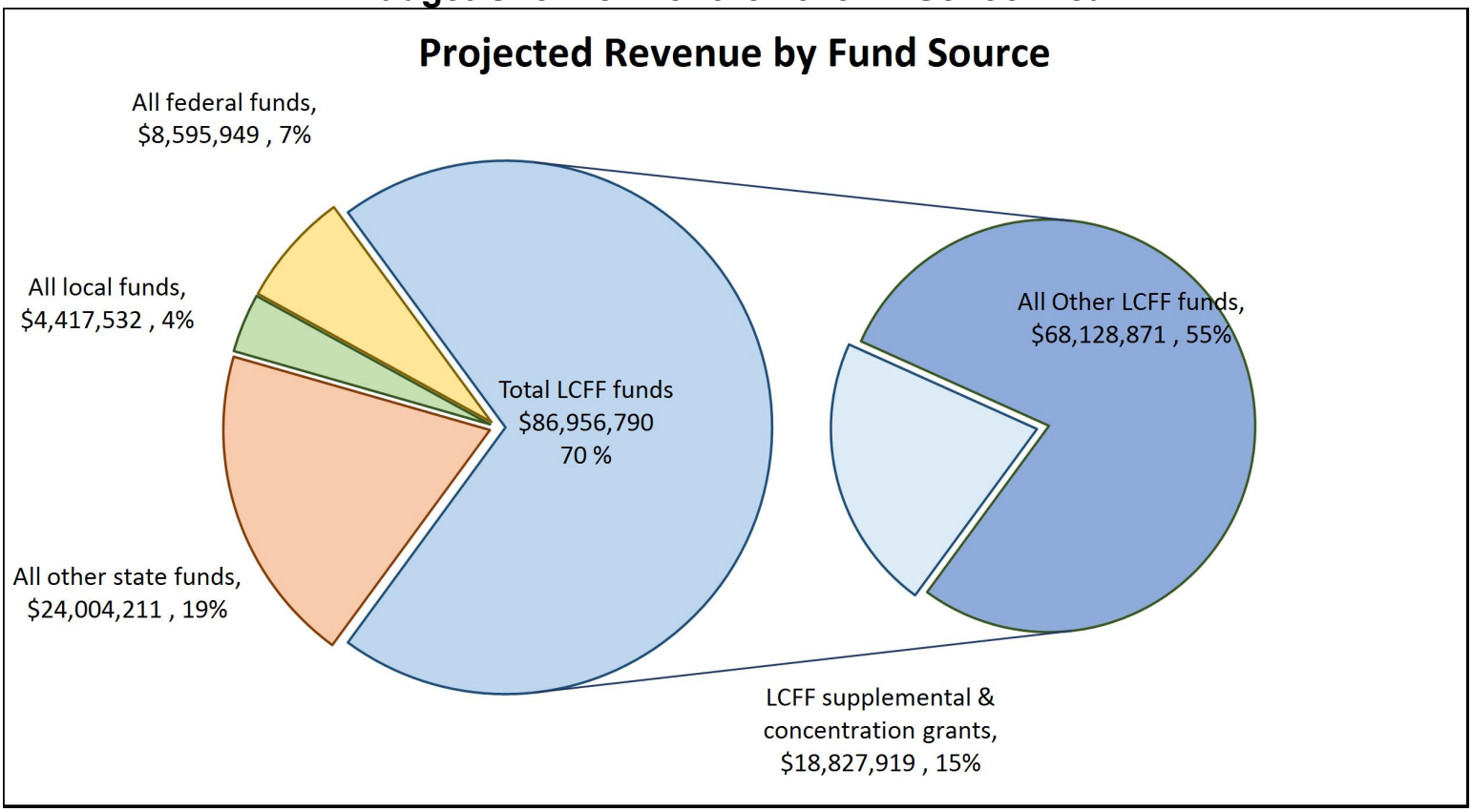
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Barstow Unified School District
CDS Code: 36-67611-0000000
School Year: 2026-27
LEA contact information:
Jorge Gutierrez
Superintendent
jorge_gutierrez@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 2026-27 School Year

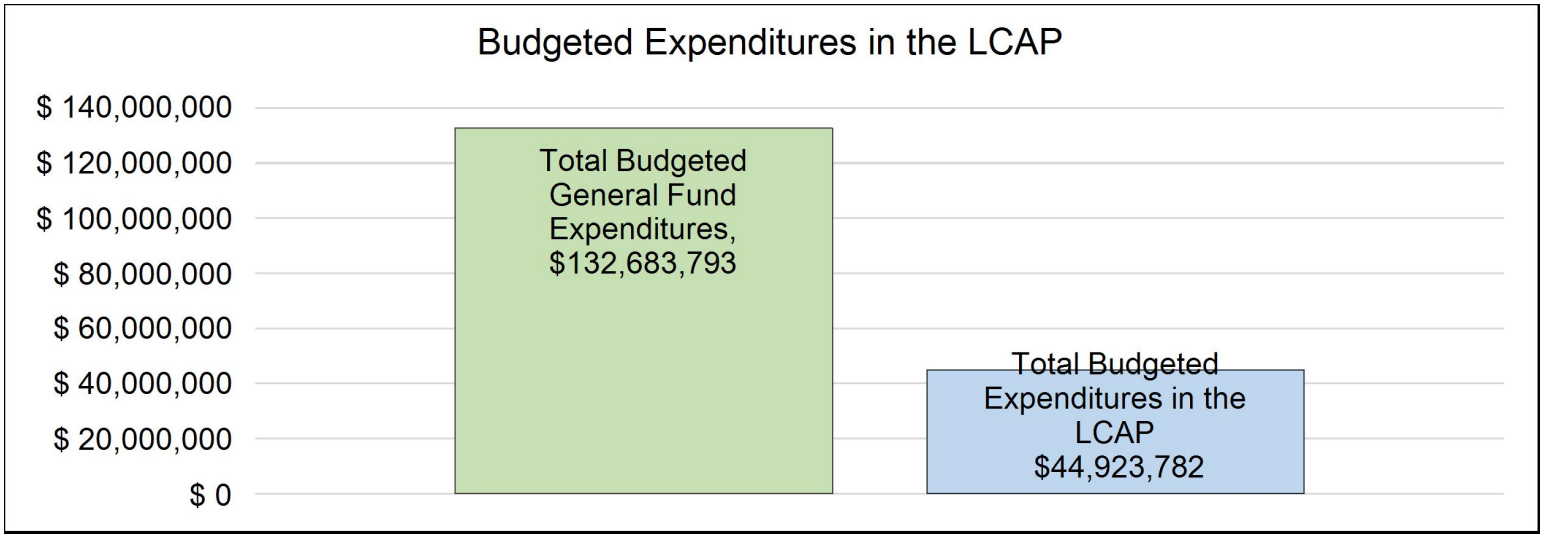


This chart shows the total general purpose revenue Barstow Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Barstow Unified School District is $123,974,482, of which $86,956,790 is Local Control Funding Formula (LCFF), $24,004,211 is other state funds, $4,417,532 is local funds, and $8,595,949 is federal funds. Of the $86,956,790 in LCFF Funds, $18,827,919 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 2026-27. 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 $132,683,793 for the 2026-27 school year. Of that amount, $44,923,782 is tied to actions/services in the LCAP and $87,760,011 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

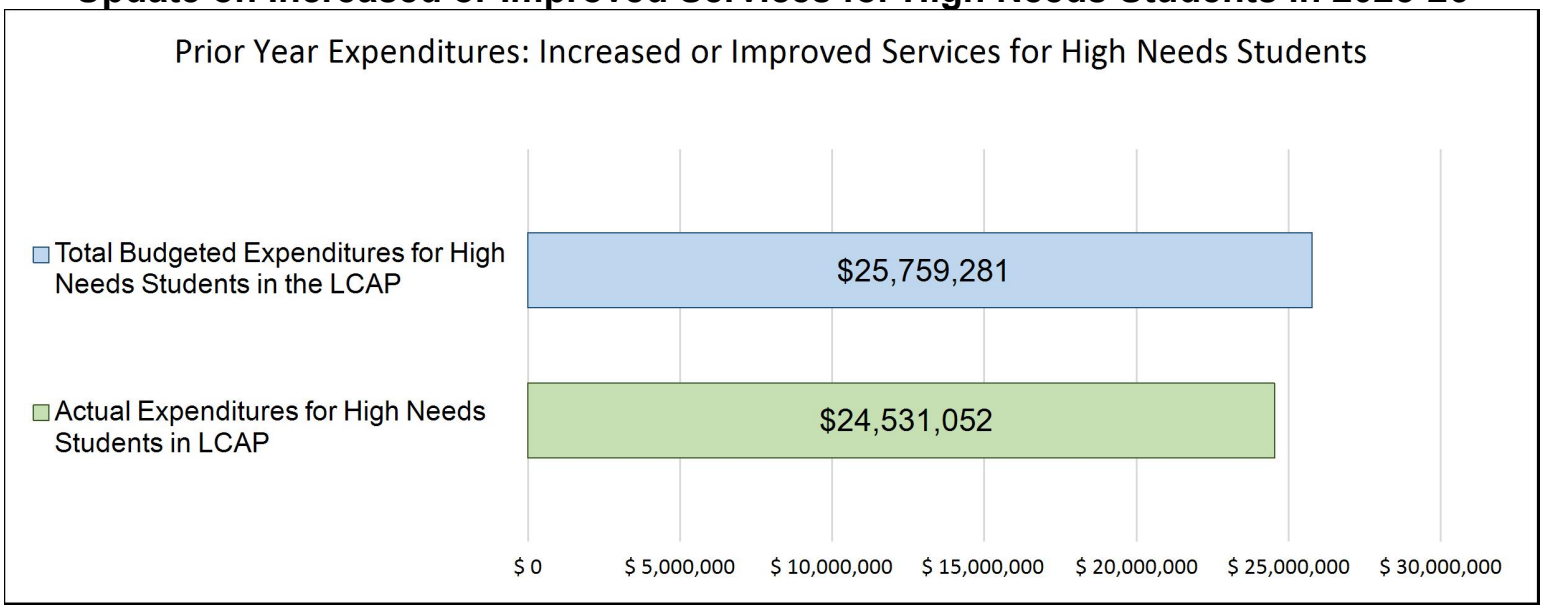
The General Funds budget expenditures that are not listed in the LCAP are as follows: *Certificated Salaries: Teachers , Administrators, Speech Pathologist. *Classified Salaries: Managers, Para-Educators, Health Clerks, Maintenance Workers, Purchasing and Warehouse, Fiscal Services, Information Technology 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 2026-27 School Year

In 2026-27, Barstow Unified School District is projecting it will receive $18,827,919 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 $24,304,539 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 2025-26



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 2025-26, Barstow Unified School District's LCAP budgeted $25,759,281 for planned actions to increase or improve services for high needs students. Barstow Unified School District actually spent $24,531,052 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,228,229 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	Jorge Gutierrez Superintendent	jorge_gutierrez@busdk12.com (760) 255-6006

Plan Summary [2026-27]

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. 77.7 % of our students are economically disadvantaged, while 58.5% are Hispanic or Latino, 14.3 % are Caucasian, and 18.2% are African American. Among the student population, BUSD serves 8.7% 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, Long Term English Learners, African American, Low Socio-economic, Students with disabilities, Pacific Islander, Homeless, Foster Youth, White, and 2 or More Races 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: Barstow High School, Cameron Elementary, Crestline Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, Skyline Elementary, Barstow Intermediate School, Barstow Junior High School, Central Continuation High School, BUSD School Of Opportunity.

Reflections: Annual Performance

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

Upon review of the Barstow Unified School District's performance on the 2025 California Dashboard, it is evident that there were mixed results. Overall, BUSD realized declines in CAASPP English Language Arts and gains math scores, -7.3 and +0.6 point gains respectively. Also, the college and career indicator for BUSD was 73.5%. This increased (3.3%) score is a very encouraging data point for the CTE programs and dual enrollment programs at our high schools. The overall chronic absenteeism rate (44.6%) and the suspension rate (9%) were mixed results and the data was very comparable to last year. Finally, BUSD did realize slight increase in graduation rate (86.5%, 3.5% increase), and English Learner Progress (40.1%, 5.9% increase). With the mostly positive results, it is obvious that a continued effort to develop Multi-Tiered Systems of support for academic, behavior and social emotional achievement is important. BUSD has focused heavily on academic and behavior supports for school sites district wide throughout the 2025-26 school year. A concentrated effort to improve social emotional growth amongst our student groups will be a primary focus during the 2026-27 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 2025 California Dashboard indicator results:
ELA - 96.4 points DFS (Decreased 7.3 points)
Math - 125.3 points DFS (Maintained .6 points)

EL Progress - 40.1% making progress (Increased 5.9%)
College and Career Indicator - 73.5% prepared (Increased 3.3%)
Chronic Absenteeism - 44.6% (Declined .5%)
Graduation Rate - 86.5% (Increased 3.5%)
Suspension Rate - 9% (Increased .5%)

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

English Learner Progress Indicator:
Montara Elementary

English Language Arts- Smarter Balance Assessment:
Barstow Intermediate School
Henderson Elementary
Lenwood Elementary

Math- Smarter Balance Assessment:
Barstow High School
Barstow Intermediate School

Suspension Rate:
Central High School
Barstow Junior High School
Crestline Elementary School

Chronic Absenteeism:
Barstow Junior High
Cameron Elementary

Graduation Rate:
Central High (Continuation)

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

English Learners:
N/A

Homeless:
ELA
Suspension Rate

Graduation Rate

Socio-economically Disadvantaged
ELA
Math
Suspension Rate

Foster Youth
ELA
Math
Suspension Rate

Students with disabilities:
Chronic Absenteeism

African American
ELA
Math
Suspension Rate

Hispanic
ELA

Multiple Races
ELA
Suspension Rate
Chronic Absenteeism

White
ELA
Math
Chronic Absenteeism

Pacific Islander
Suspension Rate
Chronic Absenteeism

American Indian
Suspension Rate

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

Barstow High (Equity Multiplier)

ELA
All Students
Socioeconomically disadvantaged
Students With Disabilities
African American
White

Math
African American

Suspension
Homeless Youth

Barstow Junior High (Equity Multiplier) (ATSI)

ELA
African American
White

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

Chronic Absenteeism
All Students
Socio-economically Disadvantaged
Students With Disabilities
African American
Hispanic

White
2+ Races

Barstow Intermediate (Equity Multiplier)
All Students
Homeless Youth
Socio-economically Disadvantaged
Students With Disabilities
African American
Hispanic
White

Cameron Elementary (Equity Multiplier) (ATSI)

Chronic Absenteeism
All Students
English Learners
Homeless Youth
Socio-economically Disadvantaged
White
2+ Races

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

Suspension Rate
All Students
Socio-economically Disadvantaged
African American

Graduation Rate
All Students
Socioeconomically Disadvantaged
Hispanic

Crestline (Equity Multiplier)

ELA
Hispanic

Suspension Rate

All Students
Homeless Youth
Socio-economically Disadvantaged
African American
White
2+ Races

Chronic Absenteeism
Homeless Youth
Socio-economically Disadvantaged
Students With Disabilities
White
2+ Races

Henderson Elementary (Equity Multiplier) (ATSI)

ELA
All Students
Socioeconomically Disadvantaged

Chronic Absenteeism Rate
Students With Disabilities
African American
Hispanic

Lenwood Elementary (Equity Multiplier) (ATSI)

ELA
All Students
Socioeconomically Disadvantaged
Students With Disabilities
Hispanic

Chronic Absenteeism
Students With Disabilities
Hispanic

Montara Elementary (ATSI) (Equity Multiplier)

English Learner Proficiency (ELPI)

English Learners

Chronic Absenteeism
Students With Disabilities
2+ Races

Skyline North Elementary (ATSI)

Chronic Absenteeism
English Learners
Students With Disabilities
Hispanic

Learning Recovery Emergency Block Grant (LREBG) Funds

BUSD has $960,029.70 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 five 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 Reducing Class Sizes to Enhance Student Learning
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 $192,005 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 reducing class sizes transforms the classroom from a crowded lecture hall into a personalized learning hub. By lowering the student-to-teacher ratio, we give educators the breathing room to deliver the targeted, one-on-one interventions that students need to truly thrive. Instead of navigating a sea of desks, teachers can focus on the unique rhythms of each learner. This shift is designed to lift all students, but it is a lifeline for our unduplicated pupils, ensuring they receive the direct attention and tailored support necessary to bridge achievement gaps and master grade-level goals.

Action 1.2 Targeted Interventions and Collaborative Planning (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 $192,005 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 Enhancing Access and Engagement
through Transportation (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 $192,005 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 ensure full alignment with the LREBG allowable use of Pupil supports 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 Fostering Equity with PBIS and MTSS Frameworks (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 $192,005 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 $192,005 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 the San Bernardino County Superintendent of Schools and California Collaborative for Educational Excellence (CCEE) to develop and implement a support plan in response to the district’s eligibility for Differentiated Assistance during the 2025-26 and 2026-27 school years. English Learners (Year 2 with CA Dashboard metric indicators) - ELPI (40.1%), ELA(-116.8 distance from standard) , Math (-139.4 distance from standard) , Suspension Rate (5%), Chronic Absenteeism (34.9%)

Long Term English Learners (Year 2 with CA Dashboard metric indicators) - ELPI (42.9%), ELA (-134.8 distance from standard), Math (-175.2 distance from standard), Suspension Rate (10.4%), Chronic Absenteeism (44.6%)

Homeless Youth - ELA (-131.1 distance from standard), Math (-154.6 distance from standard), Suspension Rate (10.8%),Graduation Rate (64.2%)

Socioeconomically Disadvantaged- ELA (-106.9 distance from standard), math (-134.5 distance from standard), suspension rate (10%),

Students With Disabilities (Year 2 with CA Dashboard metric indicators) - ELA (-150.1 distance from standard), math (-173.6 distance from standard), suspension rate (10.9%), Graduation Rate (80%)

African American- ELA (-127.4 distance from standard), math (-158.3 distance from standard), Suspension Rate (17.4%),

Pacific Islander- Suspension Rate (12.1%, Chronic Absenteeism (47.2%)

White Students - ELA (-85.1 distance from standard), Math (-107.5 distance from standard), Chronic Absenteeism (37.5%)

2+ Race Students - ELA (-101.7 distance from standard) , math (-122.9 distance from standard), Suspension rate (11.5%), Chronic Absenteeism (48.1%)

Foster Youth - ELA (-97.7 distance from standard), math (-149.5 distance from standard), Suspension (10.5%)

Barstow Unified School District participated in an SBCSS facilitated DA workshop in February of 2026 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 the DTA process the BUSD differentiated assistance team identified a K-12 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. BUSD, in partnership with the San Bernardino County Superintendent of Schools and the California Collaborative for Educational Excellence, participated in a year-long Direct Technical Assistance process with the district's DTA leadership team. Through a regular cadence of meetings, the team analyzed district- and school-level data, engaged in learning walks, conducted empathy interviews, developed a shared definition of literacy, created a cascading communication plan, and built a 30-60-90 day plan to revise districtwide professional development for the 2026-27 school year. This work supported the district's use of an improvement science approach to identify root causes and refine strategies for improving student outcomes.

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,WH and 2+ race students) in Math, ELA and ELPI as seen in the following goals and actions:
Goal 1 Action 1 (Reducing Class Sizes to Enhance Student Learning) which will allow for a more engaging classroom that promotes small group instructions and focused interventions.
Goal 1 Action 2 (Targeted Interventions and Collaborative Planning (Increase 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 has developed and is implementing actions 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 (Comprehensive Counseling and Psychological Services (Counseling/Psychologists Support)) which will provide additional social emotional support to reduce suspension and provide a safe learning environment.
Goal 3 Action 5 (Fostering Equity with PBIS and MTSS Frameworks (Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports) this action provides for training and resources to fully implement PBIS and an MTSS program that 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, 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 (Continuation)

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 CHS principal and BUSD Director of Instructional Support Services coordinated with SBCSS to help facilitate development of the CSI plan. The team met virtually to conduct a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of the current CSI plan and SPSA. From this work, the team met in person to conduct a comprehensive needs assessment and root cause analysis. Additional meetings were held at the site/district level to develop the CSI plan goals and activities. CHS sought further collaboration with CSI plan/SPSA development with their School Site Council and English Learner Advisory Committee. Each step in the process 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. CHS 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. After the plan was reviewed by the CHS ELAC and approved by SSC, the plan was submitted for Board approval.

Through the Comprehensive Needs Assessment and Root Cause Analysis processes, CHS identified two primary resource inequities impacting student outcomes. First, students and families need more consistent access to family supports, wellness resources, and school engagement opportunities that help remove barriers to attendance, participation, and persistence toward graduation. Second, students with higher needs are less likely than their peers to have consistent access to individualized academic guidance, credit monitoring, and post-secondary planning supports. These inequities contribute to gaps in graduation outcomes, college and career readiness, school connectedness, and student engagement. The CSI plan is designed to address these inequities through targeted credit monitoring, student goal-setting, transition/orientation supports, family engagement activities, wellness and counseling supports, and strengthened college and career pathway opportunities.

Graduation rate will be the primary focus of the CSI plan, which will prioritize increasing the graduation rate through targeted SPSA/LCAP activities. These will include providing staff with dedicated time for credit monitoring, facilitating weekly student goal-setting sessions, and conducting comprehensive orientations for new students to clarify program expectations. To support these efforts, CHS will provide professional development focused on school culture and staff-identified needs. Furthermore, CHS will utilize a multi-faceted, evidence-based approach to boost ELA and math proficiency while fostering a school climate that supports holistic student growth and engagement.

To lower suspension rates and improve school culture, CHS will utilize CSI funding to lead a collaborative revision of the school's mission, vision, and learner outcomes. By updating the parent-student handbook to reflect culturally responsive PBIS and restorative practices (Gregory et al., 2016), the school will aim to foster a more inclusive environment. Academically, CHS will provide research-backed Tier 1 supports, including high-dosage tutoring and dedicated in-school intervention time (Robinson et al., 2021). Additionally, partnerships with Barstow Community College and EXP will strengthen college and career readiness, utilizing real-world connections to increase student motivation (Kemple, 2008).

To strengthen family and community engagement, CHS will implement an incentive program for parents and students to earn points for participation in parent and family engagement activities. Attendance points will be able to be used to earn free items, like caps and gowns. CHS will address a determined need for improved student wellness and family partnership through Tier 1 whole-child approaches. The site will offer social-emotional 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). For the upcoming year, CHS will provide increased communication for student social-emotional counseling and family counseling support with Wellness Together, a non-profit organization that will partner with Barstow Unified School District to provide in-person and virtual mental health services for K-12 students, families, and educators. Additional CSI resources will be used to incorporate supplemental digital learning platforms into Tier I classroom instruction and interventions. CHS will continue to work on expanding 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, which will offer 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 Wednesday professional development training and will 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-planning/co-teaching, 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.

Central High School will monitor and evaluate its CSI plan through a collaborative, multi-tiered data review process to ensure continuous school improvement. To evaluate progress toward senior outcomes and foundational academic skills, CHS will track California School Dashboard graduation rates, state CAASPP proficiency data in English Language Arts and Mathematics, and local metrics including i-Ready diagnostic growth software, credit accrual rates , student intervention participation logs, and credit monitoring spreadsheets. For behavioral and cultural improvement, the evaluation will rely on Dashboard suspension rates alongside local tracking of repeat suspensions, drug- and alcohol-related incidents, YouthTruth survey results, and PBIS Rewards point allocations. Family and community engagement progress will be monitored by measuring parent and family participation counts from Back-to-School Nights, parent-teacher conferences, PIQE activities, and compliance records from advisory committees, alongside Title I and LCAP parent surveys and at-risk attendance patterns tracked via the A2A system.

Evaluation intervals will be systematically embedded throughout the academic year to allow for timely, data-driven modifications. Credit monitoring tracking and individualized student goal-setting sessions will be updated by administration and counseling staff on a weekly or bi-weekly cycle. Progress will be reviewed regularly through five annual School Site Council (SSC) meetings and four annual English Learner Advisory Committee (ELAC) meetings, while internal school leadership, PBIS, and MTSS teams will conduct deeper data dives into behavior referrals, attendance interventions, and Tier 1 academic implementation data every two to eight weeks. Student attendance reports will be cross-referenced on a monthly basis to trigger School Attendance Review Team (SART) interventions. To ensure external accountability and structural alignment, the school will participate in quarterly support sessions with the District and SBCSS. Finally, CHS will facilitate comprehensive Mid-Year and End-of-Year SPSA/CSI Plan Reviews to evaluate net graduation gains, behavioral outcomes, and educational partner engagement metrics, which will allow administration to adjust master schedules, allocate tutoring resources, and eliminate systemic barriers to student success.

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 19, 2026 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 2025 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 2026-27 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 4, 2026 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 lowest performing student groups on the 2025 California Schools

Educational Partner(s)	Process for Engagement
	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 2026-27 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 - April 15, 2026 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 2025 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 2026-27 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 17, 2026 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 2025 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 proposed plan. Through this process, a goal and actions specific to the school have been added to the 2026-27 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	Barstow Junior High School Equity Multiplier School Plan Development: Meeting Date - March 31,2026 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 2025 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 2026-27 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 4, 2026 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 2025 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 2026-27 LCAP to support student learning and promote improved student outcomes.
Parents, teachers, site administrators, district administrators, counselors, school site council members, students	Lenwood Elementary School Equity Multiplier School Plan Development: Meeting Date - March 4, 2026

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, 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 2025 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 2026-27 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 13, 2026 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 2025 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 2026-27 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 2025 with topics including belonging, engagement, school culture, mental health, and academic challenges. Over 600 students participated in the survey of a possible 1410. 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 advisory committee and the district English

Educational Partner(s)	Process for Engagement
	Learner advisory committee. Each committee utilized the feedback to inform the development of the 2026-27 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 14th, 2026, 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 11, 2026 - 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 2025 before Thanksgiving week using Youth Truth. The survey included topics such as school engagement, culture, relationships, academic challenges, and others. Participation was approximately 52% 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, 142 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 2026-27 LCAP.
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 21, 2026 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.

