group instruction to support our Foster Youth (FY) and Socioeconomically Disadvantaged (SED) students in the classrooms. While small class size benefits all students, this action will be principally directed toward our EL, FY and SED as measured by Metrics 1.1, 1.2, 1.3 and 1.4 | \$3,843,179.00 | Yes |
| 1.2 | Increase instructional time | The Superintendent will extend the instructional time at each school site in the district by 30 minutes to accommodate additional intervention time at all sites as well as structured PLC and grade level collaboration at the elementary schools which provide students with access to the intervention and support needed to increase tier academic achievement as indicated local and state testing. Although all students will benefit from this action, it is principally directed toward our EL, FY and SED students as measured by Metrics 1.1, 1.2, 1.3, and 1.4 | \$1,500,000.00 | Yes |
| 1.3 | Transportation | The Superintendent will ensure the district provides transportation to and from school and school activities which will increase attendance, reduce chronic absenteeism and increase student academic success. This action which will be principally directed toward English learners, foster youth, and low- income students as measured by Metrics 1.1, 1.3 and 3.1 | \$6,789,600.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|--|----------------|--------------|
| 1.4 | Assessment Program Support | The district will offer comprehensive support for the ancillary activities associated with the assessment program, focusing on enhancing the effectiveness of testing and data analysis. This includes providing training resources by the categorical office staff, for CAASPP and CAST, with designated CAASPP coordinators assigned to each site to ensure smooth administration and implementation. Additionally, the district will supply iReady software to aid in student assessment, technology to support the testing process, and Illuminate software for detailed data disaggregation. This coordinated effort aims to strengthen the instructional program by equipping educators with the tools and resources needed to accurately assess student performance and tailor instruction accordingly as measured by Metrics 1.1 and 1.3 | \$825,098.00 | No |
| 1.5 | English Learner/Homeless Youth Supports | Barstow Unified School District will provide comprehensive English Learner (EL) resources and training to all teachers, with a particular focus on the English Language Development (ELD) staff at each site. This action includes EL after-school tutoring, Site English Language Learner Coordinators, an English Language Development Coach, and EL Paraeducator Support at each. The purpose of these efforts is to elevate the level of pedagogy and teaching strategies used in the classroom, thereby enhancing student learning outcomes. Additionally, translation services will be provided for EL students and their families to ensure effective communication and support. This action is aimed at increasing the reclassification rate of EL students, increase graduation rate for our EL students and improving English Learner Progress Indicator (ELPI) scores, reflecting the district's commitment to fostering academic success for all English Learners as measured by Metrics 1.5, 1.10 and 1.13. | \$1,261,472.00 | Yes |
| 1.6 | Extra Curricular and Co Curricular Activities Supports for College And Career Readiness | Principals at Barstow High School and Central High School will offer a variety of extra-curricular and co-curricular opportunities designed to extend learning beyond the classroom and prepare students for college and career success. These supports will include the integration of technology in the classroom to facilitate virtual field trips and the coordination of district-wide and site-specific STEAM Fairs as well as a CTE Coordinator and AVID training/resources coordinators at each site. | \$1,614,899.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|---|----------------|--------------|
| | | This action will increase the CTE completion rate and improve the college and career readiness rate as measured by Metrics 1.8 and 1.9. | | |
| 1.7 | CTE program support | The site Principals at both Barstow High School, Central High School and Barstow STEM Academy will provide CTE courses and training in high-demand, high-wage industry sectors to increase college and career readiness as measured by metric 1.12. While all students will benefit from this action, it is principally directed toward our EL, SED and FY students as measure by Metrics 1.8, 1.9 and 1.12 | \$1,850,000.00 | Yes |
| 1.8 | Preschool program for 4 year old students. | The Barstow Unifies School District Superintended will provide a 4-year old preschool program for students not interested or ready for the districts TK program. This program is built on the preschool learning foundations that include social emotional learning, foundations in literacy, foundations in English Language Development and foundations mathematics as measured by Metric 1.14 | \$450,000.00 | No |
| 1.9 | Additional Paraeducator Support | The Superintendent will provide additional paraeducator support in Core Classes at Barstow High School and Central High school to ensure struggling students will receive research based teaching support strategies to ensure they will have the same opportunity to graduate as all students at our high schools. As measured by metric 1.5 and 1.6. | \$150,000.00 | No |
| 1.10 | Long Term English Learner (LTEL) specific professional development | The Superintendent will provide access to professional development for teachers and bilingual aids to support our LTEL students with language acquisition, including academic language, to increase English Language Proficiency scores and the district reclassification rate for our LTEL students as measured by metric 1.25 | \$5,000.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | To increase educational partner engagement and involve parents in the decision making process. Barstow Unified School District will engage and empower all educational Partners in a partnership that will support the education of our students as well as create a system of outreach that will create a collaborative culture for the district and community. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The BUSD Board of Trustees, staff, and the broader educational community have recognized the importance of rebuilding trust and strengthening connections in the aftermath of the COVID-19 pandemic. The disruptions caused by the pandemic highlighted the need for a renewed focus on engaging all educational partners, including families and communities, to create a supportive network that enhances student learning. Involving families in decision-making processes allows for more personalized support that addresses the unique strengths and challenges of each student. Additionally, engaging families from diverse backgrounds fosters cultural competence within the district, promoting inclusive environments where all students feel respected and valued. By building strong partnerships with families and communities, BUSD not only taps into valuable resources but also enhances transparency and accountability in education. The actions and metrics associated with this goal are specifically designed to increase parent involvement, support informed decision-making, and encourage participation in district programs.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 2.1 | Central Enrollment Center number of interactions for service Source: Central Enrollment Center/Homeless Youth Liaison staff reports | 2023-24 Type and number of services # of families enrolled in BUSD - 1200 # of families provided clothing - 1000 | | | 2026-27 Type and number of services # of families enrolled in BUSD - 1400 # of families provided clothing - 1500 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| | Type and number of service # of families enrolled in BUSD # of families provided clothing # of families referred for SPED/other services | # of families referred for SPED/Homeless services - 230 | | | # of families referred for SPED/Homeless services - 250 | |
| 2.2 | Survey Results- Family Engagement/Culture Percentage of Positive Responses Fall Survey- question: "My school creates a positive work environment." | November 2023 Elementary Families - 76% Middle School Families - 70% High School Families - 54% | | | November 2027 Elementary Families- 90% Middle School Families - 85% High School Families- 70% | |
| 2.3 | Survey Results- Family Engagement Percentage of Positive Responses Fall Survey- question: "I feel engaged with my school". | November 2023 Elementary Families - 61% Middle School Families - 54% High School Families - 52% | | | November 2026 Elementary Families - 75% Middle School Families - 75% High School Families - 75% | |
| 2.4 | Seek parent input in making decisions for the LEA and each individual school site through | 2024 District 45.69% Elementary School | | | District 60% Elementary School 60% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---------------------------|----------------------------------|
| | attendance at District or Site level input meeting and events. Percentage parent attendance Local Metric: Parent Survey | 46.4% Middle School 41.51% Local Data | | | Middle | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|--|--------------|--------------|
| 2.1 | Family Center/Translation Services | The district will provide a family center that will include translation services in order to provide families with access to necessary items (clothing, school supplies, food, technology, agency referrals), support, and training for parents. This action will allow for a targeted approach to bringing resources to our students as well as training and translation services to their parents when enrolling as measured by Metric 2.1. | \$145,320.00 | No |
| 2.2 | Parent Involvement Coordinators/Resources | The district will provide a parent involvement coordinator position at each school site to coordinate parent training, family resources and outreach for foster youth, English Learner and Low Income Students including PBIS Training and Resources as well as other trainings to further connect families to schools, teachers, and administrators. This action will also support and promote parent participation in programs for students with exceptional needs as measured by Metric 2.1, 2.2 and 2.3 | \$195,974.00 | No |
| 2.3 | Public Information Officer | The district will provide a Public Information Officer to disseminate important district information to student and families and serve as the point of contact for all pertinent information about the district to families and the community. This position will work closely with the Superintendent, district office departments, and school sites to ensure families receive valuable information about their students and the school they attend in a timely thorough fashion as measured by Metric 2.2 and 2.3. | \$261,156.00 | No |
| 2.4 | African American Parent Advisory | The district will create and maintain an African American Parent Advisory group to offer a structured platform for African American families to engage with the school district. This group will provide essential information, collaboration opportunities, and resources tailored to the unique needs of these families. It will also offer decision-making opportunities, enabling parents to have a direct influence on policies and practices that affect their children's education. as measured by Metrics 2.2 and 2.3. | \$25,000.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 3 | To provide a safe and nurturing learning environment for all BUSD students. | Broad Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on insights from a diverse range of educational partners, this objective embodies our shared vision of cultivating an educational setting where each student can excel academically, socially, and emotionally. By integrating this comprehensive objective and its measures into the LCAP, the district sets clear benchmarks for gauging progress towards creating a secure and supportive learning atmosphere. Regularly tracking and evaluating these measures enables the district to gauge the effectiveness of its approaches and interventions, make informed decisions based on data, and continuously enhance practices to better address student needs and enhance their overall well-being. Ultimately, these endeavors contribute to the district's commitment to serving the community respectfully by addressing the distinct behavioral, and socio-emotional requirements of all students, empowering them to flourish in an evolving world. Incorporating key metrics such as reducing suspension rates, decreasing chronic absenteeism, increasing overall attendance, and improving qualitative survey results into the local control and accountability plan (LCAP) ensures accountability and provides measurable indicators of progress toward the goal of providing a safe and nurturing learning environment. Here's why these metrics are important:

- Reducing Suspension Rates:** High suspension rates can be indicative of disciplinary issues and may suggest an unsafe or unsupportive learning environment. By setting the goal and included actions, the district aims to create a positive and inclusive school culture where disciplinary actions are used as a last resort, promoting alternative approaches to conflict resolution and behavior management. With an overall rate of 7% in 22-23 BUSD has maintained it's rate from the previous year and needs to continue the efforts to align with county and state averages.
- Decreasing Chronic Absenteeism:** Chronic absenteeism can be a sign of disengagement, academic struggles, or barriers to attendance such as safety concerns or health issues. By targeting a reduction in chronic absenteeism, the district seeks to ensure that all students have equitable access to education and support systems to address barriers to attendance, ultimately fostering a safe and supportive environment where students feel motivated and encouraged to attend school regularly. With an overall district rate of over 49% in 2022/2023 the community felt it was important to focus on this area.
- Improving Qualitative Survey Results:** Qualitative surveys provide valuable insights into the perceptions and experiences of students, parents, teachers, and staff regarding school safety, supportiveness, and overall climate. By focusing on improving qualitative survey results related to safety and nurturing, the district can gather feedback from educational partners and identify areas for improvement, ensuring that

