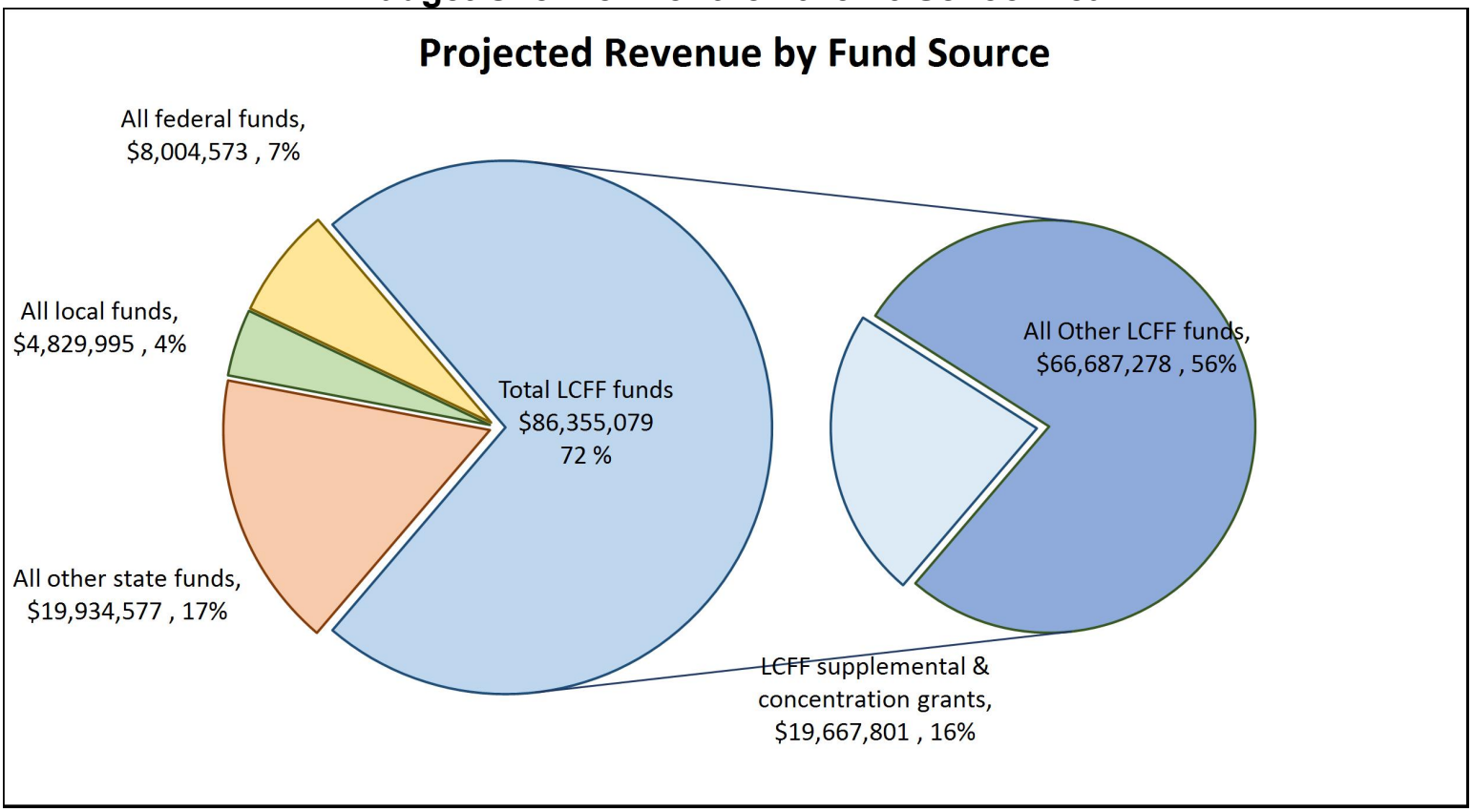
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Barstow Unified School District
CDS Code: 36-67611-0000000
School Year: 2025-26
LEA contact information:
Deanna Swearingen
Superintendent
deanna_swearingen@busdk12.com
(760) 255-6006

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

Budget Overview for the 2025-26 School Year

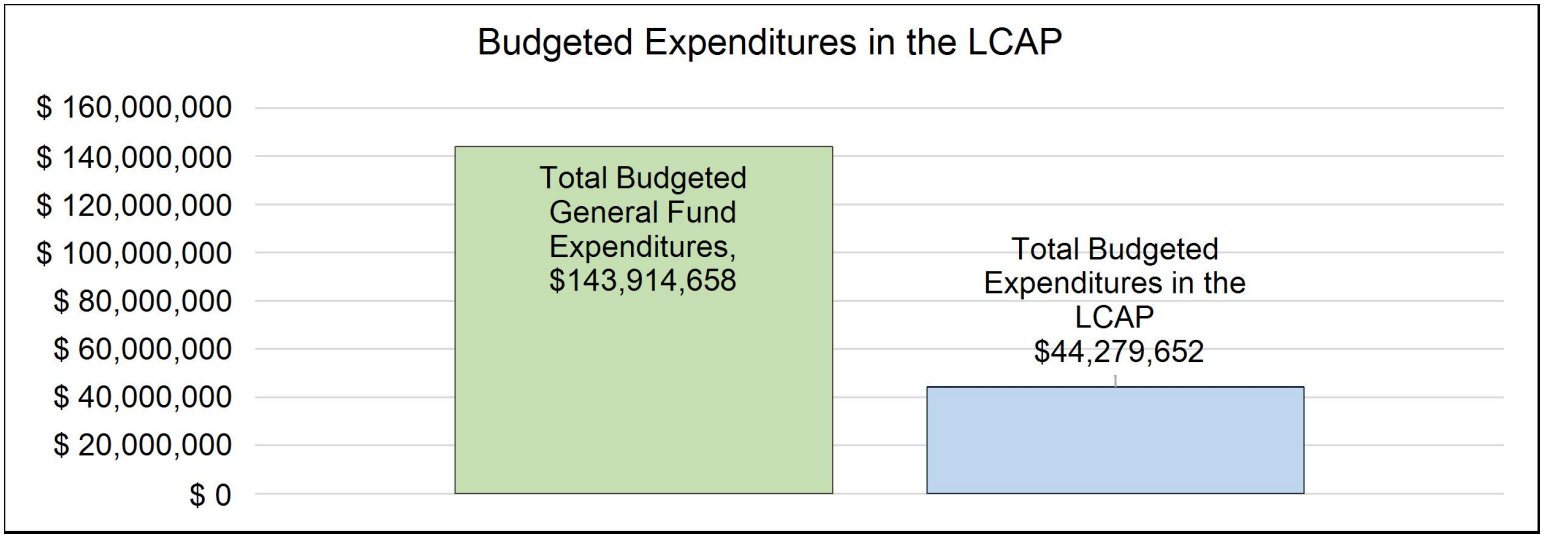


This chart shows the total general purpose revenue Barstow Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Barstow Unified School District is $119,124,224, of which $86,355,079 is Local Control Funding Formula (LCFF), $19,934,577 is other state funds, $4,829,995 is local funds, and $8,004,573 is federal funds. Of the $86,355,079 in LCFF Funds, $19,667,801 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Barstow Unified School District plans to spend $143,914,658 for the 2025-26 school year. Of that amount, $44,279,652 is tied to actions/services in the LCAP and $99,635,006 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

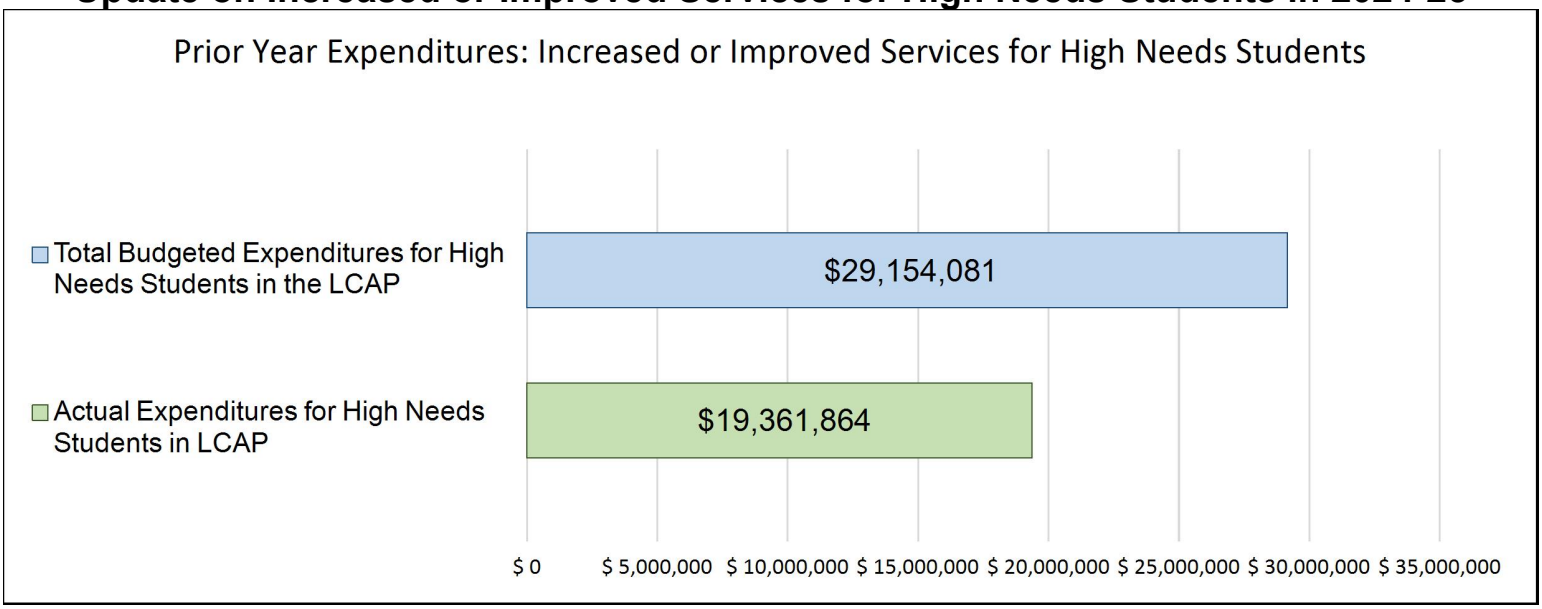
The General Funds budget expenditures that are not listed in the LCAP are as follows: *Certificated Salaries: Teachers , Administrators, Speech Pathologist. *Classified Salaries: Managers, Para-Educators, Health Clerks, Maintenance Workers, Purchasing and Warehouse, Fiscal Services, Information Technology 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 2025-26 School Year

In 2025-26, Barstow Unified School District is projecting it will receive $19,667,801 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 $25,759,281 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2024-25, Barstow Unified School District's LCAP budgeted $29,154,081 for planned actions to increase or improve services for high needs students. Barstow Unified School District actually spent $19,361,864 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $9,792,217 had the following impact on Barstow Unified School District's ability to increase or improve services for high needs students:

While there was a difference between budgeted and estimated actual expenditures, this variance did not negatively impact the implementation of increased or improved actions and services for students. The difference was primarily due to a combination of staffing vacancies and a conservative budget estimate over projected expenditures.

Staffing vacancies across various positions resulted in lower-than-anticipated salary and benefit costs. Additionally, the initial budget included contingency allocations to ensure adequate funding by planned services; however, not all funds were ultimately required. Despite these variances, the district maintained its focus on delivering the intended services through strategic adjustments, temporary staffing solutions, and realignment of resources.

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 [2025-26]

General Information

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

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. 73.9 % of our students are economically disadvantaged, while 56.8% are Hispanic or Latino, 15.7 % are Caucasian, and 18.7% 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. BUSD has 7 elementary schools, 1 intermediate school, 1 middle school, 1 junior high school, 1 continuation school and 1 comprehensive high school. 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, Skyline Elementary, Barstow Intermediate School, Barstow Junior High School and Central Continuation High School.

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 2024 California Dashboard, it is evident that there were mixed results. Overall, BUSD realized declines in CAASPP English Language Arts and gains math scores, -6 and +1.1 point gains respectively. Also, the college and career indicator for BUSD was 69.7%. 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 (45.2%) and the suspension rate (8.5%) remained steady and the data was very comparable to last year. Finally, BUSD did realize slight decreases in graduation rate (83%, .1% increase), and English Learner Progress (34.2%, 7.3% 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 2024-25 school year. A concentrated effort to improve social emotional growth amongst our student groups will be a primary focus during the 2025-26 school year and beyond.

Due to continued low performance in key areas—including multiple red indicators for student groups and schools on the 2023 California Dashboard—the prior year results remain a critical reference point in this reflection to ensure continuity in monitoring, address persistent inequities, and guide ongoing improvement efforts.

BUSD 2023 California Dashboard indicator results:
ELA - 83 points DFS (Increased 3.2 points)
Math - 124.8 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%)

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

BUSD 2024 California Dashboard indicator results:
ELA - 89 points DFS (Decreased 6 points)
Math - 125.9 points DFS (Maintained 1.1 points)

EL Progress - 34.2% making progress (Declined 7.3%)
College and Career Indicator - 69.7% prepared (Maintained .2%)
Chronic Absenteeism - 45.2% (Declined 4.8%)
Graduation Rate - 83% (Maintained .1%)
Suspension Rate - 8.5% (Increased 1.5%)

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

English Learner Progress Indicator:
Cameron Elementary
Barstow High School
Barstow Junior High

English Language Arts- Smarter Balance Assessment:
Barstow High School
Barstow Junior High School
Cameron Elementary
Crestline Elementary
Henderson Elementary
Lenwood Elementary
Skyline North Elementary

Math- Smarter Balance Assessment:
Barstow High School
Barstow Junior High School
Skyline North Elementary

Suspension Rate:
Barstow Junior High School
Cameron Elementary
Barstow High

Chronic Absenteeism:
Cameron Elementary
Henderson Elementary
Montara Elementary
Skyline Elementary
Barstow Junior High

Graduation Rate:

Central High (Continuation)

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

English Learners:
English Learner Progress
ELA
Math
Suspension Rate

Homeless:
ELA
Math
Suspension Rate
Graduation Rate

Students with disabilities:
ELA
Math
Suspension Rate
Graduation Rate

African American
ELA
Suspension Rate

Hispanic
ELA
Math

Multiple Races
ELA
Math
Suspension Rate

White
Math

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

Barstow High (Equity Multiplier)

English Learner Proficiency
English Learners
Long Term EL

ELA
All Students
English Learners
Socioeconomically disadvantaged
Students With Disabilities
Hispanic

Math
All Students
English learners
Socioeconomically Disadvantaged
Students with Disabilities
Hispanic

Suspension
All Students
English Learners
Long Term EL
Socioeconomically Disadvantaged
Students with Disabilities
African American
Hispanic
2+ Races

Barstow Junior High (Equity Multiplier) (ATSI)

ELPI
English learners
Long Term EL

ELA
All Students
English Learners
Long Term EL

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

Math
All Students
English Learners
Long Term EL
Socioeconomically Disadvantaged
Students with Disabilities
African American
Hispanic
White
2+ Races

Suspension Rate
All Students
Homeless Youth
Socioeconomically Disadvantaged
Students with Disabilities
African American
Hispanic
White
2+ Races

Chronic Absenteeism
English Learner
Long Term EL
Hispanic

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

ELA
Hispanic

Suspension Rate
Homeless Youth
African American

Chronic Absenteeism
Students With Disabilities
2+ Races

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

Graduation Rate
All Students
Socioeconomically Disadvantaged
Hispanic

Crestline (Equity Multiplier)

ELA
All Students
Socioeconomically Disadvantaged
African American
Hispanic

Henderson Elementary (Equity Multiplier) (ATSI)

ELA
All Students
Socioeconomically Disadvantaged
Hispanic

Chronic Absenteeism Rate
All Students
Homeless Youth
Socioeconomically Disadvantaged
Students With Disabilities
African American
White
2+ Races

Lenwood Elementary (Equity Multiplier) (ATSI)

ELA
All Students
Socioeconomically Disadvantaged
White

Montara Elementary (ATSI) (Equity Multiplier)

Chronic Absenteeism
White

Skyline North Elementary (ATSI)

ELA
Socioeconomically Disadvantaged
Students with Disabilities
White

Math
Students with Disabilities

Chronic Absenteeism
African American

Learning Recovery Emergency Block Grant (LREBG) Funds

BUSD has $2,987,538.61 in unexpended funds that will be designated to support goals and actions within the LCAP over the next three years.

The district conducted a comprehensive needs assessment, utilizing the 2024 California Dashboard data for English Language Arts (ELA), Mathematics, and Chronic Absenteeism, as well as educational partner input and local assessments, to identify critical areas of need. This thorough analysis informed the prioritization of three strategic actions funded, in whole or in part, by the Learning Recovery Emergency Block Grant (LREBG). These actions align with the requirements of EC Section 32526(c)(2) and are designed to support the academic and socioemotional well-being of all students, with a particular focus on those who face the greatest challenges.

Action 1.1 Class Size Reduction
Partially funded by LREBG funds, This action 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. This is an LREBG action and BUSD will dedicate $597,507 to ensure full implementation of this action by ensuring full alignment with the LREBG allowable use of Instructional Learning Time Enhancement.

This action is grounded in research demonstrating that increasing instructional time, particularly when used for targeted interventions and collaborative planning, has a positive impact on student achievement. For example, research from the National Center on Time & Learning (2015) shows that schools implementing extended learning time models effectively often see gains in both academic performance and student engagement. By extending the school day by 30 minutes across sites and prioritizing structured intervention blocks and grade-level collaboration, this action is designed to benefit all students, with a particular focus on unduplicated pupils who face greater challenges in meeting grade-level expectations.

Action 1.2 Increase instructional time
This action 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. This is an LREBG action and BUSD will dedicate $597,507 to ensure full alignment with the LREBG allowable use of Instructional Learning Time Enhancement.

For example, research from the National Center on Time & Learning (2015) shows that schools implementing extended learning time models effectively often see gains in both academic performance and student engagement. By extending the school day by 30 minutes across sites and prioritizing structured intervention blocks and grade-level collaboration, this action is designed to benefit all students, with a particular focus on unduplicated pupils who face greater challenges in meeting grade-level expectations.

Action 1.3 Transportation
This action 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. This is an LREBG action and BUSD will dedicate $$597,507 to ensure full implementation of this action by utilizing the research based practice of "Instructional Time Enhancement. This is an LREBG action and BUSD will dedicate $597,507 to ensure full alignment with the LREBG allowable use of Instructional Learning Time Enhancement and stabilizing instructional time by ensuring students arrive to school safely and in a timely manner.

This action is grounded in research demonstrating that increasing transportation access for students, particularly when identifying and removing transportation barriers, has a positive impact on absenteeism and student achievement. For example, A landmark study in Michigan used a quasi-experimental design to find that eligibility for school-provided transportation significantly increased attendance rates and lowered the probability of chronic absence, particularly for economically disadvantaged students. This action is designed to benefit all students, with a particular focus on unduplicated pupils who face greater challenges in meeting grade-level expectations.

Action 3.5 Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports

This action 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. This is an LREBG action and BUSD will dedicate $597,507 to ensure full implementation of this action full alignment with the LREBG allowable use of "Integrated Pupil & Staff Supports" by enhancing social-emotional support for students.

This action is grounded in research demonstrating that increasing MTSS support for students, particularly when used for targeted interventions and collaborative planning, has a positive impact on student achievement, behavior, and social emotional growth. For example, research from Horner, R. H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A. W., & Esperanza, J. (2009). A Randomized, Wait-List Controlled Effectiveness Trial of School-Wide Positive Behavior Support in Elementary Schools shows that schools schools implementing PBIS with fidelity showed significant reductions in office discipline referrals (ODRs) compared to control schools. The study also documented improvements in the school's ability to create a positive and safe learning environment. This research provided strong evidence that PBIS was not just a promising framework but a demonstrably effective one for improving student behavior on a large scale This action is designed to benefit all students, with a particular focus on unduplicated pupils who face greater challenges in meeting grade-level expectations.

Action 3.6 Restorative Practices Professional Development and Student Transition Supports

This action 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 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 will 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.

This action is partially funded LREBG funds, and Barstow Unified School District will dedicate $597,507 to ensure full implementation in alignment with the LREBG allowable use category of Integrated Pupil and Staff Supports. This action is grounded in research demonstrating that engaging in restorative practices and supporting students with transitions, particularly when used for targeted interventions and collaborative planning, has a positive impact on student achievement behavior and social emotional well-being. For example, research from the study by RAND Corporation in Pittsburgh Public Schools, titled "Can Restorative Practices Improve School Climate and Curb Suspensions? An Evaluation of the Impact of Restorative Practices in a Mid-Sized Urban School District" by Catherine H. Augustine, John Engberg, Geoffrey E. Grimm, et al. shows that restorative practices led to a statistically significant reduction in days lost to suspension, a significant reduction in the suspension rate for Black students and other minority groups, helping to close the racial discipline gap, and teachers in elementary schools who received the training reported feeling more capable of managing their classrooms.