Educational Partner(s)	Process for Engagement
District Advisory Committee Site Principals, teachers, district administration, Barstow Unified Teacher Association representatives, California School Employees Association representatives, DELAC, students, 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 13, 2026, 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 reviewed and provided input to 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 2026-27 LCAP on May 29, 2026 for consultation and feedback
Governing Board	Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 24, 2026.
Governing Board Community Members	The 2026-2027 LCAP draft was posted publicly on the district website on June 3, 2026. The 2026-27 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 9, 2026, for public hearing. A copy of the draft was available electronically and as a hard copy as requested.
Governing Board	The 2026-2027 LCAP was adopted at a regularly scheduled Board of Education meeting on June 23, 2026.
Parents, teachers, site administrators, district administrators, counselors, school site council members, students	Barstow Intermediate School Equity Multiplier School Plan Development: Meeting Date - April 17, 2026 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 2025 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

Educational Partner(s)	Process for Engagement
	the school have been added to the 2026-27 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 20, 2026 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 2025 California Schools Dashboard. Skyline 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 2026-27 LCAP to support student learning and promote improved student outcomes.
Parents, teachers, site administrators, district administrators, counselors, school site council members, students	School Of Opportunity School Of Opportunity Equity Multiplier School Plan Development: Meeting Date - April 15, 2026 Based on data provided by the California Department of Education regarding non-Stability rate percentage and the percentage of socioeconomically disadvantaged students, The School of Opportunity was identified as eligible for Equity Multiplier funds. As a result, this school will be provided funding to address the needs of the lowest performing student groups on the 2025 California Schools Dashboard. The School of Opportunity staff conducted a needs assessment, community survey, and input-gathering process. Parents, students, staff, and district leaders gave input to the proposed plan. Through this process, a goal and actions specific to the school have been added to the 2026-27 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 2026-2027 LCAP was developed based on feedback from educational partners in Barstow. To ensure a unified focus, district leadership and governance teams aligned the LCAP and Single School Plan goals, creating a single set of targets spanning from the Board and Superintendent to each of the 12 schools. To improve clarity and implementation, the structure of the Equity Multiplier (EM) goals was refined in 2025. While the original framework organized EM goals by broad metric areas, the district transitioned to school-specific EM goals. This approach integrates all relevant metrics and identified student groups into a single, cohesive goal for each site. As a result of this restructured format, the total number of goals increased to 14. This organizational shift was presented to the District Advisory Committee for consideration. Furthermore, the committee—which included site-based teams of parents and staff—assisted in establishing specific outcomes for all Dashboard metrics for every student group at each school.

The development of the 2026-2027 LCAP was deeply rooted in a collaborative dialogue with our educational partners. During these discussions, the District Advisory Committee (DAC) emphasized the importance of transparency, specifically requesting that our metrics be adjusted to shine a light on any student groups not meeting expectations. By analyzing both California School Dashboard indicators and local data points like iReady, we have refined our goals to call out specific student groups at both the district and site levels. To ensure this data remains actionable, student performance will be reported in real-time to site administrators and shared with the DAC during our bi-monthly meetings. Beyond academic data, our partners highlighted the necessity of measuring the student and parent experience. We have integrated carefully selected questions from the Youth Truth survey to monitor felt safety and positive engagement. This focus on a secure environment led to the continued funding of Campus Safety Security personnel Goal 3, Action 3.7 —a priority established in previous years that the current advisory group strongly reaffirmed. The voices of families from both the DAC and the District English Learner Advisory Committee (DELAC) were instrumental in identifying specific actions essential for student success and health. Partners expressed that several initiatives were particularly well-planned and vital for achievement, including Goal 1, Action 1.1 (Reducing Class Sizes to Enhance Student Learning), Goal 1, Action 1.2 (Targeted Interventions and Collaborative Planning to Increase Instructional Time), and Goal 1, Action 1.3 (Enhancing Access and Engagement through Transportation). Similarly, they voiced strong support for Goal 3, Action 3.5 (Fostering Equity with PBIS and MTSS Frameworks) and Goal 3, Action 3.6 (Restorative Practices PD and Student Transition Supports). To further bolster these efforts, families specifically requested the addition of paraeducator support to help increase graduation rates across all student groups and emphasized the need for expanded busing, including new offerings at Barstow High School, to combat absenteeism. Community engagement emerged as a central theme, with families expressing a desire for more direct lines of communication. We are responding by increasing forums for dialogue, such as "Lunches with the Superintendent" at each school and the Parent/Guardian Student Alliance Focus Group. Meanwhile, our staff consistently voiced a need for more specialized support for English Learners, leading to a renewed commitment to staffing that aids in both academic growth and English language acquisition. Finally, in the spirit of clarity and fiscal responsibility, the committee recommended the removal of items that were either no longer allowable under grant guidelines or proved difficult to implement due to staffing constraints. By streamlining the LCAP in this way, we ensure that our resources and energy are focused entirely on the actions that our partners believe will have the greatest impact on student success.

Finally, after securing the new equity multiplier funding, eleven schools underwent a process to develop plans for utilizing these resources. 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 eleven 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 11 schools had a direct impact on the development of the LCAP.

Barstow High School educational partner input to the 26-27 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)
Social Emotional Learning/Bullying Prevention co-curricular field trips/Assemblies & training (Goal 4, action 4.16)
Professional Learning Communities (PLC) Training & Supports (Goal 4, action 4.17)

Central High School educational partner input to the 2026-27 LCAP focused on graduation rate, suspension rate, and College and Career Readiness. The goals and actions that resulted from this input included:
additional 4.5 Paraeducators to support intervention programs (Goal 7, action 7.1)
After School Credit Recovery (Goal7, action 7.2)
CR-PBIS/suspension rate training/PD (Goal 7, action7.3)
Co-curricular Field Trips (Goal 7, action 7.4)

Barstow Junior High School educational partners input to the 2026-27 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)
Technology devices for “Summit K-12” Intervention Program (Goal 12, action 12.6)

Crestline School educational partner input to the 2026-27 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 2026-27 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)
Parent Liaison outreach for Attendance (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 2026-27 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 and Onboarding Program (goal 8, action 8.2)
After School Tutoring Program (Goal 8, action 8.1)
Literacy and Math Professional Development (Goal 8, action 8.4)
Social Emotional Learning Assemblies (Goal 8, action 8.5)
Student Wellness Support Staff (Goal 8, action 8.7)

Lenwood School educational partner input for the 2026-27 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)
Co-curricular field trips (Goal 6, action 6.2)

Montara School educational partner input to the 2026-27 LCAP included the following: Reading deficiencies, academic success (CAASPP) and chronic absenteeism. Our EL parents at Montara School also expressed their concerns about their students falling behind in academics as well as their need to increase with English language acquisition.

Intervention Teachers (goal 9, action 9.2)
Bilingual Staff Support for Parents (goal 9, action 9.4)
4 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 2026-27 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)
Student Wellness Support Staff (Goal 13, action 13.4)

Skyline Elementary School educational partner input to the 26-27 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)

School of Opportunity educational partner input to the 26-27 LCAP focused on decreased suspension rates. To address these concerns, the district has added the following to this LCAP cycle:
Co-curricular field trips/PBIS Incentives (Goal 14, action 14.1)
Substance Abuse Training and Mitigation (Goal 14, action 14.2)

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	2025 ALL: -96.4 EL: -116.8 FY: -97.7 HY: -131.1 SED: -106.9 SWD: -150.1 AA: -127.4 AI: -131.3 AS: -Not Applicable FI: -14.1 HI: -91.4 PI: -60 WH: -85.1 2 or More: -101.7 LTEL -134.8	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: -13.4 EL: -14.4 FY: 18.3 HY: 2.2 SED: -13.6 SWD: -4.9 AA: -8.8 AI: -67.1 AS: Not Applicable FI: -24.1 HI: -10.3 PI: -6.5 WH: -24.2 2 or More: -19.3 LTEL 17.5
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	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 SED -163	2025 9-12 BHS AA -141.7 EL - 99.2 HI -47.8 SED -73 SWD -165.7 WH -46.4 7-8 BJHS AA -180.5 EL -150.9 HI -143.6 LTEL -155.6 2+ -151.2	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 SED - 143	9-12 BHS AA - 33.1 EL 33.3 HI 8.4 SED .7 SWD -1.1 WH - Not Applicable 7-8 BJHS AA -11.8 EL +18.6 HI 10.7 LTEL 24.6 2+ 28.5 SED 11.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 All -79.1	SWD -201.8 WH -145.6 TK-6 Cameron All -76.7 SED 78.6 AA -101.6 HI -77.3 Crestline All -124.5 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 -151.7 SWD -183.9 WH -155 TK-6 Cameron All -49 SED -48.8 AA -87.3 HI -32.4 Crestline All -114.2 AA -125.1 HI -119.1 SED -117.1 Henderson All -82.2 SED -100.3 HI -76.5 Lenwood EL -87.5 All -109.1 SED -110.6 WH -110.1 HI - 102.4 SWD -157 Montara All - 80.2 SED -87.7 SWD - 145 AA - 84.4 HI - 73.6	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	SWD 17.9 WH -9.4 TK-6 Cameron All 31.8 SED 35.8 AA 27.6 HI Not Applicable Crestline All 10.3 AA 7.2 HI -1.6 SED 12.3 Henderson All -3.7 SED -13.1 HI -.8 Lenwood EL 9.3 All -22.7 SED -18.9 WH -20 HI Not Applicable SWD Not Applicable Montara All 33.4 SED 25 SWD 8 AA 40.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	 Skyline All - 69.2 SED -79.3 SWD -152.4 HI - 66.9 WH -65.7		HI 40.4 Skyline All 9.9 SED 10.2 SWD +.9 HI 19 WH 7.3
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	2025 ALL -125.3 EL - 139.4 FY - 149.5 HY - 154.6 SED - 134.5 SWD -173.6 AA -158.3 AI - 164.9 AS - Not Applicable FI - 54.9 HI - 122.7 PI - 59.8 WH - 107.5 2 or More - 122.9 LTEL -175.2	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 -0.5 EL 7.1 FY 12.8 HY 22.1 SED -20.3 SWD 9.9 AA 4.7 AI -41.2 AS Not Applicable FI +1.3 HI -.2 PI +25.3 WH -4.3 2 or More -2.3 LTEL -22.9
1.4	CAASPP math – School and student group Distance From Standard (DFS)	2023 9-12 BHS	2024 9-12 BHS	2025 9-12 BHS	2027 9-12 BHS	 9-12 BHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	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 Lenwood EL - 124.8 SED - 113.7 SWD - 190.9	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 Lenwood EL - 103.6 SED - 109.5 SWD - 163.2	All -132.4 EL -162.4 HI -139.9 SED -152.4 SWD -224.9 AA -211.8 Wh -104.6 7-8 BJHS All -192.8 AA -212.6 EL -196.6 HI -191 LTEL -197.7 2+ -182 SED -192.7 SWD -218.7 WH -184.1 TK-6 Cameron AA - 87.3 Crestline AA - 126.2 Henderson SED -94.5 SWD - 113.6 AA - 148.2 Lenwood EL -90.8 SED -100.1 SWD -147.6	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 Lenwood EL - 104.8 SED - 93.7 SWD - 170.9	All 25 EL 45.1 HI 20.6 SED 23.2 SWD 3.1 AA -13.8 WH 51.6 7-8 BJHS All 10.9 AA 10.2 EL 22 HI 8.8 LTEL 33.2 2+ 21.8 SED 15.8 SWD 21.9 WH 17.3 TK-6 Cameron AA 33.3 Crestline AA 34.1 Henderson SED -6.5 SWD 19.2 AA -21.3 Lenwood EL 34 SED 13.6 SWD 43.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Montara SED - 112.7 SWD - 153 HI - 114 Skyline SED - 113.4 SWD - 183.4 HI -104.4	Montara SED - 94.3 SWD - 142.3 HI - 87.3 Skyline SED - 107.4 SWD - 200.3 HI -95.8	Montara SED -78 SWD -110.9 HI - 60.7 Skyline SED -79.3 SWD -152.4 HI -66.9	Montara SED - 98 SWD - 159 HI - 103 Skyline SED - 93.4 SWD - 163.4 HI - 84.4	Montara SED 34.7 SWD 42.1 HI 53.3 Skyline SED 34.1 SWD 31 HI 37.5
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%	2025 graduation rate percentage ALL 86.5% EL 86.7% HY 64.2% SED 85% SWD 80% AA 72.3% HI 90.6% WH 89.6%	2027 graduation rate percentage ALL 90% EL 80% HY 80% SED 81.4% SWD 80% AA 80% HI 80% WH 90%	ALL 3.7% EL 9.4% HY -.2% SED 4.6% SWD 11% AA 6.1% HI 3.8% WH 8%
1.6	High School Graduation Rate Percentage - School and Student Group Source: CA School Dashboard	2023 Graduation rate percentage No groups are currently in the "Red" or lowest indicator at BHS. Barstow High School All 91.1% EL 83.8% HY 78.4% SED 89.6% SWD 74.1% WH 88.9%	2024 Graduation rate percentage No groups are currently in the "Red" or lowest indicator at BHS. Barstow High School All 90.2% EL 97.1%	2025 Graduation rate percentage No groups are currently in the "Red" or lowest indicator at BHS. Barstow High School All 93.3% EL 90%	2027 Graduation rate No groups are currently in the "Red" or lowest indicator at BHS. Barstow High School All 92.1% EL 90% HY 90%	Barstow High School All 2.2% EL 6.2% HY -3.4% SED 2.4% SWD 10.5% WH 6.2% AA 1.1% HI 3% Central High School Red Indicator

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA 83.3% HI 92.2% Central High School Red Indicator All 50.6% HI 63.2% SED 48.6%	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%	HY 75% SED 92% SWD 84.6% WH 95.1% AA 84.4% HI 95.2% Central High School Red Indicator All 54.5% HI 65.7% SED 65.7%	SED 90% SWD 90% WH 90% AA 90% HI 93.2% Central High School Red Indicator All 80% HI 80% SED 80%	All 3.9% HI 2.5% SED 17.1%
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%	2026 All third grade (winter window): 27% on or above grade level AA: 18.5% EL: 18.7% SED: 24.49	2027 All third grade (winter window): 43% on or above grade level AA: 33% EL: 30% SED: 40%	All third grade (winter window): -5.75% AA: -4.15% EL: .7% SED: -3.18%
1.8	CTE pathway completer Percent of Students Local Indicator - Student Information System	2023- CTE Pathway completers: All 36.8% SWD 26.8% SED 35.7% EL 45.5% FY- student group too small for data 2 or more 40%	2024- CTE Pathway completers: All 32.4% SWD 21.7% SED 28.9% EL 26.1% FY- student group too small for data 2 or more 23.1%	2025- CTE Pathway completers: All 39.5% SWD 36.3% SED 36.4% EL 37.8% FY- student group too small for data 2 or more 45.5%	2027- CTE Pathway completers: All - 26.2% SWD- 14.2% SED- 21.9% EL- 12.3% FY- 10% 2 or more - 25%	All 2.7% SWD 9.5% SED- .7% EL -7.7% FY- student group too small for data 2 or more 5.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2025 ALL 73.5% EL 75.6% HY 39.2% SED 70.9% SWD 52.6% AA 51.6% HI 78.9% WH 75%	Class of 2027 ALL 70% EL 60% HY 55% SED 70% SWD 35% AA 55% HI 75% WH 75%	 ALL 4% EL 17.5% HY -11.5% SED 5.2% SWD 40.7% AA -.7% HI 6.3% WH 5.3%
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%	2025 - EL Making Progress EL 40.1% LTEL 42.9%	2027 To Reach "green" status we must reach 52.2% making progress LTEL 33.7%	EL Making Progress EL -1.4% LTEL 9.2%
1.11	English Learner proficiency - Schools and student groups percentage making progress Source : CA School Dashboard	2023 TK-6 Cameron EL 36.5% Montara 30.2% 7-8 BJHS 39.5%	2024 TK-5 Cameron EL 32.3% Montara 43.2% 7-8 BJHS 32.8%	2025 TK-4 Cameron EL 48.3% Montara 27.3% 7-8 BJHS 47.4%	2023 TK-6 Cameron EL 45% Montara 40% 7-8 BJHS 50%	Cameron EL 11.8% Montara -2.9% 7-8 BJHS 7.9%
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%	Class of 2024 9-12 Barstow HS All 81.3% EL 85.7% SWD 55.6% HY 71.1% AA 68.9% HI 86%	Class of 2025 9-12 Barstow HS All 83.4% EL 80% SWD 64.1% HY 55.6% AA 66.7% HI 86.5%	Class of 2027 9-12 Barstow HS All 85 EL 70% SWD 58% HY 67% AA 81% HI 84%	9-12 Barstow HS All 3.1% EL 15.1% SWD 10.4% HY -7.1% AA -9.5% HI 6.7% SED 3.9% WH 3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED 77.7% WH 79.4% Central HS All 26.9% SED 24.7% HI 40.5%	SED 78.3% WH 68.8% Central HS All 12.7% SED 11.5% HI 8.8%	SED 81.6% WH 82.5% Central HS All 21.7% SED 20% HI 30.3%	SED 82% WH 79.4% Central HS All 35% SED 35% HI 45%	 Central HS All -5.2% SED -4.7% HI -10.2%
1.13	English Learner Reclassification Rates Percentage Local Indicator - Student Information System	2024 -- 8.2%	2025 - 6.8%	2026 - 10.4%	2027-- 11.2%	Increase 2.2%
1.14	Desired Results Developmental Profile (DRDP) Percentage DRDP results	Spring 2025 28%	Spring 2025 28%	Spring 2026 29%	35%	1%
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)	District increased to a 34.5% teacher misassignment. (Local Data 2025-26)	4% teacher misassignment	26.5% teacher misassignment
1.16	Access to aligned instructional material Percentage Rate Source: California School Dashboard (local indicators)	100% of students have access to standard aligned instructional materials. (Local Data 2022-23)	100% of students have access to standard aligned instructional materials. (Local Data 2023-24)	100% of students have access to standard aligned instructional materials. (Local Data 2024-25)	100% of students have access to standard aligned instructional materials.	0% No Change
1.17	A to G completion	2023	2024	2025	18.3%	11.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage Rate Dataquest	12.3% of students meet A-G completion	12.9% of students meet A-G completion	24% of students meet A-G completion		
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.	2024/25 10.1% of students have completed A-G requirements and CTE programs.	42.8%	-26.7%
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%	2025: 22.3%	36.4%	-11.1%
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%	2024-25 11th graders who met or exceeded standard on CAASPP: ELA 37.5% Math 16.13%	ELA- 37.07 % Math- 13.74%	ELA 6.43% Math 8.39%
1.21	Middle School Dropout Rates	2023/2024	2024/25	2025/26	.7%	-.05%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage Source: Local Data	1.7% Local Data	1.85%	1.65%		
1.22	High School Dropout Rates Percentage Source: Dataquest	2022/2023 13.3% Dataquest	2023/24 13.4%	2024/25 12.2%	1.8%	-1.2%
1.23	Students have access to a broad course of study Percentage Rate Source: California Dashboard (Local Indicators)	2024: 100%	2025: 100%	2026: 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	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	2024/25 SY English Language Arts – Common Core State Standards for English Language Arts - Full Implementation And Sustainability English Language Development (Aligned to English Language	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	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sustainability Next Generation Science Standards - Full Implementation And Sustainability History - Social Science • Initial Implementation	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 -Full Implementation And Sustainability	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 -Full Implementation And Sustainability	State Standards for Mathematics - Full Implementation And Sustainability Next Generation Science Standards - Full Implementation And Sustainability History -Social Science - Full Implementation And Sustainability	Implementation Mathematics – Common Core State Standards for Mathematics - Full 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%	2026 14%	20%	-1%

Goal Analysis [2025-26]

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.

Barstow Unified School District (BUSD) made meaningful progress toward implementing Goal 1, with several actions fully implemented and others partially implemented as the district continues to build capacity. Of the ten actions evaluated (Actions 1.1–1.10), four were fully implemented (Action 1.1: Class Size Reduction, Action 1.3: Transportation, Action 1.4: Assessment Program Support, and Action 1.8: Preschool Program) and six were partially or not fully implemented (Action 1.2: Increase Instructional Time, Action 1.5: English Learner Supports, Action 1.6: Extra/Co-Curricular Activities for College/Career, Action 1.7: CTE Program Support, Action 1.9: Additional Paraeducator Support, and Action 1.10: LTEL Professional Development).

The fully implemented actions encompassed a comprehensive range of supports, including providing 40 additional certificated positions to subsidize K-3 class sizes (Action 1.1: Class Size Reduction), providing transportation to reduce chronic absenteeism (Action 1.3: Transportation), providing assessment program support and testing technology (Action 1.4: Assessment Program Support), and offering an early childhood education preschool program (Action 1.8: Preschool Program).
Actions 1.2 (Increase Instructional Time), 1.5 (English Learner Supports), 1.6 (Extra/Co-Curricular Activities for College/Career), 1.7 (CTE Program Support), 1.9 (Additional Paraeducator Support), and 1.10 (LTEL Professional Development) were only partially or not significantly implemented during the year, primarily due to structural and staffing challenges.

Action 1.2 (Increase Instructional Time) focused on increasing instructional time and saw partial implementation. While the teacher workday was extended in the collective bargaining agreement (CBA), and as the action states, all sites increased either instruction time or collaboration time among grade levels, the corresponding actions of improved intervention for students with a longer instruction day or the increased PLC actions for schools with additional collaboration time are not fully evident. Whereas some schools did increase instructional time, others did not and used the time for teacher collaboration instead resulting in a substantive difference. Some schools did increase instructional time, others did not and used the time for teacher collaboration instead resulting in a substantive difference. Action 1.5 (English Learner Supports) achieved partial implementation with site coordinators in place, but after-school tutoring remained limited. Staffing shortages and an inability to hire fully credentialed teachers severely impacted several district-wide initiatives. This lack of personnel prevented the full implementation of extra- and co-curricular activities (Action 1.6: Extra/Co-Curricular Activities for College/Career), CTE program support (Action 1.7: CTE Program Support), additional paraeducator support (Action 1.9: Additional Paraeducator Support), and LTEL-specific professional development (Action 1.10: LTEL Professional Development). Even fully implemented actions faced hurdles; Action 1.1 (Class Size Reduction) struggled with a lack of fully credentialed teachers, Action 1.3 (Transportation) faced high driver turnover and specialized routing needs, and Action 1.8 (Preschool Program) saw its eligible preschool student pool shrink and was reduced to a single location due to the expansion of Transitional Kindergarten (TK). The reduction was a substantive difference although the action was fully implemented.

Despite these challenges, the district experienced notable successes in implementation. Increased participation, successful rollout, improved collaboration, and expanded access were all deemed a success during implementation. Action 1.3 (Transportation) was fully implemented, ensuring students across the district had access to transportation services. Action 1.4 (Assessment Program Support) supported the administration of benchmark and summative CAASPP/CAST assessments, including the provision of necessary tools, systems, and

coordination at school sites. Action 1.5 (English Learner Supports) established site-based coordinators and instructional coaching supports to strengthen services for English Learners. Under Action 1.8 (Preschool Program), the district implemented the Desired Results Developmental Profile (DRDP) to monitor student development. Additionally, Action 1.6 (Extra/Co-Curricular Activities for College/Career) expanded access to CTE pathways and career exploration through increased programming and student participation. To proactively combat the staffing challenges hindering multiple actions, BUSD has more than doubled its recruiting efforts and partnered with SBCSS to support a pathway for classified staff to earn community college degrees and attend a 4-year college.

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

The district considers expenditures that exceed or fall short of 15% of the budgeted amount to be a material difference.

A material difference exists for Action 1.4 (Assessment Program Support) because estimated actual expenditures significantly exceeded the planned budget. While the district fully implemented this action to support benchmark and CAASPP/CAST assessments, the costs associated with providing necessary tools, testing technology, data systems, and coordination at school sites were higher than originally anticipated.

A material difference exists for Action 1.5 (English Learner Supports) due to partial implementation. While site coordinators were put in place, staffing shortages, changes to the structure of after-school programs, and an inability to hire fully credentialed teachers impacted the total spent on the action.

A material difference exists for Action 1.6 (Extra/Co-Curricular Activities for College/Career) because a lack of available personnel prevented the full implementation of these activities, resulting in an expenditure variance.

A material difference exists for Action 1.7 (CTE Program Support) due to high turnover within the CTE program, changes in total enrollment at BHS, and variable instructor costs.

A material difference exists for Action 1.8 (Preschool Program for 4-year-old students), resulting from lower student enrollment compared to baseline years due to major changes in student eligibility, with options to enter either preschools (4K) or the expanded TK program. The program has been reduced from 2 locations to 1 due to overall enrollment.

A material difference exists for Action 1.9 (Additional Paraeducator Support) because severe districtwide staffing shortages and hiring delays prevented the full implementation of this additional personnel support.

A material difference exists for Action 1.10 (LTEL Professional Development). A lack of contract time hindered the district's ability to deliver this LTEL-specific professional development on time, resulting in partial implementation.

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

Action 1.1: Class Size Reduction. This action demonstrates mixed effectiveness, at best. Although the action was implemented, credentialing and instructional-capacity challenges may have limited its impact. District-wide ELA Distance From Standard (Metric 1.1) saw an overall decline of -13.4 DFS from baseline, though Foster Youth showed notable improvement (+18.3 DFS). English Learners saw a decline of -14.4 DFS, and Socioeconomically Disadvantaged students saw a decline of -13.6 DFS in ELA. Analysis of Metric 1.2 (School ELA) shows significant gains at Cameron Elementary for all students (+31.8 DFS), Socioeconomically Disadvantaged students (+35.8 DFS), and African American students (+27.6 DFS). Similarly, Math DFS (Metric 1.3) showed minimal overall decline (+0.5 DFS), with Socioeconomically Disadvantaged students declining by -20.3 DFS. Foster Youth showed a gain of +12.8 DFS, and English Learners gained +7.1 DFS in Math. Metric 1.4 (School Math) reflects improvement at Barstow High School for all students (+25), English Learners (+45.1), and Socioeconomically Disadvantaged students (+23.2). This suggests that while smaller class sizes showed promise, the changes in grade span configuration, difficulties hiring credentialed teachers, and a lack of culturally responsive teaching limited the impact on student achievement. The district plans to incorporate explicit language acquisition strategies to improve outcomes.

Action 1.2: Increase Instructional Time. This action has not yet improved broad academic outcomes. While the district successfully increased opportunities for dedicated reading intervention and credit recovery, test scores have generally decreased. ELA and Math state assessments indicate the action was somewhat effective for specific demographics, such as Foster Youth (ELA +18.3 DFS) and Homeless Youth (ELA +2.2) students, but failed to address the specific needs of District-wide All students (-13.4 DFS) Socio-economically Disadvantaged students (ELA -13.6) . Disaggregated data for Metric 1.1 (District ELA) and Metric 1.3 (District Math) show that Socioeconomically Disadvantaged students declined (ELA -13.4 & math -0.5) Foster Youth actually improved by +18.3 DFS and +12.8 DFS, respectively, while English Learners declined in ELA (-14.4 DFS) but improved in Math (+7.1 DFS). Metric 1.2 (School ELA) data for Barstow High School shows English Learners at -99.2 DFS and Socioeconomically Disadvantaged students at -73 DFS. Metric 1.4 (School Math) shows that English Learners and Socioeconomically Disadvantaged students at Barstow High School realized gains of +45.1 and +23.2 from baseline, respectively. This suggests that while extending the school day provided more collaboration and intervention time, it must be better aligned with evidence-based instructional practices to yield consistent achievement gains.

Action 1.3: Transportation. This action demonstrates moderate effectiveness. While Dashboard ELA and Math results showed decreases for many student groups. Disaggregated academic data (Metrics 1.1 and 1.3) shows that English Learners experienced a gain in Math (+7.1 DFS) but a decline in ELA (-14.4 DFS). Foster Youth showed improvement in both ELA (+18.3 DFS) and Math (+12.8 DFS). Socioeconomically Disadvantaged students saw declines in both ELA (-13.6 DFS) and Math (-20.3 DFS). Metric 3.1 (Chronic Absenteeism) for the district shows a decline of -4.7% for all students, with English Learners at 39.9% and Foster Youth at 46.5%. Socio-economically Disadvantaged students declined (ELA -13.6 & math -0.5). The mixed results indicate a need to continue with this action. Furthermore, the action successfully reduced chronic absenteeism relative to the baseline. This suggests that transportation is highly effective in getting students to school and increasing access to extracurricular activities, though it has not yet translated directly into increases in student achievement scores.