efforts to create a positive learning environment are responsive to the needs and perspectives of the school community. Further, there was a strong desire to capture every student group in the lowest performance band to make certain that we were setting goals and tracking progress for those most in need.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 3.1 | Chronic Absenteeism% Rate - District | 2023 Dashboard ALL 49.9% EL 47.2% FY 54.7% HY 75.6% AA 62% HI 48.8% 2 or More 51.2% | | | 2027 Targets for student groups in the red as well as for all students ALL 29.9% EL 27.2% FY 34.7% HY 55.6% AA 62% HI 28.8% 2 or More 31.2% | |
| 3.2 | Chronic Absenteeism % Rate - School and Student Group Source: CA Dashboard | 2022-23 7-8 BJHS All 63.7% EL 54.6% HY 83.9% SED 66.2% AA 75.9% HI 61.3% 2 or more 68.2% 5-8 STEM All 38.6% SED 43.2% HI 40.2% WH 37.3% | | | 2027 7-8 BJHS All 43.7% EL 34.6% HY 63.9% SED 66.2% AA 55.9% HI 41.3% 2 or more 48.2% 5-8 STEM All 18.6% SED 23.2% HI 20.2% WH 17.3% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|---|----------------------------------|
| | | TK-6 | | | TK-6 | |
| | | Cameron EL 39.1% HY 74.5% AA 61.7% | | | Cameron EL 19.1% HY 34.5% AA 41.7% | |
| | | Crestline SWD 54.2% | | | Crestline SWD 34.2% | |
| | | Henderson All 48.5% EL 42.5% HY 66.7% SED 51.8% SWD 44.3% AA 61.3% HI 46.9% WH 35.8% 2 or more 48.9% | | | Henderson All 28.5% EL 22.5% HY 46.7% SED 51.8% SWD 24.3% AA 41.3% HI 26.9% WH 15.8% 2 or more 28.9% | |
| | | Lenwood EL 50.6% HY 80% AA 54.7% | | | Lenwood EL 30.6% HY 60% AA 34.7% | |
| | | Montara All 55.8% EL 52.2% SED 58.3% AA 62.1% HI 56.8% WH 35.8% | | | Montara All 35.8% EL 32.2% SED 38.3% AA 42.1% HI 36.8% WH 15.8% | |
| | | Skyline EL 52% HY 68.8% | | | Skyline EL 32% HY 48.8% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| 3.3 | Suspension Rate Percentage – District Source: 2023 CA School Dashboard | 2022-23 ALL 7% EL 3.8% FY 15.8% HY 8.7% SED 7.5% SWD 10.7% AA 12.3% AI 1.9% AS 2.6% FI 0.00% HI 5.1% PI 3.1% WH 7.3% 2 or More 7.5% | | | 2027 Targets for student groups in the red as well as for all students All 5% EL 1.8% FY 10 % HY 6.7 % SED 5.5% SWD 8.7% AA 9 % AI .9% AS 1.6% FI 0.00% HI 3.1% PI 1.1% WH 4.3% | |
| 3.4 | Suspension Rate Percentage– School and Student Group Source: 2023 CA School Dashboard | 9-12 BHS All 10.6% SWD 17% WH 10.7% CHS All 6.9% 5-8 STEM All 11.3% HI 8.5% WH 17.3% | | | 9-12 BHS All 7.6% SWD 14% WH 7.7% CHS All 5.9% 5-8 STEM All 9.3% HI 6.5% WH 10.3% 2 or more 10.4% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| | | 2 or more 19.4% TK-6 Cameron 2 or more 10.6% Henderson AA 7.5% Lenwood All 6.8% HY 10.8% SED 6.6% AA 9.3% WH 8% 2 or more 6.8% Montara HY 12.5% Skyline All 5.7% HY 8.3% SED 6.6% SWD 9.1% AA 15.9% HI 4% | | | TK-6 Cameron 2 or more 7.6% Henderson AA 5.5% Lenwood All 5.8% HY 7.8% SED 5.6% AA 7.3% WH 7% 2 or more 5.8% Montara HY 9.5% Skyline All 4.7% HY 7.3% SED 5.6% SWD 7.1% AA 9.9% HI 3% | |
| 3.5 | Survey Results- School Safety Percentage Positive response (Students, Staff, and Families combined surveys) | November 2023 Percent Positive: Elementary Students- 61% Middle Grades- 48% | | | November 2027 Percent Positive: Elementary Students- 80% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| | Source: Youth Truth Question Included: "I feel safe at school", or "My child is safe at school", or "Students are safe at school." depending on the survey group. | High School Students- 44% Elementary Parents- 66% High School Parents- 55% Elementary Staff- 66% High School Staff- 69% | | | Middle Grades- 75% High School Students-75% Elementary Parents- 90% High School Parents- 80% Elementary Staff- 90% High School Staff- 90% | |
| 3.6 | Survey Results: Engagement Percentage Positive response about student and parent experiences at school and engaging with school staff (Students ,Staff, and Families combined surveys) Source: Youth Truth Several questions related to engagement for elementary, middle grades, and high school families, Students, and | November 2023 Percent Positive: Elementary Students- 84% Middle Grades- 68% High School Students- 59% Elementary Parents- 48% High School Parents- 45% Elementary Staff- 74% | | | November 2026 Percent Positive: Elementary Students- 90% Middle Grades- 70% High School Students- 60% Elementary Parents-75% High School Parents- 60% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | staff. Middle Grades families and staff are included in the elementary for reporting purposes. | High School Staff- 76% | | | Elementary Staff- 80% High School Staff- 80% | |
| 3.7 | School Facilities Number of Instances in the FIT report that does not meet Good Repair standards Source: Local Data | 2023-24 13 Instances (Local Data 2023/24) | | | 10 Instances | |
| 3.8 | Attendance Rate Percentage Source: Local Data | 2023/2024 All Students - 88.6% EL - 89.9% SED - 87.7% FY - 85.7% Local data | | | All Students - 91.1% EL - 92.9% SED - 90.7% FY - 88.7% | |
| 3.9 | Expulsion Rate Percentage Source: Dataquest | 2023/2024 0.1% | | | 0.1% | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------|--|----------------|--------------|
| 3.1 | Counseling/Psychologists Support | The district will provide school sites with additional counseling support to include peer counseling, and psychologist support principally directed to English learners, foster youth, and low-income students, to improve the student-to-counselor ratio so counselors may increase social-emotional support to students. This will include 7 counselors and 3 psychologists beyond the base requirement. Counselors and psychologists will support students with decreasing chronic absenteeism, suspension rates, and increase positive responses to the youth truth survey questions as measured by metric 3.1, 3.2,3.3, 3.4, 3.6 and 3.7. | \$4,987,080.00 | Yes |
| 3.2 | School Climate supports | The district will Provide ongoing support to school staff to create a positive classroom and school culture. (including behavior management staff, professional development, coaching, and resources) to reduce chronic absenteeism, reduce suspension rates and increase positive responses on the youth truth survey regarding engagement and positive experiences. This includes 73 positions such as Assistant Principals, Dean of Students (to support academic engagement and increase attendance), behavior intervention aids, and PBIS Wellness Teachers. This action will be principally directed toward English learners, foster youth, and low- income students as measured by metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.9. | \$5,667,662.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|---|----------------|--------------|
| 3.3 | Partnerships to support teacher pedagogy and data disaggregation | The district will partner with CAHELP to deliver teacher training and supports for the advancement of PBIS strategies in the classroom, child find, Social Emotional Learning programs and individualized student supports. Also, BUSD will partner with SI&A to deliver the Attention to Attendance program that will be used to identify at risk students as it relates to daily attendance. This vendor will help with family notification and early warning systems. Along with these partnerships a stipend will be afforded to each school site to manage the SWIS/PBIS data that will integral in delivering attendance and discipline programs at the school sites. The purpose of this action is to increase the level of classroom engagement, teacher pedagogy practices, and attendance incentive programs. | \$346,230.00 | No |
| 3.4 | Facilities projects | BUSD will support the development of the K-12 Fine Arts pathway in the district which includes the Barstow STEAM academy staffing, BHS Memorial Project, Barstow Fine Arts Academy Construction, and implementing a fine arts pathway at Barstow Junior High School to create a connectedness to student interest therefore increasing student engagement as measured by metric 3.4, 3.5, and 3.6. | \$2,472,200.00 | No |
| 3.5 | Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports | The district will provide training and resources for the full implementation of a PBIS, Intervention and MTSS program both district wide and school wide. As part of this effort this action will also include funding to provide PBIS rewards for each school site to utilize under their PBIS programs. These actions will be principally directed towards English Learners, Foster Youth, and Low Income students. The purpose of the action is to increase our intervention efforts for students in the classrooms so the student achievement levels in terms of attendance, behavior, and social emotional health increase to target levels as measure by metrics 3.1, 3.2, 3.3, 3.4, 3.10 and 3.11 | \$1,600,000.00 | Yes |
| 3.6 | Restorative Practices Professional Development and | The district will provide administrative (Director of Supportive School Climate, CWA coordinator), classified staff (Central Enrollment classified staff) and Teacher on Assignment (PBIS district coach) to train teachers with restorative practices and the PBIS programs as well as support | \$1,655,088.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|--------------|--------------|
| | Student Transition Supports | families that are transitioning to our district, within our district, and away from our district. This support will include offering in-district and out of district services as well as additional support as needed. This action will be principally directed to English Learners, Foster Youth, and Low Income students. The purpose of the action will be to increase positive behavior resources and practices to support student growth and reduce chronic absenteeism, reducing suspensions, increase attendance and support social emotional well-being and Metrics 3.3, 3.4, and 3.10 | | |
| 3.7 | Campus safety assistants, campus security, categorical office staff, and SST coordinators. | The district will provide campus safety assistants, School Administrative Managers, Title IX/UCP Coordinator, campus security. and SST coordinators above the base programs at each site. This action will serve to increase student supervision, student connectedness, increase social emotional well being, and positive behavior outcomes. | \$877,974.00 | No |
| 3.8 | Athletic coaching stipends, band uniform (replacement/cleaning), Co-curricular stipends. | The district will provide athletic coaching stipends, band uniforms (replacement/cleaning), and co-curricular stipends above the base programs at each site. This action will serve to increase student engagement, student connectedness, increase social emotional well being, and positive behavior outcomes. | \$345,680.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|------------------------------|
| 4 | Over the next three years, student achievement on the CAASPP ELA and Math assessments will increase for Barstow High School (ELA - all students and African American; Math - all students, African American, and White), Barstow Junior High School (ELA - all students), Cameron Elementary (ELA - all students, African American, and Socioeconomically Disadvantaged), Henderson Elementary (ELA - all students, Socioeconomically Disadvantaged, and Hispanic; Math - all students, African American, Socioeconomically Disadvantaged, and Students with Disabilities), Lenwood Elementary (ELA - all students and English Learners; Math - all students, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities), and Montara Elementary (ELA - all students, Students with Disabilities, African American, Socioeconomically Disadvantaged, and Hispanic; Math - all students, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities). | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary have been identified as Equity Multiplier Schools as their mobility rate is greater than 25% and their student population is greater than 70% socio-economically disadvantaged .

The CA dashboard data reveals the following results for CAASPP ELA in which the scores were below distance from standard:

BHS
All -54.4
AA -108.6

BJHS
ALL -111

Cameron
All -80.8
AA -114.9
SED - 84.6

Henderson
All -78.5
SED - 87.2
HI - 75.7

Lenwood
All -82.8
EL -96.8%

Montara
All -113.6
SWD -153
AA -124.9
SED -112.7
HI -114

The CA dashboard data reveals the following results for CAASPP math:

BHS
All -157.6
AA -198
WH 156.2

Cameron
All - 87
AA -120.6

Henderson
AA -126.9
SED -98
SWD -132.8
All -85.3

Lenwood
All -108.7
EL -124.8
SED -113.7
SWD -190.9

Montara

All -128.2
HI -123.5
SED -128.6
SWD -179.7

The establishment of the goal to increase student achievement on the CAASPP ELA and Math assessments across Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, Lenwood Elementary, and Montara Elementary is directly informed by the input from educational partners, including parents, teachers, and site administrators. At each school, there was a consistent emphasis on addressing academic deficiencies, particularly in ELA and Math, alongside concerns about chronic absenteeism and school climate. Barstow High School's partners prioritized improving services for students social emotional well being and attendance issues, which influenced goals around school climate and academic support. Similarly, educational partners at Barstow Junior High and the elementary schools identified the need for targeted academic interventions and support systems, such as instructional coaching, intervention teachers, and attendance liaisons, to address the specific needs of subgroups like African American, Hispanic, English Learners, and Socioeconomically Disadvantaged students. The comprehensive input gathered from these partners underscores the shared commitment to enhancing both the academic outcomes and overall well-being of students, leading to the focused goal of elevating CAASPP performance across the district.

1. Performance Gaps: Analysis of current CAASPP (California Assessment of Student Performance and Progress) scores and English learner progress indicator scores revealed significant performance gaps among various student groups. Addressing these disparities is crucial for promoting educational equity.
 2. Closing Achievement Gaps: Prioritizing diverse student groups ensures that the district is addressing the needs of those who may face additional challenges in their educational journeys. This goal aligns with broader educational equity initiatives, ensuring that all students have the opportunity to succeed.
 3. Promoting Fairness: By focusing on historically underserved and marginalized groups, the district demonstrates a commitment to fairness and inclusivity, working to level the playing field for all students.
- Compliance with State and Federal Mandates
4. ESSA Requirements: The Every Student Succeeds Act (ESSA) requires schools to demonstrate progress in student achievement, particularly for subgroups of students who have historically underperformed. This goal helps the district meet these federal requirements.