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 24-25 & 25-26 school year. BUSD qualifies for differentiated assistance for 11 student subgroups and 5 California Dashboard metric indicators. The list is as follows:

English Learners (Year 2 with CA Dashboard metric indicators) - ELPI (34.2%), ELA(-119.8 distance from standard) , Math (-149.4 distance from standard) , Suspension Rate (6.4%), Chronic Absenteeism (39.9%)

Long Term English Learners - ELPI (33.7%), ELA (-152.3 distance from standard), Math (-202.9 distance from standard), Suspension Rate (11%), Chronic Absenteeism (50%)

Homeless Youth - ELA (-133.6 distance from standard), Math (-174.3 distance from standard), Suspension Rate (8.7%),Graduation Rate (65.5%)

Socioeconomically Disadvantaged- ELA (-11.9 distance from standard), math (-135.7 distance from standard), suspension rate (9.4%),

Students With Disabilities - ELA (-156.8 distance from standard), math (189.5 distance from standard), suspension rate (12.3%), Graduation Rate (65.1%

African American- ELA (-122.1 distance from standard), math (-155 distance from standard)Suspension Rate (15.6%),

Hispanic Students (Year 2 with CA Dashboard metric indicators) - ELA (-85.1 distance from standard), Math (-125.6 distance from standard), Chronic Absenteeism (43.5%)

Pacific Islander- Suspension Rate (8.1%, Chronic Absenteeism (33.3%)

White Students - ELA (-68.9 distance from standard), Math (-100.5 distance from standard), Suspension (7%)

2+ Race Students - ELA (-104.2 distance from standard) , math (-128.6 distance from standard), Suspension rate (10.7%), Chronic Absenteeism (45.3%)

Foster Youth - ELA (933.3 distance from standard), math (-134.6 distance from standard), Suspension (5%)

Barstow Unified School District participated in an SBCSS training session in February of 2025 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 a K-3 reading focus to ensure all students are reading at grade level by the end of third grade. The

differentiated assistance team engaged in a "Plan-Do-Study-Act" activity in which we identified a plan to address the needs of red student groups and all students in the effort to become proficient readers by the end of third grade. The first step in this plan is to engage in a partnership with the California Collaborative for Excellence in Education (CCEE) to do a deep dive into our district and school level data. This work will lead us to a root cause analysis for why our data present as it does. We will then engage in a "plan-do-study-act" model to evoke an improvement science model for change.

The district will provide support for our identified student groups who are in Year 2 with CA Dashboard metric indicators (EL, LTEL, FY, HY, SED, SWD. HI,WH and 2+ race students) in Math, ELA and ELPI 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 English Learners, Foster youth, Long Term EL's, Homeless, White, Socioeconomically disadvantaged, students with disabilities, African American, Pacific Islander, and 2+ Races 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 and Chronic Absenteeism Rate with our identified student groups who are in Year 2 with CA Dashboard metric indicators: Long Term EL, EL, HI, 2+,Pacific Islander, Homeless Youth, Foster Youth, and Students With Disabilities students 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. Also the DA team will meet with SBCSS and CCEE partners to continue the work with the Direct Technical Assistance initiative.

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

Support for Identified Schools

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

The 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 the CSI-identified school to provide support developing the needs assessment and CSI plan/SPSA. The school develops a Comprehensive Needs Assessment in collaboration with their School Site Council, English Learner Advisory Committee, Leadership Team, and other educational partners. The principal was provided various data forms and resources for conducting the needs assessment. Resources provided to the school site included CA Dashboard data that provided information on ELA and math achievement, English Learner progress, absenteeism and suspension rate, and graduation and college and career readiness reports. The CSI-site incorporated all previous California Dashboard data utilizing a three year trend data analysis. The 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 educational partners 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 educational partner 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 site accesses in building their school plan/CSI plan, and all SPSA goals align to District LCAP goals. The site receives Title I and LCFF/LCAP funds, as well as LCFF Equity Multiplier and Prop 28 funds. Funds for CSI are allocated through the funding proposal identified and approved in the GMART. The Needs Assessment completed through the LCAP process identified over 73% of Barstow students as economically disadvantaged. 56.8% of students are Hispanic or Latino, 15.7% are Caucasian, and 18.7% are African American. Among the BUSD student population, 8.8% of students are identified as English Language Learners. The suspension rate for BUSD on the CA Dashboard is 8.5%. To support our CSI-site, the LCAP has allocated funding for a Parent Involvement Coordinator, the position of Director of Child Welfare and Attendance, and TOA positions in the areas of English Language Development and PBIS. As the school site completed its Needs Assessments, a resource inequity was identified: Central High School has a lower percentage of highly qualified teachers compared to other schools within BUSD. This disparity limits students' access to rigorous, standards-aligned instruction and contributes to persistent gaps in academic achievement and graduation outcomes. Addressing this resource inequity is a key focus of the school's CSI Plan, with targeted strategies to recruit and retain highly qualified staff.

The previous year's plan was evaluated for effectiveness and the school 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 the CSI site were reviewed with the SBCSS CSI consultant and the principal met with the ISS Director and SBCSS CSI consultant to

discuss how the plan met CSI requirements and will work to improve student achievement. After the plan was reviewed by the site ELAC and approved by SSC, the plan was submitted for Board approval.

Several programs and strategies (increased hiring efforts to attract highly qualified teachers, revamped master schedule to cater to at-risk students, increased counseling efforts with students) are being proposed to address the identified resource inequities (highly qualified teachers) at Central High School (Continuation). Graduation rate is still the primary focus. CSI activities under the SPSA/LCAP goal for improving graduation rate are providing staff with additional work time to monitor student credit progress toward graduation; hold weekly meetings with students to set weekly goals toward course completion; conduct orientation meetings with new students to ensure their understanding of school and program expectations; professional development opportunities for staff regarding school culture, personal accomplishment, and other perceived needs. CHS is implementing a comprehensive, evidence-based strategy to improve ELA and math proficiency on state and local assessments while fostering holistic student development.

Central High School (CHS) has adopted a multi-faceted approach to address its identified areas of need, grounded in Tier 1, evidence-based strategies aimed at improving academic outcomes, school climate, and student engagement.

To reduce suspension rates and foster a positive school climate, CHS is using CSI funds to engage staff in a collaborative process to revise the school's mission and vision statements, learner outcomes, and the parent-student handbook. These updates are aligned with evidence-based Tier 1 approaches such as culturally responsive PBIS and schoolwide restorative practices (Gregory et al., 2016), designed to create a more inclusive, supportive school culture and promote positive behavior.
For academic improvement in ELA and Math, CHS continues to implement Tier 1 instructional supports including Accelerated Reader (AR), tutoring (before/after school and lunch-time), and designated in-school intervention time. These interventions are supported by research demonstrating the effectiveness of high-dosage tutoring (Robinson et al., 2021) and structured literacy programs like AR for improving foundational reading skills (What Works Clearinghouse, 2010). CHS also collaborates with Barstow Community College, EXP, and other partners to provide college and career awareness opportunities, aligning with Tier 1 strategies that promote student motivation and postsecondary readiness through real-world connections (Kemple, 2008).

To strengthen family and community engagement, CHS will open the Centurion Student and Family Support Center. This initiative supports student wellness and family partnership through Tier 1 whole-child approaches, offering SEL counseling, attendance supports, and PIQE parent education workshops—an evidence-based family engagement model that has demonstrated increases in academic achievement and school connectedness (WestEd, 2015).

Additional CSI resources will be used to update and replace aging student devices, ensuring all students can access supplemental digital learning platforms used for Tier 1 classroom instruction and interventions. Moreover, CHS is working to expand access to a broad course of study by partnering with Barstow High School to provide CTE courses—an approach supported by research on college and career pathways improving both engagement and graduation rates (Warner et al., 2016).
Positive behavior will continue to be reinforced through the PBIS Rewards system, offering consistent, schoolwide recognition and tangible incentives for attendance and behavior aligned with Tier 1 PBIS implementation models.

Across the district, CHS staff will continue to participate in early out Wednesday trainings and to have the opportunity to join after hours/over contract professional development in the areas of literacy, math, science, social studies, English language development, CR-PBIS, Kagan Cooperative Learning, and more. CHS instructors 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.

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, the school principal will facilitate the evaluation of the CSI plan/SPSA. The school will meet at least five times with the School Site Council and at least four times with the English Learner Advisory Committee to review progress toward CSI goals. Additional educational partner groups—including the leadership team, PBIS team, attendance team, and MTSS team—will meet at least every 8 weeks to analyze implementation progress and evaluate outcomes aligned to SPSA activities and metrics.

Data used for monitoring will include student attendance records, suspension and discipline data, course completion and credit accrual, benchmark assessment results (e.g., iReady, CAASPP), and student participation in intervention and support programs. Survey data from students, staff, and parents, such as YouthTruth results, will also be used to assess school climate, engagement, and wellness.

The collection of data will be a shared responsibility. The attendance clerk and registrar will collect and report attendance and credit data; the assistant principal and counselor will gather and analyze suspension and behavioral data; instructional staff will document academic intervention participation and assessment results; and the site's instructional coach will support the compilation of academic benchmark and formative assessment data. The District ISS Director and SBCSS CSI consultant will collaborate with the principal to review progress data and provide quarterly support. Central High will also participate in SBCSS CSI network meetings and trainings throughout the year to build capacity in effective CSI monitoring, evaluation, and implementation practices.

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
Parents, teachers, site administrators, district administrators, counselors, school site council members, students	Barstow High School Equity Multiplier School Plan Development: Meeting Date- March 20, 2025 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 2024 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 2025-26 LCAP to support student learning and promote improved student outcomes.
Parents, teachers, site administrators, district administrators, counselors, school site council members, students	Cameron Elementary School Equity Multiplier School Plan Development: Meeting Date - March 6, 2025 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

Educational Partner(s)	Process for Engagement
	lowest performing student groups on the 2024 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 2025-26 LCAP to support student learning and promote improved student outcomes.
Parents, teachers, site administrators, district administrators, counselors, school site council members, students	Central High School Equity Multiplier School Plan Development: Meeting Date - March 7, 2025 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 2024 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 2025-26 LCAP to support student learning and promote improved student outcomes.
Parents, teachers, site administrators, district administrators, counselors, school site council members, students	Crestline Elementary School Equity Multiplier School Plan Development: Meeting Date - March 6, 2025 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 2024 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

Educational Partner(s)	Process for Engagement
	proposed plan. Through this process, a goal and actions specific to the school have been added to the 2025-26 LCAP to support student learning and promote improved student outcomes.
Parents, teachers, site administrators, district administrators, counselors, school site council members, students	Barstow Junior High School Equity Multiplier School Plan Development: Meeting Date - March 7,2025 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 2024 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 2025-26 LCAP to support student learning and promote improved student outcomes.
Parents, teachers, site administrators, district administrators, counselors, school site council members, students	Henderson Elementary School Equity Multiplier School Plan Development: Meeting Date - March 6, 2025 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 2024 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 2025-26 LCAP to support student learning and promote improved student outcomes.

Educational Partner(s)	Process for Engagement
Parents, teachers, site administrators, district administrators, counselors, school site council members, students	Lenwood Elementary School Equity Multiplier School Plan Development: Meeting Date - March 7, 2025 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 2024 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 2025-26 LCAP to support student learning and promote improved student outcomes.
Parents, teachers, site administrators, district administrators, counselors, school site council members, students	Montara Elementary School Equity Multiplier School Plan Development: Meeting Date - March 7, 2025 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.
High School Students	Students in grades 9-12 were administered a survey from Youth Truth in November of 2024 with topics including belonging, engagement,

Educational Partner(s)	Process for Engagement
	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 2025-26 LCAP.
District Advisory Committee Site Principals, Students, 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.	The first session, held on January 8th, 2025, 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 12, 2025 - 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.
District Staff	The district provided a survey to all staff in the two weeks in November 2024 before Thanksgiving week using Youth Truth. The survey included topics such as school engagement, culture, relationships, academic challenges, and others. Participation was approximately 65% 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, 169 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 2025-26 LCAP.

Educational Partner(s)	Process for Engagement
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 8, 2025 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 May 14, 2025, 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 2025-26 LCAP on May 29, 2025 for consultation and feedback
Governing Board	Mid-Year Report was presented to the Governing Board at a regularly schedule meeting on February 27, 2025.
Governing Board Community Members	The 2025-2026 LCAP draft was posted publicly on the district website on June 3, 2025. The 2025-26 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 10, 2025, for public hearing. A copy of the draft was available electronically and as a hard copy as requested. There were no questions in writing about the 2025-26 LCAP, therefore the Superintendent did not have to respond in writing.
Governing Board	The 2025-2026 LCAP was adopted at a regularly scheduled Board of Education meeting on June 24, 2025.
Parents, teachers, site administrators, district administrators, counselors, school site council members, students	Barstow Intermediate School Equity Multiplier School Plan Development: Meeting Date - March 12, 2025

Educational Partner(s)	Process for Engagement
	Based on data provided by the California Department of Education regarding non-Stability rate percentage and the percentage of socioeconomically disadvantaged students, Barstow Intermediate 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 2024 California Schools Dashboard. Barstow Intermediate 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 2025-26 LCAP to support student learning and promote improved student outcomes.
Parents, teachers, site administrators, district administrators, counselors, school site council members, students	Skyline Elementary School Equity Multiplier School Plan Development: Meeting Date - March 13, 2025 Based on data provided by the California Department of Education regarding non-Stability rate percentage and the percentage of socioeconomically disadvantaged students, Skyline 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 2024 California Schools Dashboard. Barstow Intermediate 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 2025-26 LCAP to support student learning and promote improved student outcomes.

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

ENGAGING EDUCATIONAL PARTNERS
The 2025-2026 LCAP was developed 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. Also, the equity multiplier goals were revamped.

Originally, the EM goals were organized based on metric areas of need and schools who had student groups in said metric areas that were underperforming. A decision was made to create a specific Equity Multiplier goal for each school that would incorporate the needed metric areas and corresponding student groups identified for support. This change caused an increase of the number of to 13. 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 continued 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 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. Goal 1, actions 1.1 (Class size reduction), 1.2 (Increased Instructional Time), and 1.3 (Transportation) as well as goal 3, Action 3.5 (Positive Behavior Interventions and Supports and MTSS) and 3.6 (Restorative Practices PD and student transition supports) were mentioned as being well planned and needed for student achievement. 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 ten 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 10 schools had a direct impact on the development of the LCAP.

Barstow High School educational partner input to the 25-26 LCAP focused on improving services to students who were at risk in the area of academic achievement, attendance, and suspensions. To address these concerns, the district has added the following to this LCAP cycle:

4 Interventionist Teachers (Goal 4, action 4.1)

APEX Licenses for Credit Recovery Goal 4, action 4.2)
Credit Recovery Teachers 8th period Goal 4, action 4.3)
4 Credit Recovery Paraeducators (Goal 4, action 4.4)
Credit Recovery Transportation Goal 4, action 4.5)
Credit Recovery Liaison Office Assistant (Goal 4, action 4.6)
Credit Recovery meals (Goal 4, action 4.7)
Point Quest Board Certified Behavior Analyst (Goal 4, action 4.8)
Behavior Therapist Goal 4, action 4.9)
Increase Campus Safety Assistant hours (Goal 4, action 4.10)
Campus Safety Assistant/Locker Room & PE Support (Goal 4, action 4.11)
Peer Counselor (Goal 4, Action 4.12)
2 Bilingual Parent/Attendance Liaison (Goal 4, action 4.13)
Site Based Outreach Liaison (Goal 4, action 4.14)
Period buyout to support the Positive Behavior Interventions and Support program (Goal 4, action 4.15)

Central High School educational partner input to the 2025-26 LCAP focused on graduation rate and College and Career Readiness. The goals and actions that resulted from this input included an additional 4.5 Paraeducators to support intervention programs Goal 7, action 7.1)

Barstow Junior High School educational partners input to the 2025-26 LCAP focused their efforts on school climate, academic achievement, and mitigating chronic absenteeism. 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. The goal and actions that accompanied this focus includes:

Professional Learning Community training, collaboration and curriculum coordination (goal 12, action 12.1)
4 additional full-time Paraeducators to support the reading literacy program and math intervention program (Goal 12, action 12.2)
Co-curricular field trips/PBIS Incentives (Goal 12, action 12.3)
Bilingual Parent Liaison (Goal 12, action 12.4)
Wellness Teacher (goal 12, action 12.5)
Point Quest Behavior Specialist (Goal 12, action 12.5)
Wellness Counselor (Goal 12, action 12.5)

Crestline School educational partner input to the 2025-26 LCAP 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 10, Action 10.1)
Math Paraeducator (full time) (Goal 10, Action 10.1)
SBCSS ELA/Math Coaching and Scholastic Reading Supports (Goal 10, action 10.2)
Data Analysis and Student Achievement Teams (MTSS) Goal 10, action 10.3)
SEL Assemblies & extra &co-curricular field trips (goal 10. action 10.4)
Parent Institute for Quality Education (PIQE) (goal 10, action 10.5)

Reading Intervention Teacher (Goal 10, action 10.6)

Cameron School educational partner input to the 2025-26 LCAP focused on increased academic achievement, suspension rates, attendance rates and English Learner Progress. 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 & ELD Intervention Teacher (Goal 5, Action 5.3)
ELA Paraeducator (full time) (Goal 5, Action 5.4)
Math Paraeducator (full time) (Goal 5, Action 5.4)
Extend paraeducator hours to full time (Goal 5, Action 5.4)
Three full-time Grade 1-4 paraeducators (goal 5, action 5.4)
Attendance Liaison (goal 5, action 5.2)
Campus Supervisor (goal 5, action 5.1)
Certified Behavior Analyst (Goal 5, action 5.1)

Henderson School educational partner input to the 2025-26 LCAP 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:

ELA Intervention Teacher (Goal 8, Action 8.3)
Math Intervention Teacher (Goal 8, Action 8.3)
Three full-time Grade 1-4 paraeducators (Goal 8, Action 8.1)
Attendance Liaison (goal 8, action 8.2)
After School Tutoring Program (Goal 8, action 8.1)

Lenwood School educational partner input for the 2025-26 LCAP included the following: Reading deficiencies, academic success (CAASPP) and chronic absenteeism

full-time paraeducators. (Goal 6, Action 6.4)
Reading Intervention Teacher (Goal 6, action 6.5)
One full-time EL paraeducator (goal 6, action 6.4)
Extend part-time EL paraeducator to full-time (goal 6, action 6.4)
Parent Liaison (goal 6, action 6.1)
Full-time Campus Safety assistant (goal 6, action 6.3)
Math Movement & iPads (Goal 6, action 6.6)
Co-curricular field trips (Goal 6, action 6.2)

Montara School educational partner input to the 2025-26 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 9, action 9.2)
Parent Liaison (goal 9, action 9.4)
3 full time Kindergarten Paraeducators (Goal 9, action 9.5)
Social emotional counselor (goal 9, action 9.3)
Professional Learning Community training, collaboration and curriculum coordination (goal 9, action 9.1)

Barstow Intermediate School educational partner input to the 2025-26 LCAP 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. To address these concerns, the district has added the following to this LCAP cycle:

Expanded Classroom Instructional Supports (goal 13, action 13.1)
Supplemental Classroom/Instructional Programs(Goal 13, action 13.2)
Social Worker (Goal 13, action 13.3)

Skyline Elementary School educational partner input to the 25-26 LCAP 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:

Reading and Math Intervention Teachers (Goal 11, action 11.1)
Extra & Co-Curricular Field Trips/Motivational Assemblies (Goal 11, action 11.2)
2 additional Paraeducators (Goal 11, action 11.3)

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.

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.