Action 1.4: Assessment Program Support. This action demonstrates strong effectiveness in its implementation goals. While academic achievement scores (Metrics 1.1 and 1.3) remain mixed ELA - (FY: +18.3, HY: +2.2) math (EL +7.1,FY +12.8,HY +22.1,SWD +9.9,AA +4.7), the action successfully increased assessment participation rates at schools that were previously below the requirement. This suggests that the software, technology, and site coordinator support effectively established a robust assessment system.

Action 1.5: English Learner Supports. This action shows partial effectiveness. On Metric 1.10 (English Learner Proficiency), ELs overall saw a slight decline in making progress (-1.4%), but Long-Term English Learners (LTEL) improved by +9.2%. Additionally, EL graduation rates increased (Metric 1.5) relative to the baseline, and the overall reclassification rate (metric 1.13) increased by 2.2%. This suggests that while coaches and site coordinators are successfully supporting graduation, limited after-school tutoring and delayed translation services, due to staffing changes, hinder broader academic language acquisition. Educational partner feedback emphasized the need for a more robust tutoring program for struggling learners.

Action 1.6: Extra/Co-Curricular Activities for College/Career. This action demonstrates strong effectiveness in expanding career pathways. The College and Career Indicator (Metric 1.9) showed an overall increase of +4%, with significant gains for Socioeconomically Disadvantaged (+5.2%) and Students with Disabilities (+40.7%). CTE pathway completion (Metric 1.8) also increased overall by 2.7%. This suggests that students are highly engaged in CTE programs and have expanded career exploration experiences, though they are not making as many gains in A-G completion, indicating a need to balance tracking in both readiness areas.

Action 1.7: CTE Program Support. This action demonstrates moderate effectiveness. Alongside Action 1.6, it provided critical support for the CTE program, enhancing extracurriculars and increasing opportunities for students to complete pathways. Specific data from Metric 1.8 shows that All students increased 2.7% and Foster Youth Students were too small a group to be reported, English Learners reached a 37.8% CTE pathway completion rate, while Socioeconomically Disadvantaged students saw a current difference of -0.7% from baseline. Metric 1.9 (District CCI) shows gains for All students (+4%), Foster Youth (too small to be reported), English Learners (+17.5%) and Socioeconomically Disadvantaged students (+5.2%). Metric 1.12 (School CCI) highlights that English Learners at Barstow High School saw a significant gain of +15.1%, and Socioeconomically Disadvantaged students saw a gain of +3.9%. However, Homeless Youth (proxy for Foster Youth) at Barstow High School saw a decline of -7.1%, and at Central High School, Socioeconomically Disadvantaged students saw a decline of -4.7%. However, severe staffing shortages caused the shuttering of three classes during the year. This suggests that while the pathway expansion is effective for student engagement, robust personnel retention is necessary to fully realize and sustain its potential. The action is serving to maintain the gap with slight increases for students with disabilities.

Action 1.8: Preschool Program This action demonstrates promising effectiveness. The Desired Results Developmental Profile (DRDP) increased by 1 point, and the program successfully served over 150 students and families. This suggests that while the program operates well and successfully utilizes PBIS practices, there is a pressing need to consistently implement the DRDP to gather baseline achievement data, especially as the eligible student pool shrinks and centralizes due to TK expansion.

Action 1.9: Additional Paraeducator Support. This action demonstrates ineffectiveness. Due to not being implemented, this action was not able to be analyzed for effectiveness.

Action 1.10: LTEL Professional Development. This action is not yet effective. Long-Term English Learner Reclassification Rates (Metric 1.25) dropped from 15% in 2024 to 14% in 2026, resulting in a current difference of -1% from the baseline. This suggests that the inability to deliver professional development in a timely manner—due to a lack of contract time—hindered LTEL progress. However, with the district coach now beginning to implement training at school sites and working directly with EL staff, the effectiveness of this action is expected to improve.

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.

No changes are being made to the planned overall broad goal. However, reflections on prior practice drove significant updates to the metrics, target outcomes, and actions for the coming year. Also, the 2023 and 2024 CTE pathway completers data was changed to fix errors from the previous LCAP. The 2023 data was changed to reflect the following percentage of CTE completers :
All 36.8%
SWD 26.8%
SED 35.7%
EL 45.5%
FY- student group too small for data
2 or more 40%
The 2024 data was changed to reflect the following percentage of CTE completers:
All 32.4%
SWD 21.7%
SED 28.9%
EL 26.1%
FY- student group too small for data
2 or more 23.1%

Actions 1.1–1.10: Action titles were refined to be more outcome-focused where appropriate, and all action descriptions were revised to clarify each action's intended purpose and explicitly identify targeted, unduplicated student groups and their corresponding monitoring metrics.

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	Reducing Class Sizes to Enhance Student Learning (Class Size Reduction)	The district will provide 40 additional certificated positions at five elementary schools to subsidize K-3 class sizes, enabling targeted ELD integration and effective small-group instruction. While small class size benefits all students, this action will be principally directed toward our English Learner (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students as measured by Metrics 1.1, 1.2, 1.3, and 1.4. This is an LREBG action and includes $192,005 to ensure full implementation.	$4,440,686.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Targeted Interventions and Collaborative Planning (Increase Instructional Time)	The district will extend the instructional time at each school site by 30 minutes to accommodate additional intervention time and/or structured PLC/grade-level collaboration. 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, including $192,005 for implementation.	$2,097,507.00	Yes
1.3	Enhancing Access and Engagement through Transportation (Transportation)	The district will provide transportation to and from school and activities to increase attendance and reduce chronic absenteeism. This action 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, including $192,005 for implementation.	$3,586,805.00	Yes
1.4	Comprehensive Assessment and Data Systems Support (Assessment Program Support)	The district will offer comprehensive support for the assessment program, including training for CAASPP/CAST, site coordinators, iReady software, testing technology, and Illuminate data disaggregation software. This action benefits all students and is measured by Metrics 1.1 and 1.3.	$825,098.00	No
1.5	English Learner Supports	The district will fund EL after-school tutoring, site EL coordinators, EL development coaches, paraeducator support, and translation services. This action is solely dedicated to supporting English Learner students and is measured by Metrics 1.5, 1.10, and 1.13.	$1,261,472.00	Yes
1.6	Expanding Access to College and Career Readiness Activities (Extra/Co-Curricular Activities for College/Career)	The district will fund stipends and materials to increase participation in extracurricular activities, pathways, and field trips. This action primarily targets the college and career readiness of high-needs students and is measured by Metrics 1.8, 1.9, and 1.12.	$1,614,899.00	No
1.7	Expanding Career and Technical Education Pathways	The district will provide funding for CTE program staff and supplies. This action enhances career pathway offerings for all students but is principally directed at supporting the postsecondary readiness of unduplicated students, as measured by Metrics 1.8 and 1.9.	$1,850,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(CTE Program Support)			
1.8	Early Childhood Education and School Readiness (Preschool Program)	The district will support a preschool program for 4-year-old students to prepare them for TK/Kindergarten, focusing on foundational literacy, math, and ELD. This action supports early learners and is measured by Metric 1.14.	$450,000.00	No
1.9	Targeted Paraeducator Support for Graduation Success (Additional Paraeducator Support)	The district will provide extra paraeducator support in core classes at Barstow High School and Central High to help struggling students achieve graduation. This action is principally directed to support at-risk unduplicated students and is measured by Metrics 1.5 and 1.6.	$150,000.00	No
1.10	Accelerating Language Proficiency for Long-Term English Learners (LTEL Professional Development)	The district will provide professional development for teachers and bilingual aides to support Long-Term English Learners with academic language acquisition and reclassification. This action is exclusively targeted to LTEL students and is 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	2025-26 Type and number of services # of families enrolled in BUSD - 1,587 # of families provided clothing - 101	Type and number of services # of families enrolled in BUSD - 1400 # of families provided clothing - 250	Type and number of services # of families enrolled in BUSD +387 # of families provided clothing +1 # 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 - 185	# of families referred for SPED/Homeless services - 250	SPED/Homeless services - -45
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 2025 Elementary Families - 77% Middle School Families - 56% High School Families - 54%	November 2027 Elementary Families- 90% Middle School Families - 85% High School Families- 70%	Elementary Families +1% Middle School Families -14% High School Families +0%
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 2025 Elementary Families 65% Middle School Families 51% High School Families 48%	November 2026 Elementary Families - 75% Middle School Families - 75% High School Families - 75%	Elementary Families +4% Middle School Families -3% High School Families -4%
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.	2024 District 45.69% Elementary School 46.4% Middle School 41.51%	2025 District 47% Elementary School 52% Middle School 42%	2026 District 48% Elementary School 52.5% Middle School 44%	District 60% Elementary School 60% Middle 60%	District +2.31% Elementary School +6.1% Middle School +2.49% Local Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage parent attendance Local Metric: Parent Survey	Local Data	Local Data	Local Data		

Goal Analysis [2025-26]

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.

The Barstow Unified School District (BUSD) made partial progress toward Goal 2, which focuses on increasing educational partner engagement and fostering a collaborative culture. One of the planned actions (Action 2.3) was fully implemented, while the other three (Actions 2.1, 2.2, and 2.4) were only partially implemented during the school year due to systemic challenges, primarily staffing vacancies and fiscal execution.

Action 2.1 (Family Center/Translation Services) was partially implemented. While no physical family center has been established, the combination of personnel from Supportive School Climate and Pupil Services provides the services within this action. The outreach liaison personnel are currently in place, providing families with access to essential items and coordinating with external agencies. Translation Services are available upon request or when identified by staff. Parent Training is conducted by 504/SPED Liaisons.

Action 2.2 (Parent Involvement Coordinators/ Resources) was partially implemented. The district successfully placed parent involvement coordinators at all school sites to conduct events and school-level communication. While the coordinator conducted events at each site, many were informational, award ceremonies, or academically focused and did not cover all the action plan items (parent training, family resources, and outreach).

Action 2.3 (Public Information Officer) was fully implemented. The district successfully employs a Public Information Officer as the primary point of contact, disseminating information to students and families.

Action 2.4 (Parent-Guardian-Student Community Alliance Group) was partially implemented. While a structured platform for families has been established and monthly meetings are scheduled, a significant challenge has been low and inconsistent attendance, which has even led to some meetings being canceled due to a lack of parents.

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

The district considers expenditures that are greater than or less than 15% of the budgeted amount to be a material difference. Material differences exist across three of the planned actions in Goal 2.

A material difference exists for Action 2.1 (Family Center/Translation Services). Estimated year-end totals fell below the budgeted amount because translation services were not used at the originally anticipated levels.

A material difference exists for Action 2.2 (Parent Involvement Coordinators/Resources). This variance occurred because the intended actions were only partially implemented across school sites, which resulted in lower-than-anticipated personnel-related expenditures and underutilized event funding.

A material difference exists for Action 2.4 (Parent-Guardian-Student Community Alliance Group). Although a structured family platform was successfully established, the action was only partially implemented due to low and highly inconsistent attendance, which ultimately resulted in several scheduled meetings being canceled. Because no operational or hospitality costs were incurred from these canceled sessions, none of the $25,000 allocation was spent.

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

Action 2.1: Family Center/ Translation Services. This action demonstrates limited effectiveness and a critical operational breakdown in executing outreach to vulnerable populations. For Metric 2.1 (Central Enrollment Center interactions for service), the number of families successfully enrolled in the district increased by 387 from the baseline. However, the core support services failed to scale. The provision of clothing increased by only 1 family, serving 101 families against a target of 1,500. Most alarmingly, referrals for Special Education (SPED) and Homeless services were actively declined by 45 families compared to the baseline.

Action 2.2: Parent Involvement Coordinators/ Resources. This action shows mixed to significantly negative effectiveness across its aligned metrics. Under Metric 2.1, referrals for SPED and Homeless services dropped by 45 families. Furthermore, family surveys indicate a severe regression in secondary school culture. Under Metric 2.2 (perception of a positive work environment), Middle School satisfaction plummeted by 14% from the baseline, while High School satisfaction remained stagnant at +0%. For Metric 2.3 (direct engagement), Middle School families dropped by 3% and High School families dropped by 4%. Despite minor gains at the elementary level (+1% in positive culture and +4% in engagement), the significant declines in secondary parents' perceptions indicate that this action is not yet successfully fostering a collaborative district-wide culture.

Action 2.3: Public Information Officer. This has generated positive momentum for Elementary families, who reported slight gains from the baseline in Metrics 2.2 (+1% for positive work environment) and 2.3 (+4% for feeling engaged). Conversely, secondary families reported substantial negative momentum. Middle School families' perceptions of a positive environment decreased by 14%, and their direct engagement decreased by 3%. High School families experienced a 4% drop in direct engagement and showed no growth (+0%) in their perception of the positive work environment. These metrics indicate that current communication and outreach strategies are failing to build genuine, collaborative partnerships at the secondary level.

Action 2.4: Parent Guardian Student Community Alliance Group (PGSCAG). This action demonstrates inconsistent effectiveness due to conflicting monitoring points between attendance and “satisfaction. ” Metric 2.4 shows that technical attendance for decision-making successfully grew across the district (+2.31%), elementary (+6.1%), and middle school (+2.49%) levels. However, the qualitative experience, as measured by Metrics 2.2 and 2.3, reveals deep dissatisfaction, including a 14% drop in the perception of a positive Middle School environment and a 3% to 4% drop in secondary direct engagement. This indicates that while the district is physically bringing in more parents to general input events, the structured alliance group experience has not yet empowered them or created a culturally responsive partnership.

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.

Reflections on prior practice and feedback from educational partners have resulted in the following specific changes to the actions for the coming year:

Actions 2.1 - 2.4: Action titles were refined to be more outcome-focused where appropriate, and all action descriptions were revised to clarify each action's intended purpose, explicitly identifying targeted unduplicated student groups and their corresponding monitoring metrics.

As actions move into implementation, strategies will continue to be refined and customized to meet the unique needs of our diverse families, supporting improved participation and engagement across student groups.

The target outcome for metric 2.1 was revised for alignment to data trends.

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 Resource and Support Center (Family Center/ Translation Services)	The district will provide a centralized family resource center equipped with robust translation services, enabling families to access necessary items (clothing, school supplies, food, technology, and agency referrals), support, and training. While all families will benefit, this action is principally directed at addressing the unique needs of English Learner, Socioeconomically Disadvantaged, and Foster Youth families to foster a highly supportive district environment committed to teamwork, as measured by Metric 2.1.	$145,320.00	No
2.2	Site-Based Family Engagement and Culturally	The district will deploy a dedicated parent involvement coordinator at each school site to facilitate culturally responsive family resources, coordinate PBIS training, and conduct direct, personalized outreach. This action is	$195,974.00	No

Action #	Title	Description	Total Funds	Contributing
	Responsive Liaisons (Parent Involvement Coordinators/ Resources)	primarily targeted to support the unique needs of Socioeconomically Disadvantaged, English Learner, Foster Youth, and Students with Disabilities, ensuring families feel educators are supportive and collaborative, as measured by Metrics 2.1, 2.2, and 2.3.		
2.3	Public Information Officer and District Communications (Public Information Officer)	The district will employ a District Communications and Educational Partner Outreach Officer to systematically disseminate important district information utilizing modern digital outreach platforms. This action will benefit all students; however, it is primarily targeted to support the unique needs of Socioeconomically Disadvantaged, English Learners, and Foster Youth families by breaking down informational barriers and fostering a supportive district environment committed to teamwork, as measured by Metric 2.2 and Metric 2.3.	$261,156.00	No
2.4	Educational Partner Alliance (Parent Guardian Student Community Alliance Group (PGSCAG))	The district will create and maintain a structured, highly inclusive platform for families to actively engage with the district and meaningfully influence decision-making processes. While this action benefits the entire community, it is principally directed at amplifying the voices of African American, Hispanic, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities groups to foster cultural competence and collaborative teamwork, 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% 2025 SWD 52.6% WH 38.2%	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% SWD 46.1% WH 34.8%	2025 Dashboard ALL 44.6% LTEL 44.6% PI 47.2% EL 34.9% FY 41.5% HY 61.6% AA 54.6% HI 42.6% 2 or More 48.1% SWD 47.5% WH 37.5%	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 -5.3% LTEL -5.4% PI +13.9% EL -12.3% FY -13.2% HY -14% AA -7.4% HI -6.2% 2 or More -3.1% SWD -Not Applicable WH -Not Applicable
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%	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	2025 7-8 BJHS All 66.2% EL 52.2% LTEL 55.6% HY 80.9% SED 68.8% AA 76.7% HI 63.2% 2 or more 70.2% SWD 62.8% Wh 65.3%	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	7-8 BJHS All +2.5% EL -2.4% LTEL -4.4% HY -3% SED +2.6% AA +.8% HI +1.9% 2 or more +2% SWD -Not Applicable WH Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5-8 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% 2025 2+ 52.8% SED 44.1% WH 34% Crestline SWD 54.2% 2025 HY 83.3% 2+ 54.1% SED 57.7% SWD 58.2% WH 57.1% Henderson All 48.5% EL 42.5% HY 66.7% SED 51.8% SWD 44.3% AA 61.3%	STEM All 31.2% 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%	5-8 STEM All 31% SED 34.3% HI 31.6% WH 33.3% TK-6 Cameron EL 31% HY 50% AA 51.4% 2+ 52.8% SED 44.1% WH 34% Crestline SWD 58.2% HY 83.3% 2+ 54.1% SED 57.7% SWD 58.2% WH 57.1% Henderson All 48% EL 28.2% HY 59.5% SED 51.5% SWD 62.5% AA 64.6% HI 44.3% WH 33.8% 2 or more 62.1%	STEM All 18.6% 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%	5-8 STEM All -7.6% SED -8.9% HI -8.6% WH -4% TK-6 Cameron EL -8.1% HY -24.5% AA -10.3% 2+ Not Applicable SED Not Applicable WH Not Applicable Crestline SWD +4% HY Not Applicable 2+ Not Applicable SED Not Applicable SWD Not Applicable WH Not Applicable Henderson All -.5% EL -14.3% HY -7.2% SED -.3% SWD +18.2% AA +3.3% HI -2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI 46.9% WH 35.8% 2 or more 48.9% Lenwood EL 50.6% HY 80% AA 54.7% 2025 HI 45.4% SWD 38.3% Montara All 55.8% EL 52.2% SED 58.3% AA 62.1% HI 56.8% WH 35.8% 2025 2+ 44.9% SWD 43.8% Skyline EL 52% HY 68.8% 2025 AA 37.5% Hi 28.6% SWD 33.7% Barstow Fine Arts All 27.1% SED 31.6%	HI 44.8% WH 44.1% Skyline EL28.2% HY 64.3% AA 52.5	Lenwood EL 31% HY 58.8% AA 42.1% HI 45.4% SWD 38.3% Montara All 39.2% EL 23.9% SED 40.7% AA 50% HI 35.5% WH 38.2% 2+ 44.9% SWD 43.8% Skyline EL 30.3% HY 34.8% AA 37.5% Hi 28.6% SWD 33.7% Barstow Fine Arts All 27.1% SED 31.6% SWD 27.7%	WH 15.8% Skyline EL 32% HY 48.8% AA - 42%	WH -2% 2 or more +13.2% Lenwood EL -19.6% HY -21.2% AA -12.6% HI Not Applicable SWD Not Applicable Montara All -16.6% EL -28.3% SED -17.6% AA -12.1% HI -21.3% WH +2.4% 2+. Not Applicable SWD Not Applicale Skyline EL -21.7% HY -34% AA Not Applicable HI Not Applicable SWD Not Applicable Barstow Fine Arts All Not Applicable SED Not Applicable SWD Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 27.7%				
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%	2025 ALL 9% EL 5% FY 10.5% HY 10.8% SED 10% SWD 10.9% AA 17.4% AI 10.5% AS 3.3% FI 0% HI 6% PI 12.1% WH 7.8% 2 or More 11.5% LTEL - 10.4%	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 +2% EL +1.2% FY -5.3% HY +2.1% SED +2.5% SWD +.2% AA +5.1% AI +8.6 AS +.7% FI 0% HI +.9% PI +9% WH +.5% 2 or More +4% LTEL -.6%
3.4	Suspension Rate Percentage– School and Student Group Source: 2023 CA School Dashboard	9-12 BHS All 10.6% SWD 17% WH 10.7% CHS All 6.9% 5-8 STEM All 11.3% HI 8.5% WH 17.3%	9-12 BHS All 12.4% SWD 19.8% WH 8.7% AA 24.1% EL 11.3% HI 10.3% LTEL 12.4% 2+ Races 14.8% SED 14% CHS All 4.9%	9-12 BHS All 9.6% SWD 12.9% WH 5% AA 17.9% EL 8% HI 8.2% LTEL 9.2% 2+ Races 10.1% SED 11.5% HY 14.5% CHS All 10.9%	9-12 BHS All 7.6% SWD 14% WH 7.7% AA - 22.1% EL - 9.3% HI - 8.3% LTEL - 10.4% 2+ Races - 12.8% SED - 12% CHS All 5.9%	BHS All -1% SWD -4.1% WH -5.7% AA -6.2% EL -3.3% HI -2.1% LTEL -3.2% 2+ Races -4.7% SED -2.5% HY Not Applicable CHS All +4% AA Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2 or more 19.4% TK-6 Cameron 2 or more 10.6% 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% HI 4%	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 All 5.2% HY 6.4% SED 5.9% SWD 5.2% AA 11.1% HI 4%	AA 16.7% SED 10.3% 5-8 STEM All 3.4% HI 2% WH 7.3% 2 or more 8.3% TK-6 Cameron 2 or more 2.4% AA 1.2% HY 0% Henderson AA 2.6% Lenwood All 0.9% HY 0% SED .8% AA 0% WH 1.2% 2 or more 0% Montara HY 0% Skyline All 1.6% HY 0% SED 1.6% SWD 0%	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 All 4.7% HY 7.3% SED 5.6% SWD 7.1% AA 9.9% HI 3%	SED Not Applicable STEM All -7.9% HI -6.5% WH -10% 2 or more -11.1% Cameron 2 or more -8.2% AA -5.7% HY -7.3% Henderson AA -4.9% Lenwood All -5.9% HY -10.8% SED -5.8% AA -9.3% WH -6.8% 2 or more -6.8% Montara HY -12.5% Skyline All -4.1% HY -8.3% SED -5% SWD -9.1% AA -13.6% HI -2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				AA 2.3% HI 1.4%		
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% 2024 Baseline Data - Middle School Staff- 50% 2025 Baseline Data Middle School Parents 52%	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 2025 Percent Positive: Elementary Students- 58% Middle Grades - 39% High School Students -40% Elementary Parents -68% Middle School Parents 52% High School Parents-40% Elementary Staff - 74% Middle School Staff 62% High School Staff - 69%	November 2027 Percent Positive: Elementary Students- 80% Middle Grades- 75% High School Students-75% Elementary Parents- 90% Middle School Parents - 56% High School Parents- 80% Elementary Staff- 90% Middle School Staff - 64% High School Staff- 90%	Percent Positive: Elementary Students -3% Middle Grades- -9% High School Students -4% Elementary Parents +2% High School Parents -15% Middle School Parents Not Applicable Elementary Staff +8% Middle School Staff +12% High School Staff 0%
3.6	Survey Results: Engagement Percentage Positive response about student and parent	November 2023 Percent Positive: Elementary Students- 84%	November 2024 Percent Positive: Elementary Students- 85%	November 2025 Percent Positive: Elementary Students 87%	November 2026 Percent Positive: Elementary Students- 90%	Percent Positive: Elementary Students +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.	Middle Grades- 68% High School Students- 59% Elementary Parents- 48% High School Parents- 45% Elementary Staff- 74% High School Staff- 76% 2025 Baseline Data Middle School Parents 50% Middle School Staff 68%	Middle Grades- 67% High School Students- 61% Elementary Parents- 54% High School Parents- 47% Elementary Staff- 72% High School Staff- 74%	Middle students 69% High School Students 60% Elementary Parents 53% Middle School Parents 50% High School Parents 49% Elementary Staff 77% Middle School Staff 68% High School Staff 75%	Middle Grades- 70% High School Students- 60% Elementary Parents-75% High School Parents- 60% Elementary Staff- 80% Middle School Staff 80% High School Staff- 80%	Middle students +1% High School Students +1% Elementary Parents +5% Middle School Parents-Not applicable High School Parents +4% Elementary Staff +3% Middle School Staff Not applicable High School Staff - 1%
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)	2025-26 12 Instances (Local Data 2025/2026	10 Instances	-1 Instances (Local Data 2025/26)
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%	2025/2026 All Students - 88.24% EL 90.2%	All Students - 91.1% EL - 92.9% SED - 90.7%	All Students - .36% EL +.3% SED +.78% FY -1%

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	SED - 88.48% FY 84.7% Local data	FY - 88.7%	Local data
3.9	Expulsion Rate Percentage Source: Dataquest	2023/2024 0.1%	2024/2025 0.1%	2025/26 .07%	0.1%	-.03

Goal Analysis [2025-26]

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.

The Barstow Unified School District made progress in implementing Goal 3, which focuses on providing a safe and nurturing learning environment for all students. All of the eight actions were partially implemented.

Action 3.1 (Counseling/Psychologists Support) and Action 3.2 (School Climate supports) were partially implemented; while all personnel listed in the goals were present, some positions experienced high turnover. Similarly, Action 3.7 (Campus safety assistants, campus security, categorical office staff, and SST coordinators) saw successful personnel placements that are continuing to grow. Action 3.4 (Facilities projects) continued to be implemented as planned.

Programmatic challenges affected Action 3.5 (Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports), as multiple schools only partially implemented consistent CR-PBIS teams and MTSS levels of support. Furthermore, finding time during regular teacher contract hours to hold MTSS meetings proved difficult, necessitating a material shift to on-contract training. For Action 3.6 (Restorative Practices Professional Development and Student Transition Supports), the district-level staff positions outlined in the action exist, but full implementation of staff and parent training is still pending. Lastly, while Action 3.3 (Partnerships to support teacher pedagogy and data disaggregation) maintained essential data systems, continued training is still required to maximize the impact of the tools and pedagogical practices across the district. Also, some schools were unable to ensure Tier I teams met regularly to review data and make systems based decision for the Schoolwide PBIS program.

Action 3.8 (Athletic coaching stipends, band/athletic uniform (replacement/cleaning), Co-curricular stipends) was fully implemented at BHS and successfully expanded to include more teams for BJHS and STEM, but very few co-curricular programs and no sports programs are present at the elementary schools. Additionally, educational partners report that band uniform replacement and cleaning did not occur this year, and that instruments are in great need of repair and replacement.

Despite these challenges, the district continues to work toward fostering a positive school culture. All pedagogical and data partnerships successfully continued to make data for decision-making more available across the district (Action 3.3: Partnerships to support teacher pedagogy and data disaggregation). Additionally, all schools successfully established designated leads and PBIS teams, with improved staff participation (Action 3.5: Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports). Administrative positions were successfully filled, and PBIS and MTSS site leads actively participated in ongoing professional development to provide improved services, supported by a newly created Educational Services PD plan that guides all early-out Wednesday training (Action 3.6: Restorative Practices Professional Development and Student Transition Supports).