In Summary: By setting this ambitious three-year goal, the Barstow Unified School District is taking proactive steps to enhance educational outcomes for all students, particularly those who have traditionally faced greater challenges. This strategic approach aims to foster a more equitable, inclusive, and high-performing educational environment across the district's schools

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| 4.1 | CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard | 2023 BHS All -54.4 AA -108.6 BJHS ALL -111 Cameron All -80.8 AA -114.9 SED - 84.6 Henderson All -78.5 SED - 87.2 HI - 75.7 Lenwood All -82.8 EL -96.8% Montara All -113.6 SWD -153 AA -124.9 SED -112.7 HI -114 | | | 2027 BHS All - 34.4 AA - 45 BJHS ALL -45 Cameron All -45 AA -45 SED - 45 Henderson All -45 SED - 45 HI - 45 Lenwood All -45 EL -45 Montara All -45 SWD -45 AA -45 SED -45 HI -45 | |
| 4.2 | CAASPP Math – School and student group Distance From Standard (DFS) | 2023 BHS All -157.6 AA -198 | | | 2027 BHS All -1115 AA -115 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-----------------------------|--|----------------|----------------|--|----------------------------------|
| | Source: CA School Dashboard | WH 156.2 Cameron All - 87 AA -120.6 Henderson AA -126.9 SED -98 SWD -132.8 All -85.3 Lenwood All -108.7 EL -124.8 SED -113.7 SWD -190.9 Montara All -128.2 HI -123.5 SED -128.6 SWD -179.7 | | | WH 115 Cameron All - 70 AA -115 Henderson AA -115 SED -80 SWD -115 All -70 Lenwood All -93 EL -115 SED -98 SWD -115 Montara All -115 HI -115 SED -115 SWD -115 | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|----------------|--------------|
| 4.1 | Reading & Math Intervention Teachers | The schools will add a reading intervention teacher at 4 elementary school sites (Cameron, Henderson, Lenwood, Montara) in order to increase reading fluency and comprehension by 3rd grade. Also, the district will add a math intervention teacher at Henderson Elementary, Montara, Lenwood and Cameron Elementary to support student academic success. These positions will provide research based instructional strategies and experiences for the lowest performing student subgroups in the areas of ELA and math. This additional support will be part of a larger Multi-Tiered System of Support initiative to increase academic achievement at the equity multiplier schools as measured by Metrics 4.1 and 4.2. | \$1,800,000.00 | No |
| 4.2 | Expanded Classroom/Instructional Supports | The equity multiplier schools will provide 16 additional full-time Paraeducators to four elementary school sites—Cameron, Henderson, Lenwood, and Montara. These Paraeducators will provide instructional support to students and classrooms as part of a larger Multi-Tiered System of Support (MTSS) initiative. The goal is to enhance academic achievement in equity multiplier schools by addressing diverse student needs as measured by Metrics 4.1 and 4.2 | \$1,780,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|---|----------------|--------------|
| 4.3 | Support expanded alternative learning opportunities and teacher coaching. | The equity multiplier schools will provide classroom based support for math and ELA teachers at Barstow High School and Barstow Middle School by creating hybrid positions for department chairs. These positions will allow department chairs to dedicate time during the school day to coach and mentor teachers. Through this professional development and coaching, teachers will be equipped with the tools they need to enhance academic success for their students as measured by Metrics 4.1 and 4.2. | \$2,830,000.00 | No |
| 4.4 | Laser Projectors | Cameron Elementary will provide new laser projectors to provide additional technology access for at-risk students. The access will allow teachers and students to access digital intervention curriculum in ELA and math in small group settings to enhance student learning as measured by M4.1 and M4.2 | \$40,000.00 | No |
| 4.5 | Academic Intervention Specialist | Montara Elementary school will provide an additional academic intervention specialist to support students that are more than 2 years behind in reading and math. This specialist will be able to create an individualized learning plan for identified students that will support their academic success as measured by Metrics 4.1 and 4.2. | \$150,000.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|------------------------------|
| 5 | Over the course of the next three years, suspension rates will be reduced for Barstow High School (All Students, Students with Disabilities and White Students), Central High School (All Students), Cameron Elementary (2 or more races), Lenwood Elementary (All Students, Homeless, Socio Economically Disadvantaged, African American, White and 2 or more races) and Henderson Elementary (African American). | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, and Lenwood Elementary have been identified as Equity Multiplier Schools as their mobility rate is greater than 25% and their student population is greater than 70% socio-economically disadvantaged.

The 2023 CA dashboard data reveals the following results for suspension in which the scores were:

BHS
All 10.6%
SWD 17%
WH 10.7%

CHS
All 6.9%

Cameron
2 or more 10.6%

Henderson
AA 7.5%

Lenwood

All 6.8%
HY 10.8%
SED 6.6%
AA 9.3%
WH 8%
2 or more 6.8%

The goal to reduce suspension rates across the identified school sites was established in response to concerns raised by educational partners, including parents, teachers, and site administrators, regarding student behavior, attendance, and academic achievement. For Barstow High School, partners highlighted the need to improve services for at-risk students, particularly in behavior and attendance, leading to actions focused on school climate and academic support. Central High School partners emphasized the importance of improving suspension rates, graduation rates, and English learner progress, resulting in targeted interventions such as extended paraeducator support and additional transportation. At Cameron Elementary, feedback centered on the low reading levels and high absenteeism and suspension rates, prompting the addition of reading and math intervention teachers, paraeducator support, and an attendance liaison. Similarly, Henderson Elementary partners focused on academic achievement and chronic absenteeism, leading to class size reduction and the addition of intervention staff. Lenwood Elementary partners identified reading deficiencies, academic performance, and absenteeism as key issues, which were addressed by increasing paraeducator support and professional development. These collaborative efforts demonstrate a district-wide commitment to creating a positive school environment and ensuring all students have the support they need to succeed academically and behaviorally.

The development of the goal of reducing the suspension rate across these school sites over the next three years is based on several important reasons:

1. Addressing Disproportionality

Equity in Discipline: Data likely indicates that certain student groups, including African American, Hispanic, Socio-economically disadvantaged, Homeless, Students with Disabilities, and students identifying with two or more races, are disproportionately affected by suspensions. Reducing suspension rates helps address these inequities.

Fair Treatment: Ensuring all students are treated fairly and equitably in disciplinary matters is essential for fostering a just and inclusive school environment.

2. Promoting Positive Student Outcomes

Academic Impact: Suspensions often result in missed instructional time, which can negatively impact academic performance. Reducing suspensions can help improve academic outcomes for all students.

Behavioral Support: Implementing alternatives to suspension encourages the development of positive behaviors and provides students with the support they need to succeed both academically and socially.

Community Trust: A fair and consistent approach to discipline helps build trust between the school and the community, showing a commitment to nurturing a supportive educational environment.

3. Compliance with State and Federal Guidelines

ESSA and LCFF Requirements: The Every Student Succeeds Act (ESSA) and California's Local Control Funding Formula (LCFF) emphasize the importance of reducing exclusionary discipline practices and improving school climate. This goal aligns with these guidelines and helps ensure the district meets state and federal standards.

LCAP Alignment: The goal is likely part of the Local Control and Accountability Plan (LCAP), which requires districts to set goals for improving school climate and reducing suspension rates, particularly among vulnerable student populations.
4. Supporting Holistic Student Development

Social-Emotional Learning: Reducing suspensions allows for a greater focus on social-emotional learning and the development of conflict resolution skills, which are critical for students' long-term success.

Whole Child Approach: Addressing the root causes of behavioral issues through supportive measures helps in the holistic development of students, ensuring they are well-rounded and prepared for future challenges.
5. Reducing the School-to-Prison Pipeline

Preventing Negative Outcomes: High suspension rates are often linked to increased dropout rates and involvement in the juvenile justice system. By reducing suspensions, the district aims to disrupt this trajectory and provide students with better life opportunities.

Long-term Benefits: Keeping students engaged in school and reducing disciplinary exclusions can have long-term benefits, including higher graduation rates and improved post-secondary opportunities.
6. Implementing Restorative Practices

Restorative Justice: Shifting from punitive measures to restorative practices allows for addressing behavioral issues constructively, focusing on repairing harm and restoring relationships rather than simply punishing students.

Behavioral Interventions: Implementing behavioral interventions and supports helps in identifying and addressing the underlying causes of misbehavior, promoting lasting behavioral changes.

In Summary

By setting the goal of reducing suspension rates, the equity multiplier schools are taking proactive steps to create a more equitable, supportive, and positive educational environment. This approach not only aims to improve academic and behavioral outcomes for all students, but also particularly supports those who have historically faced greater challenges in the educational system. This strategic focus is designed to ensure that all students have the opportunity to thrive in a nurturing and inclusive school community.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|------------------------------------|-----------------|----------------|----------------|---------------------------|----------------------------------|
| 5.1 | Suspension Rate: expressed as a | 2023 BHS | | | 2027 BHS | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | percentage of all students at the school and student groups | All 10.6% SWD 17% WH 10.7% CHS All 6.9% Cameron 2 or more 10.6% Henderson AA 7.5% Lenwood All 6.8% HY 10.8% SED 6.6% AA 9.3% WH 8% 2 or more 6.8% | | | All 7% SWD 7% WH 7% CHS All 6% Cameron 2 or more 7% Henderson AA 7% Lenwood All 6% HY 7% SED 7% AA 7% WH 7% 2 or more 6% | |

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------|---|----------------|--------------|
| 5.1 | Student Wellness Support Staff | <p>The Superintendent will provide the following Student Wellness Support Staff at the identified sites:</p> <p>Barstow High School - Assistant Principal, Board Certified Behavior Analyst, Campus Supervisor and a wellness teachers. Cameron Elementary - Campus Supervisor and a wellness teachers. Lenwood Elementary - Campus Supervisor and a wellness teachers. Henderson Elementary - Campus Supervisor and a wellness teachers.</p> <p>These additional support staff members will implement and monitor a robust attendance program, a Multi-Tiered Systems of Support program, a comprehensive safety and wellness program for students, and an outreach program to connect families and students to resources and support for increased attendance, improved school culture and student wellness. The purpose of this action is to engage homeless, social economically disadvantaged, African American, Students with Disabilities, White, and 2+ race students in meaningful social emotional and behavioral support experiences to decrease negative behavior therefore reducing the suspension rate among these students as measured by M5.1</p> | \$1,242,000.00 | No |
| 5.2 | Parent/Family Outreach | The Principals at each identified site will hire a Bilingual Parent/Attendance Liaison for parent engagement purposes at Barstow High School, Central High School, Lenwood Elementary, Henderson Elementary, and Cameron Elementary. The parent liaison will oversee parent engagement activities as well as parent training, family engagement events, African American Parent Advisory, and the English Language Learner Advisory Committees. | \$1,540,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--------------------------------|--|--------------|--------------|
| | | Engaging parents with school site actives and functions will have a direct impact on student behavior as measured by M5.1 | | |
| 5.3 | Behavior Therapist | The district will add a behavior therapist at Montara elementary to support the Positive Behavior Interventions and Support program and the school wide discipline program. This staff member will utilized theory based desecration practices and Crisis Prevention Institute (CPI) strategies to support students who struggle with behaviors and managing emotions as measured by M5.1 | \$120,000.00 | No |
| 5.4 | Site Based School Psychologist | Barstow High School will add 2 site based school psychologist to support student achievement and social emotional health. Students will benefit from the increased access to supports that a school based psychologist will provide, including: immediate assessments, research based intervention strategies, regular family check-ins regarding grades and attendance, emotional support, and academic achievement as measured by metric 5.1 | \$580,000.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|------------------------------|
| 6 | Over the course of the next three years, equity multiplier schools will work to reduce the chronic absenteeism rate at Barstow Junior High School (ALL students ,EL, HY ,SED ,AA ,HI, 2 or more), Cameron Elementary (EL, HY, AA), Crestline Elementary, (SWD), Henderson Elementary (All students, EL, HY, SED, SWD, AA, HI, WH, 2 or more), Lenwood Elementary (EL students, HY AA), Montara Elementary (All students, EL, SED, AA, HI, WH) and Barstow Unified School District School of Opportunity (all students). | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Barstow Junior High, Cameron Elementary, Crestline Elementary, Henderson Elementary, Lenwood Elementary, and Montara Elementary have been designated as Equity Multiplier Schools due to their high mobility rates (over 25%) and significant socio-economic disadvantage (over 70% of students). The 2023 CA Dashboard data reveals some very concerning chronic absenteeism rates across these schools:

Barstow Junior High: All students 63.7%, EL 54.6%, HY 83.9%, SED 66.2%, AA 75.9%, HI 61.3%, 2 or more 68.2%

Cameron Elementary: EL 39.1%, HY 74.5%, AA 61.7%

Crestline Elementary: SWD 54.2%

Henderson Elementary: All students 48.5%, EL 42.5%, HY 66.7%, SED 51.8%, SWD 44.3%, AA 61.3%, HI 46.9%, WH 35.8%, 2 or more 48.9%

Lenwood Elementary: EL 50.6%, HY 80%, AA 54.7%

Montara Elementary: All students 55.8%, EL 52.2%, SED 58.3%, AA 62.1%, HI 56.8%, WH 35.8%

BUSD School of Opportunity - Average 49.8 days absences with 95.6% unexcused

Barstow Unified School Districts School of Opportunity chose to address chronic absenteeism and attendance. Because the student population is so small, they were not assigned a color indicator on the dashboard so in collaboration with the parents and staff, it was decided to work on these two areas. Data quest indicates that during the 2022/23 school year, students had an average of 49.8 days absence and of those days, 95.6% were unexcused.

This goal to reduce chronic absenteeism at these school sites over the next three years was established in direct response to extensive input from educational partners, including parents, teachers, and administrators. Educational partners at Barstow Junior High, Cameron Elementary, Crestline Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, and the Barstow Unified School District School of Opportunity consistently highlighted the negative impact of chronic absenteeism on student achievement, school climate, and overall well-being.

The equity multiplier schools have set a three-year goal to reduce chronic absenteeism at these schools for the following reasons:

1. **Improving Academic Achievement:** Chronic absenteeism is linked to lower academic performance. Regular attendance ensures students engage with the curriculum, participate in classroom activities, and receive necessary instructional support.
2. **Promoting Equity and Inclusion:** Disproportionately higher absenteeism and lower graduation rates among English Learners, Foster Youth, Socio-economically Disadvantaged, Students with Disabilities, African American, Hispanic, White, and students identifying with two or more races necessitate focused efforts to promote educational equity and access to resources.
3. **Enhancing Student Engagement and Well-being:** Consistent attendance fosters stronger relationships with peers and teachers, contributing to a supportive school environment and student well-being.
4. **Compliance with State and Federal Guidelines:** The goal aligns with the Every Student Succeeds Act (ESSA), California’s Local Control Funding Formula (LCFF), and the Local Control and Accountability Plan (LCAP), and addressing chronic absenteeism.
5. **Long-term Student Success:** Regular attendance is a predictor of high school graduation, increasing the likelihood of students succeeding in post-secondary endeavors.
6. **Community and Educational Partner Engagement:** Parental and community involvement enhances support systems for students, addressing barriers to attendance and graduation and promoting overall health and safety.