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 2024 LTEL -152.3	2024 ALL: -89 EL: -119.8 FY: -93.3 HY: -133.6 SED: -100.9 SWD: -156.8 AA: -122.1 AI: -150.5 AS: -91.2 FI: -23.6 HI: -85.1 PI: -46.5 WH: -68.9 2 or More: -104.2 LTEL -152.3		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 LTEL - 132	ALL: -6 EL: -17.4 FY: 22.7 HY: -.3 SED: -7.6 SWD: -11.6 AA: -3.5 AI: -86.3 AS: -15.1 FI: -13.6 HI: -4 PI: 7 WH: -8 2 or More: -21.8 LTEL- Not Applicable
1.2	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 9-12 BHS AA -108.6 7-8 BJHS AA -168.7 EL -169.5 HI -154.3 LTEL -180.2 2+ -179.7 SED -163 SWD -201.8 WH -145.6	2024 9-12 BHS AA -86.9 EL - 132.5 HI -56.2 SED -73.7 SWD -164.6 7-8 BJHS AA -168.7 EL -169.5 HI -154.3 LTEL -180.2 2+ -179.7		2027 9-12 BHS AA -98 EL - 112 HI - 36 SED - 53 SWD - 144 7-8 BJHS AA - 148 EL - 149 HI - 134 LTEL - 160 2+ - 159	9-12 BHS AA 21.7 EL - Not Applicable HI -Not Applicable SED -Not Applicable SWD -Not Applicable 7-8 BJHS AA -Not Applicable EL -Not Applicable HI -Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024 EL - 132.5 HI -56.2 SED -73.7 SWD -164.6 TK-6 Cameron All -80.8 SED -84.6 AA -114.9 2024 HI -77.3 Henderson All -78.5 SED -87.2 HI -75.7 Lenwood EL -96.8 2024 All -86.4 SED -91.7 WH -90.1 Montara All -113.6 SED -112.7 SWD -153 AA -124.9 HI -114 Skyline	SED -163 SWD -201.8 WH -145.6 TK-6 Cameron All -76.7 SED 78.6 AA -101.6 HI -77.3 Crestline AA -132.3 HI -117.5 SED -129.4 Henderson All -78.4 SED -87 HI -79.8 Lenwood EL -79.5 All -86.4 SED -91.7 WH -90.1 Montara All - 98.9 SED -103.5 SWD - 141.1 AA - 97.4 HI - 96.9 Skyline All - 71		SED - 143 SWD - 181 WH - 125 TK-6 Cameron All -60 SED 64 AA -81 HI - 57 Henderson All -58 SED -67 HI -55 Lenwood EL -76 All - 66 SED - 66 WH - 70 Montara All -93 SED -92 SWD -133 AA -104 HI -94 Skyline All -59 SED 69 SWD -133 HI -65	LTEL -Not Applicable 2+ -Not Applicable SED -Not Applicable SWD -Not Applicable WH -Not Applicable TK-6 Cameron All 4.1 SED 6 AA 13.3 HI Not Applicable Crestline All -Not Applicable AA -Not Applicable HI -Not Applicable SED -Not Applicable Henderson All .1 SED .2 HI -4.1 Lenwood EL 17.3 All -Not Applicable SED -Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All -79.1 SED -89.5 SWD -153.3 HI -85.9 2024 WH -73 2024 Crestline All Students -124.5 AA -132.3 HI -117.5 SED -129.4	SED -78.8 SWD -165.4 HI - 60.1 WH -73			WH -Not Applicable Montara All 14.7 SED 9.2 SWD 11.9 AA 27.5 HI 17.1 Skyline All 8.1 SED 10.7 SWD -12.1 HI 25.8 WH -Not Applicable
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 -183.5 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 2024 LTEL -152.3	2024 ALL -125.9 EL - 149.4 FY - 134.6 HY - 174.3 SED - 135.7 SWD - 189.5 AA -155.5 AI - 172.2 AS - 121.7 FI - 77.8 HI - 125.6 PI - 88 WH - 100.5 2 or More - 128.6 LTEL -152.3		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 LTEL - 132	ALL -1.1 EL - 2.9 FY 27.7 HY 2.4 SED - 21.5 SWD - 6 AA 7.5 AI - 48.5 AS .5 FI - 21,6 HI - 3.1 PI - 2.9 WH 2.7 2 or More - 25.4 LTEL -Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CAASPP math – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 9-12 BHS AA -198 Wh - 156.2 EL -207.5 HI - 160.5 SED -175.6 SWD -228 7-8 BJHS All -203.7 AA -222.8 EL -218.6 HI -199.8 LTEL -230.9 2+ -203.8 SED -208.5 SWD -240.6 WH -201.4 TK-6 Cameron AA -120.6 Crestline AA - 160.3 Henderson SED - 88 SWD - 132.8 AA - 126.9	2024 9-12 BHS All -157.4 EL -207.5 HI - 160.5 SED -175.6 SWD -228 AA -182.2 Wh - 135 7-8 BJHS All -203.7 AA -222.8 EL -218.6 HI -199.8 LTEL -230.9 2+ -203.8 SED -208.5 SWD -240.6 WH -201.4 TK-6 Cameron AA - 94.8 Crestline AA - 138.4 Henderson SED - 87 SWD - 113.4 AA - 98.7		2027 9-12 BHS AA -178 Wh - 136.2 ALL - 137 EL - 187 HI - 140 SED - 155 SWD - 208 7-8 BJHS All -183 AA -202 EL -198 HI -179 LTEL -210 2+ -183 SED -188 SWD -220 WH -181 TK-6 Cameron AA -100.6 Crestline AA - 140.3 Henderson SED - 68 SWD - 112.8 AA - 87	9-12 BHS All -Not Applicable EL -Not Applicable HI - Not Applicable SED -Not Applicable SWD -Not Applicable AA 15.8 Wh 21.2 7-8 BJHS All -Not Applicable AA -Not Applicable EL -Not Applicable HI -Not Applicable LTEL -Not Applicable 2+ -Not Applicable SED -Not Applicable SWD -Not Applicable WH -Not Applicable TK-6 Cameron AA 26.1 Crestline AA 21.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	Lenwood EL - 103.6 SED - 109.5 SWD - 163.2 Montara SED - 94.3 SWD - 142.3 HI - 87.3 Skyline SED - 107.4 SWD - 200.3 HI -95.8		Lenwood EL - 104.8 SED - 93.7 SWD - 170.9 Montara SED - 98 SWD - 159 HI - 103 Skyline SED - 93.4 SWD - 163.4 HI - 84.4	Henderson SED 1 SWD 19.4 AA 28.2 Lenwood EL21.2 SED 4.2 SWD 27.7 Montara SED 18.4 SWD 10.3 HI 26.7 Skyline SED 6 SWD -16.9 HI 8.6
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% SWD 69% AA 66.2% HI 86.8% WH 81.6%	2024 graduation rate percentage ALL 83% EL 87% HY 65.5% SED 80.5% SWD 65.1% AA 68.8% HI 86.9% WH 80.3%		2027 graduation rate percentage ALL 90% EL 80% HY 80% SED 81.4% SWD 80% AA 80% HI 80% WH 90%	ALL .2% EL 9.7% HY 1.1% SED .1% SWD -3.9% AA 2.6% HI .1% WH -1.3%
1.6	High School Graduation Rate Percentage -	2023 Graduation rate percentage	2024 Graduation rate percentage		2027 Graduation rate	Barstow High School All -.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School and Student Group Source: CA School Dashboard	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%	No groups are currently in the "Red" or lowest indicator at BHS. Barstow High School All 90.2% EL 97.1% HY 81.6% SED 88.8% SWD 73% WH 84.4% AA 80% HI 93% Central High School Red Indicator All 50% HI 52.9% SED 47.5%		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%	EL 13.3% HY 3.2% SED -.8% SWD -1.1% WH -4.5% AA -3% HI .8% Central High School Red Indicator All -.6% HI -10.3% SED -1.1%
1.7	IReady Scores ELA Third Grade Percentage of students on or above grade level Source: iReady winter data for grade 3	2024 All third grade (winter window): 32.75% on or above grade level AA: 22.65% EL: 18% SED: 27.67%	2025 All third grade (winter window): 29.75%% on or above grade level AA: 21.05% EL: 18.5% SED: 25.94%		2027 All third grade (winter window): 43% on or above grade level AA: 33% EL: 30% SED: 40%	All third grade (winter window): -3 AA: -1.05% EL: .5% SED: -1.73%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2025- CTE Pathway completers: All 18.3% SWD 4.5% SED 18.9% EL 11.2% FY- student group too small for data 2 or more 19%		2027- CTE Pathway completers: All - 26.2% SWD- 14.2% SED- 21.9% EL- 12.3% FY- 10% 2 or more - 25%	All 2.1% SWD .3% SED- 7% EL 8.9% FY- student group too small for data 2 or more 4%
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 2024 ALL 69.7% EL 67.4% HY 50% SED 65.4% SWD 44.6% AA 53.1% HI 74.9% WH 61.3%		Class of 2027 ALL 70% EL 60% HY 55% SED 70% SWD 35% AA 55% HI 75% WH 75%	ALL .2% EL 9.3% HY -.7% SED -.3% SWD 32.7% AA .8% HI 2.3% WH -8.4%
1.10	English Learner Proficiency - District percentage making progress Source: CA School Dashboard	2023 - EL 41.5% Making Progress 2024 LTEL 33.7%	2024 - EL 34.2% Making Progress LTEL 33.7%		2027 To Reach "green" status we must reach 52.2% making progress LTEL 33.7%	EL -7.3% Making Progress
1.11	English Learner proficiency - Schools and student groups	2023 TK-6 Cameron EL 36.5%	2024 TK-5 Cameron EL 32.3%		2023 TK-6 Cameron EL 45%	Cameron EL -4.2% Montara 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentage making progress Source : CA School Dashboard	Montara 30.2% 7-8 BJHS 39.5%	Montara 43.2% 7-8 BJHS 32.8%		Montara 40% 7-8 BJHS 50%	7-8 BJHS -6.7%
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 2024 9-12 Barstow HS All 81.3% EL 85.7% SWD 55.6% HY 71.1% AA 68.9% HI 86% SED 78.3% WH 68.8% Central HS All 12.7% SED 11.5% HI 8.8%		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%	9-12 Barstow HS All 1% EL 20.8% SWD 1.9% HY 8.4% AA -7.3% HI 6.2% SED .6% WH -10.6% Central HS All -14.2% SED -13.2% HI -31.7%
1.13	English Learner Reclassification Rates Percentage Local Indicator - Student Information System	2024 -- 8.2%	2025 - 6.8%		2027-- 11.2%	-1.4%
1.14	Desired Results Developmental Profile (DRDP)	Spring 2025 28%	Spring 2025 28%		35%	Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage DRDP results					
1.15	Teacher Misassignment Percentage Rate Source: California School Dashboard	District maintained an 8% teacher misassignment. (Local Data 2023-24)	District increased to a 23.5% teacher misassignment. (Local Data 2024-25)		4% teacher misassignment	15.5%
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. (Local Data 2023-24)		100% of students have access to standard aligned instructional materials.	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	2024 12.9% of students meet A-G completion		18.3%	+.6%
1.18	Percentage of students who have completed both A-G requirements and CTE programs Percentage Source: Local Data (Dataquest)	2022/23 36.8% of students have completed A-G requirements and CTE programs.	2023/24 26.7% of students have completed A-G requirements and CTE programs.		42.8%	-10.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	Percent of students passing AP exam with a 3 or higher score Percentage (Priority 4) Source: Dataquest	2023: 33.4%	2024: 32.29%		36.4%	-.85%
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%	2023-24 11th graders who met or exceeded standard on CAASPP: ELA 32.39% Math 8.31%		ELA- 37.07 % Math- 13.74%	ELA 1.32% Math .57%
1.21	Middle School Dropout Rates Percentage Source: Local Data	2023/2024 1.7% Local Data	2024/25 1.85%		.7%	.15%
1.22	High School Dropout Rates Percentage Source: Dataquest	2022/2023 13.3% Dataquest	2023/24 13.4%		1.8%	.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	Students have access to a broad course of study Percentage Rate Source: California Dashboard (Local Indicators)	2024: 100%	2025: 100%		100%	0%
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 Next Generation Science Standards - Full Implementation And Sustainability History - Social Science	2023/24 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		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 Next Generation Science Standards - Full	2023/24 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Initial Implementation	Implementation And Sustainability Next Generation Science Standards - Full Implementation And Sustainability History - Social Science -Full Implementation And Sustainability		Implementation And Sustainability History - Social Science - Initial Implementation	Implementation And Sustainability Next Generation Science Standards - Full Implementation And Sustainability History - Social Science -Full Implementation And Sustainability
1.25	Long Term English Learner Reclassification Rates Percentage CALPADS	2024 15%	2025 11%		20%	-4%

Goal Analysis [2024-25]

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

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

All actions were not successfully implemented, resulting in mixed progress across targeted areas. Challenges arose in action 1.1 (Class Size Reduction), due to difficulties with the ability to hire teachers. Action 1.2 (Increased Instructional Time) was particularly successful, with successes including increased opportunities for dedicated reading intervention time for struggling students and credit recovery opportunities for at risk high school students. Another success was action 1.3 (Transportation), which led to a decrease in chronic absenteeism for all students and red performing student groups. Action 1.4 (Assessment Program Support) was fully implemented and served to support the implementation of a robust assessment system. Action 1.5 (English Learner/Homeless Youth Supports) was implemented. However, the

translation services were not implemented until late fall due staffing changes. Action 1.6 (Extra Curricular and Co Curricular Activities Supports for College And Career Readiness) was also successful, which led to more students completing 2 year CTE pathways and expanded career exploration experiences. The district allocated FTE's to this effort but fell short in the ability to hire full time staff. To address this, the district has ramped up its recruiting efforts by more than double and is partnering with SBCSS to support a pathway for classified staff (paraeducators) to complete a 2 year community college degree and have opportunities to attend a 4-year college with financial support thorough a grant opportunity. Additionally, action 1.6 (Extra Curricular and Co Curricular Activities Supports for College And Career Readiness), and 1.7 (CTE program support) was not fully implemented but did provided critical support for the CTE program by enhancing extracurricular activities, and increasing the number of opportunities for students to complete pathways. Action 1.8 (Preschool program for 4 year old students.) was fully implemented and served over 150 students and families. Action 1.9 (Additional Paraeducator Support) was not fully implemented due to staffing shortages across the district. Action 1.10 (Long Term English Learner (LTEL) specific professional development) was partially implemented at the elementary level during early out Wednesday training. Challenges have arose due to the fact that the CCI metric on the 2024 dashboard was an inflated number due to reporting issues with Calpads. The district will address this issue in the future and dedicate more resources to ensuring the CCI indicator drop is addressed with increased staffing to support struggling students in the CTE program.

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

A material difference occurred for action 1.5 (English Learner/Homeless Youth Supports) as the district lost its only HY Liaison to another district. This caused an interruption in services to our homeless and foster youth students for a large part of the school year. The district has been able to hire a new staff member and expects services to increase dramatically. Also, Action 1.1 (Class size reduction) experienced a material difference with the districts inability to hire staff. This left classroom teaching positions filled by long term substitutes. A material difference occurred for action 1.3 (Transportation) due to an over allocation of funds for all transportation activities in the district. This is due in part to a reduction in enrollment throughout the school year and a reconfiguration of the school district whereby 5th and 6th graders are now at the same school (Barstow Intermediate School). A material difference occurred for Action 1.7 (CTE Program Support) due to staffing shortages in the CTE program which caused the shuttering of 3 classes. A material difference also occurred for Action 1.8 (Preschool Program for 4 year old students) due to low enrollment and staffing shortages. Finally, a material difference occurred for Action 1.10 (Long Term English Learner (LTEL) specific professional development) due to the inability to deliver PD in a timely matter based on lack of contract time for administering the plan.

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

The evaluation of Actions 1.1 (Class Size Reduction) and 1.2 (Increase instructional time) highlights both progress and areas for improvement. Pacific Islander students district-wide (-7 DFS), BHS African American students (-21.7 DFS), Cameron All students (-4.1 DFS), SED students (-6 DFS). African American students (-13.3 DFS), Henderson All Students (-41. DFS), SED students (-.2 DFS), and Lenwood EL students (-17.3 DFS), and Skyline SED students (-10.7 DFS) in ELA indicate class size reduction, increase instructional time and additional para support were somewhat effective. However, District-wide all students (+6 DFS) Foster youth (+22.7 DFS), and 2 or more races (+21.8 DFS) suggest the actions did not adequately address their specific needs. Action1.9 (Additional Paraeducator Support)highlights both progress and areas for improvement. All students (+.2%). EL (+9.7%). HY (+1.1%), SED (+.1%), AA (+2.6%), HI (+.1%), BHS student groups EL (+13.3%), HY (3.2%). HI (.8%) in graduation rate indicate additional paraeducator support was vital to student graduation rates and needs to be increased. However, district wide SWD (-3.9%) and WH(-1.3) student groups graduation rate

declined. Also, BHS All (-.9%), SED (-.8%). WH (-4.5%) and CHS All (-.6%), HI (-10.3%). and SED (-1.1%) suggest the action did not adequately address these student group specific needs as it relates to graduation rates. Educational partner feedback also emphasized the need to ensure all K-3 classes are fully staffed with credentialed teachers and emphasized the need for stronger supports for English Learners and Foster youth in the core content. Educational partner feedback also emphasized the need for stronger supports for English Learners, particularly in accessing core content. While smaller class sizes and additional resources for high-needs sites showed promise, the lack of culturally responsive teaching and targeted language development strategies limited the impact on all subgroups. To improve outcomes, these actions will incorporate explicit language acquisition strategies, align smaller class sizes with evidence-based instructional practices.

The evaluation of Actions 1.3 (Transportation), also highlights both progress and areas for improvement. On the California Dashboard College and Career Indicator, the district percentage for the following student groups increased: All (.2%), EL (9.3%), SWD (32.7%, AA (.8%), HI (2.3%). Also, students who participate in and demonstrate college preparedness pursuant to EAP saw an increase in ELA of 1.32%, and and increase in math of .57%. These results indicate that the Increased support for transportation and extra and co-curricular activities supports for college and career readiness were somewhat effective. However, on the dashboard the following student groups saw decreases: ELA : All (-6 DFS), EL (-17.4 DFS). SED (-7.6 DFS) SWD (-11.6 DFS), AA (-3.5 DFS), AI (-86.1 DFS), AS (-15.1 DFS), HI(-4 DFS) WH (-8 DFS), 2+ (-21.8 DFS. Math mixed results were: All (-1.1 DFS), EL (-2.9 DFS), FY (+27.7 DFS), HY (+2.4 DFS), SED (-21.5 DFS), SWD (-6 DFS), AA (+7.5 DFS), AI (-48.5 DFS), AS (+.5 DFS), FI (-21.6 DFS), HI (-31. DFS), PI (-29. DFS), WH (+2.7 DFS), 2+ ((25.4 DFS). The chronic absenteeism data also reflects an overall decline as well as 2 student groups increasing in which the results were as follows: All (-4.8%), LTEL (+3.2%), PI (+3.6%), AI (-6.7%), FY (-8.2%), AA (-3.9%), EL (-7.4%), HI(-5.3%), HY (-8.1%), 2+ (-5.9%), SED (-4.2%), SWD (-6.5%), WH (-3.4%).

The evaluation of 1.6 (Extra Curricular and Co Curricular Activities Supports for College And Career Readiness), and 1.7 (CTE program support) also highlights both progress and areas for improvement. On the California Dashboard College and Career Indicator, the district percentage for the following student groups increased: All (.2%), EL (9.3%), SWD (32.7%, AA (.8%), HI (2.3%). For the school level data for CTE pathway completers BHS students All (-5.7%), SWD (-3.4%), SED (-4.9%), and EL students (-10.5%) saw decreases.

The evaluation of Action 1.4 (Assessment Program Support) highlights that the results from iReady test scores did not correlate to the CAASPP scores in a similar way. The 3rd grade scores reflected a difference between All student scores (-1.05%), EL scores (+.5%), and SED scores (-1.73%). The improvement trend for English Learners and the decrease for other groups does not necessarily align with the 2024 CASSP data. Increased fidelity to the administration of the iReady assessment and in depth data conversations for the results will be needed to identify the discrepancies. 2024 CAASPP data reflects the following:
ALL: -89
EL: -119.8
FY: -93.3
HY: -133.6
SED: -100.9
SWD: -156.8
AA: -122.1
AI: -150.5
AS: -91.2

FI: -23.6
HI: -85.1
PI: -46.5
WH: -68.9
2 or More: -104.2
LTEL -152.3
The evaluation of Actions 1.5 (English Learner/Homeless Youth Supports), and 1.10 (Long Term English Learner (LTEL) specific professional development) highlight a decrease in achievement levels for district and school specific students. District-wide English learner proficiency decreased by 7.3%. ELPI scores at Cameron decreased by 13% and at BJHS by 6.7%. Montara Elementary EL students realized a 13% increase in ELPI scores. Also, district wide EL reclassification rates decreased for EL (-1.4%) and LTEL (-4%). Graduation rates for EL students did increase 9.7% across the district.
These results indicate that continued efforts to align EL and content based English Learner strategies during core instruction and ELD time is paramount. Education partner feedback also emphasized the need for continued additional supports during the school day for EL students and a robust tutoring program after school for struggling learners.

The evaluation of action 1.8 (Preschool program for 4 year old students) highlights the fact that there is a pressing need to implement the DRDP assessment program to gather data to assess whether the program is producing achievement results. The DRDP was not administered during the 24-25 school year. As the district moves towards the CA required K-2 reading screener requirement, the DRDP will be important to identify struggling learners early.

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.

Due to being eligible for Technical Assistance on the 2024 DA Dashboard, BUSD has focused its efforts on the following Metrics:

Metric 1.1 (CAASPP ELA) : The Long Term English Learner student groups

Metric 1.2 (CAASPP ELA – School and student group Distance From Standard (DFS)
Baseline metrics were added to Metric 1.2 for the following student groups:
BHS the English Learner, Hispanic, Socio-economically Disadvantaged, and Students With Disabilities student groups
BJHS the African American, English Learner, Hispanic, Long Term El, 2+ Races, Socioeconomically Disadvantaged, Students With Disabilities, and White student groups
Lenwood the All Student student group
Skyline the White student group

This metric was updated due to 2 errors in reporting metric performance:

Metric 1.2 - Cameron Elementary ALL (-80.8), SED(-84.6)

- Skyline SED -89.5

The following metrics were impacted with the addition of new student groups on the 2025-26 LCAP.:

Metric 1.3 (CAASPP Math – District wide Distance From Standard (DFS)
Long Term English Learners student group

Metric 1.4 (CAASPP math – School and student group Distance From Standard (DFS)
Baseline metrics were added to this metric for the following students:
BHS the All student, English Learner, Hispanic, Socioeconomically Disadvantaged, and Students With Disabilities student groups
BJHS the All student, African American, English learner, Hispanic, Long Term English Learner, 2+ Races, Socioeconomically disadvantaged, students with disabilities and white student groups.

Further customization of the strategies during implementation of the actions will occur to tailor actions to meet the unique needs of diverse families to improve participation and engagement.

Actions 1.1 (Reducing Class Sizes to Enhance Student Learning) ($597,507/$2,987,535), action 1.2(Increase instructional time)($597,507/$2,987,535) , and action 1.3 (transportation) ($597,507/$2,987,535) have been revised to incorporate unexpended LREBG funds, aligning with the intended purpose of this action.

Action 1.5 (English Learner/Homeless Youth Supports) has been revised by removing "Homeless Youth Supports" as this action is dedicated to English Learner supports only.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class Size Reduction	The district will provide 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. This is an	$4,440,686.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG action and BUSD will dedicate $597,507 to ensure full implementation of this action.		
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. This is an LREBG action and BUSD will dedicate $597,507 to ensure full implementation of this action.	$2,097,507.00	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. This is an LREBG action and BUSD will dedicate $597,507 to ensure full implementation of this action.	$3,992,307.00	Yes
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

Action #	Title	Description	Total Funds	Contributing
1.5	English Learner 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 and language acquisition for ELs and Long Term English Learners (LTEL). 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. 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.	$1,614,899.00	No
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

Action #	Title	Description	Total Funds	Contributing
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 - 100	2024-25 Type and number of services # of families enrolled in BUSD - 1677 # of families provided clothing - 201		2026-27 Type and number of services # of families enrolled in BUSD - 1400 # of families provided clothing - 1500	Type and number of services # of families enrolled in BUSD +477 # of families provided clothing +101 # of families referred for

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 - 205		# of families referred for SPED/Homeless services - 250	SPED/Homeless services - 25
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 2024 Elementary Families - 74% Middle School Families - 53% High School Families - 52%		November 2027 Elementary Families- 90% Middle School Families - 85% High School Families- 70%	 Elementary Families -2% Middle School Families - 17% High School Families - 2%
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 2024 Elementary Families - 62% Middle School Families - 48% High School Families - 48%		November 2026 Elementary Families - 75% Middle School Families - 75% High School Families - 75%	Elementary Families +1% Middle School Families - 6% High School Families - 4%
2.4	Seek parent input in making decisions for the LEA and each individual school site through	2024 District 45.69% Elementary School	2025 District 47% Elementary School		District 60% Elementary School 60%	District + 1.31% Elementary School + 5.6%

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	52% Middle School 42% Local Data		Middle 60%	Middle School +.49% Local Data

Goal Analysis [2024-25]

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

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

Action 2.4 was successfully implemented, resulting in significant progress across targeted areas. Although not fully implemented, Action 2.2 (Parent Involvement Coordinators/Resources) was particularly effective including fully staffed parent involvement coordinators at all school sites who coordinated with district level support to offer parent training and PBIS outreach. Also, with Action 2.3 the work completed by the public information officer resulted in a large increase in the use of Parent Square and social media applications to reach to and interact with parent and guardians in the community. Actions 2.1 (Family Center/Translation Services) and action 2.4 (African American Parent Advisory were partially implemented and received mixed effectiveness results. Action 2.1 was understaffed for a large part of the year which resulted in lower performance with supports and resources for families, Action 2.4 had a late start of implementation this school year. The first meeting was held in December 2024.