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

The district considers expenditures that exceed or fall short of 15% of the budgeted amount to be a material difference.

A material difference exists for Action 3.1 (Counseling/Psychologists Support). Estimated actual expenditures fell short of the budgeted amount. Many of the counseling positions listed in the action item were not filled due to a lack of candidates for the additional positions.

A material difference exists for Action 3.3 (Partnerships to support teacher pedagogy and data disaggregation). Estimated actual expenditures fell materially short of the budgeted amount. The district contracted with fewer service providers than expected on this action.

A material difference exists for Action 3.7 (Campus safety assistants, campus security, categorical office staff, and SST coordinators). The estimated actual expenditures exceeded the originally budgeted amount. This variance occurred because personnel actions are in place and increasing, resulting in actual personnel costs exceeding the budget.

A material difference exists for Action 3.8 (Athletic coaching stipends, band/athletic uniform (replacement/cleaning), Co-curricular stipends). Estimated actual expenditures fell materially short of the budgeted amount.

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

Action 3.1: Comprehensive Counseling and Psychological Services (Counseling/Psychologists Support)
Aligned Metrics: 3.1 (Chronic Absenteeism – District), 3.2 (Chronic Absenteeism – School/Student Group), 3.3 (Suspension Rate – District), 3.4 (Suspension Rate – School/Student Group)
Contributing Action: Yes (EL, FY, Low Income)
This action demonstrates mixed effectiveness in making progress toward the goal. On Metric 3.1 (Chronic Absenteeism – District), meaningful reductions from baseline were achieved for multiple student groups: Socio-economically Disadvantaged Students -1.5%, English Learners showed a -12.3% reduction, Foster Youth showed a -13.2% reduction, Homeless Youth showed a -14% reduction, and All Students showed a -5.3% reduction. African American students showed a -7.4% reduction, Hispanic students showed a -6.2% reduction, and Two or More Races students showed a -3.1% reduction. Pacific Islander students, however, showed an increase of +13.9% from baseline. Overall, the unduplicated student groups realized improvement and the connectedness to school improved which resulted in higher academic achievement.

On Metric 3.2 (Chronic Absenteeism – School Level), results were highly variable. At the STEM Academy, All Students improved by 7.6%, Socioeconomically Disadvantaged students by 8.9%, and Hispanic students by 8.6%. At Cameron Elementary, English Learners improved by -8.1% and Homeless Youth by -23.1%. At Lenwood Elementary, English Learners improved by -19.6% and Homeless Youth by -21.2%. At Montara Elementary, English Learners improved by -28.3% and Hispanic students by -21.3%. However, at Henderson Elementary, Students with Disabilities increased by +18.2% and Two or More Races increased by +13.2%. At Barstow Junior High, All Students increased by +2.5%, Socioeconomically Disadvantaged students increased by +2.6%, and Two or More Races increased by +2%.
On Metric 3.3 (Suspension Rate – District), the action has not yet demonstrated effectiveness in reducing exclusionary discipline. All Students increased by +2%, English Learners increased by +1.2%, Homeless Youth increased by +2.1%, Socioeconomically Disadvantaged students increased by +2.5%, African American students increased by +5.1%, American Indian students increased by +8.6%, Pacific Islander students increased by +9%, and Two or More Races increased by +4%. Foster Youth showed a notable decrease of -5.3%, and Long-Term English Learners showed a slight decrease of -0.6%.
On Metric 3.4 (Suspension Rate – School Level), Barstow High School showed reductions across all groups: All Students -1%, Students with Disabilities -4.1%, White -5.7%, African American -6.2%, English Learners -3.3%, Hispanic -2.1%, LTEL -3.2%, Two or More Races -4.7%, and Socioeconomically Disadvantaged -2.5%. However, at the STEM Academy, suspensions decreased for All Students (-7.9%), Hispanic students (-6.5%), White students (-10%), and Two or More Races students (-11.1%). At Cameron Elementary, reductions occurred for Two or More Races (-8.2%), African American (-5.7%), and Homeless Youth (-7.3%). At Lenwood Elementary, All Students decreased by -5.9%, Homeless Youth by -10.8%, African American by -9.3%, White by -6.8%, and Two or More Races by -6.8%. At Montara Elementary, Homeless Youth decreased by -12.5%. At Skyline Elementary, All Students decreased by -4.1%, Homeless Youth by -8.3%, Socioeconomically Disadvantaged by -5%, Students with Disabilities by -9.1%, African American by -13.6%, and Hispanic by -2.6%.
Summary: This action is effective at reducing chronic absenteeism for English Learners, Foster Youth, and Socioeconomically Disadvantaged students at the district level, and at reducing suspensions at most elementary school sites. However, it has not yet been effective in reducing district-wide suspension rates for most student groups.

Action 3.2: Empowering Positive School Culture and Climate Personnel (School Climate Supports)
Aligned Metrics: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9
Contributing Action: Yes — English Learners, Foster Youth, and Low Income students
This action demonstrates mixed effectiveness in making progress toward the goal. On Metric 3.1, Chronic Absenteeism – District, several student groups improved, including All Students (-5.3%), SED students (-1.5%), English Learners (-12.3%), Foster Youth (-13.2%), Homeless Youth (-14%), African American students (-7.4%), Hispanic students (-6.2%), and LTEL students (-5.4%); however, Pacific Islander students increased by +13.9%. The action was effective in providing additional supports for students struggling with attendance. Metric 3.2, Chronic Absenteeism – School and Student Group, also showed improvement at some sites and for some student groups, but results were not consistent across all schools. This includes BJHS - All +2.5%, EL -2.4%, LTEL -4.4%, HY -3%, SED +2.6%, AA +.8%, HI +1.9%, 2 or more +2% -Cameron - EL -8.1%, HY -24.5% - Henderson - All -.5, EL -14.3%, HY -7.2%, SED -.3%, SWD +18.2%, AA +3.3%, HI -2.6% - Lenwood - EL -19.6%, HY -21.2%, AA -12.6%.
On Metric 3.3, Suspension Rate – District, results declined overall, with increases for All Students (+2%), English Learners (+1.2%), Socioeconomically Disadvantaged students (+2.5%), African American students (+5.1%), and Two or More Races students (+4%), while Foster Youth improved with a decrease of -5.3%. Metric 3.4, Suspension Rate – School and Student Group, reflected similarly mixed site-level results, with some reductions but continued increases for other schools and student groups. This includes BHS - All -1%, SWD -4.1%, WH -5.7%, AA -6.2%, EL -3.3%, HI -2.1%, LTEL -3.2%, 2+ Races -4.7%, SED -2.5% - Cameron -2 or more -8.2%, AA -5.7%, HY -7.3% - Skyline All -4.1%, HY -8.3%, SED -5%, SWD -9.1%, AA -13.6%, HI -2.6%

Survey data also reflected mixed effectiveness. On Metric 3.5, School Safety, student perceptions declined at the elementary (-3%), middle (-9%), and high school (-4%) levels, and high school parent perceptions declined by -15%; however, elementary parent perceptions increased by +2%, elementary staff by +8%, and middle school staff by +12%. On Metric 3.6, Engagement, most groups showed modest gains, including elementary students (+3%), middle school students (+1%), high school students (+1%), elementary parents (+5%), high school parents (+4%), and elementary staff (+3%), while high school staff declined by -1%. On Metric 3.9, Expulsion Rate, the current difference from baseline was -0.03%, indicating a slight decrease.
Overall, this action appears most effective at reducing chronic absenteeism and achieving modest improvements in engagement, but less effective at reducing suspension rates and improving student perceptions of school safety. Continued implementation should focus on strengthening consistent site-level school climate practices, reducing suspensions for unduplicated student groups, and improving perceptions of safety across grade spans.

Action 3.4: Inspiring Student Engagement Through Facility Enhancements (Facilities Projects)
Aligned Metrics: 3.4 (Suspension Rate – School/Student Group), 3.5 (Survey – Safety), 3.6 (Survey – Engagement), 3.7 (School Facilities FIT Report)
Contributing Action: No
This action demonstrates limited effectiveness in making progress toward the goal. On Metric 3.7 (School Facilities), the current difference from baseline is -1 instance, meaning the number of instances not meeting Good Repair standards decreased from 13 to 12. This represents modest progress in maintaining facility standards.
On Metric 3.5 (School Safety Surveys), Elementary Students showed a -3% decline, Middle Grades showed a -9% decline, High School Students showed a -4% decline, Elementary Parents showed a +2% increase, High School Parents showed a -15% decline, Elementary Staff showed a +8% increase, Middle School Staff showed a +12% increase, and High School Staff showed 0% change.
On Metric 3.6 (Engagement Surveys), Elementary Students showed a +3% increase, Middle Students showed a +1% increase, High School Students showed a +1% increase, Elementary Parents showed a +5% increase, High School Parents showed a +4% increase, Elementary Staff showed a +3% increase, and High School Staff showed a -1% decline.
On Metric 3.4 (Suspension Rate – School Level), results varied significantly by site. Barstow High School showed reductions for All Students (-1%), African American (-6.2%), and White (-5.7%). Elementary sites showed broad reductions. However, the connection between facility improvements and suspension reductions is indirect.
Summary: Facility enhancements have contributed to a slight improvement in the FIT report (Metric 3.7, -1 instance). Engagement survey results (Metric 3.6) show modest positive gains. However, perceptions of school safety (Metric 3.5) declined among students and high school parents, suggesting that facility improvements alone are insufficient to address broader concerns about safety and belonging.

Action 3.5: Fostering Equity with PBIS and MTSS Frameworks (Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) Program Supports)
Aligned Metrics: 3.1 (Chronic Absenteeism – District), 3.2 (Chronic Absenteeism – School/Student Group), 3.3 (Suspension Rate – District), 3.4 (Suspension Rate – School/Student Group)
Contributing Action: Yes (EL, FY, Low Income)
This action demonstrates mixed effectiveness in making progress toward the goal. On Metric 3.1 (Chronic Absenteeism – District), reductions from baseline were achieved for All Students (-5.3%), Socio-economically Disadvantaged (-1.5%) English Learners (-12.3%), Foster Youth (-13.2%), Homeless Youth (-14%), LTEL (-5.4%), African American (-7.4%), Hispanic (-6.2%), and Two or More Races (-3.1%). Pacific

Islander students increased by +13.9%. Clearly, the results indicate that the improved services for students and the consistent application of research based interventions for students is making an impact.
On Metric 3.3 (Suspension Rate – District), the PBIS and MTSS frameworks have not yet demonstrated effectiveness in reducing exclusionary discipline at the district level. All Students increased by +2%, English Learners by +1.2%, Homeless Youth by +2.1%, Socioeconomically Disadvantaged by +2.5%, African American by +5.1%, American Indian by +8.6%, Pacific Islander by +9%, White by +0.5%, and Two or More Races by +4%. Foster Youth showed a notable decrease of -5.3%, and LTEL showed a decrease of -0.6%.
On Metric 3.2 (School Level Chronic Absenteeism), strong reductions were observed at Montara (All Students -16.6%, English Learners -28.3%, Hispanic -21.3%), Lenwood (English Learners -19.6%, Homeless Youth -21.2%, African American -12.6%), Skyline (Students with Disabilities -10.7%, HY -34%), and Cameron (Homeless Youth -24.5%). However, increases were observed at Henderson (Students with Disabilities +18.2%, Two or More Races +13.2%) and Barstow Junior High (All Students +2.5%, Two or More Races +2%).
On Metric 3.4 (School Level Suspension), elementary sites showed broad reductions: Cameron (African American -5.7%, Homeless Youth -7.3%, Two or More Races -8.2%), Lenwood (All Students -5.9%, Homeless Youth -10.8%, African American -9.3%), Montara (Homeless Youth -12.5%), and Skyline (African American -13.6%, Students with Disabilities -9.1%). Barstow High School also showed reductions across all groups. However, the STEM Academy showed increases for some groups.
Summary: The PBIS and MTSS frameworks are demonstrating strong effectiveness in reducing chronic absenteeism for English Learners (-12.3%), Foster Youth (-13.2%), and Homeless Youth (-14%), and in reducing suspensions at most elementary school sites. However, the frameworks have not yet been effective at reducing district-wide suspension rates, indicating that implementation fidelity and consistency across all sites remain challenges.

Action 3.6: Restorative Practices Professional Development and Student Transition Supports
Aligned Metrics: 3.1 (Chronic Absenteeism – District), 3.2 (Chronic Absenteeism – School/Student Group), 3.3 (Suspension Rate – District), 3.4 (Suspension Rate – School/Student Group)
Contributing Action: Yes (EL, FY, Low Income)
This action demonstrates mixed effectiveness in making progress toward the goal. On Metric 3.1 (Chronic Absenteeism – District), the transition supports contributed to reductions for All Students (-5.3%), English Learners (-12.3%), Foster Youth (-13.2%), Homeless Youth (-14%), LTEL (-5.4%), African American (-7.4%), Hispanic (-6.2%), and Two or More Races (-3.1%). Pacific Islander students increased by +13.9%.
On Metric 3.3 (Suspension Rate – District), All Students increased by +2%, English Learners by +1.2%, Socioeconomically Disadvantaged by +2.5%, African American by +5.1%, and Two or More Races by +4%. Foster Youth decreased by -5.3%, and LTEL decreased by -0.6%.
On Metric 3.2 (School Level Chronic Absenteeism), the transition supports for highly mobile families appear to have contributed to strong reductions at sites with high mobility: Cameron (Homeless Youth -24.5%), Lenwood (Homeless Youth -21.2%), Montara (All Students -16.6%), and Skyline (Homeless Youth -34%). However, at Henderson, Homeless Youth decreased by 7.2%, while Students with Disabilities increased by 18.2%.
On Metric 3.4 (School Level Suspension), reductions were observed at most elementary sites, particularly for Homeless Youth: Cameron (-7.3%), Lenwood (-5.9%), Montara (-12.5%), and Skyline (-8.3%).
Summary: The student transition supports are demonstrating effectiveness in reducing chronic absenteeism for highly mobile student groups, particularly Homeless Youth (-14% district-wide) and Foster Youth (-13.2% district-wide). The action also contributed to a reduction in suspensions of Homeless Youth at multiple school sites. However, the action has not yet been effective in reducing district-wide suspension rates for most student groups, suggesting that the restorative practices professional development component requires continued implementation to achieve broader impact.

Action 3.7: Enhancing Campus Safety and Supervision (Campus safety assistants, campus security, categorical office staff, and SST coordinators)
Aligned Metrics: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
Contributing Action: No
This action demonstrates mixed effectiveness in making progress toward the goal. On Metric 3.1 (Chronic Absenteeism – District), All Students improved by -5.3%, English Learners by -12.3%, Foster Youth by -13.2%, Homeless Youth by -14%, African American by -7.4%, Hispanic by -6.2%, LTEL by -5.4%, and Two or More Races by -3.1%. Pacific Islander students increased by +13.9%.
On Metric 3.3 (Suspension Rate – District), All Students increased by +2%, English Learners by +1.2%, Socioeconomically Disadvantaged by +2.5%, African American by +5.1%, and Two or More Races by +4%. Foster Youth decreased by -5.3%.
On Metric 3.5 (School Safety Surveys), Elementary Students showed a -3% decline, Middle Grades showed a -9% decline, High School Students showed a -4% decline, Elementary Parents showed a +2% increase, High School Parents showed a -15% decline, Elementary Staff showed a +8% increase, and Middle School Staff showed a +12% increase.
On Metric 3.6 (Engagement Surveys), Elementary Students showed a +3% increase, Middle Students showed a +1% increase, High School Students showed a +1% increase, Elementary Parents showed a +5% increase, High School Parents showed a +4% increase, and Elementary Staff showed a +3% increase.
Summary: Campus safety and supervision personnel are contributing to modest improvements in engagement (Metric 3.6) and reductions in chronic absenteeism (Metric 3.1). Staff perceptions of safety improved notably (Elementary Staff +8%, Middle School Staff +12%). However, student and parent perceptions of safety (Metric 3.5) declined, particularly among middle-grade students (-9%) and high school parents (-15%), and district-wide suspension rates increased for most student groups. This suggests that while the presence of safety personnel supports engagement, additional strategies are needed to improve the felt sense of safety among students and families.

Action 3.8: Expanding Co-Curricular and Athletic Engagement Opportunities (Athletic coaching stipends, band/athletic uniform, Co-curricular stipends)
Aligned Metric: 3.6 (Survey Results – Engagement)
Contributing Action: No
This action demonstrates modest effectiveness in making progress toward the goal. On Metric 3.6 (Engagement Surveys), Elementary Students showed a +3% increase from baseline, Middle Students showed a +1% increase, High School Students showed a +1% increase, Elementary Parents showed a +5% increase, High School Parents showed a +4% increase, Elementary Staff showed a +3% increase, and High School Staff showed a -1% decline.
Summary: The expansion of co-curricular and athletic engagement opportunities is contributing to modest positive gains in engagement across most survey groups. Elementary Parents (+5%) and High School Parents (+4%) showed the strongest positive responses, suggesting that families value these opportunities. However, the gains are modest, and High School Staff showed a slight decline (-1%). The action appears to contribute to a positive school culture, though its impact is limited to perceptions of engagement rather than broader behavioral or attendance outcomes.

Overall Goal 3 Summary
Goal 3 actions collectively demonstrate strong effectiveness in reducing chronic absenteeism for unduplicated student groups (English Learners -12.3%, Foster Youth -13.2%, Homeless Youth -14%) and modest effectiveness in improving perceptions of engagement. However, the actions have not yet been effective in reducing district-wide suspension rates for most student groups, with increases observed for All

Students (+2%), African American (+5.1%), and Two or More Races (+4%). Perceptions of school safety also declined for students and secondary parents. The notable exception is Foster Youth, whose suspension rate decreased by -5.3% from baseline, suggesting that targeted interventions for this group are working.

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.

Based on reflections on prior practice and a comprehensive needs assessment, the district is modifying its action titles and implementation strategies to better address critical gaps in school climate, chronic absenteeism, and suspension rates for unduplicated student groups.

Rationale for Strategic Modifications: Data analysis reveals a pressing need for systematic intervention. Suspension rates remain alarmingly high, particularly for Foster Youth (15.8%), Homeless Youth (8.7%), and Socioeconomically Disadvantaged students (7.5%). This is compounded by persistently high chronic absenteeism across the district (e.g., Foster Youth at 54.7% and SED at 53.4%). Furthermore, survey data (Metrics 3.5 and 3.6) indicate low levels of engagement and poor perceptions of school culture among educational partners.

Modified Action Items:

Actions 3.1 - 3.8: Action titles were refined to be more outcome-focused where appropriate, and all action descriptions were revised to clarify each action's intended purpose, explicitly identifying targeted unduplicated student groups and their corresponding monitoring metrics.

Action 3.1 has removed metrics 3.6 and 3.7

Action 3.3 has added metrics 3.1 - 3.4

Action 3.4 has added metric 3.7. Barstow STEM and Barstow Fine Arts Academy expenditures will no longer be funded by this action and have been removed from the description.

Action 3.6 has added metrics 3.3 and 3.4

Action 3.7 has added metrics 3.1 - 3.6

Action 3.8 has added metric 3.6

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	Comprehensive Counseling and Psychological Services (Counseling/Psychologists Support)	The district will provide school sites with additional counseling support, including peer counseling and psychologist support, primarily directed to English learners, foster youth, and low-income students, to improve the student-to-counselor ratio so counselors can increase social-emotional support for students. This will include counselors and psychologists beyond the base requirement. Counselors and psychologists will support students in decreasing chronic absenteeism and suspension rates and increasing positive responses to the youth truth survey questions, as measured by chronic absenteeism (Metrics 3.1 and 3.2) and suspension rates (Metrics 3.3 and 3.4).	$3,200,000.00	Yes
3.2	Empowering Positive School Culture and Climate Personnel (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, School Managers, Director of Supportive School Climate, PBIS Coach, and PBIS/MTSS/SST coordinators (to support academic engagement and increase attendance), behavior intervention aides, 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.	$6,300,000.00	Yes
3.3	Data-Driven Pedagogical Partnerships for Student Success (Partnerships to support teacher pedagogy and data disaggregation)	The District will maintain data-driven pedagogical partnerships, including SWIS/PBIS, CAHELP, and Attention to Attendance, to address the critical need to utilize actionable data to support English Learners, Socioeconomically Disadvantaged students, and Foster Youth. This action provides teachers and administrators with the training and data-disaggregation tools needed to effectively monitor behavioral and attendance trends, identify at-risk students, and deploy targeted PBIS and SEL interventions. By prioritizing data-driven decision-making, schools can ensure that pedagogical and behavioral instruction is responsive and tailored to meet the diverse needs of vulnerable student groups, as	$425,000.00	No

Action #	Title	Description	Total Funds	Contributing
		measured by chronic absenteeism (Metrics 3.1 and 3.2) and suspension rates (Metrics 3.3 and 3.4).		
3.4	Inspiring Student Engagement Through Facility Enhancements (Facilities projects)	The District will maintain and upgrade physical learning environments, primarily the Barstow Fine Arts Academy, to improve student connectedness, perceptions of safety, and school pride. This action supports the development of the K-12 Fine Arts pathway and ensures facilities remain in "Good Repair," providing students with enriching, safe, and specialized spaces that foster a sense of belonging. The action is implemented district-wide to ensure that facility enhancements benefit all students by creating highly conducive learning environments, thereby increasing overall student engagement and mitigating safety and behavioral concerns, as measured by Metrics 3.4, 3.5, 3.6, and 3.7.	$2,472,200.00	No
3.5	Fostering Equity with PBIS and MTSS Frameworks (Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports)	The District will provide funding for training, MTSS intervention frameworks, and PBIS rewards systems at each school site to address the unique social-emotional and behavioral needs of English Learners, Socioeconomically Disadvantaged students, and Foster Youth. This action promotes positive behaviors, reinforces expectations, and provides targeted Tier 2 and Tier 3 interventions to proactively reduce disparities in exclusionary disciplinary practices. Utilizing LREBG funding of $192,005, this action is implemented on an LEA-wide basis to create a cohesive, consistent framework of support across all schools, ensuring that vulnerable populations receive tailored behavioral instruction to close equity gaps, as measured by Metrics 3.1, 3.2, 3.3, and 3.4.	$2,197,507.00	Yes
3.6	Student Transition Supports	The District will fund CWA coordinators, Central Enrollment staff, and PBIS district coaches to address the profound behavioral and transitional needs of English Learners, Socioeconomically Disadvantaged students, and Foster Youth. This action provides comprehensive professional development for staff on restorative practices and trauma-informed care, helping the district transition away from disproportionate punitive discipline. Furthermore, it offers crucial transition supports for highly mobile families, ensuring educational stability and seamless enrollment. Utilizing LREBG funding of $192,005, this action is implemented on an LEA-wide basis to	$2,252,595.00	Yes

Action #	Title	Description	Total Funds	Contributing
		deeply reform school culture, reduce exclusionary discipline, and build strong relationships between the school and community, as measured by Metrics 3.1, 3.2, 3.3, and 3.4.		
3.7	Enhancing Campus Safety and Supervision (Campus safety assistants, campus security, categorical office staff, and SST coordinators)	The District will provide supplemental personnel, including campus safety assistants, and Title IX/UCP Coordinators, to ensure physically and psychologically safe learning environments for all students, particularly English Learners, Socioeconomically Disadvantaged students, and Foster Youth. This action increases the number of proactive supervision and intervention staff to serve as early warning levers for struggling students. By implementing these supports LEA-wide, the district fosters an inclusive, secure, and well-monitored school climate that proactively de-escalates conflicts and connects students to necessary socio-emotional resources, as measured by Metrics 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6.	$2,277,974.00	No
3.8	Expanding Co-Curricular and Athletic Engagement Opportunities (Athletic coaching stipends, band/athletic uniform, Co-curricular stipends)	The District will fund athletic coaching stipends, band uniforms/instruments, and co-curricular stipends to dramatically expand extracurricular opportunities and combat chronic absenteeism and student disengagement. This action builds school pride, fosters teamwork, and provides engaging extracurricular pathways, including expansions for BJHS and the STEM Academy, to reconnect students to the school environment. By providing these pathways on a district-wide basis, the action leverages student interests to increase overall connectedness, leading to uniform positive movement in parent, student, and staff engagement, as measured by Metric 3.6.	$437,964.00	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 . Student groups identified in the goal description and metrics are those that performed in the lowest performance group on the California School Dashboard in one or more of the past three years, beginning with the 2023 Dashboard.
The 2025 CA dashboard data reveals the following results for CAASPP ELA in which the scores were below distance from standard:
All -54.3
SWD -165.7
AA -141.7
EL -99.2
SED -73
HI -47.8
WH -46.4
The CA dashboard data reveals the following results for CAASPP math:
All -132.4
SWD -224.9
AA -211.8
EL -162.4
SED -152.4
HI -139.9
WH -104.6
The 2025 CA dashboard data reveals the following results for suspension in which the scores were:
All 9.6%

SWD 12.9%
WH 5%
AA 17.9%
EL 8%
HI 8.2%
LTEL 9.2%
2+ 10.1%
SED 11.5%
HY 14.5%

The 2025 CA dashboard data reveals the following results for English Learner Progress in which the scores were:

43.9%

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	2023 SWD -161.5 WH -40.6	2024 All -57 SWD -164.6	BHS - 2025 All -54.3 SWD -165.7	All - 34.4 SWD -141.5 AA - 88.6	BHS - All 2.7 SWD -4.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(DFS) Source: CA School Dashboard	 2024 All -57 AA -86.9 EL -132.5 SED -73.7 HI -56.2	AA -86.9 EL -132.5 SED -73.7 HI -56.2 WH -35.6	AA -141.7 EL -99.2 SED -73 HI -47.8 WH -46.4	EL - 53.5 SED - 53 HI - 29.6 WH -20.6	AA -54.8 EL 33.3 SED .7 HI 8.4 WH -5.8
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	BHS - 2025 All -132.4 SWD -224.9 AA -211.8 EL -162.4 SED -152.4 HI -139.9 WH -104.6	All -137 AA -178 EL - 197 SWD -208 HI - 140 WH 115 SED - 155	BHS All 25 SWD 3.1 AA -13.8 WH 51.6 EL 45.1 HI 20.6 SED 23.2
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% 2025 HY 14.5%	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%	BHS - 2025 All 9.6% SWD 12.9% WH 5% AA 17.9% EL 8% HI 8.2% LTEL 9.2% 2+ 10.1% SED 11.5% HY 14.5%	All 7% SWD 7% WH 7% AA 7% EL 7% HI 7% LTEL 7% 2+ 7% SED 7%	BHS All -1% SWD -4.1% WH -5.7% AA -6.2% EL -3.3% HI -2.1% LTEL -3.2% 2+ -4.7% SED -2.5% HY Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	English Learner Progress Source: CA School Dashboard	2023 44.7%	2024 31.7%	BHS - 2025 43.9%	55%	BHS -.8%

Goal Analysis [2025-26]

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.

During the 2025-26 school year, Barstow High School faced severe systemic challenges in implementing the actions within Goal 4. None of the planned actions was fully implemented. Only three actions (Actions 4.2, 4.3, and 4.4) were partially implemented, while all other actions within the goal were not implemented at all.