Conclusion: By targeting chronic absenteeism and improving graduation rates, the Barstow Unified School District is committed to enhancing academic outcomes, promoting equity, and supporting the overall well-being and success of its students. This strategic approach ensures that all students, especially those facing additional challenges, have the opportunity to thrive in a supportive educational environment.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------------------------------|----------|----------------|----------------|---------------------------|----------------------------------|
| 6.1 | Chronic Absenteeism percentage | 2023 - | | | 2027 - | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---------------------|--|----------------|----------------|---|----------------------------------|
| | CA School Dashboard | Barstow Junior High ALL 63.7% EL 54.6% HY 83.9%, SED 66.2% AA 75.9% HI 61.3% 2 or more 68.2% Cameron EL 39.1% HY 74.5% AA 61.7% Crestline SWD 54.2%, Henderson All 48.5% EL 42.5 HY 66.7% SED 51.8% SWD 44.3% AA 61.3% HI 46.9% WH 35.8% 2 or more 48.9% Lenwood EL 50.6% HY 80% AA 54.7%, Montara All 55.8% EL 52.2% SED 58.3% | | | Barstow Junior High ALL 20% EL 20% HY 20% SED 20% AA 20% HI 20% 2 or more 20% Cameron EL 15% HY 20% AA 20% Crestline SWD 20%, Henderson All 15% EL 15H HY 20% SED 15% SWD 15% AA 20% HI 15% WH 15% 2 or more 15% Lenwood EL 20% HY 20% AA 20%, Montara All 20% EL 20% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|--|----------------------------------|
| | | AA 62.1% HI 56.8% WH 35.8% BUSD School of Opportunity Average 49.8 days absences with 95.6% unexcused | | | SED 20% AA 20% HI 20% WH 15% BUSD School of Opportunity Average 17 days absences with 65% unexcused | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|------------|--------------------------------------|--|--------------|--------------|
| 6.1 | Bilingual Parent Liaison | The equity multiplier schools will add a bilingual parent liaison to each of their school sites (Crestline Elementary, Cameron Elementary, Barstow Junior High School, Lenwood Elementary, Henderson Elementary, Montara Elementary and BUSD School of Opportunity) to support all students, Homeless, Socio-economically disadvantaged, Students with Disabilities, African American, Hispanic, White, English Learners, 2+ Races students and families with individualized attention, resource gathering, parent education around the topic of the importance of school attendance and general school connection in order to decrease the chronic absenteeism rate at each site as measured by M6.1. | \$840,000.00 | No |
| 6.2 | Co-curricular field trips | The Principal at Lenwood Elementary will add co-curricular field trips to provide additional research based activities/trips to enhance and broaden Homeless, African American, English Learner students experiences as it relates to in class social emotional and positive intervention and supports instruction as measured by 6.1. | \$144,000.00 | No |
| 6.3 | Social Emotional Learning Assemblies | The Principals at Henderson and Crestline Elementary will add social emotional assemblies to the school day for all students, Homeless, Socio-economically disadvantaged, students with disabilities, African American, Hispanic, White, English Learners, 2+ Races. This action will allow site administration and staff to connect the SEL lesson throughout the school year to ancillary interesting activities that are SEL based which in turn will build relationships with our SEL students, increasing their feeling of belonging and therefore reducing chronic absenteeism as measure by 6.1. | \$50,000.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|------------------------------|
| 7 | Over the course of the next three year, Central High School will work to increase the graduation rate for Low Income and Hispanic students and increase the College/Career Indicator for all students, SED, and Hispanic students. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

| |
|---|
| Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) |
|---|

An explanation of why the LEA has developed this goal.

| |
|--|
| <p>This Equity Multiplier Goal LCAP (Local Control and Accountability Plan) goal was developed to address the critical need for improving student outcomes and ensuring that all students are well-prepared for their futures. The goal of increasing the percentage of students who graduate from high school is a strategic response to several key priorities:</p> <p>Central High School has been identified as Equity Multiplier Schools as their mobility rate is greater than 25% and their student population is greater than 70% socio-economically disadvantaged.</p> <p>The lowest performing group data is as follows:</p> <p>2023 Graduation rate percentage</p> <p>Central High School All 50.6% HI 63.2% SED 48.6%</p> <p>College Career Indicator</p> <p>Central HS All 26.9% SED 24.7% HI 40.5%</p> |
|--|

Commitment to Student Achievement: Increasing the percentage of students who graduate from high school is directly tied to the district's overarching commitment to improving student achievement. Graduating from high school is a significant milestone that reflects a student's ability to meet academic standards, persevere through challenges.

Central High School educational partners established the goal of increasing its graduation rate over the next three years to emphasize the importance of addressing graduation rates. Educational Partners identified that enhanced attendance and academic support were critical to improving graduation rates. As a result, BUSD will provide additional mid-day transportation to Central High School, allowing morning students to have a ride home and afternoon students a ride to school, thereby increasing daily attendance, ultimately contributing to a higher graduation rate.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 7.1 | High School Graduation Rate Percentage - School and Student Group Source: CA School Dashboard | 2023 Graduation rate percentage Central High School All 50.6% HI 63.2% SED 48.6% | | | 2027 Graduation rate Central High School All 80% HI 80% SED 80% | |
| 7.2 | College and Career Indicator – School and Student Group Percentage considered Prepared Source: CA School Dashboard | Class of 2023 Central HS All 26.9% SED 24.7% HI 40.5% | | | Class of 2027 Central HS All 35% SED 35% HI 45% | |

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------|---|--------------|--------------|
| 7.1 | Mid-Day Transportation | Central High School will provide additional transportation to increase attendance, support an intervention program and the development of clubs and other student based extra and co-curricular activities. The transportation will happen in the middle of the day which will provide a ride home for morning students and a ride to school for afternoon students which will increase daily attendance resulting, build staff/student relationships and increase academic success resulting in an increase in the graduation rate and college career readiness as measured by metrics 7.1 and 7.2 | \$100,000.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|------------------------------|
| 8 | Over the course of the next three years, Cameron Elementary, Montara Elementary and Barstow Junior High School will increase English Learner student achievement by increasing the percentage of English learners students reading at grade level by 3rd grade and increasing the number of EL students that make progress on the English Learner Progress indicator. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Cameron Elementary, Montara Elementary and Barstow Junior High School have been identified as Equity Multiplier Schools as their mobility rate is greater than 25% and their student population is greater than 70% socio-economically disadvantaged.

The decision by the equity multiplier schools to develop a goal focused on improving English Learner Progress as measured by the California Dashboard is rooted in the overall board goals and the educational community's review of critical data points specific to English Language Learners (ELLs). Several important considerations were included in this selection:

ELPI outcomes:

BJHS
39.5%

Cameron
35.5%

Montara
30.2%

1. Monitoring English Learner Progress: The English Learner Progress Indicator on the California Dashboard is a key measure of how well ELL students are advancing in their English language proficiency. Improvement in this indicator is crucial for ensuring that ELL students are acquiring the language skills necessary to succeed academically and integrate fully into the broader curriculum. By focusing on this indicator, the district aims to monitor and support the steady progress of ELL students as they move towards reclassification as Fluent English Proficient (RFEP).

2. Early Intervention for ELLs: Research highlights the importance of early intervention, especially for ELLs who may face challenges in language acquisition. By targeting improvements in the English Learner Progress Indicator, the district seeks to identify and address language development issues early, providing necessary interventions to help ELL students meet language proficiency milestones. This approach helps prevent language barriers from becoming entrenched and supports ELL students in their overall academic journey.

3. Alignment with State and National Standards for ELLs: The English Learner Progress Indicator aligns with state and national standards for language proficiency. By prioritizing this indicator, the district ensures that its efforts are in line with broader educational priorities and expectations for ELL students. This alignment increases the district's accountability and the likelihood of success in supporting ELLs in achieving language proficiency.

4. Data-Driven Decision-Making for ELLs: Focusing on the English Learner Progress Indicator allows the district to use specific, measurable data to track the progress of ELL students. This data-driven approach enables the district to identify areas of strength and areas in need of improvement, guiding the allocation of resources and the implementation of targeted instructional practices. By using this indicator as a benchmark, the district can make informed decisions to enhance the language development of ELL students.

In summary, the decision to focus on improving the English Learner Progress Indicator on the California Dashboard is driven by the importance of monitoring language proficiency, early intervention, alignment with standards, and data-driven decision-making. By prioritizing this area, the district aims to ensure that ELL students have the language skills and support necessary to succeed in their academic and future endeavors.

During our educational partner feedback, our EL parents from all three schools (Cameron, Montara and Barstow Junior High School) all expressed their concerns about their students falling behind in academics as well as their need to increase with english language acquisition. Our teachers also express a need for additional staff to help support the academic growth of or EL students. This feedback from our educational partners was the driving force behind the development of this goal.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 8.1 | English Learner proficiency – Schools and student groups Percentage making progress Source: CA School Dashboard | 2023 BJHS 39.5% Cameron 35.5% Montara | | | 2027 BJHS 52.2% Cameron 52.2% Montara | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| | | 30.2% | | | 52.2% | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| 8.1 | Expanded Classroom/Instructional Supports | The district will provide expanded classroom and instructional support at Barstow Junior High School, Montara Elementary and Cameron Elementary by adding 1 EL paraeducator positions at each school site for a total of 3 new EL paraeducators. The district will also moving 1 part time intervention paraeducators to full time at each site, for a total of 3 full time interventions paraeducators. This actions will provide support during ELD instruction as well as support in the general education classroom to support English learners academic growth and language acquisition measured by metric 8.1. | \$210,000.00 | No |

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

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$19,281,678 | \$2,144,929 |

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 |
| 29.759% | 5.617% | \$3,653,002.59 | 35.376% |

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 | <p>Action: Class Size Reduction</p> <p>Need: Goal 1 - Action #1. Class Size Reduction, Increased Instructional Time, Preschool Teachers Need: The critical first years of school require intensive attention and focus. Our scores in third-grade ELA and Math on the CAASPP as well as the ELA scores in grades 1-3 on the</p> | <p>Scope: LEA-Wide class size reduction has a potential impact on student learning outcomes for all students and in particular those students who have the greatest gaps.</p> <p>1. Enhanced Teacher-Student Interaction:</p> <ul style="list-style-type: none"> Smaller class sizes allow for more personalized attention from teachers to individual students. Teachers can better identify learning needs, provide targeted | <p>This action will be measured by the metrics identified in the action description</p> |

| 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 |
|-------------------|--|---|------------------------------------|
| | <p>iReady measure indicate a majority of students are not at standard or grade level. For all students in grade 3 during the winter testing window, the percentage of students at or above grade level in reading was 27% in 2024. For our unduplicated students, it was as follows: English Learners - 17%, Foster Youth - 20%, Low-Socioeconomic - 22%.</p> <p>During our educational partner engagement both parents and staff indicated a need to close the achievement gap as well as the low percentage of students reading below grade level.</p> <p>2023 CAASPP Scores:</p> <p>ELA All students: -83 DFS English Learners: -102.4 DFS Foster youth: -116 DFS Socioeconomically disadvantaged: -93.3 DFS</p> <p>Math All students: -124.8 DFS English Learners: -146.5 DFS Foster youth: -162.3 DFS Socioeconomically disadvantaged: -133.5 DFS</p> <p>Scope: LEA-wide</p> | <p>support, and build stronger relationships with each student (Blatchford, 2013).</p> <ul style="list-style-type: none"> Increased interaction between teachers and students fosters a supportive learning environment, which is particularly beneficial for students who may require additional academic or emotional support. <p>2. Academic Achievement:</p> <ul style="list-style-type: none"> Research consistently demonstrates that smaller class sizes in the early grades are associated with higher academic achievement, particularly in literacy and numeracy skills (Finn & Achilles, 1999). Low-income students, foster youth, and English Learners often face additional academic challenges. Reducing class size can help address these disparities by providing more opportunities for individualized instruction and support. <p>3. Early Intervention and Remediation:</p> <ul style="list-style-type: none"> With smaller class sizes, teachers can more effectively identify learning difficulties or gaps in understanding early on, allowing for timely intervention and remediation (Mosteller, 1995). For low-income students, foster youth, and English Learners who may be at a higher risk of falling behind academically, early intervention is crucial for preventing further learning setbacks and promoting academic success. <p>4. Classroom Climate and Engagement:</p> <ul style="list-style-type: none"> Smaller classes promote a more inclusive and engaging classroom climate, where students feel valued, supported, and | |