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

A material difference for Action 2.1 (Family Center/Translation Services) occurred as the district was unable to fill a vacant position for several months to begin the school year. The district has since filled the position and expects these funds to be fully expended during the 2025-26 school year. Also, action 2.2 realized a material difference due to the inability to include the planned number of PBIS trainings at school sites and the district. Another material difference occurred for Action 2.4 (African American Parent Advisory) as the district was unable to hold any African American Parent Advisory Meetings until December 2024. As the group is now functioning with multiple members this anomaly should be fixed and regular meetings will now occur moving forward.

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

The evaluation of Action 2.1 (Family Center/Translation Services) highlights both progress and areas for improvement. The number of families enrolled in BUSD increased by 477 and the number of families provided clothing increased by 101 in Metric 2.1. However, in the same metric 25 less students were referred for special education services. In some cases it may be considered that a reduction in special education referrals is a positive, however, further data disaggregation will have to be implemented to be sure some students who need special education services did not fall through the cracks.
Action 2.2 (Parent Involvement Coordinators/Resources) & Action 2.3 (Public Information Officer) highlights some progress and areas of improvement. The number of families enrolled in BUSD increased by 477 and the number of families provided clothing increased by 101 in Metric 2.1. In Metric 2.3, a Youth Truth Survey question asked elementary parents if the felt engaged with their child's school and the response resulted in a 1% increase. However, in the same question strand middle school parents (-6%) and high school families (-4%) saw a decrease of feeling engaged with their respective schools. Educational partner feedback also emphasized the need for information from the schools and school districts in a more timely fashion and more than just once. Continued effort in the PIO office to get information out to parents more frequently, and to have schools share information with the PIO in a more timely fashion will be the focus.
Action 2.4 (African American Parent Advisory) highlights progress for the district's effort to seek parent input in making decisions for the LEA and each individual school. The percentage of parent participation in decision making increased at the district level (+1.31%), at the elementary school level (+5.6%), and the middle school level (+.49%). Also the Fall survey results for the question: " My school creates a positive work environment" resulted in a decrease of positive response as follows: Elementary families (-2%), Middle School Families (-17%) and High School Families (-2%). The Fall survey results for the following question "I feel engaged with my school" resulted in mixed results as follows: Elementary Families (+1%), Middle School Families (-6%), and High School Families (-4%). This data indicates the efforts to improve channels of communication and input for parents has worked. A continued effort will need to continue to ensure the African American Parent Advisory group meets regularly throughout the school year.

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.

In the next LCAP the African American Advisory Group will be renamed as the Parent Guardian Student Community Alliance Group. The group will consist of equal representation of all significant student groups in our district to include African American, Hispanic, English Learner, Low Socioeconomic, and Students with disabilities student groups. Action 2.4 (African American Advisory Group) will be renamed to reflect the PGSCA group as forementioned in this description and added to the goal moving forward. Mertic 2.4 (Seek parent input in making decisions for the LEA and each individual school site through attendance at District or Site level input meeting and events. Percentage parent attendance) was added to Action 2.4 (Parent Guardian Student Community Alliance Group (PGSCAG).

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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	Parent Guardian Student Community Alliance Group (PGSCAG)	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, 2.3 and 2.4.	$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:

1. **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.

2. **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.

3. **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% 2024 LTEL 50% PI 33.3%	2024 Dashboard ALL 45.2% LTEL - 50% PI - 33.3% EL 39.9% FY 46.5% HY 67.5% AA 58.1% HI 43.5% 2 or More 45.3%		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%	ALL -4.7% LTEL - Not Applicable PI - Not Applicable EL -7.3% FY -8.2% HY -8.1% AA -3.9% HI -5.3% 2 or More -5.9%
3.2	Chronic Absenteeism % Rate - School and Student Group Source: CA Dashboard	2023 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% 2024 LTEL 60% 5-8	2024 7-8 BJHS All 62.1% EL 58.1% LTEL - 60% HY 83.% SED 66.2% AA 72.1% HI 61.6% 2 or more 59.3% 5-8 STEM All 31.2%		2027 7-8 BJHS All 43.7% EL 34.6% LTEL - 40% HY 63.9% SED 66.2% AA 55.9% HI 41.3% 2 or more 48.2% 5-8 STEM All 18.6%	7-8 BJHS All -1.6% EL +3.5% LTEL -Not Applicable HY -.9.% SED 0% AA -3.8% HI +.3% 2 or more -8.9% 5-8 STEM All -7.4% SED -8.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		STEM All 38.6% SED 43.2% HI 40.2% WH 37.3% TK-6 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% AA 62.1%	SED 35.1% HI 35.9% WH 24.1% TK-6 Cameron EL 20.4% HY 46.7% AA 55.6% Crestline SWD 45.3% Henderson All 49.5% EL 40% HY 76.8% SED 54.2% SWD 60% AA 64.9% HI 42.6% WH 47.1% 2 or more 71.4% Lenwood EL 40.8% HY 53.7% AA 50% Montara All 46.8% EL 43.9% SED 49.5% AA 61.1% HI 44.8% WH 44.1%		SED 23.2% HI 20.2% WH 17.3% TK-6 Cameron EL 19.1% HY 34.5% AA 41.7% Crestline SWD 34.2% 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 30.6% HY 60% AA 34.7% Montara All 35.8% EL 32.2% SED 38.3% AA 42.1% HI 36.8% WH 15.8%	HI -4.3% WH -13.2% TK-6 Cameron EL -18.7% HY -27.8% AA -6.1% Crestline SWD -8.9% Henderson All +1% EL -2.5% HY +10.1% SED +2.6% SWD +15.7% AA +3.6% HI -4.3% WH +11.3% 2 or more +22.5% Lenwood EL -9.8% HY -16.3% AA -4.7% Montara All -8.8% EL -8.3% SED -8.8% AA -1% HI -12% WH +8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI 56.8% WH 35.8% Skyline EL 52% HY 68.8%	 Skyline EL28.2% HY 64.3% AA 52.5		Skyline EL 32% HY 48.8% AA - 42%	Skyline EL -23.8% HY -4.5% AA - Not Applicable
3.3	Suspension Rate Percentage – District Source: 2023 CA School Dashboard	2023 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% 2024 LTEL 11%	2024 ALL 8.5% EL 6.1% FY 5% HY 8.7% SED 9.4% SWD 12.3% AA 15.6% AI 7.7% AS 2.7% FI 3.2% HI 6.3% PI 8.1% WH 7% 2 or More 10.7% LTEL - 11%		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% LTEL - 9%	ALL +1.5% EL +2.3% FY -10.8% HY 0% SED +1.9% SWD +1.6% AA +3.3% AI +5.8% AS +.1% FI +3.2% HI +1.2% PI +5% WH -.3% 2 or More +3% LTEL - Not Applicable
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%	9-12 BHS All 12.4% SWD 19.8% WH 8.7% AA 24.1% EL 11.3% HI 10.3%		9-12 BHS All 7.6% SWD 14% WH 7.7% AA - 22.1% EL - 9.3% HI - 8.3%	BHS All +1.8% SWD +2.8% WH -2% AA - Not Applicable EL - Not Applicable HI - Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5-8 STEM All 11.3% HI 8.5% WH 17.3% 2 or more 19.4% TK-6 Cameron 2 or more 10.6% 2024 baseline data AA 6.9% HY 7.3% 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%	LTEL 12.4% 2+ Races 14.8% SED 14% CHS All 4.9% 5-8 STEM All 2.2% HI 2.3% WH 1.2% 2 or more 0% TK-6 Cameron 2 or more 2.7% AA 6.9% HY 7.3% Henderson AA 2% Lenwood All 5% HY 0% SED 5.3% AA 5.8% WH 7% 2 or more 2.3% Montara HY 0% Skyline		LTEL - 10.4% 2+ Races - 12.8% SED - 12% CHS All 5.9% 5-8 STEM All 9.3% HI 6.5% WH 10.3% 2 or more 10.4% TK-6 Cameron 2 or more 7.6% AA - 4.9% HY - 5.3% 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	LTEL - Not Applicable 2+ Races - Not Applicable SED - Not Applicable CHS All -2% STEM All -8.9% HI -6.5% WH -16.1% 2 or more -19.4% Cameron 2 or more -7.9% AA Not Applicable HY Not Applicable Henderson AA -5.5% Lenwood All -1.8% HY -10.8% SED -5.5% AA -3.5% WH -1% 2 or more -5.5% Montara HY -12.5% Skyline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI 4%	All 5.2% HY 6.4% SED 5.9% SWD 5.2% AA 11.1% HI 4%		All 4.7% HY 7.3% SED 5.6% SWD 7.1% AA 9.9% HI 3%	All -.5% HY -1.9% SED -.7% SWD -3.9% AA -4.8% HI 0%
3.5	Survey Results- School Safety Percentage Positive response (Students, Staff, and Families combined surveys) 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.	November 2023 Percent Positive: Elementary Students- 61% Middle Grades- 48% High School Students- 44% Elementary Parents- 66% High School Parents- 55% Elementary Staff- 66% High School Staff- 69%	November 2024 Percent Positive: Elementary Students- 57% Middle Grades- 38% High School Students- 34% Elementary Parents- 68% High School Parents- 40% Elementary Staff- 66% Middle School Staff - 50% High School Staff- 47%		November 2027 Percent Positive: Elementary Students- 80% Middle Grades- 75% High School Students-75% Elementary Parents- 90% High School Parents- 80% Elementary Staff- 90% High School Staff- 90%	Percent Positive: Elementary Students- -4% Middle Grades-- 10% High School Students- 10% Elementary Parents +2% High School Parents -15%% Elementary Staff 0% Middle School Staff - N/A High School Staff- 22%
3.6	Survey Results:	November 2023	November 2024		November 2026	Percent Positive:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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 staff. Middle Grades families and staff are included in the elementary for reporting purposes.	Percent Positive: Elementary Students- 84% Middle Grades- 68% High School Students- 59% Elementary Parents- 48% High School Parents- 45% Elementary Staff- 74% High School Staff- 76%	Percent Positive: Elementary Students- 85% Middle Grades- 67% High School Students- 61% Elementary Parents- 54% High School Parents- 47% Elementary Staff- 72% High School Staff- 74%		Percent Positive: Elementary Students- 90% Middle Grades- 70% High School Students- 60% Elementary Parents-75% High School Parents- 60% Elementary Staff- 80% High School Staff- 80%	Elementary Students +1% Middle Grades - 1% High School Students +2% Elementary Parents +6% High School Parents +2% Elementary Staff - 2% High School Staff - 2%
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)	2024-25 14 Instances (Local Data 2024/25)		10 Instances	+1 Instances (Local Data 2024/25)
3.8	Attendance Rate Percentage	2023/2024 All Students - 88.6% EL - 89.9% SED - 87.7%	2024/2025 All Students - 88.09% EL - 90.41%		All Students - 91.1% EL - 92.9% SED - 90.7%	All Students +.51% EL +.51% SED +.51% FY -.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Data	FY - 85.7% Local data	SED - 88.21% FY - 85% Local data		FY - 88.7%	Local data
3.9	Expulsion Rate Percentage Source: Dataquest	2023/2024 0.1%	2024/2025 0.1%		0.1%	0%

Goal Analysis [2024-25]

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

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

All actions were fully implemented except Action 3.2 and 3.6 (partially implemented), resulting in significant progress across targeted areas. Action 3.1 (Counseling/Psychologists Support) was particularly effective by providing additional counseling and psychologist support to improve the counselor to student ratio. Another success was seen in Action 3.2 (School Climate Supports) in which the district was able to provide school staff to create a positive classroom and school culture which includes counselors. Action 3.3 (Partnerships to support teacher pedagogy and data disaggregation) provided teacher training and
supports for the advancement of PBIS strategies in the classroom, child find, Social Emotional Learning programs and individualized student supports. Action 3.4 (Facilities Projects) was fully implemented as all projects were initiated and completed during the fiscal year. Challenges arose in Action 3.5 (Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports) due to difficulties in finding time during teacher contract hours to hold MTSS meetings. However, the PBIS rewards system that is part of this goal was fully implemented and seems to have made an impact on specific student groups such as foster youth and socioeconomically disadvantaged student groups. Action 3.6 (Restorative Practices Professional Development and Student Transition Supports) generated some success due to the increased number of families and students received services through the Central Enrollment and Supportive school climate departments. Also, Action 3.7 (Campus safety assistants, campus security, categorical office staff, and SST coordinators) provided critical supports at the schools in the form of staffing to include campus safety assistants, campus security, and SST coordinators. Each of these positions are vital to ensuring safety on campuses and classrooms as well as to serve as early warning levers to support struggling students. Action 3.8 (Athletic coaching stipends, band/athletic uniform (replacement/cleaning), Co-curricular stipends.) was successfully implemented and all programs realized an increased participation rate and positive behavior outcomes.

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

A material difference for Action 3.1 (Counseling/Psychologists Support) occurred as the district was unable to hire 3 psychologists to fill allocated positions. This required that the district redistribute work for all current psychologists to cover IEP's and caseload needs at all school sites. Also a material difference for Action 3.2(School Climate supports) occurred as the district was unable to fill new PBIS wellness teacher positions or all of the allocated behavior intervention aid positions. Both of these positions are vital to the safety and security of the campus and the work was transferred to existing personnel (i.e. Assistant Principals, Dean of Students) to ensure fidelity to the PBIS programs at each site. A material difference for Action 3.5 Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports) occurred. Initially, the district was going to utilize time cards and after hours training for this endeavor, however a shift to on contract training was made to ensure full staff participation. A material difference occurred for Action 3.6 (Restorative Practices Professional Development and Student Transition Supports) occurred due to the inability to schedule and deliver the number of planned PBIS trainings for parents and families at each school site.

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

The evaluation of Actions 3.1 (Counseling/Psychologists Support), 3.2 (School Climate supports), and 3.7 (Campus safety assistants, campus security, categorical office staff, and SST coordinators) highlights both progress and areas for improvement. District-wide suspension rates for Foster Youth dropped by 10.8%,and white student group dropped by .3% year over year. This is an indicator that the additional staffing for counselors and safety personnel was effective. However. District-wide LTEL student suspension rate and school specific suspension rates for African American, English Learner, Hispanic and 2+ races at BHS was added as a red preforming student group. In reviewing the actions associated with this metric, it is evident that the lack of wellness teacher hires may have contributed to this result. The chronic absenteeism rates across the district declined as follows: ALL -4.7%, EL -7.3%, FY -8.2%, HY -8.1%, AA -3.9%, HI -5.3%, 2 or More -5.9%. There were mixed results with chronic absenteeism at the schools, particularly Henderson Elementary. The results were as follows: All +1%,EL -2.5%, HY +10.1%, SED +2.6%, SWD +15.7%, AA +3.6%, HI -4.3%, WH +11.3%, 2 or more +22.5%. Also, a review of metrics 3.6 (Youth Truth Survey- Engagement Percentage Positive response about student and parent experiences at school and engaging with school staff), the results were generally increased. The results are as follows: Elementary Students +1%, Middle Grades -1%, High School Students +2%, Elementary Parents +6%, High School Parents +2%, Elementary Staff -2%, High School Staff -2%. However, the results for Metric 3.5 (Youth Truth Survey Question - "I feel safe at school", or "My child is safe at school" saw mixed results which were as follows: Elementary Students--4%, Middle Grades--10%, High School Students- 10%, Elementary Parents +2%, High School Parents -15%%, Elementary Staff 0%, Middle School Staff - N/A, High School Staff- 22%. Metric 3.7 (School Facilities) indicates that there was one more instance of "good repair" which results in essentially no gain or loss. Metric 3.9 (Expullsion Rate) was a carbon copy from the 2023 data (0.1%). This is also essentially no gain or loss in the number of students expelled.
The evaluation of Actions 3.3 (Partnerships to support teacher pedagogy and data disaggregation), 3.5 (Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports), and 3.6 (Restorative Practices Professional Development and Student Transition Supports) highlights primarily positive results for Chronic Absenteeism data. District wide the following student groups performed much better in this metric area: All students(-4.7%, English Learners (-7.3%), Foster Youth (-8.2%, Homeless Youth (-8.1%, African American (-3.9%), Hispanic (-5.3%), and 2+ races(-5.9%). However the Long Term EL student group did fall into a red performing status on the 2024 CA Dashboard. The district wide suspension rates increased or decreased as follows: ALL +1.5%, EL +2.3%, FY -10.8%, HY 0%, SED +1.9%, SWD +1.6%, AA +3.3%, AI +5.8%, AS +.1%, FI +3.2%, HI +1.2%, PI +5%, WH -.3%,2 or More +3%. The site based suspension had mixed results especially at BHS. The data is as follows: All +1.8%, SWD +2.8%, WH -2%.

The evaluation of Actions 3.4 (Facilities projects)Highlights progress for the district. The number of Instances in the FIT report that does not meet Good Repair standards only increased by 1. This is great news given the fact that most of the facilities in the district are 50+ years old. The site based suspension had mixed results especially at BHS. The data is as follows: All +1.8%, SWD +2.8%, WH -2%. A review of metrics 3.6 (Youth Truth Survey- Engagement Percentage Positive response about student and parent experiences at school and engaging with school staff), the results were generally increased. The results are as follows: Elementary Students +1%, Middle Grades -1%, High School Students +2%, Elementary Parents +6%, High School Parents +2%, Elementary Staff -2%, High School Staff -2%. However, the results for Metric 3.5 (Youth Truth Survey Question - "I feel safe at school", or "My child is safe at school" saw mixed results which were as follows: Elementary Students--4%, Middle Grades--10%, High School Students- 10%, Elementary Parents +2%, High School Parents - 15%%, Elementary Staff 0%, Middle School Staff - N/A, High School Staff- 22%.

The evaluation of metric 3.7 in which the number of Instances in the FIT report that does not meet Good Repair standards maintained at 14 instances highlights the continued focus the district has on keeping our aging facilities operational and in good repair to ensure students have a safe and clean environment for optimal learning.

The evaluation of Actions 3.8 (Athletic coaching stipends, band/athletic uniform (replacement/cleaning), Co-curricular stipends.) highlights progress on the metric that covers Engagement Percentage Positive response about student and parent experiences at school and engaging with school staff (Students ,Staff, and Families combined surveys). In this metric all surveyed parties (parents, students, staff) reported an increase in positive responses ranging from +1% to +6%.

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.

The Long Term English Learner and Pacific Islander student groups were added to Metric 3.1 (Chronic Absenteeism Rate -District) due to being eligible for Technical Assistance on the 2024 CA Dashboard. Additionally the Long Term English Learner student group at BJHS, and African American students at Skyline were added to metric 3.2 (Chronic Absenteeism% Rate - School and Student Group) due to being eligible for Technical Assistance on the 2024 CA Dashboard. Also, Long Term English Learner students were added to Metric 3.3 (Suspension Rate - District) because they are newly identified groups in the red at those schools. Finally, African American, English Learner, Hispanic Long Term EL,2+ Races, and Socioeconomically Disadvantaged student groups at BHS and African American and Homeless Youth at Cameron were added to metric 3.4 (Suspension rate percentage - School and Student Group)because they are newly identified groups in the red at those schools.

Actions 3.5 (Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports) ($597,507/$2,987,535) will be utilized to enhance social emotional supports as prescribed by allowable uses of LREBG funds. Also action 3.6(Restorative Practices Professional Development and Student Transition Supports) ($597,507/$2,987,535) will be utilized to provided professional development and develop a comprehensive needs assessment at all school sites. ($597,507/$2,987,535). All of these actions have been revised to incorporate unexpended LREBG funds, aligning with the intended purpose of this action.