Partially Implemented Actions: Action 4.2 (APEX Licenses for Credit Recovery) was partially implemented; although the licenses were successfully purchased, they were used by only approximately 50% of students in the credit recovery program. Action 4.3 (Credit Recovery Teachers 8th Period) was partially implemented, as the school was only able to fill 2 of the 4 planned positions. Action 4.4 (4 Credit Recovery Paraeducators) was also only partially implemented due to the persistent inability to hire enough qualified candidates to fulfill the planned roles.

Not Implemented Actions: All other actions in this goal were not implemented during the school year. This includes the previously planned interventionist teachers (Action 4.1 - due to the inability to staff said position), credit recovery transportation (Action 4.5 - lack of available transportation routes and drivers), Credit Recovery Liaison Office Assistant (Action 4.6 - domino effect of staffing changes across the district), credit recovery meals (Action 4.7 - low attendance rate and collapse of program), specialized behavioral staff like the PointQuest BCBA and Behavior Therapist (Actions 4.8 and 4.9 - staffing challenges), campus safety and peer counseling roles (Actions 4.10, 4.11, and 4.12 - unsuccessful hiring), parent/attendance liaisons (Actions 4.13 and 4.14 - unsuccessful hiring), and PBIS period buyouts (Action 4.15 - change in program design).

Relevant Challenges and Successes: Because the vast majority of the goal was not implemented, successes were severely limited, constrained to the minor progress made in areas where partial staffing and resources were secured, such as the limited use of APEX licenses and the two active 8th-period credit-recovery teachers.

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

The district considers expenditures that exceed or fall short of 15% of the budgeted amount to be a material difference.

Each of the following actions has a material difference of around 50% because it is only partially implemented. The Credit Recovery had a participation rate of around 50%, compared with the budget.

A material difference exists for Action 4.2 (APEX Licenses for Credit Recovery). During the 1st semester, BHS used previously available licenses for after-school credit recovery. Additional licenses were not needed until the 2nd semester, reducing the final amount spent.

A material difference exists for Action 4.3 (Credit Recovery Teachers 8th Period). The district was only able to fill two of the four planned positions for this action. This partial implementation was driven by the primary challenge of recruiting qualified personnel for supplemental instructional roles.

A material difference exists for Action 4.4 (4 Credit Recovery Paraeducators). Three of the four paraeducators were hired for the program.

The following actions have a material difference due to not being implemented:

A material difference exists for Action 4.1 (4 Interventionist Teachers).

A material difference exists for Action 4.5 (Credit Recovery Transportation).

A material difference exists for Action 4.6 (Credit Recovery Liaison Office Assistant).

A material difference exists for Action 4.7 (Credit Recovery Meals).

A material difference exists for Action 4.8 (PointQuest Board Certified Behavior Analyst).

A material difference exists for Action 4.9 (Behavior Therapist).

A material difference exists for Action 4.10 (Increase Campus Safety Assistant Hours).

A material difference exists for Action 4.11 (Campus Safety Assistant/Locker Room & PE Support).

A material difference exists for Action 4.12 (Peer Counselor).

A material difference exists for Action 4.13 (2 Bilingual Parent/Attendance Liaisons).

A material difference exists for Action 4.14 (Site-Based Outreach Liaison).

A material difference exists for Action 4.15 (PBIS Period Buyout).

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

An analysis of student performance data at Barstow High School reveals significant progress in reducing exclusionary discipline and increasing mathematics proficiency, contrasted with persistent challenges in closing the English Language Arts (ELA) achievement gap for specific student groups.

Academic Growth & Credit Recovery Actions (Metrics 4.1: ELA & 4.2: Math)
Actions Combined:

Action 4.2: APEX Licenses for Credit Recovery

Action 4.3: Credit Recovery Teachers 8th Period

Action 4.4: 4 Credit Recovery Paraeducators

Collective Effectiveness Evaluation: Mixed Effectiveness in ELA; Broadly Strong Effectiveness in Mathematics. The collective framework of core academic interventionists, independent study software licenses, extended-day instructional courses, post-session transportation, liaison office support, and nutritional provisions demonstrated highly divergent outcomes between the two subject areas. In mathematics, the multi-tiered strategy supported substantial growth across nearly all student groups. Conversely, the exact same instructional matrix was insufficient to reverse significant literacy declines for African American and White student groups, signaling a need for further instructional differentiation and culturally responsive academic strategies.

Evaluation: Since Actions 4.1 and 4.5-4.15 were not implemented, their effectiveness cannot be measured.

An evaluation of the current difference from baseline across all aligned metrics provides a comprehensive look at student group trajectories in academics and school climate at Barstow High School.

English Language Arts Achievement (Metric 4.1)
The performance landscape in ELA reveals highly divergent trends, resulting in a minor overall net growth of +2.7 DFS for the All Students demographic. The primary drivers of positive forward momentum were English Learners, who achieved a remarkable acceleration of +33.3 DFS, followed by Hispanic students with a solid gain of +8.4 DFS. Performance remained relatively flat but stable for Students with Disabilities (+1.1 DFS) and Socioeconomically Disadvantaged students (+0.7 DFS).

In sharp contrast, literacy achievement drops represent a critical area of concern for two student groups: White students declined by -10.8 DFS, while African American students experienced a severe and disproportionate regression of -54.8 DFS from their baseline standard.

Mathematics Achievement (Metric 4.2)
Mathematics performance is a broad strength for the site, with an overall increase of +25.0 DFS for the All Students group and positive growth across nearly all monitored demographics. The most pronounced growth occurred among White students at +51.6 DFS and English Learners at +45.1 DFS.

Socioeconomically impact barriers were also mitigated, with Socioeconomically Disadvantaged students climbing +23.2 DFS and Hispanic students improving by +20.6 DFS. Students with Disabilities maintained a positive upward trajectory with a modest gain of +3.1 DFS. The sole area of academic regression on this metric was the African American student group, which declined by -13.8 DFS.

Unimplemented Actions
Actions Grouped:

Action 4.1 (4 Interventionist Teachers).

Action 4.5 (Credit Recovery Transportation).

Action 4.6 (Credit Recovery Liaison Office Assistant).

Action 4.7 (Credit Recovery Meals).

Action 4.8 (PointQuest Board Certified Behavior Analyst).

Action 4.9 (Behavior Therapist).

Action 4.10 (Increase Campus Safety Assistant Hours).

Action 4.11 (Campus Safety Assistant/Locker Room & PE Support).

Action 4.12 (Peer Counselor).

Action 4.13 (2 Bilingual Parent/Attendance Liaisons).

Action 4.14 (Site-Based Outreach Liaison).

Action 4.15 (PBIS Period Buyout).

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.

Based on reflections on prior practice and the analysis of effectiveness data, the district has modified several actions within Goal 4 to better address student needs and systemic staffing challenges.

Consequently, the district is modifying Action 4.1 to explicitly include culturally responsive instructional strategies and differentiated academic supports specifically designed for African American students. Additionally, Actions 4.1, 4.3, and 4.4 are being modified to reflect a more realistic staffing model or alternative support structures, following the inability to fill all planned positions during the prior year. Actions 4.16 and 4.17 were added as new actions.

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 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.	$100,000.00	No
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	$80,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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
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,	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and general school connection in order to increase the CAASPP ELA and math achievement scores as measured by M 4.1 and 4.2.		
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 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
4.11	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	$140,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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.	$135,000.00	No
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	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		students who struggle with behaviors and managing emotions as measured by M 4.3.		
4.16	Social Emotional Learning/Bullying Prevention co-curricular field trips/Assemblies & training	The Principals at Barstow High School will add social emotional assemblies, co-curricular field trips, and training to the school day for all students, Homeless, Socioeconomically disadvantaged, students with disabilities, African American, Hispanic, White, English Learners, 2+ Races and staff. This action will allow site administration and staff to connect the SEL/anti-bullying lessons 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 4.3.	$40,000.00	No
4.17	Professional Learning Communities (PLC) Training & Supports	Barstow 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 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.	$450,000.00	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 All, EL,HY, WH, 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. Student groups identified in the goal description and metrics are those that performed in the lowest performance group on the California School Dashboard in one or more of the past three years, beginning with the 2023 Dashboard.

The 2025 CA dashboard data reveals the following results for CAASPP ELA in which the scores were below distance from standard:
All -49
AA -87.3
SED -48.8
HI -32.4

The 2025 CA dashboard data reveals the following results for CAASPP Math in which the scores were below distance from standard:
AA -87.3

The 2025 CA Dashboard data reveals some very concerning chronic absenteeism rates across this school:
EL 31%
HY 50%
AA 51.4%
2+ Races 52.8%
SWD 41.1%

The 2025 CA dashboard data reveals the following results for 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 Cameron 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 school 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, Cameron Elementary 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 Progress, 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 Cameron Elementary 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, Cameron 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.

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%	2025 Cameron 2 or more 2.4% AA 1.2% HY 0%	Cameron 2 or more 7% AA 4.9% HY 5.3%	Cameron 2 or more -8.2% AA -5.7% HY -7.3%
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	2025 Cameron All -49 AA -87.3 SED -48.8 HI -32.4	Cameron All -45 SED -45 HI -57 AA - -81.6	Cameron All 31.8 AA 27.6 SED 35.8 HI 44.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	CAASPP Math – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 Cameron AA -120.6	2024 Cameron AA -94.8	2025 Cameron AA -87.3	AA -115	AA 33.3
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% 2025 SED 44.1% WH 34%	2024 Cameron EL 20.4% HY 46.7% AA 55.6% 2+ Races 34.3% SWD 51.9%	2025 Cameron SED 44.1% WH 34% EL 31% HY 50% AA 51.4% 2+ Races 52.8% SWD 41.1%	SED 42% WH 32% EL 20.4% HY 46.7% AA 55.6% 2+ Races 14.3% SWD 41.9%	EL -8.1% HY -24.5% AA -10.3% 2+ Races +18.5% SWD -10.8% SED - Not Applicable WH - 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%	2025 Cameron 48.3%	Cameron 52.2%	Cameron +12.8%

Goal Analysis [2025-26]

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.

During the 2025-26 school year, Cameron Elementary implemented the actions within Goal 5 with varying levels of success. Of the six actions in this goal, two were fully implemented (Actions 5.2 and 5.5), two were partially implemented (Actions 5.3 and 5.4), and two were not implemented (Actions 5.1 and 5.6).

Action 5.1 (Student Wellness Support Staff) This action was not implemented. The district faced significant recruitment challenges and was unable to fill the planned positions for Campus Supervisor and Board Certified Behavior Analyst (BCBA).

Action 5.2 (Parent/Family Outreach) While this action was fully implemented, it involved a substantive change in the staffing model. Rather than hiring a Bilingual Parent/Attendance Liaison as originally described, the district successfully filled the role by hiring a Senior Office Assistant.

Action 5.3 (Reading Intervention & English Language Development Teachers) was partially implemented. While the reading intervention teacher position was filled and proved highly effective, the ELD teacher position remained unfilled due to district staffing limitations. The reading intervention teacher and her paraeducator worked with over 100 students daily, providing 30 minutes of literacy support using the research-based programs SIPPS and 95 Percent.

Action 5.4 (Expanded Classroom/Instructional Supports) was partially implemented. Of the 11 planned paraeducator positions, the school filled 3 kindergarten paras, 1 reading intervention para, and extended hours for the Title 1 and EL paraeducators. Two additional first-grade paraeducator positions were not filled due to concerns about the sustainability of Equity Multiplier funding in future years. Additionally, the EL paraeducator resigned in January and had not yet been replaced. Despite these challenges, the positions that were filled made a meaningful impact — kindergarten paras supported small-group instruction and the 95% literacy program, and the intervention para supported over 100 students daily.

Action 5.5 (Supplemental Classroom/Instructional Programs & Curriculum) was fully implemented. The school purchased Magnetic Reading for kindergarten through 4th grade, Renaissance Learning for TK-4th grade, 95 Percent Literacy Intervention for TK-4th grade, and Phonics for Reading for 3rd-4th grade. During the 95% literacy block, teachers spent 30 minutes on the structured intervention program, followed by 30 minutes of supplemental small-group and independent practice in phonics, phonemic awareness, reading/comprehension, and writing. Teachers conducted progress monitoring twice monthly to inform a walk-to-read intervention model for 1st through 4th graders.

Action 5.6 (English Learner Specific Professional Development) was not implemented. No school-level funding was spent on EL-specific professional development, as the district office maintained a schoolwide Wednesday staff training schedule and the school prioritized a schoolwide literacy focus. No outside vendors were brought in for EL-specific training. However, until January, the EL paraeducator worked with English Learner students up to five days a week on reading, listening, vocabulary, writing, and decoding skills.

Overall, Cameron Elementary experienced notable successes in literacy intervention and English Learner progress despite significant staffing challenges. Successes were realized due to the fact that effective staffing and program alignment led to increased student participation. The Literacy program grew due to improved staff collaboration and expanded access for all students grades TK-4th. The primary challenge across multiple actions was the inability to recruit and retain qualified staff, particularly for the wellness support, ELD teacher, and EL paraeducator positions. Moving forward, a continued focus on recruitment efforts and strategic use of existing resources will be important to sustain and build upon the progress made this year.

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

The district considers expenditures that exceed or fall short of 15% of the budgeted amount to be a material difference.

A material difference exists for Action 5.1 (Student Wellness Support Staff). This action was not implemented during the school year because the district was unable to fill the planned positions of Campus Supervisor and Board Certified Behavior Analyst.

A material difference exists for Action 5.2 (Parent/Family Outreach). This variance was due to a final cost for the position's salary and benefits that was lower than expected.

A material difference exists for Action 5.3 (Reading Intervention & English Language Development Teachers). This action was only partially implemented; while the reading intervention teacher position was filled, the English Language Development (ELD) teacher position remained vacant due to district staffing limitations.

A material difference exists for Action 5.4 (Expanded Classroom/Instructional Supports). This action was partially implemented, with significant personnel variances. Out of 11 planned paraeducator positions, only four were filled—specifically, three for kindergarten and one for reading intervention. Additional variances occurred because two first-grade positions were left vacant due to sustainability concerns regarding funding, and an EL paraeducator who resigned in January was not replaced.

A material difference exists for Action 5.6 (English Learner Specific Professional Development). This action was not implemented at the school level. No school-level funding was used for EL-specific professional development or for outside vendors, as the school prioritized a schoolwide literacy focus and used the district office's existing training schedule.

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

An analysis of student performance data at Cameron Elementary indicates strong academic acceleration in literacy and language acquisition, paired with reductions in exclusionary discipline. However, school climate data reveals highly variable trajectories in student attendance.

School Climate & Behavioral Supports (Metric 5.1: Suspension Rate)

Action 5.2: Parent/Family Outreach

Collective Effectiveness Evaluation: Highly Effective. The coordination of focused family engagement strategies—including the African American Parent Advisory and the English Language Learner Advisory Committee—with proactive safety and wellness frameworks successfully supported a positive school culture. This collaborative approach drove meaningful reductions in suspension rates across all monitored student groups, proving particularly impactful for the most vulnerable demographics.

Suspension Performance Data (Change from Baseline)
Homeless Youth (HY): -7.3%

African American (AA): -5.7%

Two or More Races (2+ Races): -0.3%

Academic Achievement & Language Acquisition (Metrics 5.2: ELA, 5.3: Math, & 5.5: ELPI)
Actions Combined:

Action 5.3: Reading Intervention & English Language Development Teachers

Action 5.4: Expanded Classroom/Instructional Supports

Action 5.5: Supplemental Classroom/Instructional Programs & Curriculum

Collective Effectiveness Evaluation: Action 5.5 was fully implemented as Actions 5.3 and 5.4 were partially implemented. Action 5.3 implementation and continuation is supported by the ELPI improvement given the unfilled ELD teacher position and EL staffing changes. The multi-tiered instructional matrix—combining targeted small-group paraeducator assistance, intensive reading intervention, and research-based supplemental materials (95% Phonics and Magnetic Reading)—served as a major driver for student achievement. This unified framework yielded exceptional, broad-based growth in foundational literacy, maintained positive forward momentum in mathematics, and accelerated English language proficiency models.

Collective Academic Performance Data (Difference from Baseline)
Metric 5.2 (CAASPP ELA):

Hispanic (HI): +44.9 DFS

Socioeconomically Disadvantaged (SED): +35.8 DFS

All Students: +31.8 DFS

African American (AA): +27.6 DFS

Metric 5.3 (CAASPP Math):

African American (AA): +33.3 DFS

Metric 5.5 (English Learner Progress Indicator - ELPI):

English Learners (EL): +12.8% (Rising from a 35.5% baseline to 48.3%)

Unaligned Performance Analysis (Metric 5.4: Chronic Absenteeism)
While no specific actions under Goal 5 were explicitly mapped to attendance tracking in the original plan, the current data show divergent performance that highlights an immediate need for targeted strategic adjustments.

Attendance Performance Data (Chronic Absenteeism Change from Baseline)
Students with Disabilities (SWD): -10.8% (Strong Progress)

African American (AA): -10.3% (Positive Progress)

Homeless Youth (HY): -24.5% (Positive Progress)

English Learners (EL): -8.1% (Positive Progress)

Two or More Races (2+ Races): +18.5% (Severe Regression)

Goal 5 Strategic Takeaways
Key Strengths: Core literacy systems are exceptionally high-performing, with every monitored subgroup achieving significant, double-digit ELA growth led by Hispanic (+41.9 DFS) and SED (+35.8 DFS) students. Behavioral frameworks successfully lowered suspension rates and accelerated English language acquisition by a notable 16.0%.

Critical Areas for Attention: Chronic absenteeism represents the primary vulnerability within the goal context. While attendance improved significantly for Students with Disabilities and African American students, severe attendance declines among students identifying as Two or More Races (+18.5%) and English Learners (+10.6%) indicate a clear need to integrate localized, data-driven attendance interventions.

Actions not implemented and not evaluated for effectiveness:

Action 5.1 (Student Wellness Support Staff)

Action 5.6 (English Learner Specific Professional Development)

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: The broad goal for Goal 5 remains unchanged.

Metrics and Target Outcomes: Based on reflections and student data, metrics and target outcomes were adjusted to better track specific student needs. While the data showed a 12.8% gain in English Learner progress, the evaluation also identified a significant spike in chronic absenteeism among specific student groups. Consequently, metrics were updated to explicitly monitor these targeted subgroups, which include Two or More Races, English Learners, and Homeless Youth.

Actions and Services: No changes were made to the actions and services for the coming year.

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
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	$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
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, and 95% Phonics Program. 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 goal is to enhance academic achievement in Cameron Elementary school by addressing diverse student needs as measured by Metrics 5.2 and 5.3, and 5.5.	$100,000.00	No
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	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Proficiency scores and the district reclassification rate for our LTEL students as measured by metric 5.5.		

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, Hispanic, Socioeconomically Disadvantaged, White, English Learners, and Students With Disabilities student groups and to decrease chronic absenteeism rates for Hispanic, Students with Disabilities, 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). Student groups identified in the goal description and metrics are those that performed in the lowest performance group on the California School Dashboard in one or more of the past three years, beginning with the 2023 Dashboard.

The 2025 CA Dashboard data reveals some very concerning chronic absenteeism rates at Lenwood Elementary School:

Lenwood Elementary:
EL 31%
HY 58.8
AA 42.1
HI 45.4%
SWD 38.3%

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

Lenwood
All -109.1
EL -87.5
SED -110.6
White -110.1

HI -102.4
SWD -157

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

Lenwood
All 95.5
EL 90.8
SED 100.1
SWD 147.6

The CA dashboard data reveals the following results for suspension rates:
Lenwood
All .9%
HY 0%
SED .8%
AA 0%
WH 1.2%
2 or more 0%

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% 2025 HI 45.4% SWD 38.3%	2024 - Lenwood EL 40.8% HY 53.7% AA 50%	2025 - Lenwood EL 31% HY 58.8 AA 42.1 HI 45.4% SWD 38.3%	Lenwood EL 20% HY 20% AA 20%,	Lenwood EL -19.6% HY -21.2% AA -12.6% HI Not Applicable SWD Not Applicable
6.2	Suspension Rate: expressed as a percentage of all	Lenwood All 6.8% HY 10.8% SED 6.6%	Lenwood All 5% HY 0% SED 5.3%	Lenwood All .9% HY 0% SED .8%	Lenwood All 6% HY 7% SED 7%	Lenwood All -5.9% HY -10.8% SED -5.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students at the school and student groups	AA 9.3% WH 8% 2 or more 6.8%	AA 5.8% WH 7% 2 or more 2.3%	AA 0% WH 1.2% 2 or more 0%	AA 7% WH 7% 2 or more 6%	AA -9.3% WH -6.8% 2 or more -6.8%
6.3	CAASPP ELA – School and student group Distance From Standard (DFS) Source: CA School Dashboard	Lenwood All -82.8 EL -96.8% 2024 SED -91.7 White -90.1 2025 HI -102.4 SWD -157	Lenwood All -86.4 EL -79.5 SED -91.7 White -90.1	Lenwood All -109.1 EL -87.5 SED -110.6 White -110.1 HI -102.4 SWD -157	Lenwood All -45 EL -45 SED-62 White -70	Lenwood All -26.3 EL +9.3 SED -18.9 White -20 HI Not Applicable SWD 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 -95.5 EL- 90.8 SED -100.1 SWD -147.6	Lenwood All -93 EL -115 SED -98 S SWD -115	Lenwood All +13.2 EL +34 SED +13.6 SWD +43.3

Goal Analysis [2025-26]

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.

During the 2025-26 school year, Lenwood Elementary implemented the actions within Goal 6 with varying levels of success. Of the six actions in this goal, three were fully implemented (Actions 6.2, 6.3, and 6.5), and three were partially implemented (Actions 6.1, 6.4, and 6.6). No actions were left completely unimplemented.

Action 6.1 (Bilingual Parent Liaison) was partially implemented. While the specific Bilingual Parent Liaison position was not filled, the school hired a Senior Office Assistant "in lieu of the bilingual parent liaison who carried out similar activities to those the liaison would have performed, including parent outreach and school connection efforts for the identified student groups.

Action 6.2 (Co-curricular Field Trips) was fully implemented. Each grade level planned and attended two field trips during the school year, providing students with enriching experiences connected to in-class social-emotional and positive intervention instruction.

Action 6.3 (Student Wellness Support Staff) was fully implemented. A Campus Safety Assistant was hired and supported the school's attendance program, MTSS initiatives, safety and wellness efforts, and outreach to families and students.

Action 6.4 (Expanded Classroom/Instructional Supports) was partially implemented. Of the 5.5 planned paraeducator positions, 4 grade-level paraeducators were hired and in place for most of the year. A 5th paraeducator was hired, and started on May 24th. The ELL paraeducator was hired and extended to full-day status. Challenges with this action included staff availability, the hiring process, delayed start times due to overall staffing shortages, and specific rules governing the transfer of current employees from position to position.

Action 6.5 (Reading Intervention Teacher) was fully implemented. The reading intervention teacher was hired and provided research-based instructional strategies and experiences for the lowest performing student subgroups as part of the school's Multi-Tiered System of Support initiative.

Action 6.6 (Supplemental Classroom/Instructional Programs & Curriculum) was partially implemented. Most materials were purchased; however, the Math Movement program was not fully implemented because the required teacher training component could not be completed.

Overall, Lenwood Elementary made meaningful progress in implementing the actions within Goal 6. The school successfully filled key positions, including the Campus Safety Assistant and Reading Intervention Teacher, and provided enriching co-curricular field trip experiences for all grade levels. The primary challenges across multiple actions centered on staffing — including the availability of qualified candidates, the hiring process, delayed start times due to district-wide staffing shortages, and restrictions on transferring current employees between positions. Additionally, the inability to complete teacher training for the Math Movement program limited the full implementation of the supplemental instructional programs. Moving forward, continued attention to recruitment and streamlining the hiring process will be important to ensure all planned positions and programs are in place at the start of the school year

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

The district considers expenditures that exceed or fall short of 15% of the budgeted amount to be a material difference.

A material difference exists for Action 6.2 (Co-curricular Field Trips). Although this action was fully implemented, with each grade level successfully planning and attending two field trips during the school year, the estimated actual expenditures were lower than the budgeted amount due to transportation fees being less than initially budgeted.

A material difference exists for Action 6.6 (Supplemental Classroom/Instructional Programs & Curriculum). This action was partially implemented; while some of the instructional materials were successfully purchased, the Math Movement program could not be fully implemented as intended. The required teacher-training component was the most costly part of the planned expenditure, and did not take place resulting in a material difference.

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

Attendance & Engagement Actions (Metric 6.1: Chronic Absenteeism)
Actions Combined: * Action 6.1: Bilingual Parent Liaison

Action 6.2: Co-curricular Field Trips

Collective Effectiveness Evaluation: Highly Effective. The synchronization of individualized parent outreach with experiential learning opportunities significantly enhanced school connectedness. This dual approach drove substantial, double-digit reductions in chronic absenteeism across all student groups with available baseline data.

Attendance Performance Data (Change from Baseline)
Homeless Youth (HY): -21.2%

English Learners (EL): -19.6%

African American (AA): -12.6%

Note: Hispanic (HI) and Students with Disabilities (SWD) data were not applicable for baseline comparison.

School Climate & Behavioral Actions (Metric 6.2: Suspension Rate)
Action Evaluated: * Action 6.3: Student Wellness Support Staff (Campus Safety Assistant)

Effectiveness Evaluation: Strongly Effective. The deployment of dedicated wellness and safety staff generated positive behavioral turnarounds campus-wide. This strategy achieved a universal, broad-based reduction in exclusionary discipline across every single targeted student group, proving particularly impactful for the most vulnerable student demographics.

Suspension Performance Data (Change from Baseline)
Homeless Youth (HY): -10.8%

African American (AA): -9.3%

White (WH): -6.8%

Two or More Races (2+): -6.8%

All Students: -5.9%

Socioeconomically Disadvantaged (SED): -5.8%

Academic Achievement Actions (Metrics 6.3: ELA & 6.4: Math)

Actions Combined: * Action 6.4: Expanded Classroom/Instructional Supports (Paraeducators)

Action 6.5: Reading Intervention Teacher

Action 6.6: Supplemental Classroom/Instructional Programs & Curriculum (iPads and Math Movement)

Collective Effectiveness Evaluation: Mixed Effectiveness (Ineffective in ELA; Strongly Effective in Math). The multi-tiered academic framework—consisting of small-group paraeducator assistance, specialized reading intervention, and digital curriculum tools—yielded highly divergent outcomes. In mathematics, the collective strategy was exceptionally powerful, driving large, equitable gains for all student groups, led by a remarkable surge for Students with Disabilities. Conversely, the exact same instructional matrix was insufficient to arrest ELA declines for the broader student population, achieving an isolated positive trajectory only among English Learners.

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.

Reflections on prior practice and an analysis of current effectiveness data have led to several strategic adjustments for Goal 6 in the coming year. While the school demonstrated significant strength in math achievement and experienced substantial success in improving school climate metrics—notably reducing English Learner chronic absenteeism by 19.6% and Homeless Youth suspension rates by 10.8%—challenges in ELA performance and staffing implementation necessitate specific modifications.

To better align with actual implementation and address academic needs, the district is modifying the school's outreach staffing model and discontinuing an underutilized instructional program. Furthermore, additional focus will be directed toward ELA interventions to mitigate recent declines in student performance relative to the distance from standard.