| 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 |
|-------------------|---|---|--|
| | | <p>motivated to participate actively in learning activities (Ehrenberg, Brewer, Gamoran, & Williams, 2001).</p> <ul style="list-style-type: none"> Foster youth and English Learners, in particular, may benefit from a nurturing and culturally responsive learning environment, which can help mitigate the challenges they may face outside of school. <p>5. Long-Term Benefits:</p> <ul style="list-style-type: none"> The positive effects of smaller class sizes in the early grades can have long-term benefits, including higher graduation rates, increased college enrollment, and improved employment prospects (Chetty, Friedman, & Rockoff, 2011). By investing in smaller class sizes for K-3 students, especially those from disadvantaged backgrounds, society can help break the cycle of poverty and inequity, leading to broader economic and social benefits. <p>By implementing this strategy on an LEA-wide scale, the district ensures equitable access to high-quality education for all students, while strategically targeting the resources to support EL, FY and SED students. This approach not only aims to elevate overall student performance but also to ensure that every student, regardless of their background, has the opportunity to succeed academically</p> | |
| 1.2 | <p>Action: Increase instructional time</p> <p>Need:</p> | Extended instructional time is a critical strategy for addressing the academic needs of English Learners (EL), socioeconomically disadvantaged (SED), and foster youth (FY) students, as | This action will be measured by the metrics identified in the action description |

| 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 |
|-------------------|---|---|---|
| | <p>The CAASPP data highlights significant disparities in academic performance between all students and specific student groups, including English Learners (EL), foster youth (FY), and socioeconomically disadvantaged (SED) students. In English Language Arts (ELA), while all students fall short of meeting the standard by 83 points, EL students are 102.4 points below the standard, FY students are 116 points below, and SED students are 93.3 points below. In Math, the disparities are even more pronounced, with all students scoring 124.8 points below the standard, while EL students score 146.5 points below, FY students score 162.3 points below, and SED students score 114.2 points below.</p> <p>Educational partner feedback underscores the need for targeted interventions to address these gaps. Educational partners have expressed concerns that the current instructional time is insufficient to meet the needs of EL, FY, and SED students, who often require additional support to achieve academic success. The data clearly indicates that these student groups are disproportionately affected, necessitating an increase in instructional time to provide equitable opportunities for academic growth and to close the achievement gap.</p> <p>Scope: LEA-wide</p> | <p>identified by the CAASPP data. By increasing the amount of time these students spend in structured learning environments, the district can provide targeted support in key areas such as English Language Arts (ELA) and Math, where significant achievement gaps have been observed. Specific program supports will include additional hours with credentialed teachers who specialize in differentiated instruction, and focused interventions designed to build foundational skills. Research indicates that extended learning time, particularly when paired with high-quality instruction and targeted interventions, can significantly improve academic outcomes for students who are at risk of falling behind (Kidron & Lindsay, 2014).</p> <p>The decision to provide extended instructional time on an LEA-wide basis, despite the focus on EL, SED, and FY students, is grounded in the principle of equity. While these student groups are the primary beneficiaries, the entire student body stands to gain from an environment where instructional time is maximized and learning opportunities are expanded. By implementing this initiative district-wide, the district ensures that all students, regardless of their background, have access to the enhanced supports necessary to succeed academically. This approach not only addresses the specific needs of EL, SED, and FY students but also fosters an inclusive learning environment where all students can thrive.</p> | |
| 1.3 | Action: Transportation | Extended student transportation is a vital component in addressing the needs of English | This action will be measured by the metrics |

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| | <p>Need: There is a significant parental demand for safe transportation options to school, such as bus services. Barstow is a hilly landscape for pedestrians and it is very spread out. With a massive service area, many families without reliable transportation, and a complete lack city funded transportation options, walking to school can be treacherous. The hilly environment does not provide easy pathways for students to walk or bike to school. This necessity is particularly critical for our unduplicated students, highlighted in discussions within our district advisory committee and DELAC meetings, where representatives of these students expressed concerns about transportation for both school commute and after-school activities. The chronic absenteeism rate stands at 49.9% for all students, with specific rates of 53.4% for low-income students, 47.2% for English learners, and 54.7% for foster youth.</p> <p>Parents report a great desire for safe routes to school like bussing. This need is greatest for our unduplicated students as represented in our district advisory committee and DELAC interactions where representatives from those students voiced their concerns about bussing not only to and from school but for after-school programs.</p> <p>Scope:</p> | <p>Learners (EL), socioeconomically disadvantaged (SED), and foster youth (FY) students. Many of these students face barriers to accessing educational opportunities due to limited or unreliable transportation options, which can result in absenteeism and reduced participation in after-school programs, tutoring, or extracurricular activities that are essential for academic success. By extending transportation services, the district ensures that these vulnerable student groups have consistent access to school and extended learning opportunities. This initiative includes providing buses that run earlier in the morning and later in the afternoon, as well as routes that reach more remote areas where EL, SED, and FY students reside. Research shows that reliable transportation is closely linked to increased attendance, which in turn positively impacts academic achievement, particularly for low-income students (Balfanz & Byrnes, 2012).</p> <p>This extended transportation initiative is being implemented LEA-wide to promote equity across the district. While the primary goal is to support EL, SED, and FY students, providing extended transportation benefits all students by increasing their ability to participate in a wide range of educational activities beyond regular school hours. This includes access to after-school tutoring, enrichment programs, and other supports that are critical for student development. By making this a district-wide initiative, the district ensures that no student is left behind due to logistical challenges, thereby fostering a more inclusive and supportive educational environment for all. This holistic approach not only targets the needs of the most</p> | <p>identified in the action description</p> |

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| | LEA-wide | <p>vulnerable students but also creates a more equitable system that enhances educational outcomes across the board.</p> <p>By making this an LEA-wide offering, we will de-stigmatize this solution and encourage those unduplicated pupils to whom it is principally directed to take advantage of this service. It is the intended outcome to make a safe route to school available and easy for all children beyond what is provided for with our base requirement and funding. Making home-to-school transportation available to more families is intended to have a positive impact on the chronic absenteeism rate.</p> | |
| 1.7 | <p>Action: CTE program support</p> <p>Need: The College and Career Readiness Indicator data highlight the necessity for more opportunities for students to apply their skills and connect their learning to real-world contexts. English learners, foster youth, and low-income students consistently score lower on the College and Career Indicator on the state dashboard than all students and other subgroups of students. The percentage of students considered "prepared" according to the College and Career Indicator (CCI) is as follows:</p> <p>All students: 69.5% Low-income students: 33.8% English learners: 65.7%</p> | <p>This initiative primarily targets foster youth, English learners, and low-income students. Providing an inclusive, system-wide CTE program ensures that unduplicated students with identified needs can participate fully. Unduplicated students historically have not been fully represented in the CTE data due to lack of access and success. There will be a renewed effort to target unduplicated students to ensure students are met with intervention resources and support from staff and teachers. This action was created because the data for unduplicated students fell below that of the other student subgroups. A concerted effort was needed to reverse the trend. The benefits include:</p> <p>Workforce Preparation: CTE programs equip students with the knowledge, skills, and hands-on experience needed for workforce success. By offering industry-aligned curricula and technical training in fields such as healthcare, engineering, information technology, and skilled trades, CTE</p> | This action will be measured by the metrics identified in the action description |

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| | <p>Foster youth: sub group to small for performance data</p> <p>The 2-year pathway completer numbers for 2024 are as follows:</p> <p>2024- CTE Pathway completers: All - 155 SED- 102 EL- 17 FY- 3</p> <p>During our educational partner engagements, Families, community partners, students and teachers all express the need to continue to grow our CTE programs for our students. The Career and Technical Education (CTE) program is strongly supported by the BUSD educational partners, with significant community backing for student classes, competitions, and internships. Enhancing the CTE program is a high priority for our district.</p> <p>Scope: Schoolwide</p> | <p>programs prepare students for high-demand careers and provide pathways to gainful employment upon graduation.</p> <p>Career Exploration and Readiness: CTE programs offer students opportunities to explore diverse career pathways and understand their interests, strengths, and career goals. Through internships, job shadowing, and work-based learning experiences, students can make informed career decisions and develop essential employability skills such as communication, teamwork, problem-solving, and professionalism.</p> <p>Academic Engagement and Relevance: CTE programs integrate academic content with real-world applications, making learning more engaging, relevant, and meaningful. By connecting classroom instruction to practical, hands-on experiences, CTE programs help students see the relevance of their education and deepen their understanding of core academic concepts in subjects such as math, science, and language arts.</p> <p>College and Career Readiness: CTE programs promote college and career readiness by providing students with the skills and credentials needed to pursue postsecondary education and enter the workforce. Whether students choose to further their education at a college or technical school or enter the workforce directly after high school, CTE programs offer valuable credentials, certifications, and industry-recognized qualifications that enhance employability and career prospects. Many programs within Barstow Unified include</p> | |

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| | | <p>courses that articulate with those at the local community college level.</p> <p>Meeting Workforce Demands: CTE programs address workforce shortages and meet the needs of industries with high demand for skilled workers. By aligning the curriculum with industry standards and engaging with local employers and industry partners, CTE programs ensure that students graduate with the skills and qualifications needed to fill high-demand, high-wage jobs in key economic sectors.</p> <p>Promoting Equity and Access: CTE programs promote equity and access by providing all students, regardless of background or ability, with opportunities to explore and pursue career pathways that align with their interests and aspirations. By offering inclusive, non-traditional career options and support services to students from underrepresented groups, CTE programs help close opportunity gaps and promote social and economic mobility, particularly benefiting our unduplicated students.</p> <p>This action is being provided on a school-wide basis to ensure that all students at Barstow High School and Central High school have access to CTE programs which will enhance their college and career readiness while still maintaining a focus on supporting CTE programs for our unduplicated students.</p> | |
| 3.1 | Action: Counseling/Psychologists Support | This action is primarily directed at the unduplicated students identified as needing support. This highlights the need for support across the entire | This action will be measured by the metrics |

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| | <p>Need: Goal 3 - Action #1. Counseling/Psychologists Support Scope: LEA-Wide</p> <p>Need; The critical need for additional support for students struggling in all phases of the multi-tiered systems of support structure to include behavior, social emotional and academic support requires intensive intervention and focus. Our high level of chronic absenteeism highlights a pressing need for intervention to reverse these trends.</p> <p>2023 Dashboard (District) ALL 49.9% EL 47.2% FY 54.7% SED 53.4%</p> <p>Specific school sites in the district show a need to reduce chronic absenteeism for unduplicated students.</p> <p>7-8 BJHS All 63.7% EL 54.6% FY 66.7% SED 66.2%</p> <p>5-8 STEM All 38.6%</p> | <p>LEA. Reducing suspension and chronic absenteeism rates are key goals. By providing a better student-to-counselor ratio, there will be more opportunities for meaningful interactions with students.</p> <p>Research supports this approach in California schools. A meta-analysis by Page Donohue et al. found that a lower school counselor-to-student (SC-S) ratio is highly correlated with improved attendance rates and reduced chronic absenteeism (Goodman-Scott et al., 2018). In California, schools with lower SC-S ratios have seen significant reductions in chronic absenteeism, particularly among elementary school children of color and those experiencing poverty. This correlation is especially evident in high-poverty schools across the state, where the implementation of comprehensive school counseling programs over the past 20 years has led to notable improvements in attendance rates and a decrease in chronic absenteeism.</p> <p>Unduplicated students, including foster youth, English learners, and low-income students, face unique challenges that significantly impact their attendance and behavior at school, leading to higher rates of chronic absenteeism and suspensions. Research has shown that providing access to school counselors and psychologists can play a critical role in addressing these challenges. A study by Carrell and Carrell (2006) found that increased access to school counselors significantly reduced suspension rates, particularly among at-risk students. Additionally, lower school</p> | <p>identified in the action description</p> |

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| | <p>EL 20% FY No data less than 20 students SED 43.2%</p> <p>TK-6 Cameron All 47.6% EL 39.1% FY 57.1% SED 49.1%</p> <p>Crestline All 59.2% EL 39.6% FY 81.8% SED 59.8%</p> <p>Henderson All 48.5% EL 42.5% FY No data - less than 11 students SED 51.8%</p> <p>Lenwood All 47.3 EL 50.6% FY 72.7% SED 48.2%</p> <p>Montara All 55.8% EL 52.2% FY 64.3% SED 58.3%</p> <p>Skyline</p> | <p>counselor-to-student ratios have been linked to decreased chronic absenteeism and improved overall student engagement (Lapan et al., 2012). For unduplicated students, who often experience heightened levels of stress and trauma, having regular access to counseling and psychological support can provide the necessary intervention to address underlying issues, improve attendance, and reduce behavioral incidents. Offering these services on an LEA-wide bases can create a supportive environment that fosters academic success and emotional well-being for these vulnerable student populations.</p> | |