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

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
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	$346,230.00	No

Action #	Title	Description	Total Funds	Contributing
		engagement, teacher pedagogy practices, and attendance incentive programs.		
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, and 3.4. This is an LREBG action and BUSD will dedicate $597,507 to ensure full implementation of this action.	$2,197,507.00	Yes
3.6	Restorative Practices Professional Development and Student Transition Supports	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 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 will 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, and 3.4. This is an LREBG	$2,252,595.00	Yes

Action #	Title	Description	Total Funds	Contributing
		action and BUSD will dedicate$$597,507 to ensure full implementation of this action.		
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/athletic 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	By June 2027, Barstow High School will improve outcomes for all students by reducing suspension rates and increasing academic achievement. This effort will include targeted strategies to reduce suspension rates for All, African American, English Learner, Hispanic, Long Term English Learners, 2+ Races, Students with Disabilities and Socioeconomically Disadvantaged, and White students and to increase academic achievement in ELA and math for All, Students with Disabilities, African American, English Learners, Socioeconomically Disadvantaged, Hispanic, and White students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Barstow High School has been identified as Equity Multiplier Schools as its mobility rate is greater than 25% and its student population is greater than 70% socio-economically disadvantaged .
The 2024 CA dashboard data reveals the following results for CAASPP ELA in which the scores were below distance from standard:
All -57
SWD -164.6
AA -86.9
EL -132.5
SED -73.7
HI -56.2
The CA dashboard data reveals the following results for CAASPP math:
All -157.4
SWD -228
AA -182.2
EL -207.5
SED-175.6
HI -160.5
WH -135
The 2024 CA dashboard data reveals the following results for suspension in which the scores were:
All 12.4%
AA 24.1%
EL 11.3%
HI 10.3%

LTEL 12.4%
2+ 14.8%
SWD 19.8%
SED 14%
WH 8.7%

The establishment of the goal to increase student achievement on the CAASPP ELA and Math assessments across Barstow High School is directly informed by the input from educational partners, including parents, teachers, and site administrators. 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. 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, Barstow High School 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 SWD -161.5 WH -40.6 2024 All -57 AA -86.9 EL -132.5 SED -73.7	2024 All -57 SWD -164.6 AA -86.9 EL -132.5 SED -73.7 HI -56.2 WH -35.6		All - 34.4 SWD -141.5 AA - 88.6 EL - 53.5 SED - 53 HI - 29.6 WH -20.6	All -Not Applicable SWD -3.1 AA Not Applicable EL Not Applicable SED Not Applicable HI Not Applicable WH +5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI -56.2				
4.2	CAASPP Math – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 AA -198 WH -156.2 2024 All -157.4 SWD -228 EL -207.5 SED -175.6 HI -160.5	2024 All -157.4 SWD -228 AA -182.2 EL -207.5 SED -175.6 HI -160.5 WH -135		All -137 AA -178 EL - 197 SWD -208 HI - 140 WH 115 SED - 155	All Not Applicable SWD Not Applicable AA +15.8 WH +21.2 EL Not Applicable HI - Not Applicable SED Not Applicable
4.3	Suspension Rate: expressed as a percentage of all students at the school and student groups Source: CA School Dashboard	2023 All 10.6% SWD 17% WH 10.7% 2024 AA 24.1% EL 11.3% HI 10.3% LTEL 12.4% 2+ 14.8% SED 14%	2024 All 12.4% SWD 19.8% WH 8.7% AA 24.1% EL 11.3% HI 10.3% LTEL 12.4% 2+ 14.8% SED 14%		All 7% SWD 7% WH 7% AA 7% EL 7% HI 7% LTEL 7% 2+ 7% SED 7%	All +1.8% SWD +2.8% WH -2% AA Not Applicable EL Not Applicable HI Not Applicable LTEL Not Applicable 2+ Not Applicable SED Not Applicable
4.4	English Learner Progress Source: CA School Dashboard	2023 44.7%	2024 31.7%		55%	-13%

Goal Analysis [2024-25]

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

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

Actions 4.1 (Reading & Math Intervention Teachers), 4.2 (Expanded Classroom/Instructional Supports), and 4.4 (Laser Projectors) were successfully implemented, resulting in mixed progress across targeted areas. Action 4.1 was successful with Cameron, Henderson, Lenwood, and Montara receiving reading specialists which created opportunities for targeted small group reading instruction and in some cases whole school leveled reading opportunities for all students. Action 4.2 staffing positions were filled throughout the year and staff hired were able to support small group instruction in both math and ELA. Action 4.4 was fully implemented and created increased technology access for student presentations and teacher pedagogy using technology. Action 4.3 (Support expanded alternative learning opportunities and teacher coaching.), and 4.5 (Academic Intervention Specialist) were not fully implemented, Montara did not receive an academic specialist as planned for 4.5, nor did BHS or BJHS create hybrid positions for department chairs for coaching opportunities as planned for Action 4.3. Moving forward, the plan to fill the positions for Actions 4.3 and 4.5 will include a more robust outreach effort to prospective employees by using multiple job find sites. Also, a salary increase will be employed for the 25-26 school year to secure more candidates. The school site faced challenges in hiring staff due to a lack of qualified candidates applying for the positions. An adjustment was made to offer more targeted coaching support for new teacher using a company called Catapult. The additional intervention support at Montara was made available to students during the whole school Read to Lead reading program.

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

A material difference Action 4.1 (Reading & Math Intervention Teachers), Action 4.3 (Support expanded alternative learning opportunities and teacher coaching.), and action 4.5 (Academic Intervention Specialist). occurred as the district was unable to find staffing to cover the extra periods needed for instruction for BHS and BJHS and backfilling the Academic intervention specialist at Montara as well as the Reading and Math Intervention teachers at various sites across the district. The school sites faced challenges in hiring staff due to a lack of qualified candidates applying for the positions. An adjustment was made to offer more targeted coaching support for new teacher using a company called Catapult. The additional intervention support at Montara was made available to students during the whole school Read to Lead reading program.

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

The evaluation of Action 4.1 (Reading & Math Intervention Teachers), Action 4.2 (Expanded Classroom/Instructional Supports), and 4.4 (Laser Projectors) highlights both progress and areas for improvement particularly with Cameron ELA all student group score(+4.1 DFS), African American Student group score (+13.5 DFS) and Socioeconomically Disadvantaged student group score (+6 DFS). Also, Cameron math All student score (+12.6 DFS) and African American ((+25.8 DFS) scores improved this year. Henderson ELA All student score (+.1 DFS) , and Socioeconomically Disadvantaged score (+2 DFS) improved this year. Montara All student ELA score (+14.7 DFS), Students with disabilities (+11.9 DFS), African America (+27.5 DFS), Socioeconomically disadvantaged (+9.2 DFS) and Hispanic (+17.1 DFS) student group scores improved this year. Montara All student (+36.6 DFS), Hispanic (+36.2), Socioeconomically disadvantaged (+34.3 DFS) , and

Students with Disabilities (+37.4 DFS) student group scores improved this year. These gains highlight the effectiveness of a systems based intervention program to support struggling learners. Due to not being implemented, Actions 4.3 and 4.5 were unable to be assessed for effectiveness.

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.

Goal 4 has changed to provide additional transparency for educational partners. This goal was previously a goal that addressed a single priority area for multiple schools and has now been changed to a goal for Barstow High School to address areas of need including academic achievement and school climate. Additionally, metrics for 2024 outcomes related to CAASPP data and Suspension data have been adjusted to include newly identified student groups with red indicators as reflected for metrics 4.1, 4.2 and 4.3. Actions to align with these metrics have been developed and included within this goal. Former Actions 4.1 (Reading & Math Intervention Teachers) moved to EM goals for elementary schools, 4.2 (Expanded Classroom/Instructional Supports)moved to EM goals for elementary schools , 4.3 (Support expanded alternative learning opportunities and teacher coaching) removed, 4.4 (Laser Projectors) removed. and 4.5 (Academic Intervention Specialist) moved to Montara EM goal- are removed from this goal and will be replaced with more customized actions to align with the specific efforts at each school to improve CAASPP scores on the 2025 CA Dashboard.

The four other schools previous identified in Goal 4, Cameron Elementary, Henderson Elementary, Lenwood Elementary and Montara Elementary will now have school focused equity multiplier goals and their actions and metrics will be found within those new goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4 Interventionist Teacher	Barstow High School will provide 2 English Language Arts and 2 math intervention teachers to support in classroom instruction. These positions will provide research based instructional strategies and experiences for the lowest performing student groups in the area of math and English. This additional support will be part of a larger Muti-Tiered System of Support initiative to increase academic achievement at BHS as measured by Metrics 4.1 and 4.2.	$560,000.00	No
4.2	APEX Licenses for Credit Recovery	Barstow High School will provided APEX licenses for all students interested in recovering credits through an independent study on site program during 8th period. Credit recovery teachers will manage the	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		licenses to ensure all students have access and support. The licenses will provide common core standards aligned materials and learning opportunities for the lowest performing student groups in ELA and math. This additional support will be part of a larger Muti-Tiered System of Support initiative to increase academic achievement at BHS as measured by Metrics 4.1 and 4.2.		
4.3	Credit Recovery Teachers 8th period	Barstow High School will provide 4 credit recovery teachers to support students' quest to recover credits and graduate on time. These positions will provide research based instructional strategies and experiences for the lowest performing student groups in the area of math, English, science and social studies. This additional support will be part of a larger Muti-Tiered System of Support initiative to increase academic achievement at BHS as measured by Metrics 4.1 and 4.2.	$80,000.00	No
4.4	4 Credit Recovery Paraeducators	Barstow High School will provide 4 credit recovery paraeducators to support students' quest to recover credits and attain proficiency on the ELA and math CAASPP tests in 11th grade These positions will provide research based instructional strategies and experiences for the lowest performing student groups in the area of math, English, science and social studies. This additional support will be part of a larger Muti-Tiered System of Support initiative to increase academic achievement at BHS as measured by Metrics 4.1 and 4.2.	$40,000.00	No
4.5	Credit Recovery Transportation	Barstow High School will provide additional transportation to increase attendance, support a credit recovery program. The transportation will happen after 8th period, which will provide a ride home for 8th period students which will increase daily attendance resulting, build staff/student relationships and increase academic success resulting in an increase in the ELA and math CAASPP test results as measured by metrics 4.1 and 4.2	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Credit Recovery Liaison Office Assistant	Barstow High School will provide a credit recovery liaison office assistant to support the lowest performing 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 increase the CAASPP ELA and math achievement scores as measured by M 4.1 and 4.2.	$45,000.00	No
4.7	Credit Recovery meals	Barstow High School will provide a credit recovery meals to support the lowest performing students and families with additional nutritious meals, and general school connection in order to increase the CAASPP ELA and math achievement scores as measured by M 4.1 and 4.2.	$30,000.00	No
4.8	PointQuest Board Certified Behavior Analyst	Barstow High School will provide a board certified behavior analyst to support staff members will implement and monitor a robust positive behavior and intervention 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 decreased suspension rates, improved school culture and student wellness. The purpose of this action is to engage the lowest performing student groups in meaningful social emotional and behavioral support experiences to decrease negative behavior therefore reducing the suspension rate among these students as measured by M 4.3.	$140,000.00	No
4.9	Behavior Therapist	Barstow High School will provide a board certified behavior therapist 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 M 4.3.	$70,000.00	No
4.10	Increase Campus Safety Assistant hours	Barstow High school will add additional hours to current part time campus safety assistant positions. 2 part time campus safety assistants will become full time. This will support the Positive Behavior Interventions and	$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 M 4.3.		
4.11	Campus Safety Assistant/Locker Room & PE Support	Barstow High school will add 2 campus safety assistant positions to help with PE and locker room coverage and monitoring. This will 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 and provide additional support to the PE program during student dress and dismissal times as measured by M 4.3.	$140,000.00	No
4.12	Peer Counselor	Barstow High School will provide a peer counselor to support students with a behavior and intervention program, a Multi-Tiered Systems of Support program, a peer to peer support system, a comprehensive wellness program for students, and an outreach program to connect families and students to resources and support for decreased suspension rates, improved school culture and student wellness. The purpose of this action is to engage the lowest performing student groups in meaningful social emotional and behavioral support experiences to decrease negative behavior therefore reducing the suspension rate among these students as measured by M 4.3.	$140,000.00	No
4.13	2 Bilingual Parent/Attendance Liaison	Barstow High school will add 2 bilingual parent liaisons to support the lowest performing student groups 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 suspension rate as measured by M 4.3.	$140,000.00	No
4.14	Site Based Outreach Liaison	Barstow High School will hire an Outreach Liaison for parent engagement purposes. The outreach liaison will oversee parent engagement activities	$135,000.00	No

Action #	Title	Description	Total Funds	Contributing
		as well as parent training, family engagement events, African American Parent Advisory, and the English Language Learner Advisory Committees. Engaging parents with school site actives and functions will have a direct impact on student behavior as measured by M 4.3.		
4.15	PBIS period buyout	Barstow High School will provide period buyout 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 M 4.3.	$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, Cameron Elementary will improve outcomes for all students by reducing suspension rates, increasing English Learner Progress, decreasing chronic absenteeism and increasing academic achievement. This effort will include targeted strategies to reduce suspension rates for African American, 2+ races, and Homeless Youth student groups, increase academic achievement for Hispanic student group, increase English Learner Progress for English Learner student group, and decrease chronic absenteeism for 2+ races, and students with disabilities student group.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Cameron Elementary 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.

The 2024 CA dashboard data reveals the following results for CAASPP ELA in which the scores were below distance from standard:
HI -77.3

The 2023 CA dashboard data reveals the following results for suspension in which the scores were:
AA 6.9%
HY 7.3%

The 2023 CA Dashboard data reveals some very concerning chronic absenteeism rates across this school:
2+ 34.3%
SWD 51.9%

ELPI outcomes:
32.3%

The establishment of the goal to increase student achievement on the CAASPP ELA and Math assessments across Cameron 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.

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 Cameron Elementary 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

This goal to reduce chronic absenteeism at Cameron Elementary School over the next three years was established in direct response to extensive input from educational partners, including parents, teachers, and administrators. Educational partners at Cameron Elementary, consistently highlighted the negative impact of chronic absenteeism on student achievement, school climate, and overall well-being.

Cameron Elementary School 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 academic achievement, English Learner Progres chronic absenteeism and decreasing suspension rates, Cameron Elementary 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.

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 Cameron 35.5%

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

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 Cameron, 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.
The goal to reduce suspension rates across Cameron Elementary School was established in response to concerns raised by educational partners, including parents, teachers, and site administrators, regarding student behavior, attendance, and academic achievement. 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.

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 percentage of all students at the school and student groups	2023 Cameron 2 or more 10.6% 2024 AA 6.9% HY 7.3%	2024 Cameron 2 or more 2.7% AA 6.9% HY 7.3%		Cameron 2 or more 7% AA 4.9% HY 5.3%	Cameron 2 or more -7.9% AA -Not Applicable HY -Not Applicable
5.2	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 Cameron All -80.8 AA -114.9 SED - 84.6 2024 HI -77.3	2024 Cameron All - 76.7 AA - 101.6 SED - 78.6 HI - 77.3		Cameron All -45 SED -45 HI -57 AA - -81.6	Cameron All +4.1 AA +13.4 SED +6 HI - Not Applicable
5.3	CAASPP Math – School and student group Distance From Standard (DFS)	2023 Cameron AA -120.6	2024 Cameron AA -94.8		AA -115	AA +25.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard					
5.4	Chronic Absenteeism percentage CA School Dashboard	2023 Cameron EL 39.1% HY 74.5% AA 61.7% 2024 2+ Races 34.3% SWD 51.9%	2024 Cameron EL 20.4% HY 46.7% AA 55.6% 2+ Races 34.3% SWD 51.9%		EL 20.4% HY 46.7% AA 55.6% 2+ Races 14.3% SWD 41.9%	EL -18.7% HY -27.8% AA -6.1% 2+ Races -Not Applicable SWD -Not Applicable
5.5	English Learner proficiency – Schools and student groups Percentage making progress Source: CA School Dashboard	2023 Cameron 35.5%	2024 Cameron 32.3%		Cameron 52.2%	Cameron -3.2%

Goal Analysis [2024-25]

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

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

Actions 5.1(Student Wellness Support Staff), 5.2 (Parent/Family Outreach), and 5.3 (Behavior Therapist) were implemented to varying degrees. With Action 5.1(Student Wellness Support Staff) the district was able to hire campus supervisors and wellness teachers at Barstow High School, Cameron Elementary, Lenwood Elementary, and Henderson Elementary. However, the district was unable to hire and an assistant principal or a board certified behavior analyst. at BHS. This will prompt the district to employ a renewed effort to hire student wellness support staff at the high school.

The District was able successfully implement Actions 5.2 (Parent/Family Outreach), and 5.3 (Behavior Therapist), resulting in all staff being hired for these positions. While the actions were implemented, the challenge was in finding qualified staff to hire, so many positions were hired mid year creating a delay in the full implementation. The additional outreach effort employed by action 5.3 and the behavior support research based strategies within this action resulted in lower suspension rates at all school in this goal.

Action 5.4 (Site Based School Psychologist) was not implemented at all. The district was not able to find staff to fill these 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.

A material difference for Action 5.1 (Student Wellness Support Staff), and 5.4 (Site Based School Psychologist) occurred as the district faced staffing problems when attempting to hire. Barstow High School was affected by the material differences as it relates to it's equity multiplier budget. Also, a material difference occurred for Action 5.2 (Parent/Family Outreach) and 5.3 (Reading Intervention & English Language Development Teachers) due to the hiring of the positions mid-year.

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal includes the evaluations of Actions 5.1 (Student Wellness Support Staff) and 5.2 (Parent/Family Outreach) highlights both progress and areas for improvement. Each of the elementary schools benefitted from the addition of staff associated with these actions. At Cameron, 2+ races (-7.9%), Henderson African American (7.9%), and Lenwood All (-1.8), Homeless Youth (-10.8%), Socioeconomically Disadvantaged (-1.3%), African American (-3.5), White (-1%) and 2+ Races (-4.5%) student groups realized a reduction in suspension rates on the 2024 CA Dashboard indicating that the addition of more support staff and a dedicated effort to connect with families has had a positive impact. With the staffing challenges, the elementary schools did realize success with reducing suspension rates both for all students and red performing student groups. BHS did realize an increase in suspension rates.

Another description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal includes the evaluations of Actions 5.3 (Behavior Therapist), and 5.4 (Site Based School Psychologist) highlights a definite need for improvement. At Barstow High School All (+1.8%), and Students with disabilities (+2.8%) student groups suspension rates increased. Also, the following student groups performed in the red category on the 2024 CA Dashboard: African American, English Learner, Hispanic, Long term English Learners, 2+ Races, and Socioeconomically Disadvantaged students. The increase to suspension rates and the inability to hire staff will be addressed in the 2026 LCAP to include a more intense effort to seek out prospective employees and have them in place for the 2025-26 school year. The staffing challenge along with the needed additional resources will be part of the action development for BHS moving forward to ensure struggling student receive the services needed to be successful.

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.

Goal 5 has changed to provide additional transparency for educational partners. This goal was previously a goal that addressed a single priority area for multiple schools and has now been changed to a goal for Cameron Elementary School to address areas of need including academic achievement, Suspension rate, English Learner Proficiency, chronic absenteeism, and school climate.

Additionally, metrics for 2024 outcomes related to CAASPP data, chronic absenteeism data, English Learner Proficiency data, and Suspension data have been adjusted to include newly identified student groups with red indicators as reflected for metrics 5.1, 5.2, 5.3, 5.4, and 5.5. Actions to align with these metrics have been developed and included within this goal. Former Actions 5.3 (Behavior Therapist), 5.4 (Site Based School Psychologist) are removed from this goal and will be replaced with more customized actions to align with the specific efforts at each school to improve CAASPP scores on the 2025 CA Dashboard.

The four other schools previous identified in Goal 5, Barstow High School, Central High School, Henderson Elementary, and Lenwood Elementary will now have school focused equity multiplier goals and their actions and metrics will be found within those new goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Student Wellness Support Staff	The Superintendent will provide the following Student Wellness Support Staff at the identified sites: Cameron Elementary - Campus Supervisor, Board Certified Behavior Analyst 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, 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	$140,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Parent/Family Outreach	The Principal at Cameron Elementary will hire a new Bilingual Parent/Attendance Liaison for parent engagement purposes and increased communication with families. 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. Engaging parents with school site actives and functions will have a direct impact on student behavior as measured by M5.1	$70,000.00	No
5.3	Reading Intervention & English Language Development Teachers	The schools will add a reading intervention and English Language Development teacher at Cameron in order to increase reading fluency and comprehension by 3rd grade. 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 5.2, 5.3 and 5.5.	$280,000.00	No
5.4	Expanded Classroom/Instructional Supports	Cameron Elementary School will provide 11 additional Paraeducators to the core and intervention instructional programs. 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 5.2, 5.3 and 5.5.	$400,000.00	No
5.5	Supplemental Classroom/Instructional Programs & Curriculum	Cameron Elementary will provide the following instructional programs and curriculum for use in the classrooms: Magnetic Reading, 95% Phonics Program, and a Literacy Book Vending Machine. The Magnetic Reading and 95% programs will be used to supplement core instruction as part of a larger Multi-Tiered System of Support (MTSS) initiative. The Book Vending Machine will serve to increase access to grade aligned reading materials for all students through a rewards system. The goal is to	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		enhance academic achievement in Cameron Elementary school by addressing diverse student needs as measured by Metrics 5.2 and 5.3, and 5.5.		
5.6	English Learner specific professional development	The Superintendent will provide access to professional development for teachers and bilingual aids to support our EL 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 5.5.	$30,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By June 2027, Lenwood Elementary School will improve outcomes for all students by reducing suspension rates, decreasing chronic absenteeism rates and increasing academic achievement. This effort will include targeted strategies to reduce suspension rates for All, Homeless Youth, Socioeconomically disadvantaged, African American, 2+ Races and White students and to increase academic achievement for All, Socioeconomically Disadvantaged, White, English Learners, and Students With Disabilities student groups and to decrease chronic absenteeism rates for African American, English Learner, Homeless youth.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Lenwood Elementary has 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 at Lenwood Elementary School:

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

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

Lenwood
All -86.4
EL -79.5%
SED -91.7
WH -90.1

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

Lenwood
All -103.6
EL -103.6
SED -109.5
SWD -163.2

The CA dashboard data reveals the following results for suspension rates:
Lenwood
All 5%
HY 0%
SED 5.3%
AA 5.8%
WH 7%
2 + 2.3%
Lenwood Elementary School 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 and average of 49.8 days absence and of those days, 95.6% were unexcused.

This goal to reduce chronic absenteeism at Lenwood Elementary School over the next three years was established in direct response to extensive input from educational partners, including parents, teachers, and administrators. Educational partners at Lenwood Elementary consistently highlighted the negative impact of chronic absenteeism on student achievement, school climate, and overall well-being.

Lenwood Elementary School has 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.

The establishment of the goal to increase student achievement on the CAASPP ELA and Math assessments across Lenwood 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 suspension rates. 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

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. 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.