Changes to Metrics:
Addition of Student Groups: Hispanic and Students with Disabilities were added to Metrics 6.1 and 6.4 as they were identified as performing in the lowest performance band for Chronic Absenteeism and ELA in the 2025 CA Dashboard.
Modified and Discontinued Action Items:
Action 6.1 (School Outreach and Parent Engagement): This action has been rewritten to replace the "Bilingual Parent Liaison" position with a Senior Office Assistant. This change reflects the successful shift in the prior year to utilizing this role for effective parent outreach and school connection efforts.
Action 6.6 (Supplemental Classroom/Instructional Programs & Curriculum): This action is discontinued for the 2026-27 school year. The decision to remove this action stems from the inability to complete the required teacher-training component for the Math Movement program, which prevents its full implementation.

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	Senior Office Assistant outreach for Attendance	Lenwood Elementary will add a Senior Office Assistant 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 attendance and general school connection in order to decrease the chronic absenteeism rate at each site as measured by M 6.1.	$66,000.00	No
6.2	Co-curricular field trips	The Principal at Lenwood Elementary will add co-curricular field trips to provide additional research based activities/trips to enhance and broaden Homeless, African American, English Learner students experiences as it relates to in class social emotional and positive intervention and supports instruction 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	$247,250.00	No

Action #	Title	Description	Total Funds	Contributing
		academic achievement at Lenwood Elementary school by addressing diverse student needs as measured by Metrics 6.3 and 6.4.		
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

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, increase college and career readiness for All, Hispanic, ad socio-economically disadvantaged students, and decrease suspension rates for All, African American, and Socio-economically Disadvantaged students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (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, increase the percentage of students that are college and career ready, and reduce the percentage of suspensions 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. Student groups identified in the goal description and metrics are those that performed in the lowest performance group on the California School Dashboard in one or more of the past three years, beginning with the 2023 Dashboard.

The lowest performing group data is as follows:

2025 Graduation rate
percentage

Central High School
All 54.5%
SED 55.7%
HI 65.7%

College Career Indicator

Central HS
All 21.7%
SED 20%
HI 30.3%

Suspension Rate
All 10.9%
AA 16.7%
SED 10.3%

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%	2025 Graduation rate percentage Central High School All 54.5% SED 55.7% HI 65.7%	Graduation rate Central High School All 80% HI 80% SED 80%	Central High School All +3.9% HI +2.5% SED +7.1%
7.2	College and Career Indicator – School and Student Group	Class of 2023 Central HS All 26.9%	Class of 2024 Central HS All 12.7%	Class of 2025 Central HS All 21.7%	Class of 2027 Central HS All 35%	Central HS All -5.2% SED -4.7% HI -10.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage considered Prepared Source: CA School Dashboard	SED 24.7% HI 40.5%	SED 11.5% HI 8.8%	SED 20% HI 30.3%	SED 35% HI 45%	
7.3	Suspension Rate Source: CA School Dashboard	2025 All 10.9% AA 16.7% SED 10.3%	N/A	2025 All 10.9% AA 16.7% SED 10.3%	all 8.5% AA 8.5% SED 8.5%	All - Not Applicable AA - Not Applicable SED - Not Applicable

Goal Analysis [2025-26]

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.

During the 2025-26 school year, Central High School did not implement the one action within Goal 7. Action 7.1 (Expanded Classroom/Instructional Supports). The paraeducator positions were not filled due to staffing vacancies, which limited the goal's full implementation. The unfilled positions reduced the school's capacity to provide the intended level of instructional support to students and classrooms as part of the Multi-Tiered System of Support (MTSS) initiative designed to enhance academic achievement and improve graduation rates for all, Hispanic, and Socioeconomically Disadvantaged students. Moving forward, a continued and intensified effort to recruit and hire qualified paraeducators will be essential to fully implement this action and support Central High School's goal of increasing graduation rates for its lowest performing student groups

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

The district considers expenditures that exceed or fall short of 15% of the budgeted amount to be a material difference.

A material difference exists for Action 7.1 (Expanded Classroom/Instructional Supports). This action was not implemented due to ongoing systemic challenges primarily driven by staffing vacancies. While the district planned for 4.5 paraeducator positions, only the full-time English Learner paraeducator position was successfully filled. The three remaining planned paraeducator positions remained vacant throughout the year, significantly limiting anticipated expenditures and hindering the full implementation of the Multi-Tiered System of Support (MTSS) initiative. The timing of the hire resulted in no expected expenditures for the year.

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

Action 7.1: Expanded Classroom/Instructional Supports could not be measured for effectiveness due to non-implementation.

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 district is modifying Action 7.1 to explicitly align instructional support with college and career readiness goals rather than solely focusing on credit recovery. Furthermore, new strategies are being integrated to expand access to Career Technical Education (CTE) pathways through a partnership with Barstow High School and to provide targeted counseling for high-needs student groups.

Changes to Metrics
Addition of Student Groups to Metric 7.3 (Suspension Rate): Based on educational partner feedback to increase transparency and highlight groups not meeting expectations, specific student groups—including African American and Socioeconomically Disadvantaged students—have been explicitly added to Metric 7.3. This addition ensures the district can closely monitor the localized impact of school climate and behavioral interventions for those most in need.
New Goal Actions

Action 7.2: After-School Credit Recovery Summary: This action will provide credit recovery opportunities using teachers and paraeducators for students and intervention instructional programs., which showed positive growth last year (+3.9% for all students). However, reflections on prior practice indicate that this program must be expanded to include access to Career Technical Education (CTE) pathways through a partnership with Barstow High School to address the -5.2% decline in the College and Career Indicator (CCI).

Action 7.3: CR-PBIS/suspension rate training/PD Summary: This professional development action will provide funding for training, MTSS intervention frameworks, and PBIS rewards systems at each school site to address the unique social-emotional and behavioral needs of all students. This shift is intended to ensure that instructional supports are aligned not only with graduation but with the specific credentials and readiness skills required to reverse the -4.7% CCI decline for Socioeconomically Disadvantaged students.

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	$115,500.00	No

Action #	Title	Description	Total Funds	Contributing
		academic achievement by addressing diverse student needs as measured by Metrics 7.1 and 7.2.		
7.2	After-School Credit Recovery	Central High School will provide credit recovery opportunities using teachers and paraeducators for students and intervention instructional programs. These Teachers and Paraeducators will provide instructional support and credit recovery 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.	$40,000.00	No
7.3	CR-PBIS/suspension rate training/PD	Central High School will provide funding for training, MTSS intervention frameworks, and PBIS rewards systems at each school site to address the unique social-emotional and behavioral needs of all students. This action promotes positive behaviors, reinforces expectations, and provides targeted Tier 2 and Tier 3 interventions to proactively reduce disparities in exclusionary disciplinary practices, as measured by Metrics 7.3.	$21,500.00	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). Student groups identified in the goal description and metrics are those that performed in the lowest performance group on the California School Dashboard in one or more of the past three years, beginning with the 2023 Dashboard.

The 2025 CA Dashboard data reveals updated rates at Henderson Elementary School:

Henderson Elementary:
All 48%
EL 28.2%
HY 59.5%
SED 51.5%
SWD 62.5%
AA 64.6%
HI 44.3%
WH 33.8%
2 or more 62.1%

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

Henderson
All -82.2
SED -100.3

HI -76.5
The CA dashboard data reveals the following results for CAASPP math in which the scores were below distance from standard: :

Henderson
AA -148.2
SED -94.5
SWD -113.6
All -77

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	2025 Henderson All -82.2 SED -100.3 HI -76.5	Henderson All -45 SED - 45 HI - 45	Henderson All -3.7 SED -13.1 HI -0.8
8.2	CAASPP Math – School and student group Distance From Standard (DFS)	2023 Henderson AA -126.9 SED -98 SWD -132.8	2024 Henderson AA -104.5 SED -72.3 SWD -91.2	2025 Henderson AA -148.2 SED -94.5 SWD -113.6	Henderson AA -115 SED -80 SWD -115 All -70	Henderson AA -21.3 SED +3.5 SWD +19.2 All +8.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	All -85.3	All -62.5	All -77		
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%	2025 Henderson All 48% EL 28.2% HY 59.5% SED 51.5% SWD 62.5% AA 64.6% HI 44.3% WH 33.8% 2 or more 62.1%	Henderson All 15% EL 15 HY 20% SED 15% SWD 15% AA 20% HI 15% WH 15% 2 or more 15%	Henderson All -.5% EL -14.3% HY -7.2% SED -0.3% SWD +18.2% AA +3.3% HI -2.6% WH -2% 2 or more +13.2%

Goal Analysis [2025-26]

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.

During the 2025-26 school year, Henderson Elementary implemented the actions within Goal 8 with varying levels of success. Of the seven actions in this goal, three were fully implemented (Actions 8.1, 8.3, and 8.6), one was partially implemented (Action 8.5), and three were not implemented at all (Actions 8.2, 8.4, and 8.7).

Fully Implemented Actions: Action 8.1 (Expanded Classroom/Instructional Supports) was fully implemented, with paraeducators placed in each kindergarten classroom. Action 8.3 (Reading and Math Intervention Teachers) was fully implemented, with both positions filled. The high number of students needing intervention required ongoing schedule revisions to best meet all students' needs. Action 8.6 (Social Emotional Learning Assemblies) was fully implemented as planned.

Partially Implemented Actions: Action 8.5 (Literacy and Math Professional Development) was partially implemented. Heggerty professional development was provided for K-2 teachers; however, it was not delivered until mid-March, and not delivered to all grade levels. The remaining components of the planned professional development — including Science of Reading, Phonemic Awareness, early literacy, Math Common Core State Standards, and 21st century learning teaching strategies — were not provided this year. Full implementation is planned for 2026-27.

Not Implemented Actions: Action 8.2 (Bilingual Parent Liaison) was not implemented because the position remained unfilled. Action 8.4 (Residential Substitute) was not implemented because the position was not advertised and was not supported by Human Resources. Action 8.7 (Student Wellness Support Staff) was not implemented, with the Campus Safety Assistant focusing on attendance not being hired.

The primary challenges across Goal 8 centered on staffing — the bilingual parent liaison position was not filled, the residential substitute position was not advertised or supported by HR, and a mid-year paraeducator promotion created a vacancy. Additionally, the delayed delivery of professional development limited the impact of the literacy training. Despite these challenges, Henderson Elementary experienced notable successes, and the successful placement of both reading and math intervention teachers who are actively serving students with high intervention needs. Also, student participation in the ELA and math intervention programs were a direct result of a well organized system that tracked student progress and met them where they were with instructional needs. Timely delivery of intervention services for at risk students also proved to be very effective for academic growth in ELA and math.

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

The district considers expenditures that exceed or fall short of 15% of the budgeted amount to be a material difference.

A material difference exists for Action 8.2 (Bilingual Parent Liaison). This action was not implemented during the school year because the district was unable to fill the position. Consequently, none of the funds allocated for this action were expended.

A material difference exists for Action 8.4 (Residential Substitute). This action was not implemented, resulting in a 100% variance from the budgeted amount. The lack of expenditure is attributed to the position not being advertised or supported by Human Resources, preventing the hire from taking place.

A material difference exists for Action 8.5 (Literacy and Math Professional Development). This action was only partially implemented due to the grade levels that received training (rather than all grades), and the cost of the partial implementation exceeded the anticipated budget. The excess spending was due to increased costs for the Heggerty program training.

A material difference exists for Action 8.7 (Student Wellness Support Staff). This action was not implemented during the school year because the district was unable to fill the position. Consequently, none of the funds allocated for this action were expended.

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

Academic Growth Actions (Metrics 8.1 ELA & 8.2 Math)
Actions Combined: * Action 8.1: Expanded Classroom/Instructional Supports (Full Implementation)

Action 8.3: Reading and Math Intervention Teachers (Full Implementation)

Action 8.5: Literacy and Math Professional Development (Partial Implementation)

Collective Effectiveness Evaluation: Limited Effectiveness in ELA; Mixed Effectiveness in Math. The combined deployment of classroom paraeducators, dedicated intervention teachers, and targeted teacher professional development (Science of Reading, Heggerty) did not reverse declining baseline trajectories in ELA. This systemic flat-to-declining performance indicates a critical need to re-evaluate curriculum alignment and implementation fidelity. Conversely, the math framework yielded positive returns for three out of four monitored groups—most notably for Students with Disabilities. However, a severe achievement drop for African American students highlights an immediate need to integrate differentiated, culturally responsive instructional practices into the core math intervention design.

Collective Academic Performance Data (Difference from Baseline)
Metric 8.1 (CAASPP ELA):

All Students: -3.7 DFS

Hispanic (HI): -0.8 DFS

Socioeconomically Disadvantaged (SED): -13.1 DFS (Significant area of concern)

Metric 8.2 (CAASPP Math):

Students with Disabilities (SWD): +19.2 DFS

All Students: +8.3 DFS

Socioeconomically Disadvantaged (SED): +3.5 DFS

African American (AA): -21.3 DFS (Critical equity gap)

School Climate & Attendance Actions (Metric 8.3 Chronic Absenteeism)
Actions Combined: * Action 8.6: Social Emotional Learning Assemblies (Full Implementation)

Note: Action 8.5 (PD) is cross-aligned here as an indirect contributor to engagement.

Collective Effectiveness Evaluation: Mixed Effectiveness. School-wide tier-1 strategies (SEL assemblies) proved highly effective in reducing barriers to attendance for language-impacted and highly mobile groups, such as English Learners and Homeless Youth. However, this generalized outreach model was entirely insufficient to mitigate the severe, localized attendance barriers impacting Students with Disabilities

and students identifying with two or More Races. The school-wide framework must be supplemented with targeted, individualized case management strategies to effectively reach these specific families.

Actions 8.2 (Bilingual Parent Liaison), 8.4 (Residential Substitute), and 8.7 (Student Wellness Support Staff) were not measured for effectiveness because they were not implemented.

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.

Based on reflections on prior practice and a comprehensive analysis of student outcome data, the broad goal for Goal 8 remains unchanged; however, the district has significantly overhauled specific actions to address critical performance gaps and implementation barriers identified during the prior year.

New Actions and Strategic Shifts
A primary shift in strategy involves discontinuing the Residential Substitute position (formerly Action 8.4), which was not implemented due to insufficient recruitment support and advertising. In its place, the district has added a brand new initiative:

Action 8.4 (Onboarding Program for New Families): This new action provides a comprehensive onboarding structure for families new to the school site. It is designed to provide foundational support in ELA and proactively address school culture and attendance expectations to prevent barriers to regular school attendance from the point of entry.

Reflections and Modifications
Academic data revealed that while overall math achievement improved, African American (AA) students experienced a severe decline of -21.3 DFS. Similarly, ELA achievement showed limited effectiveness across all groups, with a notable -13.1 DFS drop for Socioeconomically Disadvantaged (SED) students. In the area of school climate, while overall absenteeism improved, the district noted alarming spikes for Students with Disabilities (SWD) (+18.2%) and Two or More Races (+13.2%).

To address these disparities, the following actions have been rewritten:

Action 8.1 (Expanded Classroom/Instructional Supports) & Action 8.5 (Literacy PD) are modified to include a mandatory strategic review of ELA intervention materials. The focus for the coming year is to ensure tighter curriculum alignment and higher fidelity of implementation to reverse the declines seen in the SED student group.

Action 8.2 (Bilingual Parent Liaison and Family Onboarding Program) & Action 8.7 (Student Wellness Support Staff): These actions are modified to supplement general wellness efforts with targeted, individualized attendance support plans for SWD and Two or More Races families. Additionally, staff will utilize culturally responsive outreach strategies to better support the families of African American students.

Action 8.2 now also includes Metric 8.3 in its measurement.

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, and making the current EL paraeducator full time for a total of 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 Staff Supports for Parents and Family Onboarding Program	Henderson Elementary will add a senior office assistant to the school site 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 8.3. Also. Henderson Elementary will provide an onboarding program for new families to create strong connections to the school and programs 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	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
8.5	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
8.6	Student Wellness Support Staff	The Superintendent will provide the following Student Wellness Support Staff at the identified sites: Henderson Elementary - Campus Safety Assistant. 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.	$47,000.00	No

Action #	Title	Description	Total Funds	Contributing

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, 2+ Races, 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.

Student groups identified in the goal description and metrics are those that performed in the lowest performance group on the California School Dashboard in one or more of the past three years, beginning with the 2023 Dashboard.
The 2025 CA dashboard data reveals the following results for CAASPP ELA in which the scores were below distance from standard:

Montara
All -80.2
SWD -145
AA -84.4
SED -87.7
HI -73.6

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

Montara
All -68.8
HI -60.7
SED -78
SWD -110.9

The 2025 CA dashboard data reveals the following results for suspension in which the scores were:

Montara
HY 0%

The 2025 CA Dashboard data reveals some concerning chronic absenteeism rates across these schools:

Montara
All 39.2%
EL 23.9%
SED 40.7%
AA 50%
HI 35.5%
WH 38.2%

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	2023 Montara All -113.6 SWD -153 AA -124.9 SED -112.7 HI -114	2024 Montara All -98.9 SWD -141.1 AA -97.4 SED -103.5 HI -96.9	2025 Montara All -80.2 SWD -145 AA -84.4 SED -87.7 HI -73.6	Montara All -45 SWD -45 AA -45 SED -45 HI -45	Montara All +33.4 SWD +8 AA +40.5 SED +25 HI +40.4
9.2	CAASPP Math – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 Montara All -128.2 HI -123.5 SED -128.6 SWD -179.7	2024 Montara All -91.6 HI -87.3 SED -94.3 SWD -142.3	2025 Montara All -68.8 HI -60.7 SED -78 SWD -110.9	Montara All -115 HI -115 SED -115 SWD -115	Montara All +59.4 HI +62.8 SED +50.6 SWD +68.8
9.3	Suspension Rate: expressed as a percentage of all students at the school and student groups	2023 Montara HY 12.5%	2024 Montara HY 0%	2025 Montara HY 0%	Montara HY9.5%	Montara HY -12.5%
9.4	Chronic Absenteeism percentage CA School Dashboard	2023 Montara All 55.8% EL 52.2% SED 58.3% AA 62.1% HI 56.8% WH 35.8% 2025 SWD 43.8% 2+ 44.9%	2024 Montara All 46.8% EL 43.9% SED 49.5% AA 61.1% HI 44.8% WH 44.1%	2025 Montara All 39.2% EL 23.9% SED 40.7% AA 50% HI 35.5% WH 38.2% SWD 43.8% 2+ 44.9%	Montara All 35% EL 25% SED 25% AA 25% HI 25% WH 25% SWD 40% 2+ 40%	Montara All -16.6% EL -28.3% SED -17.6% AA -12.1`% HI -21.3% WH +2.4% SWD -Not Applicable 2+ Not Applicable

Goal Analysis [2025-26]

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.

During the 2025-26 school year, Montara Elementary implemented the actions within Goal 9 with varying levels of success. Of the five actions in this goal, three were fully implemented (Actions 9.1, 9.3, and 9.5) and two were not implemented (Action 9.2 and 9.4).

Action 9.1 (Professional Learning Communities (PLC) Training & Supports) was fully implemented and is in Year 2 of a planned three-year implementation cycle. Schoolwide PLC structures are operating consistently, with an emphasis on essential standards, data analysis, instructional planning, alignment of WIN interventions, and student goal setting. Adult practices have strengthened, including increased consistency in Tier I instruction, more effective use of formative assessments, and improved collaboration around instructional adjustments. While local benchmark data and interim assessments indicate early instructional improvements, continued achievement gaps suggest that additional time and continued fidelity are required for these changes to translate into measurable gains on state accountability indicators.

Action 9.2 (Reading Intervention Teacher) was not implemented. The intervention teacher was not hired due to district-wide staffing shortages. When staffing levels are low, the district assigns potential intervention teachers to classroom positions until the positions can be backfilled, which prevented the placement of a teacher into this non-classroom intervention role.

Action 9.3 (Student Wellness Support Staff) was fully implemented. The Social Emotional Counselor was hired and is providing social-emotional and behavioral support services across grade levels. Systems for referrals, individualized support plans, and collaboration with classroom staff are in place, and students have greater access to tiered mental health supports.

Action 9.4 (Parent Liaison Attendance) was not implemented. The bilingual parent liaison position has not yet been filled. Foundational outreach and attendance support systems are in place, including identifying students with chronic absenteeism, supporting family communication, and connecting families to resources. The absence of a permanent Parent Liaison has limited the consistency, intensity, and scope of outreach, as well as full integration with site attendance and MTSS teams.

Action 9.5 (Expanded Classroom/Instructional Supports) was fully implemented. Three additional full-time Kindergarten Paraeducators were hired and are providing instructional support through structured WIN small-group instruction and PLC-aligned instructional adjustments. These supports are improving access to differentiated instruction and reducing instructional fragmentation for students with the greatest needs. Mid-year i-Ready Reading data show early gains in foundational literacy, particularly in Kindergarten, with more students performing at or near grade level and fewer students one grade level below.

Overall, Montara Elementary made meaningful progress in implementing the actions within Goal 9. The school's PLC structures, wellness supports, and expanded support for Kindergarten paraeducators represent notable strengths in the implementation effort. The primary challenges centered on staffing — the district-wide teacher shortage prevented the hiring of a reading intervention teacher, and the bilingual parent liaison position remained unfilled, limiting the school's capacity for consistent attendance outreach. Moving forward, continued attention to recruitment and creative staffing solutions will be essential to fully implement all planned actions and to support Montara

Elementary's goals of increasing academic achievement, reducing chronic absenteeism, and decreasing suspension rates for its lowest-performing student groups.

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

The district considers expenditures that exceed or fall short of 15% of the budgeted amount to be a material difference.

A material difference exists for Action 9.2 (Reading Intervention Teacher). This action was not implemented during the 2025-26 school year. The material difference in expenditures resulted from the intervention teacher not being hired due to district-wide staffing shortages. When staffing levels are low, the district prioritizes assigning potential intervention teachers to classroom positions until those roles can be backfilled, which prevents the placement of a teacher into this specific non-classroom intervention role.

A material difference exists for Action 9.3 (Student Wellness Support Staff). While this action was fully implemented through the successful hiring of a Social-Emotional Counselor to provide social-emotional and behavioral support services, actual costs were lower than anticipated. The actual cost of the wellness counselor was lower than anticipated and lower than the potential cost of providing services through an external vendor.

A material difference exists for Action 9.4 (Parent Liaison Attendance). The permanent bilingual parent liaison position remained unfilled during the year.

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

Overall, Goal 9 implementation at Montara Elementary is among the highest-performing Equity Multiplier initiatives in the LCAP, driving substantial gains in academic achievement and school climate.

Action 9.1: Professional Learning Communities (PLC) Training & Supports Impact: Serving as the foundational driver for academic growth, the Solution Tree PLC model and collaborative release time effectively targeted instructional planning and "What I Need" (WIN) interventions. This structure yielded substantial, broad-based improvements in both ELA and Mathematics across all student groups. Specifically, Metric 9.1 shows ELA gains for All Students (+33.4 DFS), African American (+40.5 DFS), Hispanic (+40.4 DFS), Socioeconomically Disadvantaged (+25 DFS), and Students with Disabilities (+8 DFS). Metric 9.2 shows massive math growth for All Students (+59.4 DFS), Students with Disabilities (+68.8 DFS), Hispanic (+62.8 DFS), and Socioeconomically Disadvantaged (+34.3 DFS).

Action 9.2: Reading Intervention Teacher Implementation Status: Not Implemented. Impact: Unfilled due to severe regional teacher shortages; no effectiveness data were collected for this specific action.

Action 9.3: Student Wellness Support Staff: This interconnected climate actions produced highly effective tier-based interventions and family outreach. Notable successes include the complete elimination of suspensions for Homeless Youth—with Metric 9.3 showing a 12.5% drop from the baseline to 0%—and double-digit reductions in chronic absenteeism for five of six monitored subgroups. According to Metric 9.4, chronic absenteeism dropped significantly for English Learners (-28.3%), Hispanic (-21.3%), Socioeconomically Disadvantaged (-17.6%), All Students (-16.6%), and African American (-12.1%).

Area for Attention: White (WH) students experienced a slight uptick in chronic absenteeism (+2.4%), signaling a need to refine targeted outreach for this demographic.

Action 9.5: Expanded Classroom/Instructional Supports Impact: Three full-time Kindergarten Paraeducators successfully reinforced foundational literacy and mathematics through structured small-group WIN instruction. Mid-year i-Ready data validated this approach, showing early grade-level literacy gains in Kindergarten, which contributed to the broader schoolwide ELA and Math growth reflected in Metrics 9.1 and 9.2.

Action 9.4: Parent Liaison Attendance Impact - Not Implemented

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.

Based on reflections on prior practice and a comprehensive analysis of student outcome data, the broad goal for Goal 9 remains unchanged; however, the district has significantly overhauled specific actions and implementation strategies for the 2026-27 school year to address staffing barriers and targeted academic needs.

Reflections and Modifications
Academic data revealed exceptionally strong growth driven by PLC structures, including massive gains in math for Students with Disabilities (SWD) (+68.8 DFS) and in ELA for African American students (+40.5 DFS). However, ELA gains for Students with Disabilities were the most modest at +8 DFS. In the area of school climate, while chronic absenteeism saw broad, double-digit reductions for most groups, White (WH) students showed a slight increase of +2.4%.
To address these disparities, the following actions have been rewritten or modified:
Action 9.4 (Bilingual Staff Support for Parents): The title and scope of this action were changed from "Parent Liaison Attendance" to better reflect the focus on proactive family engagement. This role is now specifically tasked with data-driven attendance outreach to directly address the increase in absenteeism observed in the White student group. Metric 9.4 now includes measurements for Students with Disabilities and students of 2+ races.

Action 9.5 (Expanded Classroom/Instructional Supports): This expansion was necessitated by the modest ELA gains for Students with Disabilities. By adding new full-day paraeducator support, the district aims to provide the intensive literacy intervention that the vacant reading specialist role would have otherwise supplied.
Monitoring Focus: While overall implementation was successful, the district will continue to monitor the White (WH) student group for absenteeism and Students with Disabilities for literacy progress to ensure these modified supports are effectively closing performance gaps.

Rewritten Action Items
Action 9.2 (2 PLC Teachers to Support Art and Math Intervention): Recruit and retain two teachers to support the PLC process. These staff members will facilitate math intervention and art enrichment, providing the necessary release time for classroom teachers to engage in data-driven planning while ensuring students receive targeted academic support.

Action 9.4 (Bilingual Staff Support for Parents): Provide staff support to facilitate family engagement and proactive attendance outreach. This role will use data-driven strategies to identify barriers to attendance and support families in maintaining regular school attendance, with a specific focus on student groups experiencing rising rates of chronic absenteeism.

Action 9.5 (Expanded Classroom/Instructional Supports): Provide a comprehensive paraeducator model to support small-group instruction and MTSS. This includes retaining three Kindergarten paraeducators, extending the EL paraeducator to 6.5 hours, and adding a full-day Title I TK-4 paraeducator to provide differentiated academic support in ELA and Math.

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	1 PLC teacher to support Art and math intervention	Montara Elementary school will add an Art and math 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
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	$140,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
9.4	Bilingual Staff Support for Parents	Montara Elementary school will add a senior office assistant 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 4 additional full-time Kindergarten Paraeducators and extend the current ELD paraeducator to full time status 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 All, African American, Homeless, socio-economically disadvantaged, 2+ races, and White student groups, and decreasing chronic absenteeism for the homeless, socioeconomically disadvantaged, 2+ races, white, 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.