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| | <p>All 41.1% EL 52% FY 11.8% SED 43.6%</p> <p>Suspension Rate 2022-23 - District</p> <p>ALL 7% EL 3.8% FY 15.8% SED 7.5%</p> <p>Specific school sites in the district show a need to reduce suspension rate for unduplicated students.</p> <p>TK-6</p> <p>Lenwood All 6.8% SED 6.6%</p> <p>Skyline All 5.7% SED 6.6%</p> <p>During our educational partner engagement both parents and staff indicated a need to reduce the suspension rates that have risen for foster youth (15.8%), declined for English learners (3.8%), and maintained for socio-</p> | | |

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| | <p>economically disadvantaged students (7.5%) and the all student group (7%). Additionally, survey data indicates a low sense of engagement and poor school culture, found in metric 3.5 Survey Results- School Safety Percentage Positive response (Students, Staff, and Families combined surveys) and 3.6 (Survey Results: Engagement Percentage Positive response about student and parent experiences at school and engaging with school staff (Students ,Staff, and Families combined surveys). These are all areas where a skilled school counselor or psychologist can make a significant impact.</p> <p>Scope: LEA-wide</p> | | |
| 3.2 | <p>Action: School Climate supports</p> <p>Need: Goal 3 - Action #2 - School Climate supports</p> <p>Scope - LEA-Wide</p> <p>Need: The primary concern in developing and maintaining this initiative is the perception data of school culture, as reported in surveys showing low levels of positive responses from all educational partners and students.</p> | <p>Scope - LEA-Wide</p> <p>The school climate supports staffing positions will work closely with teachers, students, and the administrative staff to support by administering academic engagement activities and attendance incentive programs, behavior intervention strategies, social emotional supports, activities, and lessons.</p> <p>The Barstow Unified team decided to review available research on schoolwide positive behavior supports, as we have engaged in this work to some degree for many years. Research indicates that this is a multi-year process requiring the committed effort of a majority of staff. Bradshaw et al.'s research (Journal of Positive Behavior</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>The relatively high suspension rates shown in M 3.3 and M 3.4 for many student groups, particularly foster youth (15.8%) and homeless youth (8.7%), are alarming. Additionally, socio-economically disadvantaged students have a suspension rate of 7.5%, and English learners are at 3.8%. The suspension rate for all students is 7%. Also, our high level of chronic absenteeism shown in M 3.1 (Chronic Absent-district) and M3.2 (Chronic absent school level), highlight a pressing need for intervention to reverse these trends.</p> <p>(Chronic Absenteeism District) are as follows: 2023 Dashboard ALL 49.9% EL 47.2% FY 54.7% SED 53.4%</p> <p>(Chronic Absenteeism school level) are as follows: 2023 7-8</p> <p>BJHS All 63.7% EL 54.6% FY 66.7% SED 66.2%</p> <p>5-8 STEM Academy All 38.6% EL 20% FY No data less than 20 students</p> | <p>Interventions, V12 n3) supports the notion that comprehensive school-wide behavior intervention approaches yield benefits in our selected metrics for all students, with the greatest improvements seen in students with the highest needs.</p> <p>Therefore, although this is a district-wide action, the work will primarily target foster youth, students in poverty, and English learners, who will benefit the most if these interventions are implemented comprehensively.</p> <p>This action is being implemented on an LEA-wide basis to ensure that all students across all schools receive enhanced school climate supports at the school site level, promoting engagement in behavioral, attendance, and social-emotional services while still maintaining a focus on our unduplicated students.</p> | |

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| | <p>SED 43.2%</p> <p>TK-6 Cameron All 47.6% EL 39.1% FY 57.1% SED 49.1%</p> <p>Crestline All 59.2% EL 39.6% FY 81.8% SED 59.8%</p> <p>Henderson All 48.5% EL 42.5% FY No data - less than 11 students SED 51.8%</p> <p>Lenwood All 47.3 EL 50.6% FY 72.7% SED 48.2%</p> <p>Montara All 55.8% EL 52.2% FY 64.3% SED 58.3%</p> <p>Skyline All 41.1% EL 52%</p> | | |

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| | <p>FY 11.8% SED 43.6%</p> <p>(Suspension Rate District) are as follows: 2023 Dashboard ALL 7% EL 3.8% FY 54.7% SED 15.8%</p> <p>(Suspension Rate school level) are as follows: 2023 Dashboard</p> <p>7-8 BJHS All 63.7% EL 54.6% SED 66.2%</p> <p>5-8 STEM Academy All 38.6% SED 43.2%</p> <p>Cameron EL 39.1%</p> <p>Henderson All 48.5% EL 42.5% HY 66.7% SED 51.8%</p> | | |

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| | <p>Lenwood EL 50.6%</p> <p>Montara All 55.8% EL 52.2% SED 58.3%</p> <p>Skyline EL 52%</p> <p>There is a strong need for systematic approaches to improve school climate, expressed by both staff, who struggle with managing student behaviors, and parents, who feel that school sites are not welcoming to all students. The Foundations approach and the related Multi-Tiered Systems of Support offer a comprehensive, long-term solution to these issues. Additionally, the sense of safety at school, based on survey data, is lower than the state average for most segments and groups.</p> <p>Scope: LEA-wide</p> | | |
| 3.5 | <p>Action: Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports</p> <p>Need:</p> | <p>Scope: LEA-Wide</p> <p>These needs are directly linked to the following observations:</p> <p>High Suspension Rates for Unduplicated Students:</p> | <p>This action will be measured by the metrics identified in the action description.</p> |

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| | <p>Goal 3 - Action #5. Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports</p> <p>In analyzing the suspension rates for unduplicated count students, including English Learners (3.8%), Foster Youth (15.8%), and low socio-economic students (7.5%), the data from Metrics 3.3 (Suspension rate -district) 3.4 (suspension rate-schools), 3.5 (youth truth survey - safety), 3.6 (youth truth survey - engagement with staff), and indicate a pressing need for implementing and strengthening PBIS and MTSS programs.</p> <p>Suspension rates- District 2022-23</p> <p>ALL 7% EL 3.8% FY 15.8% SED 7.5%</p> <p>Attendance Rate Percentage 2023/2024 All Students - 88.6% EL - 89.9% SED - 87.7% FY - 85.7%</p> <p>Youth Truth Survey Survey Results- November 2023</p> | <p>English Learners: The suspension rate for:</p> <p>English Learners stands at 3.8%, highlighting a need for targeted behavioral interventions and support to continue to reduce this rate. PBIS can provide culturally responsive strategies and proactive behavioral supports that address the unique challenges faced by English Learners.</p> <p>Foster Youth: The suspension rate for Foster Youth is alarmingly high at 15.8%, indicating a significant need for individualized support and interventions. MTSS offers a tiered approach to address behavioral issues, providing intensive support and interventions tailored to the specific needs of Foster Youth.</p> <p>Low Socio-Economic Students: With a suspension rate of 7.5%, low socio-economic students also require targeted support to reduce disciplinary incidents. PBIS can create a positive school climate and establish clear, consistent expectations, while MTSS ensures that students receive the appropriate level of intervention and support.</p> <p>Need for Proactive and Preventative Interventions:</p> <p>PBIS Implementation: PBIS focuses on creating a positive school environment by establishing proactive strategies for defining, teaching, and supporting appropriate student behaviors. This framework helps prevent negative behaviors that lead to suspensions, particularly for unduplicated students who may face additional challenges outside of school.</p> | |

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| | <p>Percent Positive: School Safety Percentage Positive response (Students, Staff, and Families combined surveys)</p> <p>Elementary Students- 61% Middle Grades- 48% High School Students- 44% Elementary Parents- 66% High School Parents- 55% Elementary Staff- 66% High School Staff- 69%</p> <p>Engagement Percentage Positive response about student and parent experiences at school and engaging with school staff (Students ,Staff, and Families combined surveys)</p> <p>November 2023 Percent Positive:</p> <p>Elementary Students- 84% Middle Grades- 68% High School Students- 59% Elementary Parents- 48% High School Parents- 45% Elementary Staff- 74% High School Staff- 76%</p> <p>Scope: LEA-wide</p> | <p>MTSS Framework: MTSS provides a comprehensive framework that includes multiple tiers of support. Tier 1 interventions focus on school-wide prevention strategies, Tier 2 provides targeted group interventions for students at risk, and Tier 3 offers intensive, individualized interventions for students with significant needs. This structure ensures that all students, especially those in unduplicated categories, receive the support they need to succeed behaviorally and academically.</p> <p>Supporting Data from Metrics 3.4, 3.5, 3.6, and 3.7:</p> <p>Metric 3.6: Overall school climate and student engagement metrics show that unduplicated students benefit significantly from supportive behavioral interventions, reducing suspensions and improving overall school experience. Addressing Underlying Causes of Behavioral Issues:</p> <p>Family and Community Engagement: PBIS and MTSS emphasize the importance of engaging families and communities in the support process. For unduplicated students, involving families and providing resources can address external factors contributing to behavioral issues.</p> <p>Professional Development for Staff: Implementing PBIS and MTSS requires ongoing professional development for teachers and staff to ensure they are equipped with the skills and knowledge to effectively support unduplicated students. This</p> | |

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| | | <p>includes training in cultural responsiveness, trauma-informed practices, and restorative justice.</p> <p>By addressing these needs through the implementation and enhancement of PBIS and MTSS programs, the district can create a more supportive, equitable, and effective educational environment that reduces suspension rates and improves outcomes for all students, particularly those in unduplicated categories.</p> | |
| 3.6 | <p>Action: Restorative Practices Professional Development and Student Transition Supports</p> <p>Need: Goal 3 - Action #6. Restorative Practices Professional Development and Student Transition Supports The analysis of suspension rates for unduplicated count students, including English Learners (3.7%), Foster Youth (15.8%), and low socio-economic students (7.5%), underscores the critical need for implementing and enhancing PBIS. These needs are directly informed by the data seen below.</p> <p>Attendance Rate Percentage 2023/2024 All Students - 88.6% EL - 89.9% SED - 87.7% FY - 85.7%</p> <p>2022-23 - Suspension Rate</p> | <p>Restorative Practices: Implementing restorative practices alongside PBIS can play a crucial role in addressing the underlying causes of behavioral issues. Restorative approaches focus on repairing harm and rebuilding relationships, rather than relying solely on punitive measures like suspensions. For English Learners, Foster Youth, and low socio-economic students, restorative practices provide an opportunity to reflect on their actions, understand the impact on the community, and actively participate in resolving conflicts. These practices help foster a sense of belonging and accountability, reducing recidivism and promoting a more inclusive school environment.</p> <p>Addressing High Suspension Rates:</p> <p>English Learners (3.7%): Although the suspension rate for English Learners is lower compared to other groups, it still highlights the need for targeted behavioral supports to ensure these students are fully supported. PBIS can provide culturally relevant behavioral expectations and positive reinforcement to reduce suspensions.</p> | This action will be measured by the metrics identified in the action description. |

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| | <p>ALL 7% EL 3.8% FY 15.8% SED 7.5%</p> <p>Survey Results- November 2023 Percent Positive: School Safety Percentage Positive response (Students, Staff, and Families combined surveys)</p> <p>Elementary Students- 61% Middle Grades- 48% High School Students- 44% Elementary Parents- 66% High School Parents- 55% Elementary Staff- 66% High School Staff- 69%</p> <p>Engagement Percentage Positive response about student and parent experiences at school and engaging with school staff (Students ,Staff, and Families combined surveys)</p> <p>November 2023 Percent Positive:</p> <p>Elementary Students- 84% Middle Grades- 68% High School Students- 59% Elementary Parents- 48% High School Parents- 45% Elementary Staff- 74%</p> | <p>Foster Youth (15.8%): The significantly high suspension rate for Foster Youth indicates an urgent need for intensive behavioral interventions and support systems. A tiered approach can provide Foster Youth with the necessary support at varying levels of intensity to address and mitigate behavioral issues.</p> <p>Low Socio-Economic Students (7.5%): The suspension rate for low socio-economic students is higher than average, pointing to the need for systemic supports that PBIS can provide to reduce disciplinary incidents and create a positive school climate.</p> <p>Proactive and Preventative Strategies:</p> <p>PBIS Implementation: PBIS emphasizes proactive strategies for establishing behavioral expectations and promoting positive behaviors school-wide. This approach helps in preventing the negative behaviors that lead to suspensions, particularly benefiting unduplicated students who may face additional challenges.</p> <p>Supporting Data from Metrics 3.4, 3.5, 3.6, and 3.7:</p> <p>Metric 3.4: This metric indicates the overall suspension rate and highlights the necessity for interventions that reduce suspensions across all student groups. PBIS is essential for addressing these needs through systematic support and interventions.</p> | |