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 CA School Dashboard	2023 - Lenwood EL 50.6% HY 80% AA 54.7%,	2024 - Lenwood EL 40.8% HY 53.7% AA 50%		Lenwood EL 20% HY 20% AA 20%,	Lenwood EL -9.8% HY -26.3% AA -4.7%,
6.2	Suspension Rate: expressed as a percentage of all students at the school and student groups	Lenwood All 6.8% HY 10.8% SED 6.6% AA 9.3% WH 8% 2 or more 6.8%	Lenwood All 5% HY 0% SED 5.3% AA 5.8% WH 7% 2 or more 2.3%		Lenwood All 6% HY 7% SED 7% AA 7% WH 7% 2 or more 6%	Lenwood All -1.8% HY -10.8% SED -1.3% AA -3.5% WH -1% 2 or more -4.5%
6.3	CAASPP ELA – School and student group	Lenwood All -82.8 EL -96.8%	Lenwood All -86.4 EL -79.5		Lenwood All -45 EL -45	Lenwood All -3.6 EL +17.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance From Standard (DFS) Source: CA School Dashboard	2024 SED -91.7 White -90.1	SED -91.7 White -90.1		SED-62 White -70	SED - Not Applicable White Not Applicable
6.4	CAASPP Math – School and student group Distance From Standard (DFS) Source: CA School Dashboard	Lenwood All -108.7 EL -124.8 SED -113.7 SWD -190.9	Lenwood All -103.6 EL -103.6 SED -109.5 SWD -163.2		Lenwood All -93 EL -115 SED -98 S SWD -115	Lenwood All +5.1 EL +21.2 SED +4.2 SWD +26.8

Goal Analysis [2024-25]

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

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

All actions were not implemented fully, resulting in progress across most targeted areas. Action 6.1 (Bilingual Parent Liaison) was not fully implemented at Lenwood due to staffing difficulties resulting in added support for outreach for families of students experiencing chronic absenteeism. Action 6.2 (Co-curricular field trips), was fully implemented which resulted in all 6 grade levels on campus to experience classroom connected off campus field trips. Action 6.3 (Social Emotional Learning Assemblies) was met with some challenges. At Crestline Elementary the increased number of research based assembly opportunities were fully implemented for students and families. At Henderson elementary, the assemblies were fully implemented and were met with little to no challenges.

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

A material difference for Action 6.1 (Bilingual Parent Liaison) occurred as the district was unable to staff all school sites listed in the goal with the Liaison position. The lack of qualified and interested staff increases the need for the district to utilize more aggressive outreach efforts to solicit potential employees for these very important positions.

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

The evaluation of Action 6.1 (Bilingual Parent Liaison),Action 6.2 (Co-curricular field trips) and Action 6.3 (Social Emotional Learning Assemblies) highlights both progress and areas for improvement. At Barstow Junior High School all students (-1.6%), Homeless Youth (-

.9%, African American (-4.8%), and 2+ races student groups realized considerable declines in chronic absenteeism on the 2024 CA Dashboard. At Cameron Elementary English Learner (-18.7%), Home Youth (-27.8%), and African American (-6.1%) student groups also realized declines in chronic absenteeism. Also, Crestline Students with Disabilities (-8.9%), Henderson English Learner (-2.5%), and Lenwood English Learner (-9.8%), Homeless Youth (-26.3%) and African American (-4.7%) student groups realized declines in chronic absenteeism, including that increased parent outreach and targeted student positive experiences at school are productive ways to increase student engagement and attendance. However, at each school site, there were student groups that fell into the red category or increased chronic absenteeism on the 2024 CA Dashboard. Particularly, at BJHS English Learner (+3.5%), Hispanic (+.3%) and Long Term English Learners (red performance) student groups increased chronic absenteeism. Also, Henderson All students (+1%), Homeless Youth (+10.1%, 2+ races student groups increased chronic absenteeism. This data reflects the need to further the efforts to hire staff a key sites to increase parent outreach and utilize the data to target struggling student groups more intentionally for support.

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.

Goal 6 has changed to provide additional transparency for educational partners. This goal was previously a goal that addressed a single priority area for multiple schools and has now been changed to a goal for Lenwood School to address areas of need including academic achievement, and suspension rates. Additionally, metrics for 2024 outcomes related to CAASPP data, school climate, and Suspension data have been adjusted to include newly identified student groups with red indicators as reflected for metrics 6.1, 6.2, 6.3 and 6.4. Actions to align with these metrics have been developed and included within this goal. Former Action 6.3 (Social Emotional Learning Assemblies) is removed from this goal and will be replaced with more customized actions to align with the specific efforts at Lenwood Elementary to improve CAASPP scores on the 2025 CA Dashboard.
The three other schools previous identified in Goal 6, Barstow Junior High School Cameron Elementary, Crestline Elementary, Henderson Elementary, Lenwood Elementary, Bartow School Of Opportunity, and Montara Elementary will now have school focused equity multiplier goals and their actions and metrics will be found within those new goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Bilingual Parent Liaison	Lenwood Elementary will add a bilingual parent liaison to the school sites to support all students, Homeless, Socio-economically disadvantaged, Students with Disabilities, African American, White, English Learners, 2+ Races students and families with individualized attention, resource gathering, parent education around the topic of the importance of school	$66,000.00	No

Action #	Title	Description	Total Funds	Contributing
		attendance and general school connection in order to decrease the chronic absenteeism rate at each site as measured by M 6.1.		
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 and reduce chronic absenteeism as measured by 6.1.	$40,000.00	No
6.3	Student Wellness Support Staff	The Superintendent will provide the following Student Wellness Support Staff at Lenwood Elementary: Lenwood Elementary - Campus Safety Assistant This additional support staff member 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 All, homeless, social economically disadvantaged, African American, 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 M 6.2.	$50,000.00	No
6.4	Expanded Classroom/Instructional Supports	Lenwood Elementary School will provide 5.5 additional Paraeducators to the core and intervention instructional programs. 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 at Lenwood Elementary school by addressing diverse student needs as measured by Metrics 6.3 and 6.4.	$247,250.00	No

Action #	Title	Description	Total Funds	Contributing
6.5	Reading Intervention Teacher	Lenwood Elementary will add a reading intervention to increase reading fluency and comprehension by 3rd grade. This position 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 Lenwood Elementary school as measured by Metrics 6.3, 6.4.	$140,000.00	No
6.6	Supplemental Classroom/Instructional Programs & Curriculum	Lenwood Elementary will provide the following instructional programs and curriculum& Technology for use in the classrooms: Math Movement and 40 iPads to be used to supplement core instruction as part of a larger Multi-Tiered System of Support (MTSS) initiative. The Math Movement Program will serve to increase access to grade aligned reading materials for all students through movement activities with math constructs and implications. The iPads will provide additional technology access for at-risk students. The access will allow teachers and student to access digital intervention curriculum in ELA and math in small group settings to enhance student learning. The goal is to enhance academic achievement in Lenwood Elementary school by addressing diverse student needs as measured by Metrics 6.3 and 6.4.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By June 2027, Central High School will improve outcomes for all students by increasing graduation rates. This effort will include targeted strategies to increase graduation rates for All, Hispanic, and Socioeconomically Disadvantaged 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.

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:

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.

The lowest performing group data is as follows:

2024 Graduation rate
percentage

Central High School
All 50.6%
HI 63.2%
SED 48.6%

College Career Indicator

Central HS
All 26.9%
SED 24.7%
HI 40.5%

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%	2024 Graduation rate percentage Central High School All 50% HI 52.9% SED 47.5%		2027 Graduation rate Central High School All 80% HI 80% SED 80%	Central High School All -.6% HI -10.3% SED -1.1%
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 2024 Central HS All 12.7% SED 11.5% HI 8.8%		Class of 2027 Central HS All 35% SED 35% HI 45%	Central HS All -14.2% SED -13.2% HI -31.7%

Goal Analysis [2024-25]

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

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

Action 7.1 (Mid-Day Transportation) was fully implemented resulting in mixed results of areas of need for improvement. Central High School implemented the mid-day transportation to address students' need to get home from school after the 1st session and also the need to get to school to attend the 2nd session. The greatest barrier to implementation was the lack of interest from students to take advantage of the service. Although transportation is vital for the students at CHS, the staff recognizes there are other factors that are barriers which include incentivizing student production and creating an intervention plan to support struggling learners.

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

A material difference for Action 7.1 (Mid-Day Transportation) occurred as the district over calculated the dollar amount needed to accomplish transporting student to and from school mid day. It became quickly apparent that many students did not take advantage of the service which resulted in a reduction of bus stops which in turn reduced the expenditure amount. A wider effort to entice students to take advantage of the service and an outreach to families is planned to mitigate the barriers.

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

The evaluation of Action 7.1 (Mid-Day Transportation) highlights areas for improvement. All (.6%), Hispanic (-10.3%), and Socioeconomically Disadvantaged (-1.1%) student groups showed slight to large decreases on Metric 7.1 (High School Graduation rate Percentage - School and Student Group). This data indicates that the lack of participation in the mid-day transportation program proved to be a barrier. An increased effort to increase participation and a renewed effort to connect with families about the importance of attending school will be a focal point next year. The action will be funded again next year using general fund dollars.

All (-14.2%), Socioeconomically disadvantaged (-13.2%), and Hispanic (-31.7%) student groups also realized a decline on Metric 7.2 (College and Career Indicator – School and Student Group Percentage considered Prepared) on the 2024 CA Dashboard) As was stated above increased outreach and targeted support for struggling student groups next year will be a paramount focal point.

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.

Further customization of the strategies during implementation of the actions will occur to tailor actions to meet the unique needs of diverse families to improve participation and engagement.

Action 7.1 will be removed and replaced with 4.5 full time paraeducator positions (Action 7.1) that will be utilized with math and English students. Also, action 7.1 will include an increase to the English Learner paraeducator position at the school to full time will be initiated to support All, Hispanic and Socioeconomically Disadvantaged Student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Expanded Classroom/Instructional Supports	Central High School will provide 4.5 additional Paraeducators to the core and intervention instructional programs. 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 by addressing diverse student needs as measured by Metrics 7.1 and 7.2.	$115,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	By June 2027, Henderson Elementary School will improve outcomes for all students by reducing Chronic Absenteeism rates and increasing academic achievement. This effort will include targeted strategies to reduce chronic absenteeism rates for All, English Learner, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, 2+ Races and White students and to increase academic achievement for All, Students with Disabilities, African American, Socioeconomically Disadvantaged, and Hispanic student groups.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Henderson Elementary has been designated as Equity Multiplier School due to their high mobility rates (over 25%) and significant socio-economic disadvantage (over 70% of students).

The 2024 CA Dashboard data reveals some very concerning chronic absenteeism rates at Henderson Elementary School:

Henderson Elementary:
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+ Races 48.9%

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

Henderson
All -78.5
SED - 87.2
HI - 75.7

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

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

This goal to reduce chronic absenteeism at Henderson Elementary over the next two years was established in direct response to extensive input from educational partners, including parents, teachers, and administrators. Educational partners at Henderson Elementary, consistently highlighted the negative impact of chronic absenteeism on student achievement, school climate, and overall well-being.

Henderson Elementary School has set a two-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.

The establishment of the goal to increase student achievement on the CAASPP ELA and Math assessments across Henderson 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. 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 two-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 at Henderson Elementary School.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 Henderson All -78.5 SED - 87.2 HI - 75.7	2024 Henderson All -78.4 SED -87 HI -79.8		2027 Henderson All -45 SED - 45 HI - 45	Henderson All +.1 SED +.2 HI -1.6
8.2	CAASPP Math – School and student group Distance From Standard (DFS)	2023 Henderson AA -126.9	2024 Henderson AA -104.5		Henderson AA -115 SED -80 SWD -115	Henderson AA +22.4 SED -25.7 SWD -41.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	SED -98 SWD -132.8 All -85.3	SED -72.3 SWD -91.2 All -62.5		All -70	All -22.8
8.3	Chronic Absenteeism percentage Source: CA School Dashboard	2023 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%	2024 Henderson All 49.5% EL 40% HY 76.8% SED 54.2% SWD 44.3% AA 64.9% HI 42.6% WH 41.7% 2 or more 71.4%		Henderson All 15% EL 15 HY 20% SED 15% SWD 15% AA 20% HI 15% WH 15% 2 or more 15%	Henderson All +1% EL -2.5% HY +10.1% SED +2.4% SWD 0% AA +3.6% HI -4.3% WH +5.9% 2 or more +22.5%

Goal Analysis [2024-25]

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

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

All actions were fully implemented at our Elementary Schools, resulting in few challenges across targeted areas. Action 8.1 (Expanded Classroom/Instructional Supports) was minimally challenging due to the addition of EL paraeducator staff to support English Learner Development instruction and intervention which lead to an increase in English Learner Proficiency at Montara Elementary. At Cameron Elementary there was a decrease in ELPI. To address this at Cameron Elementary, a new action will be implemented at the school to include an ELD teacher.

This action was not implemented at Barstow Junior High School due to staffing issues. To address this, a renewed effort to extend the current English Learner Paraeducator to full time will be initiated to initiate increased ELD instruction and intervention for English Learners.

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

A material difference for Action 8.1 (Expanded Classroom/Instructional Supports) occurred as the district was unable to staff the English Learner full time paraeducator positions at Barstow Junior High School. The inability to fill the positions created a need for a renewed effort to improve outreach efforts to prospective employees and a firm commitment to fill these very important positions. These positions at BJHS will allow for targeted English Learner Development teaching opportunities and increased interventions supports for English Learners.

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

The evaluation of Action 8.1 (Expanded Classroom/Instructional Supports) highlights both progress and areas for improvement. The effectiveness of this goal was mixed in that one school (Montara) realized progress where the other 2 (Cameron & BJHS) did not. The following results were realized at each school site included in this goal:

Cameron Elementary -3.2%

Montara Elementary +13%

Barstow Junior High School -6.7%

Educational Partner feedback indicated that a concerted effort by the district to fill positions at Barstow Junior High School is paramount. Also, the partners agree that Cameron Elementary school would benefit from the addition of an ELD teacher on site. To improve outcomes, these actions will incorporate explicit language acquisition strategies, align smaller class sizes with evidence-based English Learner Development instructional practices, and enhance resource allocation to address specific literacy gaps at high-needs school sites.

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.

Goal 8 has changed to provide additional transparency for educational partners. This goal was previously a goal that addressed a single priority area for multiple schools and has now been changed to a goal for Henderson Elementary School to address areas of need including academic achievement and chronic absenteeism. Additionally, metrics for 2024 outcomes related to CAASPP data and chronic absenteeism data have been adjusted to include newly identified student groups with red indicators as reflected for metrics 8.1, 8.2 and 8.3. Actions to align with these metrics have been developed and included within this goal. Former Actions 8.1 (Expanded Classroom/Instructional Supports and 4.5 (Academic Intervention Specialist) will be modified in this goal and will include more components to align with the specific efforts at each school to improve CAASPP scores on the 2025 CA Dashboard.

This will change as a result of the new goal. The three other schools previous identified in Goal 8, Cameron Elementary, Barstow Junior High School, and Montara Elementary will now have school focused equity multiplier goals and their actions and metrics will be found within those new goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Expanded Classroom/Instructional Supports	The district will provide expanded classroom and instructional support at Henderson Elementary by continuing 2 full time paraeducators, adding a 1.5 full time paraeducator for a total of 4.5 paraeducators. Also, Henderson will implement an after school tutoring program staffed by teachers and paraeducators to support struggling learners. This actions will provide support during ELA and math instruction as well as support in the general education classroom to support struggling learners academic growth measured by metric 8.1 and 8.2.	$210,000.00	No
8.2	Bilingual Parent Liaison	Henderson Elementary will add a bilingual parent liaison to the school sites to support all students, Homeless, Socio-economically disadvantaged, Students with Disabilities, African American, White, 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 M 8.1.	$70,000.00	No
8.3	Reading and Math Intervention Teachers	Henderson Elementary will add a reading intervention teacher and also a math intervention teacher to increase reading fluency and comprehension by 3rd grade, and math fluency through 4th grade This position 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 8.1 and 8.2.	$280,000.00	No

Action #	Title	Description	Total Funds	Contributing
8.4	Residential Substitute	Henderson elementary will provide a residential substitute to provide classroom coverage for IEP's, absent teacher classrooms, and Professional Learning Community opportunities for teachers on site. The PLC work will be focused on lesson plan study design, curriculum alignment, and assessment disaggregation. This additional support will be part of a larger Multi-Tiered System of Support initiative to increase academic achievement as measured by Metrics 8.1 and 8.2. as measured by Metric 8.1, 8.2, and 8.3	$70,000.00	No
8.5	Literacy and Math Professional Development	Henderson Elementary will provide additional targeted literacy training above and beyond current training to all teachers focused on the Science of Reading, Heggerty, Phonemic Awareness and early literacy. Also, the teachers will be trained in Math Common Core State Standards and 21st learning teaching strategies. A secondary focus for the math training will include standards for mathematical practice. This additional support will be part of a larger Multi-Tiered System of Support initiative to increase academic achievement as measured by Metrics 8.1 and 8.2. as measured by Metric 8.2, and 8.3	$80,000.00	No
8.6	Social Emotional Learning Assemblies	The Principals at Henderson Elementary will add social emotional assemblies to the school day for all students, Homeless, Socioeconomically 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 8.3.	$30,000.00	No
8.7	Student Wellness Support Staff	The Superintendent will provide the following Student Wellness Support Staff at the identified sites: Henderson Elementary - Campus Safety Assistant.	$47,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 chronic absenteeism rates among these students as measured by M8.3.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	By June 2027, Montara Elementary School will improve outcomes for all students by reducing suspension rates, reducing chronic absenteeism, and increasing academic achievement. This effort will include targeted strategies to reduce suspension rates for Homeless Youth students, increase English Learner Progress for English learner students, reduce chronic absenteeism for All, English Learner, socioeconomically disadvantaged, African American, Hispanic, and White student groups and to increase academic achievement for All, Students with Disabilities, African American, Socioeconomically Disadvantaged, and Hispanic student groups.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

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:

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

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

Montara

HY 12.5%

The 2023 CA Dashboard data reveals some very concerning chronic absenteeism rates across these schools:

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

The establishment of the goal to increase student achievement on the CAASPP ELA and Math assessments across Montara Elementary is directly informed by the input from educational partners, including parents, teachers, and site administrators. There was a consistent emphasis on addressing academic deficiencies, particularly in ELA and Math, alongside concerns about chronic absenteeism Also, Montara 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 Montara Elementary School.

The goal to reduce suspension rates at Montara Elementary School was established in response to concerns raised by educational partners, including parents, teachers, and site administrators, regarding student behavior, attendance, and academic achievement. 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. Partners also 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. 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. 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 at Montara Elementary School over the next two years is based on several important reasons:

1. Addressing Disproportionality Equity in Discipline: Data likely indicates that certain student groups, including Homeless, 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, at Montara Elementary School is 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.

This goal to reduce chronic absenteeism at Montara Elementary over the next three years was established in direct response to extensive input from educational partners, including parents, teachers, and administrators. Educational partners at Montara Elementary consistently highlighted the negative impact of chronic absenteeism on student achievement, school climate, and overall well-being.

Montara Elementary school has set a three-year goal to reduce chronic absenteeism 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 among African American, Hispanic, White, and Socio-economically Disadvantaged students, 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
9.1	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	Montara All -113.6 SWD -153 AA -124.9 SED -112.7 HI -114	Montara All -98.9 SWD -141.1 AA -97.4 SED -103.5 HI -96.9		Montara All -45 SWD -45 AA -45 SED -45 HI -45	Montara All +14.7 SWD +11.9 AA +27.5 SED +9.2 HI +17.1
9.2	CAASPP Math – School and student group Distance From Standard (DFS) Source: CA School Dashboard	Montara All -128.2 HI -123.5 SED -128.6 SWD -179.7	Montara All -91.6 HI -87.3 SED -94.3 SWD -142.3		Montara All -115 HI -115 SED -115 SWD -115	Montara All +36.6 HI +36.2 SED +34.3 SWD +37.4
9.3	Suspension Rate: expressed as a percentage of all students at the school and student groups	Montara HY 12.5%	Montara HY 0%		Montara HY9.5%	Montara HY -12.5%
9.4	Chronic Absenteeism percentage CA School Dashboard	Montara All 55.8% EL 52.2% SED 58.3% AA 62.1% HI 56.8% WH 35.8%	Montara All 46.8% EL 43.9% SED 49.5% AA 61.1% HI 44.8% WH 44.1%		Montara All 20% EL 20% SED 20% AA 20% HI 20% WH 15%	Montara All -9%% EL -8.3% SED -8.8% AA -1% HI -12% WH +8.3%

Goal Analysis [2024-25]

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Professional Learning Communities (PLC) Training & Supports	Montara Elementary will provide a comprehensive professional learning community structure to include training, a consultant contract with Solution Tree, and collaboration and coordination release time for all core teachers. The emphasis will focus on student achievement, especially for the struggling student groups which includes all students, African American, and Hispanic student groups as measured by M9.1 and M9.2.	$465,000.00	No
9.2	Reading Intervention Teacher	Montara Elementary school will add a reading intervention teacher in order to increase reading fluency and comprehension by 3rd grade. This position 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 9.1 and 9.2.	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
9.3	Student Wellness Support Staff	The Superintendent will provide the following Student Wellness Support Staff at Montara Elementary: Social Emotional Counselor This additional support staff member will implement and monitor a robust social emotional Tier II and III intervention 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 youth students in meaningful social emotional and behavioral support experiences to decrease negative behavior therefore reducing the suspension rate among these students as measured by M 9.3 and 9.4.	$140,000.00	No
9.4	Parent Liaison Attendance	Montara Elementary school will add a bilingual parent liaison to support all students, Socio-economically disadvantaged, African American, Hispanic, 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 M 9.4.	$70,000.00	No
9.5	Expanded Classroom/Instructional Supports	Montara Elementary school will provide 3 additional full-time Kindergarten Paraeducators to support the reading literacy program. 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 9.1 and 9.2.	$105,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	By June 2027, Crestline Elementary School will improve outcomes for all students by increasing academic achievement, reducing suspension rates, and decreasing chronic absenteeism. This effort will include targeted strategies by increasing academic achievement for All, African American, Socioeconomically Disadvantaged, and Hispanic student groups, reducing suspension rates for 2+ races, and White student groups, and decreasing chronic absenteeism for the students with disabilities student group.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Crestline Elementary has been identified as Equity Multiplier School as their mobility rate is greater than 25% and their student population is greater than 70% socio-economically disadvantaged .