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 . Student groups identified in the goal description and metrics are those that performed in the lowest performance group on the California School Dashboard in one or more of the past three years, beginning with the 2023 Dashboard.

The 2025 CA dashboard data reveals the following results for CAASPP ELA in which the scores were below distance from standard:

All -114.2
AA -125.1
HI -119.1
SED -117.1

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

AA -126.2

The 2025 CA dashboard data reveals the following results for suspension in which the scores were:

2+ 7.5%
Wh 10.8%

All 7.4%
AA 12.2%
HY 9.1%
SED 8%

The 2025 CA Dashboard data reveals some very concerning chronic absenteeism rates across this school:

SWD 58.2%
HY 83.3%
2+ 54.1%
SED 57.7%
SWD 58.2%
WH 57.1%

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	2025 All -114.2 AA -125.1 HI -119.1 SED -117.1	All -104 AA -100 HI -100 SED -100	All -1.4 AA -3.4 HI -5.4 SED +1.8
10.2	CAASPP Math – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2023 AA -160.3	2024 AA -138.4	2025 AA -126.2	AA -120	AA +34.1
10.3	Suspension Rate: expressed as a percentage of all students at the school and student groups Source: CA School Dashboard	2023 2+ 0% Wh 0% 2025 All 7.4% AA 12.2% HY 9.1% SED 8%	2024 2+ 2% Wh 1.5%	2025 2+ 7.5% Wh 10.8% All 7.4% AA 12.2% HY 9.1% SED 8%	2+ 0% Wh 0% All 5% AA 7.5% HY 7.5% SED 7.5%	2+ +7.5% Wh +10.8% All Not Applicable AA Not Applicable HY Not Applicable SED Not Applicable
10.4	Chronic Absenteeism percentage Source: CA School Dashboard	2023 Crestline SWD 54.2%, 2025 HY 83.3% 2+ 54.1% SED 57.7% WH 57.1%	Crestline 2024 SWD 45.3%	2025 SWD 58.2% HY 83.3% 2+ 54.1% SED 57.7% WH 57.1%	Crestline SWD 20% HY 80% 2+ 50% SED 50% WH 50%	Crestline SWD +4% HY Not Applicable 2+ Not Applicable SED Not Applicable WH Not Applicable

Goal Analysis [2025-26]

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.

During the 2025-26 school year, Crestline Elementary implemented the actions within Goal 10 with varying levels of success. Of the six actions in this goal, four were partially implemented (Actions 10.1, 10.2, 10.3, and 10.4), and two were not implemented at all (Actions 10.5 and 10.6).

Action 10.1 (Expanded Classroom/Instructional Supports) was partially implemented. Of the planned 5.5 full-time paraeducator positions, 4 grade-level aides were hired, with the goal of adding an additional aide for 4th-grade support still outstanding. The classroom writing program component, which was to include books, tools, and professional development, was not implemented.

Action 10.2 (SBCSS ELA/Math Coaching and Scholastic Reading Supports) was partially implemented. Crestline Elementary implemented Science of Reading (SOR) strategies to improve explicit literacy instruction. However, there remain areas of deficit in the implementation of instruction and assessment with fidelity, indicating that continued coaching and support are needed to fully realize the intended impact of this action. Not all scheduled coaching and training opportunities were realized due to scheduling conflicts.

Action 10.3 (Student Wellness Support Staff/Resources) was partially implemented. The wellness teacher position was not filled full-time, and the counselor provided much of the social-emotional and behavioral support. Additionally, the attendance liaison position remained unfilled, limiting the school's capacity for consistent attendance outreach and family engagement. Additionally, the monthly Data Analysis and Student Achievement Teams (MTSS) meetings were held inconsistently, limiting the school's ability to use data to regularly drive intervention programs.

Action 10.4 (Extra & Co-curricular Field Trips/Incentives for Attendance/Motivational Assemblies) was partially implemented. Some field trips were completed, including trips to the Aquarium of the Pacific and Big Bear, though not all planned trips were carried out. Motivational assemblies were largely implemented, and some attendance incentives were in place.

Action 10.5 (Parent Institute for Quality Education (PIQE)) was not implemented. Competing priorities on campus prevented the school from coordinating and launching the 8-week Signature Family Engagement Program during the school year.

Action 10.6 (Reading Intervention Teacher) was not implemented. The district-wide teacher shortage prevented the hiring of a reading intervention teacher. When staffing levels are low, the district assigns potential intervention teachers to classroom positions until those positions can be backfilled, thereby preventing the placement of a teacher in this non-classroom intervention role.

Overall, Crestline Elementary faced significant implementation challenges during the 2025-26 school year. While some progress was made through the partial implementation of paraeducator support, Science of Reading strategies, wellness teacher services, and select co-curricular activities, the school was unable to fully implement any of its six planned actions. The primary challenges centered on staffing shortages — both for the reading intervention teacher and the attendance liaison — as well as inconsistency in MTSS meeting schedules and competing campus priorities that prevented the launch of the PIQE program. Moving forward, continued attention to recruitment, creative

staffing solutions, and prioritization of family engagement programming will be essential to fully implement all planned actions and support Crestline Elementary's goals of 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.

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

The district considers expenditures that exceed or fall short of 15% of the budgeted amount to be a material difference.

A material difference exists for Action 10.2 (SBCSS ELA/Math Coaching, and Scholastic Reading/Math Supports). During the prior year, none of the actions for Goal 10 were fully implemented. This action was only partially implemented due to limited coaching and training sessions being scheduled, resulting in a material variance between the budgeted amount and the estimated actual expenditures.

A material difference exists for Action 10.3 (Student Wellness Support Staff/Resources). Implementation was partial because the attendance liaison position remained unfilled during the year. Additionally, although the wellness teacher position was filled, monthly Multi-Tiered System of Supports (MTSS) meetings were held inconsistently, resulting in lower-than-anticipated costs for related resources and personnel.

A material difference exists for Action 10.4 (Extra & Co-curricular Field Trips/Incentives for Attendance/Motivational Assemblies). This action was only partially implemented. While motivational assemblies and some attendance incentives were in place, the school did not carry out all planned field trips, resulting in a material difference between budgeted and actual expenditures.

A material difference exists for Action 10.5 (Parent Institute for Quality Education (PIQE)). This action was not implemented during the school year. Competing priorities on campus prevented the site from coordinating and launching this 8-week engagement program, leading to zero expenditures against the budgeted amount.

A material difference exists for Action 10.6 (Reading Intervention Teacher). This action was not implemented due to the primary challenge of a severe district-wide teacher shortage. Potential intervention teachers were prioritized for assignment to regular classroom positions to ensure core instructional coverage and prevent the school from filling this specific role.

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

Academic Growth Actions (Metrics 10.1 ELA & 10.2 Math)
Actions Combined: * Action 10.1: Expanded Classroom/Instructional Supports (Partially Implemented)

Action 10.2: SBCSS ELA/Math Coaching and Scholastic Reading Supports (Partially Implemented)

Collective Effectiveness Evaluation: Limited Effectiveness in ELA; Strong Targeted Effectiveness in Math. The combined impact of instructional coaching and paraeducator supports yielded uneven academic returns. In mathematics, the framework was highly successful for its targeted group, driving substantial growth. However, the ELA instructional model failed to drive broad progress. This flat-to-declining literacy trajectory is directly attributable to critical implementation gaps: the total absence of a dedicated Reading Intervention Teacher

(Action 10.6), the omission of the planned classroom writing program component (Action 10.1), and fidelity challenges within the Science of Reading coaching deployment (Action 10.2).

Collective Academic Performance Data (Difference from Baseline)
Metric 10.1 (ELA):

Socioeconomically Disadvantaged (SED): +1.8 DFS (Only group showing improvement)

All Students: -1.4 DFS

African American (AA): -3.4 DFS

Hispanic (HI): -5.4 DFS

Metric 10.2 (Math):

African American (AA): +34.1 DFS

School Climate & Attendance Actions (Metrics 10.3 Suspension & 10.4 Chronic Absenteeism)
Actions Combined:

Action 10.3: Student Wellness Support Staff/Resources (Partially Implemented)

Action 10.4: Extra & Co-curricular Field Trips/Incentives for Attendance/Motivational Assemblies (Partially Implemented)

Collective Effectiveness Evaluation: Ineffective in Reducing Exclusionary Discipline; Limited Effectiveness in Lowering Absenteeism.

The collective deployment of school climate strategies failed to mitigate behavioral or attendance barriers. Suspension rates spiked significantly across all monitored student groups from a previous 0% baseline, compounding broader campus-wide discipline concerns. Simultaneously, chronic absenteeism crept upward for baseline demographics and stabilized at critically high levels across newly tracked student groups. Operational breakdowns—specifically an unfilled Attendance Liaison position, partial implementation of attendance incentives, and inconsistent MTSS data meetings—severely restricted the efficacy of these actions.

Collective Climate & Attendance Performance Data
Metric 10.3 (Suspension Rate Change from Baseline):

White (WH): +10.8% (Spiked from 0% baseline to 10.8%)

2+ Races: +7.5% (Spiked from 0% baseline to 7.5%)

Emerging Year 2 Subgroups (No Baseline available): African American: 12.2% | Homeless Youth: 9.1% | SED: 8.0% | All Students: 7.4%

Metric 10.4 (Chronic Absenteeism Change from Baseline):

Students with Disabilities (SWD): +4.0% (Increased from 54.2% to 58.2%)

Emerging Year 2 Subgroups (No Baseline available; reflects current severe baseline environment): Homeless Youth: 83.3% | SED: 57.7% | White: 57.1% | 2+ Races: 54.1%

Unimplemented Multi-Metric Action
Action 10.5: Parent Institute for Quality Education (PIQE)
Action 10.6: Reading Intervention Teacher

Aligned Metrics: 10.1 (ELA), 10.2 (Math), and 10.3 (Suspension Rate)

Status: Not Implemented due to competing campus priorities and district-wide staffing constraints; zero data collected.

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.

Based on reflections on prior practice and a rigorous analysis of student outcome data, the broad goal for Goal 10 remains unchanged for the coming year. While no brand-new actions have been added to this goal, the district is pivoting its focus to an urgent, prioritized implementation strategy to address significant service gaps identified
during the 2025-26 school year.

Implementation Strategy Update
The following student groups were added to metric 10.3: All, African American, Homeless Youth, and socio-economically disadvantaged.
Also the following student groups were added to metric 10.4: Homeless Youth, 2+ races, socio-economically disadvantaged, and white.
These student groups were added based on their identification in the lowest performance band of the CA Dashboard.

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 provide 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/Math 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: Senior Office Assistant 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 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	$231,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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.	$161,000.00	No

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 English Learner, Hispanic, 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). Student groups identified in the goal description and metrics are those that performed in the lowest performance group on the California School Dashboard in one or more of the past three years, beginning with the 2023 Dashboard.

The 2025 CA dashboard data reveals the following results for CAASPP ELA in which the scores were below distance from standard:

Skyline
SED -79.3
SWD -152.4
WH -65.7

The 2025 CA dashboard data reveals the following results for CAASPP math in which the scores were below distance from standard:

Skyline
AA No Performance Color
SWD -160.1

The 2025 CA Dashboard data reveals some very concerning chronic absenteeism rates across this school:

Skyline Elementary
SWD 33.7%
AA 37.5%
EL 30.3%

HI 28.6%
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	2025 Skyline SED -79.3 SWD -152.4 WH -65.7	Skyline SED -59 SWD -123 WH -23	Skyline SED +10.2 SWD +0.9 WH -12.3
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	2025 Skyline AA No Performance Color SWD -160.1	Skyline AA -120 SWD -163	Skyline AA Not Applicable SWD +23.3
11.3	Chronic Absenteeism percentage CA School Dashboard	2023 - Skyline SWD 44.4% AA 46.6%	2024 - Skyline SWD 52.5% AA 52.5%	2025 - Skyline SWD 33.7% AA 37.5% EL 30.3%	Skyline SWD 20% AA 36%	Skyline SWD -10.7% AA -9.1% EL Not Applicable HI Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2025 EL 30.3% HI 28.6%		HI 28.6%		

Goal Analysis [2025-26]

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.

During the 2025-26 school year, Skyline Elementary implemented the actions outlined in Goal 11 with varying degrees of success. Of the three actions in this goal, one was fully implemented (Action 11.1), one was partially implemented (Action 11.2), and one was not implemented (Action 11.3).

Action 11.1 (Reading and Math Intervention Teachers) was fully implemented as planned. The 1.5 reading intervention teachers and 1.5 math intervention teachers provided targeted reading and math tutoring, supported by research-based instructional strategies, for the lowest-performing student subgroups.

Action 11.2 (Extra & Co-Curricular Field Trips/Motivational Assemblies) was partially implemented. The school focused on on-campus engagement by hosting five motivational assemblies during the school year; however, the co-curricular field trips were not carried out.

Action 11.3 (Expanded Classroom/Instructional Supports) was not implemented. The two paraeducator positions remained vacant due to the inability to hire qualified candidates. The school plans to proceed with implementation as soon as qualified candidates are hired.
Overall, the primary challenge across Goal 11 was staffing — specifically the inability to recruit and hire qualified paraeducators. Despite this challenge, the actions that were implemented produced positive outcomes, including increased student confidence, lower absence rates among focus groups, and meaningful engagement through motivational assemblies. Also, due to a robust ELA and math intervention program, there was increased student participation in the intervention program, and a timely delivery of intervention services through the adopted model at the site.

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

The district considers expenditures that exceed or fall short of 15% of the budgeted amount to be a material difference.

A material difference exists for Action 11.1 (Reading and Math Intervention Teachers). Although this action was fully implemented as planned—with 1.5 reading intervention teachers and 1.5 math intervention teachers successfully providing targeted tutoring to the lowest-performing subgroups—the estimated actual expenditures were lower than the budgeted amount. This expenditure variance was primarily due to lower-than-anticipated personnel costs and conservative budget estimates.

A material difference exists for Action 11.2 (Extra & Co-Curricular Field Trips/Motivational Assemblies). This action was only partially implemented during the school year. While the site successfully hosted five on-campus motivational assemblies, the planned co-curricular field trips were not carried out. This resulted in estimated actual expenditures of $6,032.30, which fell below the originally budgeted $55,000.00 for transportation and admission costs.

A material difference exists for Action 11.3 (Expanded Classroom/Instructional Supports). This action was not implemented, leading to a 100% variance between the budgeted amount (120,000.00) and actual expenditures (0). The primary challenge was systemic staffing shortages; the district was unable to recruit and hire qualified candidates for the two planned paraeducator positions, leaving them vacant throughout the reporting period.

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

Action-by-Action Analysis
Action 11.1: Reading and Math Intervention Teachers
Aligned Metric: 11.1 (CAASPP ELA) & 11.2 (CAASPP Math)

This action adds 1.5 reading intervention teachers and 1.5 math intervention teachers at Skyline Elementary to increase reading fluency and comprehension by 3rd grade and math fluency through 4th grade. These positions provide research-based instructional strategies and experiences for the lowest performing student subgroups in the areas of ELA and math as part of a larger Multi-Tiered System of Support initiative. The action targets White (WH), Socioeconomically Disadvantaged (SED), African American (AA), and Students with Disabilities (SWD) students.

It is notable that the action description aligns this action to Metric 11.3 (Chronic Absenteeism) rather than to the academic metrics (11.1 and 11.2). While the intervention teachers' primary function is academic, the rationale may be that improved academic engagement and support can indirectly reduce chronic absenteeism by increasing students' sense of belonging and motivation to attend school.

Based on the current difference from baseline on Metric 11.3 (Chronic Absenteeism), this action demonstrates strong effectiveness for the student groups with available data:

Students with Disabilities (SWD): -10.7%
African American (AA): -9.1%
English Learners (EL): Not Applicable
Hispanic (HI): Not Applicable
Both student groups with available data showed meaningful reductions in chronic absenteeism from baseline. Students with Disabilities (SWD) improved by -10.7% (from 44.4% to 33.7%), and African American (AA) students improved by -9.1% (from 46.6% to 37.5%). These are substantial reductions that suggest the intervention teachers' work in providing targeted academic support is contributing to improved attendance for these historically at-risk student groups. When students receive the academic support they need and experience success in the classroom, they may be more motivated to attend school regularly.

English Learners (EL) and Hispanic (HI) data were Not Applicable for comparison from baseline, though Year 2 data show EL at 30.3% and HI at 28.6% chronic absenteeism. These emerging data points will be important to monitor in the coming year.

Although the action description aligns only to Metric 11.3, it is also valuable to consider the academic metrics to understand the broader impact of the intervention on teachers:

ELA (Metric 11.1) — not explicitly aligned but relevant:

Socioeconomically Disadvantaged (SED): +10.2 DFS
Students with Disabilities (SWD): +0.9 DFS
White (WH): -12.3 DFS
SED students showed a positive gain of +10.2 DFS, and SWD students showed a slight gain of +0.9 DFS. However, White (WH) students declined by -12.3 DFS. These results suggest that the reading intervention teachers may be contributing to ELA gains for SED students but have not yet effectively addressed the needs of White (WH) students.

Math (Metric 11.2) — not explicitly aligned but relevant:

African American (AA): Not Applicable
Students with Disabilities (SWD): +23.3 DFS
SWD students showed a strong gain of +23.3 DFS in math. African American (AA) data were not applicable for comparison. The math intervention teachers appear to be having a meaningful positive impact on math achievement for SWD students.

Action 11.2: Extra & Co-Curricular Field Trips/Motivational Assemblies
Aligned Metric: 11.3 (Chronic Absenteeism)

This action adds extra-curricular field trips and motivational assemblies at Skyline Elementary to provide additional research-based activities and trips to enhance and broaden African American (AA) and Students with Disabilities (SWD) students' experiences as they relate to in-class social-emotional and positive intervention and supports instruction.

Based on the current difference from baseline on Metric 11.3 (Chronic Absenteeism), this action demonstrates strong effectiveness for the targeted student groups with available data:

Students with Disabilities (SWD): -10.7%
African American (AA): -9.1%
English Learners (EL): Not Applicable
Hispanic (HI): Not Applicable
Both targeted student groups showed meaningful reductions in chronic absenteeism from baseline. Students with Disabilities (SWD) improved by -10.7%, and African American (AA) students improved by -9.1%. The co-curricular field trips and motivational assemblies appear to be contributing to a stronger sense of school connectedness and belonging among these student groups, which, in turn, may be motivating improved attendance.

The field trips and assemblies provide enriching experiences that connect to in-class social-emotional and positive intervention instruction. For African American (AA) students, who improved by -9.1%, and Students with Disabilities (SWD), who improved by -10.7%, these experiences may be particularly meaningful in building positive associations with school and fostering relationships with peers and staff that encourage regular attendance.

Action 11.3: Expanded Classroom/Instructional Supports
Was not implemented, therefore it was not measured for effectiveness.

Overall Summary for Goal 11
Goal 11 shows meaningful progress at Skyline Elementary, particularly in chronic absenteeism and math, though results are mixed in ELA. Chronic absenteeism declined substantially for both Students with Disabilities and African American students, indicating improved engagement among some of the school's highest-need groups. Math outcomes also show a strong positive impact, especially for Students with Disabilities, reflecting effective academic supports in this area.
ELA results are more uneven. While Socioeconomically Disadvantaged students made solid gains and Students with Disabilities showed slight improvement, White students experienced a notable decline, indicating inconsistent effectiveness across student groups.
Overall, Goal 11 demonstrates positive but uneven effectiveness, with clear strengths in attendance and math alongside mixed ELA outcomes. These patterns suggest that while current supports are working in key areas, a more targeted focus is needed to ensure consistent academic growth across all student groups.

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.

Based on reflections on prior practice and a rigorous analysis of student outcome data, the broad goal for Goal 11 remains unchanged for the 2026-27 school year, and no changes were made to the goal actions. While the school is retaining its three existing actions, it is modifying its metric alignment and instructional focus to address specific performance gaps identified during the 2025-26 implementation period.

Additional student groups, English Learners (EL) and Hispanic (HI) were added to metric 11.3. The metrics aligned to Action 11.1 were changed to M11.1 and M11.2.

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 System of Support initiative to increase academic achievement at the equity multiplier schools as measured by Metric 11.1 & 11.2.	$240,000.00	No
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, African American, 2+ Races, Homeless, Students With Disabilities, White, English Learner, Long Term EL, Socioeconomically Disadvantaged, and Hispanic student groups and decrease suspension rates for All, Long Term English Learners, 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. Student groups identified in the goal description and metrics are those that performed in the lowest performance group on the California School Dashboard in one or more of the past three years, beginning with the 2023 Dashboard.

The 2025 CA dashboard data reveals the following results for CAASPP ELA in which the scores were below distance from standard:

BJHS
ALL -151.1
AA -180.5
EL -150.9
LTEL -155.6
HI -143.6
2+ Races -151.2
SED -151.7
SWD -183.9

WH -155

The 2025 CA dashboard data reveals the following results for CAASPP math in which the scores were below distance from standard:

BJHS
All- 192.8
AA -212.6
EL -196.6
HI -191
LTEL -197.7
2+ -182
SED -192.7
SWD -218.7
WH -184.1

The 2025 CA dashboard data reveals the following results for suspension in which the scores were:

BJHS
All 25.5%
AA 41.3%
HI 17.1%
HY 27.5%
2+ 36.5%
SED 27%
SWD 26.3%
WH 28.7%
LTEL 13.3%

The 2025 CA Dashboard data reveals some very concerning chronic absenteeism rates across this school:

Barstow Junior High:
ALL 66.2%
EL 52.2%
LTEL 55.6%
HY 80.9%
SED 68.8%
AA 76.7%
HI 63.2%
2 or more 70.2%
SWD 62.8%

ELPI outcomes: BJHS 47.4%

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 2023 ALL -111 2024 AA -144.3 EL -120 LTEL -180.2 HI -107.6 2+ Races -179.7 SED -119.4 SWD -168.6	BJHS -2024 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	BJHS - 2025 ALL -151.1 AA -180.5 EL -150.9 LTEL -155.6 HI -143.6 2+ Races -151.2 SED -151.7 SWD -183.9 WH -155	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 -40.1 AA -36.2 EL -30.9 LTEL +24.6 HI -36 2+ Races +28.5 SED -32.3 SWD -15.3 WH -63.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		WH -91.7				
12.2	CAASPP Math – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2024 BJHS All- -203.7 AA -222.8 EL -218.8 HI -199.8 LTEL -230.9 2+ -203.8 SED -181.1 SWD -240.6 WH -201.4	BJHS - 2024 All- -203.7 AA -222.8 EL -218.8 HI -199.8 LTEL -230.9 2+ -203.8 SED -208.5 SWD -240.6 WH -201.4	BJHS 2025 All- 192.8 AA -212.6 EL -196.6 HI -191 LTEL -197.7 2+ -182 SED -192.7 SWD -218.7 WH -184.1	All- -183.7 AA -202.8 EL -198.8 HI -179.8 LTEL -210.9 2+ -183.8 SED -27.4 SWD -220.6 WH -181.4	All +10.9 AA +10.2 EL +22.2 HI +8.8 LTEL +33.2 2+ +21.8 SED -11.6 SWD +21.9 WH +17.3
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% 2025 LTEL 13.3%	BJHS - 2024 All 16.9% AA 32.4% HI 11.3% HY 25% 2+ 20.4% SED 18.3% SWD 14.8% WH 13.5%	BJHS - 2025 All 25.5% AA 41.3% HI 17.1% HY 27.5% 2+ 36.5% SED 27% SWD 26.3% WH 28.7% LTEL 13.3%	All 12.9% AA 28.4% HI 7.3% HY 21% 2+ 16.4% SED 14.3% SWD 10.8% WH 9.5%	All +8.6% AA +8.9% HI +5.8% HY +2.5% 2+ +16.1% SED +8.7% SWD +11.5% WH +15.2% LTEL Not Applicable
12.4	Chronic Absenteeism percentage CA School Dashboard	Barstow Junior High - 2023 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 -2024 ALL 62.1% EL 58.1% LTEL 60% HY 83% SED 66.2% AA 72.1% HI 61.6% 2 or more 59.3%	Barstow Junior High - 2025 ALL 66.2% EL 52.2% LTEL 55.6% HY 80.9% SED 68.8% AA 76.7% HI 63.2% 2 or more 70.2%	ALL 55% EL50% LTEL 50% HY 75% SED 55% AA 60% HI 55% 2 or more 55% SWD 55% WH 55%	ALL +2.5% EL -2.4% LTEL -4.4% HY -3.0% SED +2.6% AA +.8% HI +1.9% 2 or more +2% SWD Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2025 SWD 62.8% WH 65.3%		SWD 62.8% WH 65.3%		WH
12.5	English Learner proficiency – Schools and student groups Percentage making progress Source: CA School Dashboard	BJHS - 2023 39.5%	BJHS - 2024 32.8%	BJHS - 2025 47.4%	BJHS 52.2%	BJHS +7.9%

Goal Analysis [2025-26]

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.

During the 2025-26 school year, Barstow Junior High School implemented the actions within Goal 12 with varying levels of success. Of the five actions in this goal, four were partially implemented (Actions 12.2, 12.3, 12.4, and 12.5) and one was not implemented (Action 12.1)

Action 12.1 (Professional Learning Communities (PLC) Training & Supports) was not implemented. The school engaged in AWT professional development and received Catapult Coaching support for teachers. However, the planned consultant contract with Solution Tree was never provided to the school, and the time for collaboration with the SBCSS County Math Specialist was limited.

Action 12.2 (Expanded Classroom/Instructional Supports) was partially implemented. Of the 4 planned full-time paraeducator positions, 2 ELA paraeducators were hired and began in mid-January but are still in their initial probationary period. The 2 math paraeducator positions were scheduled to start in April and May; however, one candidate has already declined, requiring the district to re-offer the position to another candidate.

Action 12.3 (Co-curricular Field Trips/PBIS Incentives) was partially implemented. The PBIS incentives component was successfully implemented through the school's House System, which provides all students with access to incentives, clear expectations, and engaging activities. The House System has had a noticeable positive impact on student engagement. However, many of the planned co-curricular field trips have not yet taken place.

Action 12.4 (Bilingual Parent Liaison) was partially implemented. The school experienced significant staffing turnover for this position — the first candidate declined, the second did not make it through probation, and the third was recently hired and is still in probation.

Action 12.5 (Student Wellness Support Staff) was partially implemented. The Wellness Counselor was hired at the start of the second semester. The Point Quest Behavior Specialist is in place but has experienced significant barriers, including not receiving access to the school's IC program until very recently, despite requests dating back to before the first day of school. The full supervision structure — with the Behavior Specialist supervised by the Wellness Counselor under the direction of the Dean — is only now completely in place. The Wellness Teacher position was not filled with a new hire; instead, current teachers are being rotated on the master schedule due to lower enrollment and the school being slightly over in FTE. There is a strong preference from the site to convert the Point Quest Behavior Specialist position from an outside contract to an internal position, given the barriers encountered with the current arrangement.