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| | <p>High School Staff- 76%</p> <p>Expulsion Rate</p> <p>2023/2024</p> <p>0.1%</p> <p>Scope: LEA-wide</p> | <p>Metric 3.5: The data on chronic absenteeism rates can be linked to behavioral issues that result in suspensions. By addressing behavioral challenges through PBIS, the district can improve attendance rates and reduce suspensions.</p> <p>Metric 3.6: The specific needs of Foster Youth, as reflected in their high suspension rate, necessitate intensive, individualized interventions. PBIS can also contribute by creating a supportive and consistent school environment.</p> <p>School Climate: PBIS contributes to a positive school climate by promoting respectful and supportive interactions among students and staff. This environment is essential for reducing suspension rates and supporting the behavioral and emotional needs of unduplicated students.</p> <p>Family and Community Engagement: Effective PBIS programs involve families and communities in the support process, ensuring that students receive consistent behavioral expectations and support both at school and at home. This holistic approach is vital for addressing the needs of unduplicated students.</p> <p>Professional Development for Staff: Implementing PBIS requires ongoing professional development for teachers and staff to ensure they are equipped with the skills and knowledge to support unduplicated students effectively. This includes training in cultural responsiveness, trauma-informed practices, and restorative justice.</p> | |

| 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 |
|-------------------|--------------------|---|------------------------------------|
| | | By addressing these needs through the implementation and enhancement of PBIS programs, the district can create a more supportive, equitable, and effective educational environment. This approach will help reduce suspension rates and improve outcomes for all students, particularly those in unduplicated students. | |

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 |
|-------------------|--|--|--|
| 1.5 | <p>Action: English Learner/Homeless Youth Supports</p> <p>Need: English Learners within our district face distinct challenges in both academic performance and language acquisition, as reflected in the 2023 graduation rate and progress data. While the overall graduation rate for all students stands at 82.8%, EL students graduate at a lower rate of 77.3% and Homeless youth is 64.4%. Our English Language Progress Indicators (ELPI) indicates that only 41.5% of EL students are making adequate progress in language acquisition according to the CA School Dashboard. The district has a low</p> | Providing targeted English Learner (EL) supports is essential to improving the academic achievement of EL students, who face unique challenges in mastering both the English language and academic content. The CAASPP data for Barstow Unified School District highlights the significant achievement gap between EL students and their peers in both English Language Arts (ELA) and Math. To address these disparities, the district is implementing a comprehensive EL support program that includes specialized instructional strategies, additional resources, and professional development for teachers. Key components of the program include the deployment of credentialed bilingual educators, the use of evidence-based English language | This action will be measured by the metrics identified in the action description |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
| | <p>reclassification rate of just 8.2%. These statistics indicate a significant need for targeted interventions to support EL students' academic growth and English language proficiency.</p> <p>Educational partners have voiced concerns about the need for additional language acquisition support and culturally responsive teaching strategies to better serve EL students. By focusing on these supports, the district can work towards closing the achievement gap and ensuring that EL students have the resources they need to succeed academically and graduate at rates comparable to their peers. Also, additional regular paraeducator support in core classes for Homeless youth will provide the resources they need to succeed academically and graduate at rates comparable to their peers.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>development (ELD) curricula, and the integration of culturally responsive teaching practices to better engage EL students.</p> <p>Providing targeted supports for homeless youth is essential to improving their academic achievement, as they face unique challenges related to housing instability and access to educational resources. The CAASPP data for Barstow Unified School District highlights a significant achievement gap between homeless students and their peers in both English Language Arts (ELA) and Math. To address these disparities, the district is implementing a comprehensive support program that includes specialized instructional strategies, additional resources, and professional development for teachers. Key components of the program include the deployment of trained educators, the use of trauma-informed teaching practices, and the integration of culturally responsive strategies to better engage homeless youth and meet their specific needs</p> <p>Research shows that targeted instructional interventions, such as sheltered instruction and differentiated learning, can significantly improve outcomes for EL students (Goldenberg, 2008). These resources are designed to reinforce classroom learning and provide EL students with additional practice opportunities outside of regular school hours. Moreover, professional development for teachers focuses on effective strategies for teaching EL students, such as scaffolding techniques and formative assessment practices</p> | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|--|------------------------------------|
| | | <p>that monitor language development and content mastery.</p> <p>By focusing on these supports, the district aims to close the achievement gap between EL and homeless youth students and their peers, ensuring that EL and homeless youth students not only meet but exceed academic standards. These efforts are supported by research that emphasizes the importance of a holistic approach, addressing both language acquisition and academic content simultaneously (Saunders & Goldenberg, 2010). The implementation of these EL supports demonstrates the district's commitment to providing equitable educational opportunities for all students, regardless of their language background.</p> | |

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.

Not Applicable

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.

During the 2023/24 school year, the increased concentration grant funds were discussed with the district advisory committee to set priorities. All community partners were involved in deciding the best use of these new resources at the school site level for direct-to-student services. Given that every school in the LEA has more than 55% of foster youth, English learners, and low-income students, all schools were eligible to benefit from these funds, making comparisons unnecessary. The community's plan included several key initiatives:

Goal 3, Action 2: Provision of 5 PBIS Wellness Room Teachers at our most at-risk schools.

Goal 1, Action 1: Enhanced effort to reduce class sizes beyond the 24:1 ratio.

Goal 1, Action 4: Additional paraeducator support for English Language Learners at all sites.

Goal 3, Action 1: Increased number of school counselors and school-based psychologists.

| 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 | 98.5 | 32.98 |
| Staff-to-student ratio of certificated staff providing direct services to students | 24.8 | 21.46 |

2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|---|---|--|---|--|
| Totals | \$64,791,674 | 19,281,678 | 29.759% | 5.617% | 35.376% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|--------------|---------------|-----------------|-----------------|---------------------|
| Totals | \$36,522,318.00 | \$11,551,647.00 | \$147,987.00 | \$72,660.00 | \$48,294,612.00 | \$24,441,384.00 | \$23,853,228.00 |

| 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 | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: All Elementary Schools (Cameron, Skyline North, Crestline, Henderson, Lenwood, Montara, Barstow Fine Arts)) | on going | \$3,843,179.00 | \$0.00 | \$3,843,179.00 | | | | \$3,843,179.00 | 0 |
| 1 | 1.2 | Increase instructional time | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$1,500,000.00 | \$0.00 | \$1,500,000.00 | | | | \$1,500,000.00 | |
| 1 | 1.3 | Transportation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on going | \$3,394,800.00 | \$3,394,800.00 | \$6,789,600.00 | | | | \$6,789,600.00 | 0 |
| 1 | 1.4 | Assessment Program Support | All | No | | | All Schools | on going | \$412,549.00 | \$412,549.00 | \$825,098.00 | | | | \$825,098.00 | |
| 1 | 1.5 | English Learner/Homeless Youth Supports | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | on going | \$408,614.00 | \$852,858.00 | \$1,261,472.00 | | | | \$1,261,472.00 | 0 |

| 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 | 1.6 | Extra Curricular and Co Curricular Activities Supports for College And Career Readiness | All | No | | | All Schools | on going | \$560,000.00 | \$1,054,899.00 | \$1,614,899.00 | | | | \$1,614,899.00 | 0 |
| 1 | 1.7 | CTE program support | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Barstow High School, Central High School | on going | \$925,000.00 | \$925,000.00 | \$1,850,000.00 | | | | \$1,850,000.00 | 0 |
| 1 | 1.8 | Preschool program for 4 year old students. | All | No | | | All Schools | on going | \$225,000.00 | \$225,000.00 | \$450,000.00 | | | | \$450,000.00 | |
| 1 | 1.9 | Additional Paraeducator Support | Homeless, Hispanic, Socio-economically disadvantaged | No | | | Specific Schools: Barstow High School , Central High School | Ongoing | \$125,000.00 | \$25,000.00 | \$150,000.00 | | | | \$150,000.00 | |
| 1 | 1.10 | Long Term English Learner (LTEL) specific professional development | LTEL | No | | | All Schools | Ongoing | \$0.00 | \$5,000.00 | | \$5,000.00 | | | \$5,000.00 | |
| 2 | 2.1 | Family Center/Translation Services | All | No | | | All Schools | on going | \$72,660.00 | \$72,660.00 | | \$72,660.00 | | \$72,660.00 | \$145,320.00 | 0 |
| 2 | 2.2 | Parent Involvement Coordinators/Resources | All Students with Disabilities | No | | | All Schools | on going | \$47,987.00 | \$147,987.00 | | \$47,987.00 | \$147,987.00 | | \$195,974.00 | 0 |
| 2 | 2.3 | Public Information Officer | All | No | | | All Schools | on going | \$130,578.00 | \$130,578.00 | \$261,156.00 | | | | \$261,156.00 | 0 |
| 2 | 2.4 | African American Parent Advisory | African American Students | No | | | All Schools | on going | \$0.00 | \$25,000.00 | \$25,000.00 | | | | \$25,000.00 | |
| 3 | 3.1 | Counseling/Psychologists Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on going | \$2,493,540.00 | \$2,493,540.00 | \$4,987,080.00 | | | | \$4,987,080.00 | 0 |
| 3 | 3.2 | School Climate supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$2,833,831.00 | \$2,833,831.00 | \$5,667,662.00 | | | | \$5,667,662.00 | 0 |

| 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 | Partnerships to support teacher pedagogy and data disaggregation | All | No | | | All Schools | on going | \$173,115.00 | \$173,115.00 | \$346,230.00 | | | | \$346,230.00 | 0 |
| 3 | 3.4 | Facilities projects | All | No | | | All Schools | on going | \$136,000.00 | \$2,336,200.00 | \$2,472,200.00 | | | | \$2,472,200.00 | 0 |
| 3 | 3.5 | Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on going | \$0.00 | \$1,600,000.00 | \$1,600,000.00 | | | | \$1,600,000.00 | 0 |
| 3 | 3.6 | Restorative Practices Professional Development and Student Transition Supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on going | \$827,544.00 | \$827,544.00 | \$1,655,088.00 | | | | \$1,655,088.00 | 0 |
| 3 | 3.7 | Campus safety assistants, campus security, categorical office staff, and SST coordinators. | All | No | | | All Schools | on going | \$438,987.00 | \$438,987.00 | \$877,974.00 | | | | \$877,974.00 | 0 |
| 3 | 3.8 | Athletic coaching stipends, band uniform (replacement/cleaning), Co-curricular stipends. | All | No | | | All Schools | | \$0.00 | \$345,680.00 | \$345,680.00 | | | | \$345,680.00 | 0 |
| 4 | 4.1 | Reading & Math Intervention Teachers | All | No | | | Specific Schools: Cameron , Henderson, Lenwood, Montara, Central High School | on going | \$900,000.00 | \$900,000.00 | | \$1,800,000.00 | | | \$1,800,000.00 | |
| 4 | 4.2 | Expanded Classroom/Instructional Supports | All | No | | | Specific Schools: Cameron , Henderson, Lenwood, Montara | on going | \$890,000.00 | \$890,000.00 | | \$1,780,000.00 | | | \$1,780,000.00 | 0 |
| 4 | 4.3 | Support expanded alternative learning opportunities and teacher coaching. | All | No | | | Specific Schools: Barstow High School , Barstow Junior High | on going | \$1,340,000.00 | \$1,490,000.00 | | \$2,830,000.00 | | | \$2,830,000.00 | 0 |

| 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 |
|--------|----------|----------------------------------|------------------|---|-------|-------------------------------|--|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|----------------|---|
| | | | | | | | School | | | | | | | | | |
| 4 | 4.4 | Laser Projectors | All | No | | | Specific Schools: Cameron Elementary School | on going | \$0.00 | \$40,000.00 | | \$40,000.00 | | | \$40,000.00 | |
| 4 | 4.5 | Academic Intervention Specialist | All | No | | | Specific Schools: Montara Elementary School | Ongoing | \$150,000.00 | \$0.00 | | \$150,000.00 | | | \$150,000.00 | |
| 5 | 5.1 | Student Wellness Support Staff | All | No | | | Specific Schools: Barstow High School, Cameron Elementary, Lenwood Elementary, and Henderson Elementary | ongoing | \$621,000.00 | \$621,000.00 | | \$1,242,000.00 | | | \$1,242,000.00 | 0 |
| 5 | 5.2 | Parent/Family Outreach | All | No | | | Specific Schools: Barstow High School, Central High School, Lenwood Elementary, Henderson Elementary, Cameron Elementary | ongoing | \$770,000.00 | \$770,000.00 | | \$1,540,000.00 | | | \$1,540,000.00 | 0 |
| 5 | 5.3 | Behavior Therapist | All | No | | | Specific Schools: Montara Elementary | on going | \$60,000.00 | \$60,000.00 | | \$120,000.00 | | | \$120,000.00 | 0 |
| 5 | 5.4 | Site Based School Psychologist | All | No | | | Specific Schools: | on going | \$490,000.00 | \$90,000.00 | | \$580,000.00 | | | \$580,000.00 | |

| 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 |
|--------|----------|---|------------------|---|-------|-------------------------------|--|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|--------------|---|
| | | | | | | | Barstow High School | | | | | | | | | |
| 6 | 6.1 | Bilingual Parent Liaison | All | No | | | Specific Schools: Crestline Elementary, Cameron Elementary, Barstow Junior High School, Lenwood Elementary, Henderson Elementary, Montara Elementary | on going | \$420,000.00 | \$420,000.00 | | \$840,000.00 | | | \$840,000.00 | 0 |
| 6 | 6.2 | Co-curricular field trips | All | No | | | Specific Schools: Lenwood Elementary | on going | \$72,000.00 | \$72,000.00 | | \$144,000.00 | | | \$144,000.00 | 0 |
| 6 | 6.3 | Social Emotional Learning Assemblies | All | No | | | Specific Schools: Henderson | on-going | \$25,000.00 | \$25,000.00 | | \$50,000.00 | | | \$50,000.00 | 0 |
| 7 | 7.1 | Mid-Day Transportation | All | No | | | Specific Schools: Central High School | on going | \$50,000.00 | \$50,000.00 | | \$100,000.00 | | | \$100,000.00 | 0 |
| 8 | 8.1 | Expanded Classroom/Instructional Supports | All | No | | | Specific Schools: Montara, Cameron | on going | \$105,000.00 | \$105,000.00 | | \$210,000.00 | | | \$210,000.00 | 0 |