The 2024 CA dashboard data reveals the following results for CAASPP ELA in which the scores were below distance from standard:

All -124.5
AA -132.3
SED -112.7
HI -114

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

AA -160.3

The 2024 CA dashboard data reveals the following results for suspension in which the scores were:

2+ Races 2%
WH 1.5%

The 2023 CA Dashboard data reveals some very concerning chronic absenteeism rates across this school:

SWD 54.2%

The establishment of the goal to increase student achievement on the CAASPP ELA and Math assessments across Crestline Elementary School is directly informed by the input from educational partners, including parents, teachers, and site administrators. There was a consistent emphasis on addressing academic deficiencies, particularly in ELA and Math, alongside concerns about chronic absenteeism and school climate. 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 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 All, African American, Hispanic, 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

The goal to reduce suspension rates across Crestline Elementary was established in response to concerns raised by educational partners, including parents, teachers, and site administrators, regarding student behavior, attendance, and academic achievement. 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. Partners also emphasized the importance of improving suspension rates, resulting in targeted interventions such as an wellness teacher. 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 this school site 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 White, 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.

This goal to reduce chronic absenteeism at Crestline Elementary over the next two years was established in direct response to extensive input from educational partners, including parents, teachers, and administrators. Educational partners Crestline Elementary consistently highlighted the negative impact of chronic absenteeism on student achievement, school climate, and overall well-being. The equity multiplier school have set a three-year goal to reduce chronic absenteeism at this school 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 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, 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
10.1	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 All -112.8 AA - 121.7 HI - 113.7 SED -118.9	2024 All -124.5 AA -132.7 HI -117.5 SED -129.4		All -104 AA -100 HI -100 SED -100	All - Mot Applicable AA - Not Applicable HI - Not Applicable SED - Not Applicable
10.2	CAASPP Math – School and student group	2023 AA -160.3	2024 AA -138.4		AA -120	AA +21.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance From Standard (DFS) Source: CA School Dashboard					
10.3	Suspension Rate: expressed as a percentage of all students at the school and student groups	2023 2+ 0% Wh 0%	2024 2+ 2% Wh 1.5%		2+ 0% Wh 0%	2+ (+)2% Wh (+)1.5%
10.4	Chronic Absenteeism percentage Source: CA School Dashboard	2023 Crestline SWD 54.2%,	Crestline 2024 SWD 45.3%		Crestline SWD 20%	Crestline SWD -8.9%

Goal Analysis [2024-25]

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Expanded Classroom/Instructional supports	Crestline Elementary school will provide 5.5 additional full-time Paraeducators to support the reading literacy program. These Paraeducators will provide instructional support to students and classrooms as part of a larger Multi-Tiered System of Support (MTSS) initiative. Also, the Principal will a classroom writing program to include books, tools, and professional development. The goal is to enhance academic achievement in Crestline Elementary school by addressing diverse student needs as measured by Metrics 10.1 and 10.2.	$220,000.00	No
10.2	SBCSS ELA/Math Coaching and Scholastic Reading Supports	Crestline Elementary will provide a comprehensive Science of Reading research based structure to include training, co-plan, co teach, model lessons, and curriculum alignment support for all core teachers. The emphasis will focus on reading literacy to ensure all students read fluently by the end of 3rd grade as well as student achievement, especially for the struggling student groups which includes African American students, Socioeconomically disadvantaged and Hispanic student groups. The goal is to enhance academic achievement in equity multiplier schools by addressing diverse student needs as measured by Metrics 10.1 and 10.2.	$191,000.00	No
10.3	Student Wellness Support Staff/Resources	The Superintendent will provide the following Student Wellness Support Staff at Crestline Elementary: Attendance Liaison and a wellness teacher. Also, the Principal will convene monthly Data Analysis and Student Achievement Teams (MTSS) meetings to include all staff and pay them on a timecard. Teams will discuss assessments, and student support in the	$231,000.00	No

Action #	Title	Description	Total Funds	Contributing
		intervention programs. These discussions will drive the intervention programs. These additional support staff member will implement and monitor a robust social emotional intervention 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 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 M 10.3 and 10.4.		
10.4	Extra & Co-curricular Field Trips/Incentives for Attendance/Motivational Assemblies	The Principal at Crestline Elementary will add extra & co-curricular field trips, Incentives for Attendance, and Motivational Assemblies to provide additional research based activities/trips to enhance and broaden 2+ races, White, and students with disabilities experiences as it relates to in class social emotional and positive intervention and supports instruction as measured by M 10.3, 10.4.	$105,000.00	No
10.5	Parent Institute for Quality Education (PIQE)	Crestline Elementary will provide an 8-week Signature Family Engagement Program is designed to empower families to play an active role in their children's education. Through this program, families will gain strategies to support social-emotional well-being, enhance digital literacy, and effectively navigate the educational system. This program focuses on academic success. This additional support will be part of a larger Multi-Tiered System of Support initiative to increase academic achievement as measured by Metrics 10.1, 10.2, and 10.3	$25,000.00	No
10.6	Reading Intervention Teacher	Crestline Elementary school will add a reading intervention teacher in order to increase reading fluency and comprehension by 3rd grade. This position will provide research based instructional strategies and experiences for the lowest performing student subgroups in the areas of	$161,000.00	No

Action #	Title	Description	Total Funds	Contributing
		ELA and math. This additional support will be part of a larger Multi-Tiered System of Support initiative to increase academic achievement at Crestline school as measured by Metrics 10.1 and 10.2.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
11	By June 2027, Skyline Elementary School will improve outcomes for all students by increasing academic achievement, and decreasing chronic absenteeism. This effort will include targeted strategies to increase academic achievement for White, Socioeconomically Disadvantaged, African American, and Students With Disabilities student groups, and decrease chronic absenteeism for African American, and Students with Disabilities student groups.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Skyline Elementary has been designated as Equity Multiplier School due to their high mobility rates (over 25%) and significant socio-economic disadvantage (over 70% of students).

The 2024 CA dashboard data reveals the following results for CAASPP ELA in which the scores were below distance from standard:

Skyline
SED -87.8
SWD -165.4
WH --73

The 2024 CA dashboard data reveals the following results for CAASPP math:

Skyline
SWD -200.3
AA

The 2024 CA Dashboard data reveals some very concerning chronic absenteeism rates across this school:

Skyline Elementary
AA 52.5%
SWD

The establishment of the goal to increase student achievement on the CAASPP ELA and Math assessments across Skyline Elementary is directly informed by the input from educational partners, including parents, teachers, and site administrators. At Skyline Elementary school, there was a consistent emphasis on addressing academic deficiencies, particularly in ELA and Math, alongside concerns about chronic absenteeism and school climate. 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 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

This goal to reduce chronic absenteeism at Skyline Elementary School over the next three years was established in direct response to extensive input from educational partners, including parents, teachers, and administrators. Educational partners at Skyline Elementary consistently highlighted the negative impact of chronic absenteeism on student achievement, school climate, and overall well-being.

The equity multiplier schools have set a two-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 rates among Students with Disabilities, and African American and students 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
11.1	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 Skyline SED -89.5 SWD -153.3 WH -53.4	2024 Skyline SED -87.8 SWD -165.4 WH -73		Skyline SED -59 SWD -123 WH -23	Skyline SED +1.7 SWD -12.1 WH -19.6
11.2	CAASPP Math – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 Skyline AA -200.4 SWD -183.4	2024 Skyline AA -160.3 SWD -200.3		Skyline AA -120 SWD -163	Skyline AA +39.7 SWD -16.9
11.3	Chronic Absenteeism percentage	2023 - Skyline SWD 44.4%	2024 - Skyline SWD 52.5%		Skyline SWD 20% AA 36%	Skyline SWD -8.1% AA -5.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA School Dashboard	AA 46.6%	AA 52.5%			

Goal Analysis [2024-25]

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
11.1	Reading and Math Intervention Teachers	Skyline Elementary will add a 1.5 reading intervention teachers and also 1.5 math intervention teachers to increase reading fluency and comprehension by 3rd grade, and math fluency through 4th grade 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	$240,000.00	No

Action #	Title	Description	Total Funds	Contributing
		System of Support initiative to increase academic achievement at the equity multiplier schools as measured by Metric 11.3.		
11.2	Extra & Co-Curricular Field Trips/Motivational Assemblies	The Principal at Skyline Elementary will add extra & co-curricular field trips, and Motivational Assemblies to provide additional research based activities/trips to enhance and broaden African American and Students with Disabilities students experiences as it relates to in class social emotional and positive intervention and supports instruction as measured by M 11.3.	$55,000.00	No
11.3	Expanded Classroom/Instructional Supports	Skyline Elementary School will provide 2 additional Paraeducators to the core and intervention instructional programs. 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 at Skyline Elementary school by addressing diverse student needs as measured by Metrics 11.1 and 11.2.	$120,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
12	By June 2027, Barstow Junior High School will improve outcomes for all students by reducing suspension rates, increasing academic achievement, increasing English Learner progress, and decreasing chronic absenteeism. This effort will include targeted strategies to increase academic achievement among all students, African American, English Learner, Long Term EL, Socioeconomically Disadvantaged, Students with Disabilities, 2+ Races, Hispanic, and White student groups. The school will also work to improve English Learner progress for English Learner and Long Term EL students and decrease chronic absenteeism rates All, for English Learner, Long Term EL, Socioeconomically Disadvantaged, and Hispanic student groups and decrease suspension rates for All, African American, Hispanic, Homeless Youth, 2+ races, Socioeconomically disadvantaged, Students with Disabilities, and White student groups.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Barstow Junior 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 .

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

BJHS
All -111
AA -144.3
EL -120
LTEL -180.2
HI 107.6
SED -119.4
SWD -168.6
WH -98.7
2+ -179.7

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

BJHS
All -111
AA -213.7
EL -180
LTEL -230.9
HI 166.2
SED -181.1
SWD -215.3
WH -164.5
2+ -203.8

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

BJHS
AA 32.4%
HI 11.3%
HY 25%
2+ 20.4%
SED 18.3%
SWD 14.8%
WH 13.5%

The 2023 CA Dashboard data reveals some very concerning chronic absenteeism rates across this school:

Barstow Junior High:
EL 54.6%,
SED 66.2%
HI 61.3%
LTEL 60%

ELPI outcomes: BJHS 32.8%

The establishment of the goal to increase student achievement on the CAASPP ELA and Math assessments across BJHS 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. Partners prioritized improving services for students social emotional well being and attendance issues, which influenced goals around school climate and academic support. Similarly, partners 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, Hispanic, 2+ Races, Homeless Youth, 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

The goal to reduce suspension rates at Barstow Junior High School was established in response to concerns raised by educational partners, including parents, teachers, and site administrators, regarding student behavior, attendance, and academic achievement. 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. 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. 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, partners focused on academic achievement and chronic absenteeism, leading to class size reduction and the addition of intervention staff. 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 at Barstow Junior High School 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 All, African American, Hispanic, Socio-economically disadvantaged, Homeless, Students with Disabilities, White, 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.

This goal to reduce chronic absenteeism at Barstow Junior High School 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 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.

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%

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 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
12.1	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	BJHS ALL -111 2024 AA -144.3 EL -120 LTEL -180.2 HI -107.6 2+ Races -179.7 SED -119.4 SWD -168.6 WH -91.7	BJHS ALL -111 AA -144.3 EL -120 LTEL -180.2 HI -107.6 2+ Races -179.7 SED -119.4 SWD -168.6 WH -91.7		ALL -81 AA -124.3 EL -100 LTEL -160.2 HI -87.6 2+ Races -159.7 SED -99.4 SWD -148.6 WH -71.7	ALL -111 AA -Not Applicable EL -Not Applicable LTEL -Not Applicable HI -Not Applicable 2+ Races -Not Applicable SED -Not Applicable SWD -Not Applicable WH -Not Applicable
12.2	CAASPP Math – School and student group Distance From Standard (DFS)	2024 BJHS All- -203.7 AA -222.8 EL -218.8	BJHS All- -203.7 AA -222.8 EL -218.8 HI -199.8 LTEL -230.9		All- -183.7 AA -202.8 EL -198.8 HI -179.8 LTEL -210.9 2+ -183.8	All- -Not Applicable AA -Not Applicable EL -Not Applicable HI -Not Applicable LTEL -Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	HI -199.8 LTEL -230.9 2+ -203.8 SED -181.1 SWD -240.6 WH -201.4	2+ -203.8 SED -208.5 SWD -240.6 WH -201.4		SED -27.4 SWD -220.6 WH -181.4	2+ -Not Applicable SED-Not applicable SWD -Not Applicable WH -Not Applicable
12.3	Suspension Rate: expressed as a percentage of all students at the school and student groups	2024 BJHS All 16.9% AA 32.4% HI 11.3% HY 25% 2+ 20.4% SED 18.3% SWD 14.8% WH 13.5%	BJHS All 16.9% AA 32.4% HI 11.3% HY 25% 2+ 20.4% SED 18.3% SWD 14.8% WH 13.5%		All 12.9% AA 28.4% HI 7.3% HY 21% 2+ 16.4% SED 14.3% SWD 10.8% WH 9.5%	All -Not Applicable AA -Not Applicable HI -Not Applicable HY -Not Applicable 2+ -Not Applicable SED -Not Applicable SWD -Not Applicable WH -Not Applicable
12.4	Chronic Absenteeism percentage CA School Dashboard	Barstow Junior High ALL 63.7% EL 54.6% LTEL NP HY 83.9% SED 66.2% AA 75.9% HI 61.3% 2 or more 68.2%	Barstow Junior High ALL 62.1% EL 58.1% LTEL 60% HY 83% SED 66.2% AA 72.1% HI 61.6% 2 or more 59.3%		ALL 20% EL 20% LTEL 20% HY 20% SED 20% AA 20% HI 20% 2 or more 20%	ALL -5.9% EL +3.5% LTEL Not Applicable HY -.9% SED 0% AA -3.8% HI +.3% 2 or more -8.9%
12.5	English Learner proficiency – Schools and student groups Percentage making progress	BJHS 39.5%	BJHS 32.8%		BJHS 52.2%	BJHS -6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard					

Goal Analysis [2024-25]

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
12.1	Professional Learning Communities (PLC) Training & Supports	Barstow Junior High School will provide a comprehensive professional learning community structure to include English Language Arts and Math training, a consultant contract with Solution Tree and San Bernardino County Superintendent of Schools, and collaboration and coordination	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		release time for all core teachers. The emphasis will focus on student achievement, especially for the struggling student groups which includes all students, African American, English Learner, Long Term EL, Socioeconomically Disadvantaged, Students with Disabilities, 2+ Races, Hispanic, and White student groups. The goal is to enhance academic achievement in equity multiplier schools by addressing diverse student needs as measured by Metrics 12.1 and 12.2.		
12.2	Expanded Classroom/Instructional Supports	Barstow Junior High school will provide 4 additional full-time Paraeducators to support the reading literacy program and math intervention program. 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 Barstow Junior High school by addressing diverse student needs as measured by Metrics 12.1 and 12.2.	$280,000.00	No
12.3	Co-curricular field trips/PBIS Incentives	The Principal at Barstow Junior High School will add co-curricular field trips to provide additional research based activities/trips and positive behavior intervention systems incentives to enhance and broaden All, African American, Hispanic, Homeless Youth, 2+ races, Socioeconomically disadvantaged, Students with Disabilities, and White student groups experiences as it relates to in class social emotional and positive intervention and supports instruction as measured by 12.3 and 12.4.	$208,555.00	No
12.4	Bilingual Parent Liaison	Barstow Junior High School will provide a bilingual parent liaison to support English Leaner, Long Term English Learners, and Socioeconomically Disadvantaged 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 M 12.4.	$85,000.00	No
12.5	Student Wellness Support Staff	The Superintendent will provide the following Student Wellness Support Staff at the identified sites:	$366,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Barstow Junior High School - wellness teachers, Point Quest Behavior Specialist, and a wellness counselor. 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 All, for English Learner, Long Term EL, Socioeconomically Disadvantaged, and Hispanic student groups in meaningful social emotional and behavioral support experiences to decrease negative behavior therefore reducing the suspension rate among these students as measured by M 12.3 and 12.4.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
13	By June 2027, Barstow Intermediate School will improve outcomes for all students by reducing suspension rates, increasing academic achievement, increasing English Learner Progress and decreasing chronic absenteeism. This effort will include targeted strategies to decrease suspension rates for All Students, increase academic achievement for All students, increase English Learner progress for English learner student group, and decrease chronic absenteeism for All students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Barstow Intermediate 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 .

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

All -117.8

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

All -169.5

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

BIS
All 26.7%

The 2023 CA Dashboard data reveals some very concerning chronic absenteeism rates across this school:

All students

ELPI outcomes: 30.3%

The establishment of the goal to increase student achievement on the CAASPP ELA and Math assessments across BIS 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. Partners prioritized improving services for students social emotional well being and attendance issues, which influenced goals around school climate and academic support. Similarly, partners identified the need for targeted academic interventions and support systems, such as instructional coaching, intervention teachers, and attendance liaisons, to address the specific needs all 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

The goal to reduce suspension rates across Barstow Intermediate School was established in response to concerns raised by educational partners, including parents, teachers, and site administrators, regarding student behavior, attendance, and academic achievement. 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. 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. 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, partners focused on academic achievement and chronic absenteeism, leading to class size reduction and the addition of intervention staff. 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 at Barstow Intermediate School over the next two 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, Barstow Intermediate School 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.

This goal to reduce chronic absenteeism at Barstow Intermediate School 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 Intermediate

School 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.

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 Barstow Intermediate 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
13.1	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2024 All -117.8	2024 All -117.8		All -87.8	All -Not Applicable
13.2	CAASPP Math – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2024 All -169.5	2024 All -169.5		All -149.5	All -Not Applicable
13.3	Suspension Rate: expressed as a	2024 All 26.7%	2024 All 26.7%		All 22.7%	All -Not Applicable

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					
13.4	Chronic Absenteeism percentage CA School Dashboard	2024 All 44.5%	2024 All 44.5%		All 20%	All -Not Applicable
13.5	English Learner proficiency – Schools and student groups Percentage making progress Source: CA School Dashboard	2024 EL 26.7%	2024 EL 26.7%		EL 30.7%	All -Not Applicable

Goal Analysis [2024-25]

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
13.1	Expanded Classroom/Instructional supports	Barstow Intermediate school will provide 5 additional full-time Paraeducators to support the reading literacy program, English Learner Development program and the math intervention program to enhance learning opportunities for all students and English Learner Students. 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 13.1, 13.2, and 13.5.	$280,000.00	No
13.2	Supplemental Classroom/Instructional Programs & Curriculum	Barstow Intermediate School will provide "Cracking The Code": This programs will be used to supplement core instruction as part of a larger Multi-Tiered System of Support (MTSS) initiative. This Science of Reading curriculum delves into phonological awareness, phonics, fluency, vocabulary, and comprehension – the pillars of reading proficiency. These evidence-based strategies help struggling readers build strong foundations, overcome obstacles, and evolve into confident learners. The goal is to enhance academic achievement in Barstow Intermediate school for All students by addressing diverse student needs as measured by Metrics 3.1 and 13.2.	$25,000.00	No
13.3	Social Worker	This staff member will support a robust attendance program, a Multi-Tiered Systems of Support program, a comprehensive 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 all students	$65,000.00	No

Action #	Title	Description	Total Funds	Contributing
		in meaningful social emotional and behavioral support experiences to decrease negative behavior therefore reducing the suspension rate among these students as measured by M13.3 and 13.4.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$19,667,801	$2,209,142

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
29.978%	5.882%	$3,836,193.62	35.860%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Class Size Reduction **Need:** 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	Scope: School-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. 1. Enhanced Teacher-Student Interaction: • Smaller class sizes allow for more personalized attention from teachers to individual students. Teachers can better	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
	third-grade ELA and Math on the CAASPP as well as the ELA scores in grades 1-3 on the 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%. 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. 2023 CAASPP Scores: ELA All students: -83 DFS English Learners: -102.4 DFS Foster youth: -116 DFS Socioeconomically disadvantaged: -93.3 DFS Math All students: -124.8 DFS English Learners: -146.5 DFS Foster youth: -162.3 DFS Socioeconomically disadvantaged: -133.5 DFS **Scope:** Schoolwide	identify learning needs, provide targeted support, and build stronger relationships with each student (Blatchford, 2013). • 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. 2. Academic Achievement: • 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. 3. Early Intervention and Remediation: • 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. 4. Classroom Climate and Engagement: • 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
		motivated to participate actively in learning activities (Ehrenberg, Brewer, Gamoran, & Williams, 2001). • 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. 5. Long-Term Benefits: • 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. By implementing this strategy on an School-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	
1.2	**Action:** Increase instructional time **Need:**	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
	The 2023 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. 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. **Scope:** LEA-wide	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). 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.	
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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 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 2023 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. 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. **Scope:**	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). 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	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
	LEA-wide	vulnerable students but also creates a more equitable system that enhances educational outcomes across the board. 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.	
1.7	**Action:** CTE program support **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 2023 percentage of students considered "prepared" according to the College and Career Indicator (CCI) is as follows: All students: 69.5% Low-income students: 33.8% English learners: 65.7%	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: 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	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
	Foster youth: sub group to small for performance data The 2-year pathway completer numbers for 2024 are as follows: 2024- CTE Pathway completers: All - 155 SED- 102 EL- 17 FY- 3 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. **Scope:** Schoolwide	programs prepare students for high-demand careers and provide pathways to gainful employment upon graduation. 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. 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. 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 courses	

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
		that articulate with those at the local community college level. 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. 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. 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.	
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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Goal 3 - Action #1. Counseling/Psychologists Support Scope: LEA-Wide Need; The critical need for additional support for students struggling in all phases of the mutli-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. 2023 Dashboard (District) ALL 49.9% EL 47.2% FY 54.7% SED 53.4% Specific school sites in the district show a need to reduce chronic absenteeism for unduplicated students. 7-8 BJHS All 63.7% EL 54.6% FY 66.7% SED 66.2% 5-8 STEM All 38.6%	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. 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. 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	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
	EL 20% FY No data less than 20 students SED 43.2% TK-6 Cameron All 47.6% EL 39.1% FY 57.1% SED 49.1% Crestline All 59.2% EL 39.6% FY 81.8% SED 59.8% Henderson All 48.5% EL 42.5% FY No data - less than 11 students SED 51.8% Lenwood All 47.3 EL 50.6% FY 72.7% SED 48.2% Montara All 55.8% EL 52.2% FY 64.3% SED 58.3% Skyline	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.	