2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$64,791,674 | 19,281,678 | 29.759% | 5.617% | 35.376% | \$29,154,081.00 | 0.000% | 44.997 % | Total: | \$29,154,081.00 |
| | | | | | | | | LEA-wide Total: | \$26,042,609.00 |
| | | | | | | | | Limited Total: | \$1,261,472.00 |
| | | | | | | | | Schoolwide Total: | \$1,850,000.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|--|--|---|--|---|
| 1 | 1.1 | Class Size Reduction | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: All Elementary Schools (Cameron, Skyline North, Crestline, Henderson, Lenwood, Montara, Barstow Fine Arts)) | \$3,843,179.00 | 0 |
| 1 | 1.2 | Increase instructional time | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,500,000.00 | |
| 1 | 1.3 | Transportation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$6,789,600.00 | 0 |
| 1 | 1.5 | English Learner/Homeless Youth Supports | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$1,261,472.00 | 0 |
| 1 | 1.7 | CTE program support | Yes | Schoolwide | English Learners Foster Youth | Specific Schools: Barstow High | \$1,850,000.00 | 0 |

| 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 | School, Central High School | | |
| 3 | 3.1 | Counseling/Psychologists Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$4,987,080.00 | 0 |
| 3 | 3.2 | School Climate supports | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,667,662.00 | 0 |
| 3 | 3.5 | Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,600,000.00 | 0 |
| 3 | 3.6 | Restorative Practices Professional Development and Student Transition Supports | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,655,088.00 | 0 |

2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$31,737,451.00 | \$25,038,550.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1.1 | Technology | Yes | 1492500 | 708040 |
| 1 | 1.2 | NGSS 9-12 curriculum | No | 350000 | 0 |
| 1 | 1.3 | Increased instructional time | Yes | 2894261 | 2894261 |
| 1 | 1.4 | Illuminate software | No | 52000 | 66651 |
| 1 | 1.5 | CAASPP Test Coordinator | No | 19601 | 15680 |
| 1 | 1.6 | Physical Fitness Tests | No | 2700 | 2700 |
| 1 | 1.7 | 4 Elementary School Assistant Principals | Yes | 647298 | 194513 |
| 1 | 1.8 | K-3 Class size reduction | Yes | 532800 | 648900 |
| 1 | 1.9 | BHS Fieldtrips | No | 90000 | 117625 |
| 1 | 1.10 | Barstow STEM Academy | Yes | 2094879 | 2404554 |
| 1 | 1.11 | District STEAM Fair Coordinator | No | 4500 | 4500 |

| 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 | Site Steam Fair Coordinators | No | 10938 | 11550 |
| 1 | 1.13 | Intervention/Support Materials & Supplies | Yes | 1400353 | 457560 |
| 1 | 1.14 | Categorical Office Staff | Yes | 506137 | 464725 |
| 1 | 1.15 | CR-PBIS Training | Yes | 2142583 | 397570 |
| 1 | 1.16 | 4 Secondary Assistant Principals | Yes | 638629 | 994526 |
| 1 | 1.17 | 7 Reading Specialists | Yes | 977835 | 0 |
| 1 | 1.18 | Winter Symposium & Teacher Professional Development | Yes | 731342 | 582221 |
| 1 | 1.19 | BHS Transportation | Yes | 286000 | 228800 |
| 1 | 1.20 | Peer Assistance Review | No | 31146 | 0 |
| 1 | 1.21 | Teacher Signing Bonus | No | 75000 | 57000 |
| 1 | 1.22 | Center for Teacher Innovation Program | No | 40264 | 32211 |
| 1 | 1.23 | iReady Software | Yes | 338248 | 266101 |
| 1 | 1.24 | Transportation | Yes | 2818720 | 2935000 |

| 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 | 1.25 | BARR Intervention Model | Yes | 50000 | 0 |
| 2 | 2.1 | Parent/Guardian Involvement Coordinators | Yes | 47987 | 8758 |
| 2 | 2.2 | PSIS training for parents | No | 5000 | 3450 |
| 2 | 2.3 | Foster Youth student support | Yes | 20000 | 16389 |
| 2 | 2.4 | Liaison/Translator services | Yes | 72660 | 103308 |
| 2 | 2.5 | Public Information Officer | No | 110578 | 153531 |
| 3 | 3.1 | Student Incentives & Awards | No | 20000 | 16200 |
| 3 | 3.2 | Attention 2 Attendance Software | Yes | 32000 | 34700 |
| 3 | 3.3 | Student Study Team Coordinators | No | 11385 | 11819 |
| 3 | 3.4 | CWA Coordinator | No | 196980 | 232270 |
| 3 | 3.5 | Restorative Practices CR-PBIS district coach | Yes | 154872 | 155562 |
| 3 | 3.6 | Peer Counselor | Yes | 179449 | 0 |
| 3 | 3.7 | 4 Preschool Teachers | No | 244519 | 182340 |
| 3 | 3.8 | CA Help Partnership | Yes | 50000 | 150000 |

| 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 | 3.9 | Fine Arts Pathway at BJHS | No | 100000 | 7438 |
| 3 | 3.10 | Counselors | Yes | 1537898 | 1507268 |
| 3 | 3.11 | 5 School Psychologists | Yes | 776193 | 1240881 |
| 3 | 3.12 | Dean of students | Yes | 172553 | 157547 |
| 3 | 3.13 | Homeless/Foster Youth Support | No | 20000 | 18603 |
| 3 | 3.14 | Preschool (4K) Para Educators | No | 228433 | 238440 |
| 3 | 3.15 | CR-PBIS supplies/training | No | 5000 | 1320 |
| 3 | 3.16 | SWIS/PBIS data stipend | Yes | 21116 | 15350 |
| 3 | 3.17 | PBIS Wellness Teachers | Yes | 538200 | 51373 |
| 3 | 3.18 | Campus safety Assistants/Noon Duty | No | 735767 | 601436 |
| 3 | 3.19 | Director of Supportive School Climate | Yes | 196980 | 240488 |
| 3 | 3.20 | Central Enrollment Classified Staff | Yes | 278712 | 239270 |
| 4 | 4.1 | English Language Development Instructional Coach | Yes | 135125 | 143125 |

| 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) |
|--------------------|----------------------|--|--|--|---|
| 4 | 4.2 | EL Para Educator Support | Yes | 226866 | 284772 |
| 4 | 4.3 | Site Specific EL Expenditures | Yes | 46220 | 32200 |
| 4 | 4.4 | Site English Language Learner (ELL) Coordinators | Yes | 20248 | 19200 |
| 4 | 4.5 | After school EL tutoring | Yes | 25000 | 2200 |
| 4 | 4.6 | EL Resources/Training | Yes | 398383 | 16900 |
| 5 | 5.1 | 4 Computer Specialists | No | 373458 | 461085 |
| 5 | 5.2 | Education Tech Specialist | No | 19858 | 21199 |
| 5 | 5.3 | Maintenance Worker II | No | 74454 | 99836 |
| 5 | 5.4 | Barstow Fine Arts Academy construction | No | 2000000 | 2000000 |
| 5 | 5.5 | Risk Manager | No | 98355 | 199672 |
| 5 | 5.6 | Network System Specialist | No | 103882 | 150858 |
| 5 | 5.7 | 21st Century Furniture/Equipment | No | 400000 | 243143 |
| 5 | 5.8 | BHS Garver Memorial Project | No | 100000 | 0 |
| 5 | 5.9 | Barstow Fine Arts Academy Staffing | Yes | 2201376 | 2001376 |

| 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) |
|--------------------|----------------------|---|--|--|---|
| 5 | 5.10 | Additional Custodial Staff | No | 136200 | 10816 |
| 6 | 6.1 | Multi-tiered System of Support | No | 65000 | 16500 |
| 6 | 6.2 | Professional Development | No | 115000 | 72500 |
| 6 | 6.3 | School Site Special Education 504 Liaison | No | 139010 | 169739 |
| 7 | 7.1 | Behavior Intervention Aide | No | 450000 | 0 |
| 7 | 7.2 | Professional Development | No | 150000 | 72500 |
| 7 | 7.3 | African American Parent Advisory | No | 100000 | 12500 |
| 7 | 7.4 | Intervention programs | No | 200000 | 93500 |
| 7 | 7.5 | Building a Positive attendance program | No | 175000 | 42500 |

2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$18,573,932 | \$22,715,958.00 | \$18,608,278.00 | \$4,107,680.00 | 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 | Technology | Yes | 492500 | 394000 | | |
| 1 | 1.3 | Increased instructional time | Yes | 2894261 | 2894261 | | |
| 1 | 1.7 | 4 Elementary School Assistant Principals | Yes | 647298 | 194513 | | |
| 1 | 1.8 | K-3 Class size reduction | Yes | 532800 | 648900 | | |
| 1 | 1.10 | Barstow STEM Academy | Yes | 2094879 | 2404554 | | |
| 1 | 1.13 | Intervention/Support Materials & Supplies | Yes | 1400353 | 457560 | | |
| 1 | 1.14 | Categorical Office Staff | Yes | 388,777 | 311021 | | |
| 1 | 1.15 | CR-PBIS Training | Yes | 2142583 | 397570 | | |
| 1 | 1.16 | 4 Secondary Assistant Principals | Yes | 638629 | 994526 | | |
| 1 | 1.17 | 7 Reading Specialists | Yes | 977835 | 0 | | |
| 1 | 1.18 | Winter Symposium & Teacher Professional Development | Yes | 367959 | 228352 | | |
| 1 | 1.19 | BHS Transportation | Yes | 286000 | 228800 | | |
| 1 | 1.23 | iReady Software | Yes | 251,248 | 266101 | | |

| 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 | 1.24 | Transportation | Yes | 2818720 | 2935000 | | |
| 1 | 1.25 | BARR Intervention Model | Yes | 50000 | 0 | | |
| 2 | 2.1 | Parent/Guardian Involvement Coordinators | Yes | 11,648 | 8758 | | |
| 2 | 2.3 | Foster Youth student support | Yes | 20000 | 16389 | | |
| 2 | 2.4 | Liaison/Translator services | Yes | 72660 | 103308 | | |
| 3 | 3.2 | Attention 2 Attendance Software | Yes | 32000 | 34700 | | |
| 3 | 3.5 | Restorative Practices CR-PBIS district coach | Yes | 154872 | 155562 | | |
| 3 | 3.6 | Peer Counselor | Yes | 179449 | 0 | | |
| 3 | 3.8 | CA Help Partnership | Yes | 50000 | 150000 | | |
| 3 | 3.10 | Counselors | Yes | 1537898 | 1507268 | | |
| 3 | 3.11 | 5 School Psychologists | Yes | 776193 | 1240881 | | |
| 3 | 3.12 | Dean of students | Yes | 172553 | 0 | | |
| 3 | 3.16 | SWIS/PBIS data stipend | Yes | 21116 | 15350 | | |
| 3 | 3.17 | PBIS Wellness Teachers | Yes | 538200 | 51373 | | |
| 3 | 3.19 | Director of Supportive School Climate | Yes | 196980 | 240488 | | |
| 3 | 3.20 | Central Enrollment Classified Staff | Yes | 278712 | 239270 | | |
| 4 | 4.1 | English Language Development Instructional Coach | Yes | 135125 | 143125 | | |
| 4 | 4.2 | EL Para Educator Support | Yes | 226866 | 284772 | | |

| 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) |
|--------------------|----------------------|--|---|--|---|---|---|
| 4 | 4.3 | Site Specific EL Expenditures | Yes | 46220 | 32200 | | |
| 4 | 4.4 | Site English Language Learner (ELL) Coordinators | Yes | 20248 | 19200 | | |
| 4 | 4.5 | After school EL tutoring | Yes | 25000 | 2200 | | |
| 4 | 4.6 | EL Resources/Training | Yes | 35,000 | 6900 | | |
| 5 | 5.9 | Barstow Fine Arts Academy Staffing | Yes | 2201376 | 2001376 | | |

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 65,032,603 | \$18,573,932 | 5.67% | 34.231% | \$18,608,278.00 | 0.000% | 28.614% | \$3,653,002.59 | 5.617% |

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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - 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\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - 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 of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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