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
	All 41.1% EL 52% FY 11.8% SED 43.6% Suspension Rate 2022-23 - District ALL 7% EL 3.8% FY 15.8% SED 7.5% Specific school sites in the district show a need to reduce suspension rate for unduplicated students. TK-6 Lenwood All 6.8% SED 6.6% Skyline All 5.7% SED 6.6% 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-		

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
	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. **Scope:** LEA-wide		
3.2	**Action:** School Climate supports **Need:** Goal 3 - Action #2 - School Climate supports Scope - LEA-Wide 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.	Scope - LEA-Wide 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. 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	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
	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. (Chronic Absenteeism District) are as follows: 2023 Dashboard ALL 49.9% EL 47.2% FY 54.7% SED 53.4% (Chronic Absenteeism school level) are as follows: 2023 7-8 BJHS All 63.7% EL 54.6% FY 66.7% SED 66.2% 5-8 STEM Academy All 38.6% EL 20% FY No data less than 20 students	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. 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. 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.	

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

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

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
	Lenwood EL 50.6% Montara All 55.8% EL 52.2% SED 58.3% Skyline EL 52% 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. **Scope:** LEA-wide		
3.5	**Action:** Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports **Need:**	Scope: LEA-Wide These needs are directly linked to the following observations: High Suspension Rates for Unduplicated Students:	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
	Goal 3 - Action #5. Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports 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. Suspension rates- District 2022-23 ALL 7% EL 3.8% FY 15.8% SED 7.5% Attendance Rate Percentage 2023/2024 All Students - 88.6% EL - 89.9% SED - 87.7% FY - 85.7% Youth Truth Survey Survey Results- November 2023	English Learners: The suspension rate for: 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. 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. 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. Need for Proactive and Preventative Interventions: 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.	

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
	Percent Positive: School Safety Percentage Positive response (Students, Staff, and Families combined surveys) Elementary Students- 61% Middle Grades- 48% High School Students- 44% Elementary Parents- 66% High School Parents- 55% Elementary Staff- 66% High School Staff- 69% Engagement Percentage Positive response about student and parent experiences at school and engaging with school staff (Students ,Staff, and Families combined surveys) November 2023 Percent Positive: Elementary Students- 84% Middle Grades- 68% High School Students- 59% Elementary Parents- 48% High School Parents- 45% Elementary Staff- 74% High School Staff- 76% **Scope:** LEA-wide	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. Supporting Data from Metrics 3.4, 3.5, 3.6, and 3.7: 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: 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. 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	

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
		includes training in cultural responsiveness, trauma-informed practices, and restorative justice. By addressing these needs on an LEA-wide basis 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.	
3.6	**Action:** Restorative Practices Professional Development and Student Transition Supports **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. Attendance Rate Percentage 2023/2024 All Students - 88.6% EL - 89.9% SED - 87.7% FY - 85.7% 2022-23 - Suspension Rate	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. Addressing High Suspension Rates: 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.	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
	ALL 7% EL 3.8% FY 15.8% SED 7.5% Survey Results- November 2023 Percent Positive: School Safety Percentage Positive response (Students, Staff, and Families combined surveys) Elementary Students- 61% Middle Grades- 48% High School Students- 44% Elementary Parents- 66% High School Parents- 55% Elementary Staff- 66% High School Staff- 69% Engagement Percentage Positive response about student and parent experiences at school and engaging with school staff (Students ,Staff, and Families combined surveys) November 2023 Percent Positive: Elementary Students- 84% Middle Grades- 68% High School Students- 59% Elementary Parents- 48% High School Parents- 45% Elementary Staff- 74%	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. 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. Proactive and Preventative Strategies: 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. Supporting Data from Metrics 3.4, 3.5, 3.6, and 3.7: 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.	

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
	High School Staff- 76% Expulsion Rate 2023/2024 0.1% **Scope:** LEA-wide	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. 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. 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. 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. 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.	

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 on an LEA wide basis 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	**Action:** English Learner Supports **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	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
	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. 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. **Scope:** Limited to Unduplicated Student Group(s)	development (ELD) curricula, and the integration of culturally responsive teaching practices to better engage EL students. 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 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	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		that monitor language development and content mastery. 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.	

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 2024/25 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 1: Additional Counselor support for Wellness Room Teachers at our most at-risk schools.
Goal 3, Action 1: Enhanced effort to reduce class sizes beyond the 24:1 ratio.
Goal 1, Action 4: Additional staffing to support mandated new reading screener requirement.
Goal 1, Action 5: Extended English Leaner paraeducator hours to support English Learner Development instruction.

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	Not Applicable	1:45
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	1:26

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$65,607,946	19,667,801	29.978%	5.882%	35.860%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$33,277,518.00	$10,781,487.00	$147,987.00	$72,660.00	$44,279,652.00	$22,174,348.00	$22,105,304.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools (Cameron, Skyline North, Crestline, Henderson, Lenwood, Montara, Barstow Fine Arts))	on going	$4,440,686.00	$0.00	$3,843,179.00	$597,507.00			$4,440,686.00	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	$2,097,507.00	$0.00	$1,500,000.00	$597,507.00			$2,097,507.00	
1	1.3	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$0.00	$3,992,307.00	$3,394,800.00	$597,507.00			$3,992,307.00	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 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	Parent Guardian Student Community Alliance Group (PGSCAG)	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	$2,197,507.00	$1,600,000.00	$597,507.00			$2,197,507.00	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	$1,425,051.00	$1,655,088.00	$597,507.00			$2,252,595.00	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/athletic uniform (replacement/cleaning), Co-curricular stipends.	All	No			All Schools	Ongoing	$0.00	$345,680.00	$345,680.00				$345,680.00	0
4	4.1	4 Interventionist Teacher	All	No			Specific Schools: Barstow High School	on going	$560,000.00	$0.00		$560,000.00			$560,000.00	
4	4.2	APEX Licenses for Credit Recovery	All SWD, AA,EL,SED,WH, 2+	No			Specific Schools: Barstow High School	on going	$0.00	$100,000.00		$100,000.00			$100,000.00	0
4	4.3	Credit Recovery Teachers 8th period	All SWD,AA,EL,SED,WH ,2+	No			Specific Schools: Barstow High School	on going	$80,000.00	$0.00		$80,000.00			$80,000.00	0
4	4.4	4 Credit Recovery Paraeducators	All SWD,AA,EL,SED,WH ,2+	No			Specific Schools: Barstow High School	on going	$0.00	$40,000.00		$40,000.00			$40,000.00	
4	4.5	Credit Recovery Transportation	All	No			Specific Schools: Barstow High	Ongoing	$0.00	$40,000.00		$40,000.00			$40,000.00	

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
							School									
4	**4.6**	Credit Recovery Liaison Office Assistant	All	No			All Schools Specific Schools: Barstow High School	Ongoing	$45,000.00	$0.00		$45,000.00			$45,000.00	
4	**4.7**	Credit Recovery meals	All	No			Specific Schools: Barstow High School	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	
4	**4.8**	PointQuest Board Certified Behavior Analyst	All AA,EL,HI,LTEL,2+,SWD,SED,WH	No			Specific Schools: Barstow High School	Ongoing	$140,000.00	$0.00		$140,000.00			$140,000.00	
4	**4.9**	Behavior Therapist	All	No			Specific Schools: Barstow High School	Ongoing	$70,000.00	$0.00		$70,000.00			$70,000.00	
4	**4.10**	Increase Campus Safety Assistant hours	All	No			Specific Schools: Barstow High School	Ongoing	$70,000.00	$0.00		$70,000.00			$70,000.00	
4	**4.11**	Campus Safety Assistant/Locker Room & PE Support	All	No			Specific Schools: Barstow High School	Ongoing	$140,000.00	$0.00		$140,000.00			$140,000.00	
4	**4.12**	Peer Counselor	All AA,EL,HI,LTEL,2+,SWD,SED,WH	No			Specific Schools: Barstow High School	Ongoing	$0.00	$140,000.00		$140,000.00			$140,000.00	
4	**4.13**	2 Bilingual Parent/Attendance Liaison	All	No			Specific Schools: Barstow High School	Ongoing	$140,000.00	$0.00		$140,000.00			$140,000.00	
4	**4.14**	Site Based Outreach Liaison	All AA,EL,HI,LTEL,2+,SWD,SED,WH	No			Specific Schools: Barstow High	Ongoing	$135,000.00	$0.00		$135,000.00			$135,000.00	

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
							School									
4	**4.15**	PBIS period buyout	All	No			Specific Schools: Barstow High School	Ongoing	$20,000.00	$0.00		$20,000.00			$20,000.00	
5	**5.1**	Student Wellness Support Staff	All SED,HY,AA,SWD,WH,2+	No			Specific Schools: Cameron Elementary	ongoing	$140,000.00	$0.00		$140,000.00			$140,000.00	0
5	**5.2**	Parent/Family Outreach	All AA,EL	No			Specific Schools: Cameron Elementary	ongoing	$70,000.00	$0.00		$70,000.00			$70,000.00	0
5	**5.3**	Reading Intervention & English Language Development Teachers	All	No			Specific Schools: Cameron Elementary	on going	$280,000.00	$0.00		$280,000.00			$280,000.00	0
5	**5.4**	Expanded Classroom/Instructional Supports	All HI,AA,SED	No			Specific Schools: Cameron Elementary	on going	$400,000.00	$0.00		$400,000.00			$400,000.00	
5	**5.5**	Supplemental Classroom/Instructional Programs & Curriculum	All	No			All Schools Specific Schools: Cameron Elementary	Ongoing	$0.00	$100,000.00		$100,000.00			$100,000.00	
5	**5.6**	English Learner specific professional development	All EL	No			All Schools Specific Schools: Cameron Elementary	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	
6	**6.1**	Bilingual Parent Liaison	All HI,SED,SWD,AA,WH,EL,2+	No			Specific Schools: Lenwood Elementary	on going	$66,000.00	$0.00		$66,000.00			$66,000.00	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
6	**6.2**	Co-curricular field trips	All HY,AA,EL	No			Specific Schools: Lenwood Elementary	on going	$0.00	$40,000.00		$40,000.00			$40,000.00	0
6	**6.3**	Student Wellness Support Staff	All HY,SED,AA,WH,2+	No			Specific Schools: Henderson	on-going	$50,000.00	$0.00		$50,000.00			$50,000.00	0
6	**6.4**	Expanded Classroom/Instructional Supports	All	No			All Schools Specific Schools: Lenwood Elementary	Ongoing	$247,250.00	$0.00		$247,250.00			$247,250.00	
6	**6.5**	Reading Intervention Teacher	All SED,WH,EL,SWD	No			Specific Schools: Lenwood Elementary	Ongoing	$140,000.00	$0.00		$140,000.00			$140,000.00	
6	**6.6**	Supplemental Classroom/Instructional Programs & Curriculum	All	No			Specific Schools: Lenwood Elementary	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.00	
7	**7.1**	Expanded Classroom/Instructional Supports	All HI,SED	No			Specific Schools: Central High School	on going	$115,500.00	$0.00		$115,500.00			$115,500.00	0
8	**8.1**	Expanded Classroom/Instructional Supports	All	No			Specific Schools: Henderson	on going	$105,000.00	$105,000.00		$210,000.00			$210,000.00	0
8	**8.2**	Bilingual Parent Liaison	All EL,HY,SED,SWD,AA,HI,WH,2+	No			Specific Schools: Henderson	Ongoing	$70,000.00	$0.00		$70,000.00			$70,000.00	
8	**8.3**	Reading and Math Intervention Teachers	All SWD,AA,SED,HI	No			Specific Schools: Henderson	Ongoing	$140,000.00	$140,000.00		$280,000.00			$280,000.00	
8	**8.4**	Residential Substitute	All	No			Specific Schools: Henderson	Ongoing	$70,000.00	$0.00		$70,000.00			$70,000.00	

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
							Elementary									
8	8.5	Literacy and Math Professional Development	All	No			Specific Schools: Henderson Elementary	ongoing	$40,000.00	$40,000.00		$80,000.00			$80,000.00	
8	8.6	Social Emotional Learning Assemblies	All HY,SED,AA,EL,SWD, HI,WH, 2+	No			Specific Schools: Henderson Elementary	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	
8	8.7	Student Wellness Support Staff	All HY,SED,AA,SWD,EL, WH,2+,HI	No			Specific Schools: Henderson	Ongoing	$0.00	$47,000.00		$47,000.00			$47,000.00	
9	9.1	Professional Learning Communities (PLC) Training & Supports	All SWD,AA,HI	No			Specific Schools: Montara Elementary	On going	$280,000.00	$185,000.00		$465,000.00			$465,000.00	
9	9.2	Reading Intervention Teacher	All	No			Specific Schools: Montara Elementary	Ongoing	$75,000.00	$0.00		$75,000.00			$75,000.00	
9	9.3	Student Wellness Support Staff	All HY,SED,EL,AA,HI,WH	No			Specific Schools: Montara Elementary	Ongoimg	$140,000.00	$0.00		$140,000.00			$140,000.00	
9	9.4	Parent Liaison Attendance	All SED,AA,HI	No			Specific Schools: Montara Elementary	Ongoing	$70,000.00	$0.00		$70,000.00			$70,000.00	
9	9.5	Expanded Classroom/Instructional Supports	All	No			Specific Schools: Montara Elementary	Ongoing	$105,000.00	$0.00		$105,000.00			$105,000.00	
10	10.1	Expanded Classroom/Instructional supports	All	No			Specific Schools: Crestline Elementa	Ongoing	$220,000.00	$0.00		$220,000.00			$220,000.00	

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
							ry									
10	**10.2**	SBCSS ELA/Math Coaching and Scholastic Reading Supports	All AA,SED,HI	No			Specific Schools: Crestline Elementary	Ongoing	$0.00	$191,000.00		$191,000.00			$191,000.00	
10	**10.3**	Student Wellness Support Staff/Resources	All SWD,WH,2+	No			Specific Schools: Crestline Elementary	Ongoing	$231,000.00	$0.00		$231,000.00			$231,000.00	
10	**10.4**	Extra & Co-curricular Field Trips/Incentives for Attendance/Motivational Assemblies	All SWD,WH,2+	No			Specific Schools: Crestline Elementary	Ongoing	$0.00	$105,000.00		$105,000.00			$105,000.00	
10	**10.5**	Parent Institute for Quality Education (PIQE)	All	No			Specific Schools: Crestline Elementary	Ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	
10	**10.6**	Reading Intervention Teacher	All	No			Specific Schools: Crestline Elementary	Ongoing	$161,000.00	$0.00		$161,000.00			$161,000.00	
11	**11.1**	Reading and Math Intervention Teachers	All WH,SED,AA,SWD	No			Specific Schools: Skyline	Ongoing	$240,000.00	$0.00		$240,000.00			$240,000.00	
11	**11.2**	Extra & Co-Curricular Field Trips/Motivational Assemblies	All AA,SWD	No			Specific Schools: Skyline	Ongoing	$0.00	$55,000.00		$55,000.00			$55,000.00	
11	**11.3**	Expanded Classroom/Instructional Supports	All SED,WH,AA,SWD	No			Specific Schools: Skyline	Ongoing	$120,000.00	$0.00		$120,000.00			$120,000.00	
12	**12.1**	Professional Learning Communities (PLC) Training & Supports	All AA,EL,LTEL,SED,SWD,2+,HI,WH	No			Specific Schools: Barstow Junior High School	Ongoing	$20,000.00	$20,000.00		$40,000.00			$40,000.00	
12	**12.2**	Expanded Classroom/Instructional Supports	All	No			Specific Schools: Barstow Junior	Ongoing	$200,000.00	$80,000.00		$280,000.00			$280,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High School									
12	**12.3**	Co-curricular field trips/PBIS Incentives	All AA,HI,HY,2+,SED,SWD,WH	No			Specific Schools: Barstow Junior High School	Ongoing	$0.00	$208,555.00		$208,555.00			$208,555.00	
12	**12.4**	Bilingual Parent Liaison	All EL,SED,LTEL,SED	No			Specific Schools: Barstow Junior High School	Ongoing	$85,000.00	$0.00	$85,000.00				$85,000.00	
12	**12.5**	Student Wellness Support Staff	All EL,LTEL,SED,HI	No			Specific Schools: Barstow Junior High School	Ongoing	$200,000.00	$166,000.00		$366,000.00			$366,000.00	
13	**13.1**	Expanded Classroom/Instructional supports	All EL	No			Specific Schools: Barstow Intermediate School	Ongoing	$280,000.00	$0.00		$280,000.00			$280,000.00	
13	**13.2**	Supplemental Classroom/Instructional Programs & Curriculum	All	No			Specific Schools: Barstow Intermediate School	Ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	
13	**13.3**	Social Worker	All	No			Specific Schools: Barstow Intermediate School	Ongoing	$65,000.00	$0.00	$65,000.00				$65,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$65,607,946	19,667,801	29.978%	5.882%	35.860%	$25,759,281.00	0.000%	39.262 %	**Total:**	$25,759,281.00
								LEA-wide Total:	$18,804,630.00
								Limited Total:	$1,261,472.00
								Schoolwide Total:	$5,693,179.00

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	Schoolwide	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	$3,394,800.00	0
1	1.5	English Learner 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

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$48,294,612.00	$30,002,627.00

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**	Class Size Reduction	Yes	$3,843,179.00	$2,882,384
1	**1.2**	Increase instructional time	Yes	$1,500,000.00	$1,234,000
1	**1.3**	Transportation	Yes	$6,789,600.00	$5,963,675
1	**1.4**	Assessment Program Support	No	$825,098.00	$423,678
1	**1.5**	English Learner/Homeless Youth Supports	Yes	$1,261,472.00	$309,678
1	**1.6**	Extra Curricular and Co Curricular Activities Supports for College And Career Readiness	No	$1,614,899.00	$1,291,919
1	**1.7**	CTE program support	Yes	$1,850,000.00	$865,978
1	**1.8**	Preschool program for 4 year old students.	No	$450,000.00	$273,435
1	**1.9**	Additional Paraeducator Support	No	$150,000.00	$123,768
1	**1.10**	Long Term English Learner (LTEL) specific professional development	No	$5,000.00	$2,435
2	**2.1**	Family Center/Translation Services	No	$145,320.00	$32,786

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)
2	2.2	Parent Involvement Coordinators/Resources	No	$195,974.00	$165,908
2	2.3	Public Information Officer	No	$261,156.00	$260,120
2	2.4	African American Parent Advisory	No	$25,000.00	$2,100
3	3.1	Counseling/Psychologists Support	Yes	$4,987,080.00	$3,740,310
3	3.2	School Climate supports	Yes	$5,667,662.00	$3,683,980
3	3.3	Partnerships to support teacher pedagogy and data disaggregation	No	$346,230.00	$297,758
3	3.4	Facilities projects	No	$2,472,200.00	$2,470,200
3	3.5	Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports	Yes	$1,600,000.00	$245,989
3	3.6	Restorative Practices Professional Development and Student Transition Supports	Yes	$1,655,088.00	$435,870
3	3.7	Campus safety assistants, campus security, categorical office staff, and SST coordinators.	No	$877,974.00	$867,900
3	3.8	Athletic coaching stipends, band/athletic uniform (replacement/cleaning), Co-curricular stipends.	No	$345,680.00	$276,544
4	4.1	Reading & Math Intervention Teachers	No	$1,800,000.00	$645,080

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	Expanded Classroom/Instructional Supports	No	$1,780,000.00	$1,068,000
4	4.3	Support expanded alternative learning opportunities and teacher coaching.	No	$2,830,000.00	$643,879
4	4.4	Laser Projectors	No	$40,000.00	$40,000
4	4.5	Academic Intervention Specialist	No	$150,000.00	$0
5	5.1	Student Wellness Support Staff	No	$1,242,000.00	$634,876
5	5.2	Parent/Family Outreach	No	$1,540,000.00	$546,978
5	5.3	Behavior Therapist	No	$120,000.00	$78,456
5	5.4	Site Based School Psychologist	No	$580,000.00	$0
6	6.1	Bilingual Parent Liaison	No	$840,000.00	$224,980
6	6.2	Co-curricular field trips	No	$144,000.00	$144,089
6	6.3	Social Emotional Learning Assemblies	No	$50,000.00	$35,987
7	7.1	Mid-Day Transportation	No	$100,000.00	$2,789
8	8.1	Expanded Classroom/Instructional Supports	No	$210,000.00	$87,098

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$19,534,884	$29,154,081.00	$19,361,864.00	$9,792,217.00	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	Class Size Reduction	Yes	$3,843,179.00	$2,882,384	0	0%
1	1.2	Increase instructional time	Yes	$1,500,000.00	$1,234,000	0	0%
1	1.3	Transportation	Yes	$6,789,600.00	$5,963,675	0	0%
1	1.5	English Learner/Homeless Youth Supports	Yes	$1,261,472.00	$309,678	0	0%
1	1.7	CTE program support	Yes	$1,850,000.00	$865,978	0	0%
3	3.1	Counseling/Psychologists Support	Yes	$4,987,080.00	$3,740,310	0	0%
3	3.2	School Climate supports	Yes	$5,667,662.00	$3,683,980	0	0%
3	3.5	Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports	Yes	$1,600,000.00	$245,989	0	0%
3	3.6	Restorative Practices Professional Development and Student Transition Supports	Yes	$1,655,088.00	$435,870	0	0%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$65,215,838	$19,534,884	5.617%	35.571%	$19,361,864.00	0.000%	29.689%	$3,836,193.62	5.882%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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