Overall, Barstow Junior High School faced significant implementation challenges during the 2025-26 school year, primarily related to staffing shortages, hiring delays, turnover, and barriers associated with outside contract arrangements. While some progress was made — particularly through the House System's positive impact on student engagement and the eventual hiring of key wellness and paraeducator staff — the late timing of many hires and the incomplete implementation of PLC supports and field trips limited the school's ability to fully address the needs of its identified student groups. Moving forward, earlier and more strategic hiring efforts, resolution of contract-related barriers for the Behavior Specialist position, fulfillment of the Solution Tree PLC commitment, and increased collaboration time with SBCSS will be essential to fully implement all planned actions and support Barstow Junior High School's goals of increasing academic achievement, improving English Learner progress, decreasing chronic absenteeism, and reducing suspension rates for its identified student groups.

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

The district considers expenditures that exceed or fall short of 15% of the budgeted amount to be a material difference.

A material difference exists for Action 12.1 (Professional Learning Communities (PLC) Training & Supports). This action was not implemented. While some professional development occurred, the planned consultant contract with Solution Tree was never provided to the school, and collaboration time with the county math specialist was limited.

A material difference exists for Action 12.2 (Expanded Classroom/Instructional Supports). This action was partially implemented due to severe hiring delays and staffing issues. Of the four planned full-time paraeducator positions, two ELA positions were not filled until mid-January, and the two math positions experienced delays, including one candidate who declined the role.

A material difference exists for Action 12.3 (Co-curricular field trips/PBIS Incentives). While the PBIS incentives component was successfully rolled out through the school's House System to increase student engagement, many of the planned co-curricular field trips did not take place. This partial implementation resulted in a material variance.

A material difference exists for Action 12.4 (Bilingual Parent Liaison). This action was only partially implemented due to high turnover. The school experienced significant staffing challenges for this position—the first candidate declined, the second did not pass probation, and a third was only recently hired.

A material difference exists for Action 12.5 (Student Wellness Support Staff). Implementation was partial because the Wellness Counselor was not hired until the start of the second semester, and the contracted behavior specialist faced significant systemic implementation barriers.

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

Academic Growth Actions (Metrics 12.1 ELA & 12.2 Math)
Action 12.1: Professional Learning Communities (PLC) Training & Supports (Due to not being implemented, this action was not able to be analyzed for effectiveness.)

Action 12.2: Expanded Classroom/Instructional Supports (Partial Implementation)

Effectiveness Evaluation: Ineffective in ELA; Mixed Effectiveness in Math. The combined deployment of Solution Tree PLC structures, county coaching, and instructional paraeducators yielded starkly contrasting outcomes. The math intervention framework was highly successful, driving broad-based gains across eight of nine monitored subgroups. Conversely, the ELA instructional model failed to reverse systemic declines for the vast majority of students. This widespread literacy regression indicates that the PLC alignment and reading paraeducator strategies were insufficient, requiring a rigorous review of curriculum and core ELA instructional practices.

Academic Performance Data (Difference from Baseline)
Metric 12.1 (ELA Progress):

Gains: 2+ Races (+28.5 DFS), Long Term English Learners (LTEL) (+24.6 DFS).

Declines: White (WH) (-63.3 DFS), All Students (-40.1 DFS), African American (AA) (-36.2 DFS), Hispanic (HI) (-36.0 DFS), Socioeconomically Disadvantaged (SED) (-32.3 DFS), English Learners (EL) (-30.9 DFS), Students with Disabilities (SWD) (-15.3 DFS).

Metric 12.2 (Math Progress):

Gains: LTEL (+33.2 DFS), EL (+22.2 DFS), 2+ Races (+21.8 DFS), SWD (+21.9 DFS), WH (+17.3 DFS), All Students (+10.9 DFS), AA (+10.2 DFS), HI (+8.8 DFS).

Declines: SED (-11.6 DFS).

School Climate & Attendance Actions (Metrics 12.3 Suspension & 12.4 Chronic Absenteeism)
Actions Combined:

Action 12.3: Co-curricular Field Trips/PBIS Incentives (Partial Implementation)

Action 12.5: Student Wellness Support Staff (Partial Implementation)

Collective Effectiveness Evaluation: Ineffective in Reducing Exclusionary Discipline; Mixed Effectiveness in Lowering Absenteeism.
The collective implementation of positive behavior interventions and wellness staffing was severely compromised by operational breakdowns, including the late hire of the Wellness Counselor, severe systemic access barriers for the contracted Behavior Specialist, and an unfilled Wellness Teacher position. Consequently, behavioral capacity was insufficient, leading to sharp, universal suspension increases across all student groups. Attendance interventions succeeded in reducing chronic absenteeism among EL, LTEL, and Homeless Youth populations, but failed to mitigate attendance barriers for the broader student body, notably SED and Hispanic students.

Collective Climate & Attendance Performance Data
Metric 12.3 (Suspension Rate Change from Baseline):

Spikes Across All Groups: 2+ Races (+16.1%), White (+15.2%), SWD (+11.5%), AA (+8.9%), SED (+8.7%), All Students (+8.6%), HI (+5.8%), Homeless Youth (+2.5%).

Note: District data indicates EL suspensions rose by +1.2% while LTEL dropped by -0.6%.

Metric 12.4 (Chronic Absenteeism Change from Baseline):

Reductions: LTEL (-4.4%), EL (-2.4%), Homeless Youth (-3.0%).

Increases: SED (+2.6%), All Students (+2.5%), 2+ Races (+2.0%), HI (+1.9%), AA (+0.8%).

Standalone & Multi-Metric Impact Indicators
Action 12.4: Bilingual Parent Liaison (Metric 12.4 - Chronic Absenteeism)

Evaluation: Mixed Effectiveness. Proactive, language-accessible outreach successfully cleared attendance barriers for targeted LTEL (-4.4%) and EL (-2.4%) families. However, it was insufficient for the SED subgroup (+2.6%), demonstrating a need to expand the scope of outreach tools for socioeconomically impacted households.

Metric 12.5: English Learner Progress (ELPI)

Performance: +7.9% growth (Slightly rising from 39.5% to 47.4%).

Evaluation: Though no specific action explicitly mapped to this metric, it represents a definitive bright spot. This language acquisition acceleration reflects the positive collective impact of the bilingual liaison's outreach, foundational PLC structures, and targeted paraeducator 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.

Based on reflections on prior practice and a rigorous analysis of student outcome data, the broad goal for Goal 12 remains unchanged. However, the district is implementing substantive modifications to the implementation strategies and action items to address critical performance gaps and systemic implementation barriers identified during the 2025–26 school year.

Changes to Metrics
The LTEL student group was added to M12.3 based on its status in the lowest performance level in the 2025 CA Dashboard. SWD and WH student groups were added to M12.4 based on their status in the lowest performance level in the 2025 CA Dashboard.

Action 12.4 (Attendance Parent Liaison/Senior Office Assistant): This action is rewritten to mandate that the candidate hired is explicitly bilingual. Additionally, the job description has expanded from a narrow focus on attendance to a comprehensive focus on family engagement, strengthening the school-to-home connection, and addressing rising chronic absenteeism.
New Actions for the Coming Year: The district is expanding Goal 12 to include a new technology-based intervention to target specific literacy deficits:

Action 12.6 (Technology devices for "Summit K-12" Intervention Program): This brand-new action provides technology devices to support the Summit K-12 reading intervention software platform. This program will be integrated into core and intervention ELA classes to proactively address the severe declines in reading observed across multiple 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
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 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.	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
12.2	Expanded Classroom/Instructional Supports	Barstow Junior High school will provide 4 additional full-time Paraeducators and increase hours to the Library Media Assistant 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	Attendance Parent Liaison/Senior Office Assistant/Library Medial Assistant	Barstow Junior High School will provide a Senior Office Assistant to support English Leaners, 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. BJHS will also increase the hours of the library media assistant to support expanded student learning , research opportunities for students and literacy intervention programs as measured by M 12.1.	$85,000.00	No
12.5	Student Wellness Support Staff	The Superintendent will provide the following Student Wellness Support Staff at the identified sites: 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	$366,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
12.6	Technology devices for “Summit K-12” Intervention Program	The Principal at Barstow Junior High School will provide technology devices to support the Summit K-12 reading intervention software platform. The intervention program will be used in core and intervention ELA classes to support all, African American, English Learner, Hispanic, 2+ races, socio-economically disadvantaged, students with disabilities and white struggling readers as measured by M. 12.1	$30,000.00	No

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, and Homeless Students, increase academic achievement for All, African American, Hispanic, Socio-economically Disadvantaged, Students with Disabilities, and White students, increase English Learner progress for English learner student group, and decrease chronic absenteeism for All students, Hispanic, Homeless Youth, Socioeconomically Disadvantaged, and White 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.
Student groups identified in the goal description and metrics are those that performed in the lowest performance group on the California School Dashboard in one or more of the past two years, beginning with the 2024 Dashboard.

The 2025 CA dashboard data reveals the following results for CAASPP ELA in which the scores were below distance from standard:

All -131.7
AA-145.6
HI -121.5
SED -134.7
SWD -168.9
WH -147.2

The 2025 CA dashboard data reveals the following results for CAASPP math in which the scores were below distance from standard:

All -157.9
WH -162

The 2025 CA dashboard data reveals the following results for suspension:

BIS
All 25.5%
HY 2.2%

The 2025 CA Dashboard data reveals some very concerning chronic absenteeism rates across this school:

All 46.9%
HI 47.1%
HY 68.9%
SED 48%
WH 41.2%

The 2025 CA Dashboard data reveals some very concerning English Learner Proficiency rates across this school
ELPI outcomes: 35.2%

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	2024 All -117.8	2024 All -117.8	2025 All -131.7 AA-145.6	All -87.8	All -13.9 AA Not Applicable

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	2025 AA -145.6 HI -121.5 SED -134.7 SWD -168.9 WH -147.2		HI -121.5 SED -134.7 SWD -168.9 WH -147.2		HI Not Applicable SED Not Applicable SWD Not Applicable WH Not Applicable
13.2	CAASPP Math – School and student group Distance From Standard (DFS) Source: CA School Dashboard	2024 All -169.5 2025 WH -162	2024 All -169.5	2025 All -157.9 WH -162	All -149.5	All +11.6 WH Not Applicable
13.3	Suspension Rate: expressed as a percentage of all students at the school and student groups	2024 All 26.7% 2025 HY 2.2%	2024 All 26.7%	2025 All 25.5% HY 2.2%	All 22.7%	All -1.2% HY Not Applicable
13.4	Chronic Absenteeism percentage CA School Dashboard	2024 All 44.5% 2025 HI 47.1% HY 68.9% SED 48% WH 41.2%	2024 All 44.5%	2025 All 46.9% HI 47.1% HY 68.9% SED 48% WH 41.2%	All 20%	All +2.4% HI Not Applicable HY Not Applicable SED Not Applicable WH 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%	2025 EL 35.2%	EL 30.7%	EL+8.5%

Goal Analysis [2025-26]

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.

During the 2025-26 school year, Barstow Intermediate School implemented the actions within Goal 13 with significant challenges. Of the three actions in this goal, two were partially implemented (Actions 13.1 and 13.2) and one was not implemented at all (Action 13.3).

Action 13.1 (Expanded Classroom/Instructional Supports) was partially implemented. Of the 5 planned full-time paraeducator positions, 3 were filled — 2 ELA paraeducators and 1 English Learner paraeducator — and are currently providing support for the reading literacy and English Learner Development programs. The remaining 2 math paraeducators were hired but were unable to start, leaving the math intervention program without the planned paraeducator support. Substantive differences in implementation were driven by the limited availability of qualified staff, challenges within the hiring process, delayed start times due to the overall district-wide staffing shortage, and specific rules governing the transfer of current employees from one position to another.

Action 13.2 (Supplemental Classroom/Instructional Programs & Curriculum) was partially implemented. The "Cracking The Code" workbooks were purchased; however, the program is not currently in place or being used to supplement core instruction as intended. Competing factors on campus — including multiple staff absences, long-term leave, and intervention teachers being pulled to cover full-time classes or serve as substitutes — created significant barriers that prevented the program from being implemented and impacted many other programs as well.

Action 13.3 (Social Worker) was not implemented at all. The district does not currently have an approved job description that would allow it to create an FTE position to recruit and hire a social worker. Additionally, there is a regional shortage of qualified social workers, and conversations about potentially filling this role have been limited to individuals who are still working toward their certification. A job description has since been created so that the personnel department can fly the position and hire in 2026-27.

Overall, Barstow Intermediate School faced substantial implementation challenges during the 2025-26 school year. Staffing shortages, hiring process barriers, competing campus demands, and the absence of an approved job description for the social worker position significantly limited the school's ability to fully carry out its planned actions. While some progress was made with the hiring of 3 paraeducators and the purchase of supplemental curriculum materials, the school was unable to fully staff its intervention programs or put key instructional resources into use. Moving forward, addressing the staffing and hiring barriers — including developing an approved social worker job description, streamlining the hiring process, and reducing the burden on intervention teachers to cover absences — will be essential to fully implement all planned actions and support Barstow Intermediate School's goals of increasing academic achievement, improving English Learner progress, decreasing chronic absenteeism, and reducing suspension rates for all students.

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

The district considers expenditures that exceed or fall short of 15% of the budgeted amount to be a material difference.

A material difference exists for Action 13.1 (Expanded Classroom/Instructional Supports). This action was only partially implemented due to systemic challenges in the hiring process and the limited availability of qualified staff. While the district successfully filled three of the five planned full-time paraeducator positions (two for ELA and one for English Learners), the two remaining math paraeducators were hired but unable to begin their roles. These staffing vacancies, compounded by district-wide shortages and specific employee transfer rules, resulted in actual personnel expenditures falling significantly below the budgeted amount.

A material difference exists for Action 13.2 (Supplemental Classroom/Instructional Programs & Curriculum). This action was partially implemented; while supplemental "Cracking The Code" workbooks were purchased, the program was not put into use as intended. Implementation was hindered by several competing factors on campus, including high staff absenteeism and the need to pull intervention teachers to cover full-time classes or serve as substitutes, resulting in a variance between estimated and actual expenditures. The portion of the expenditure that was not spent because the 1st module was purchased and partially implemented. This resulted in the school choosing to forgo purchasing the remaining modules.

A material difference exists for Action 13.3 (Social Worker). This action was not implemented during the reporting period, resulting in an expenditure variance. The primary barriers included a regional shortage of qualified social workers and the absence of an approved district job description required to create the FTE position. Consequently, the district was unable to recruit or hire for this role, and no funds were expended.

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

Action-by-Action Analysis
Action 13.1: Expanded Classroom/Instructional Supports
Aligned Metrics: 13.1 (ELA), 13.2 (Math), and 13.5 (ELPI)

This action provides 5 additional full-time paraeducators to support the reading literacy, English Learner Development, and math intervention programs at Barstow Intermediate School. These paraeducators provide instructional support to students and classrooms as part of a larger Multi-Tiered System of Support (MTSS) initiative. The action targets English Learner (EL) students.

Based on the current difference from baseline, this action demonstrates limited effectiveness in ELA (Metric 13.1), positive effectiveness in Math (Metric 13.2), and strong effectiveness in English Learner Progress (Metric 13.5).

ELA (Metric 13.1):

All students: -13.9 DFS
African American (AA): Not Applicable
Hispanic (HI): Not Applicable
Socioeconomically Disadvantaged (SED): Not Applicable
Students with Disabilities (SWD): Not Applicable
White (WH): Not Applicable

All students showed a decline of -13.9 DFS from baseline in ELA. This is a concerning result that suggests the paraeducator support for the reading literacy program has not yet been sufficient to improve ELA outcomes for the overall student population. The Year 2 data reveals additional student group scores (AA at -145.6, HI at -121.5, SED at -134.7, SWD at -168.9, WH at -147.2) that, while not comparable to a baseline, indicate very low ELA performance across all student groups at Barstow Intermediate School.

Math (Metric 13.2):

All students: +11.6 DFS
White (WH): Not Applicable
All students showed a positive gain of +11.6 DFS in math from baseline. This is an encouraging result that suggests the broader MTSS initiative, even without the planned math paraeducators, is contributing to improved math outcomes. White (WH) data was Not Applicable for baseline comparison, though the Year 2 data shows WH at -162 DFS, indicating significant math challenges for this group.

The +11.6 DFS math gain for all students is notable, given that the 2 math paraeducators were unable to start. This suggests that other factors — such as the ELA paraeducators' indirect support, teacher-led interventions, or district-wide math initiatives — may be contributing to the math improvement. The potential for even greater math gains with full paraeducator staffing is significant.

English Learner Progress (Metric 13.5):

All: +8.5% (from 26.7% to 35.2%)
English Learner progress showed a strong gain of +8.5% from baseline. This is a significant and encouraging improvement that suggests the English Learner paraeducator, one of the 3 positions filled, is having a meaningful, positive impact on English language acquisition for EL students at Barstow Intermediate School. The EL paraeducator's work in supporting the English Learner Development program appears to be effectively accelerating language proficiency, even within the context of partial implementation.

Action 13.2: Supplemental Classroom/Instructional Programs & Curriculum
Aligned Metrics: 13.1 (ELA) and 13.2 (Math)

This action provides "Cracking The Code" workbooks at Barstow Intermediate School. 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 program supplements core instruction as part of a larger Multi-Tiered System of Support (MTSS) initiative.

Based on the current difference from baseline, this action demonstrates limited effectiveness in ELA (Metric 13.1) and positive effectiveness in Math (Metric 13.2).

ELA (Metric 13.1):

All students: -13.9 DFS
AA: Not Applicable | HI: Not Applicable | SED: Not Applicable | SWD: Not Applicable | WH: Not Applicable

All students showed a decline of -13.9 DFS from baseline in ELA. The supplemental reading curriculum has not yet contributed to improved ELA outcomes.

The non-use of the purchased curriculum is a significant implementation gap. The -13.9 DFS ELA decline for All students may be partially attributable to the absence of this supplemental reading support. Successfully implementing the "Cracking The Code" program with fidelity in the coming year could be an important step toward reversing the ELA decline, as the program's focus on phonological awareness, phonics, fluency, vocabulary, and comprehension directly addresses the foundational reading skills that struggling readers need.

Math (Metric 13.2):

All students: +11.6 DFS
White (WH): Not Applicable
While this action's primary focus is on reading literacy, the +11.6 DFS math gain for All students suggests that the broader MTSS initiative is contributing to math improvement. The supplemental curriculum itself is unlikely to be a direct driver of math gains, but the overall instructional environment may be benefiting from the MTSS framework.

Action 13.3: Social Worker
Aligned Metrics: 13.3 (Suspension Rate) and 13.4 (Chronic Absenteeism)

This action was not implemented and therefore cannot be evaluated for effectiveness.

Overall Summary for Goal 13
Goal 13 reflects significant challenges at Barstow Intermediate School, with limited overall effectiveness across most metrics.
ELA outcomes declined for all students and remain very low across student groups, indicating a broad and persistent need for improved literacy supports. In contrast, math shows modest progress, with overall gains suggesting some effectiveness of current supports.
School climate indicators show minimal to limited improvement. Suspension rates declined slightly but remain high, and chronic absenteeism increased, with elevated rates across multiple student groups. These trends indicate ongoing challenges with student engagement and behavior.
English Learner progress stands out as a clear strength, with meaningful gains that suggest targeted supports in this area are having a positive impact.
Overall, Goal 13 demonstrates limited effectiveness, with notable strengths in English Learner progress and some math improvement, but continued concerns in ELA, attendance, and school climate that will require stronger, more consistent supports.

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.

Based on reflections on prior practice and a thorough analysis of student outcome data, the broad goal for Goal 13 remains unchanged. However, the district has substantively modified the implementation strategies for existing actions and expanded the goal’s scope with a new action to address critical gaps in school climate and academic performance.

Changes to Metrics
Addition of Student Groups to Metrics: The district will establish formal baselines for multiple new student groups that emerged in the Year 2 data. This administrative change ensures that the progress of all identified student groups is accurately tracked and addressed in future planning cycles. Specifically, the following groups have been added:
Metric 13.1 (CAASPP ELA): African American (AA), Hispanic (HI), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and White (WH).
Metric 13.2 (CAASPP Math): White (WH).
Rationale for Strategic Modifications Implementation analysis revealed that none of the three actions in the prior year's plan were fully realized. Action 13.1 (Paraeducators) and Action 13.2 (Supplemental Curriculum) were only partially implemented due to hiring delays and the practice of pulling intervention teachers to cover classroom vacancies. Furthermore, Action 13.3 (Social Worker) was not implemented. While the school saw gains in Math (+11.6 DFS) and English Learner Progress (+8.5%), ELA achievement declined heavily (-13.9 DFS for all students). Additionally, school climate metrics remain critical, with a suspension rate of 25.5% and a 1.4% increase in chronic absenteeism.

New Actions for the Coming Year: The district is expanding the scope of Goal 13 to provide the multi-tiered behavioral supports that were absent in the prior year:
Action 13.4 (Student Wellness Support Staff): This is a brand-new action that adds a Point Quest Behavior Specialist and a Wellness Counselor to the site. These staff members will focus on implementing MTSS, safety, and wellness programs to directly target the critically high 25.5% suspension rate and rising chronic absenteeism.

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 an ELA intervention teacher, a math intervention teacher, 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

Action #	Title	Description	Total Funds	Contributing
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 13.1 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 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.	$65,000.00	No
13.4	Student Wellness Support Staff	The Superintendent will provide the following Student Wellness Support Staff at the identified sites: Barstow Intermediate School -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 13.3 and 13.4	$120,120.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
14	By June 2027, Barstow School of Opportunity will improve outcomes for all students by reducing suspension rates. This effort will include targeted strategies to reduce suspension rates for African American and Socio-economically Disadvantaged student groups.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Barstow School of Opportunity 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 2025 CA dashboard data reveals the following results for Suspensions
African American Students 25%

Socio-economically Disadvantage Students 25%

The development of the goal of reducing the suspension rate at Barstow School of Opportunity 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 and Socio-economically disadvantaged students 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, BUSD School Of Opportunity 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.

During our educational partner feedback, our parents from Barstow School of Opportunity all expressed their concerns about their students being suspended at a high rate. Our teachers also express a need for additional counseling to help support the mitigation of substance abuse and suspensions of or African American and Socio-economically Disadvantaged 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
14.1	Suspension Rate: expressed as a percentage of all students at the school and student groups	2025 AA 25% SED 25%	N/A	2025 AA 25% SED 25%	AA 7.5% SED 7.5%	AA Not Applicable SED Not Applicable

Goal Analysis [2025-26]

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
14.1	Co-curricular field trips/PBIS Incentives	The Principal at Barstow School of Opportunity 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, and Socioeconomically disadvantaged student groups experiences as it relates to in class social emotional and positive intervention and supports instruction as measured by M14.1	$10,000.00	No
14.2	Substance Abuse Training and Mitigation	The Principal at Barstow School of Opportunity will provide a substance abuse training and mitigation program that will include counseling and research based strategies. Barstow School of Opportunity will provide a	$41,700.00	No

Action #	Title	Description	Total Funds	Contributing
		robust substance abuse training program to be administered by trained professionals. A multi-tiered system of support program will be utilized to reduce substance abuse to decrease negative behavior therefore reducing the suspension rate among African American and Socio-economically Disadvantaged student groups as measured by M14.1.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$18,827,919	$2,048,603

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
28.093%	0.000%	$0.00	28.093%

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:** Reducing Class Sizes to Enhance Student Learning (Class Size Reduction) **Need:**	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
	Goal 1 - Action #1. Class Size Reduction, Increased Instructional Time, Preschool Teachers Need: The critical first years of school require intensive attention and focus. Our scores in third-grade ELA and Math on the CAASPP as well as the ELA scores in grades 1-3 on the 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:**	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
	Schoolwide	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:** Targeted Interventions and Collaborative Planning (Increase Instructional Time)	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 identified by the CAASPP data. By increasing the	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
	Need: 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	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.	

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
1.3	**Action:** Enhancing Access and Engagement through Transportation (Transportation) **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	Extended student transportation is a vital component in addressing the needs of English 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	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
	not only to and from school but for after-school programs. **Scope:** LEA-wide	educational environment for all. This holistic approach not only targets the needs of the most 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:** Expanding Career and Technical Education Pathways (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%	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,	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
	English learners: 65.7% 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	information technology, and skilled trades, CTE 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	

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
		programs within Barstow Unified include courses 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:** Comprehensive Counseling and Psychological Services (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	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
	All 38.6% 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%	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
	Skyline 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		

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
	learners (3.8%), and maintained for socio-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:** Empowering Positive School Culture and Climate Personnel (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	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
	partners and students. 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%	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
	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 All 41.1%		

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 52% 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:** Fostering Equity with PBIS and MTSS Frameworks (Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports)	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
	Need: 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:** 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 ALL 7% EL 3.8%	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
	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% High School Staff- 76%	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
	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 reclassification rate of just 8.2%. These	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 development (ELD) curricula, and the integration	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
	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)	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 that monitor language development and content mastery.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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 2025/26 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 3.1: Additional Counselor support for Wellness Room Teachers at our most at-risk schools.
Goal 1, Action 1.1: 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

2026-27 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	67,020,006	18,827,919	28.093%	0.000%	28.093%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$33,445,530.00	$11,257,605.00	$147,987.00	$72,660.00	$44,923,782.00	$26,383,446.00	$18,540,336.00

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	Reducing Class Sizes to Enhance Student Learning (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	Targeted Interventions and Collaborative Planning (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	Enhancing Access and Engagement through Transportation (Transportation)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$0.00	$3,586,805.00	$3,394,800.00	$192,005.00			$3,586,805.00	0
1	1.4	Comprehensive Assessment and Data Systems Support (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(	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
					s)											
1	**1.6**	Expanding Access to College and Career Readiness Activities (Extra/Co-Curricular Activities for College/Career)	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**	Expanding Career and Technical Education Pathways (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**	Early Childhood Education and School Readiness (Preschool Program)	All	No			All Schools	on going	$225,000.00	$225,000.00	$450,000.00				$450,000.00	
1	**1.9**	Targeted Paraeducator Support for Graduation Success (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**	Accelerating Language Proficiency for Long-Term English Learners (LTEL Professional Development)	LTEL	No			All Schools	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
2	**2.1**	Family Resource and Support Center (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**	Site-Based Family Engagement and Culturally Responsive Liaisons (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 and District Communications (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**	Educational Partner Alliance (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	

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	3.1	Comprehensive Counseling and Psychological Services (Counseling/Psychologists Support)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$1,950,000.00	$1,250,000.00	$3,200,000.00				$3,200,000.00	0
3	3.2	Empowering Positive School Culture and Climate Personnel (School Climate supports)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,500,000.00	$800,000.00	$6,000,000.00	$300,000.00			$6,300,000.00	0
3	3.3	Data-Driven Pedagogical Partnerships for Student Success (Partnerships to support teacher pedagogy and data disaggregation)	All	No			All Schools	on going	$175,000.00	$250,000.00	$425,000.00				$425,000.00	0
3	3.4	Inspiring Student Engagement Through Facility Enhancements (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	Fostering Equity with PBIS and MTSS Frameworks (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	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	Enhancing Campus Safety and Supervision (Campus safety assistants, campus security, categorical office staff, and SST coordinators)	All	No			All Schools	on going	$1,838,987.00	$438,987.00	$2,277,974.00				$2,277,974.00	0
3	3.8	Expanding Co-Curricular and Athletic Engagement Opportunities (Athletic coaching stipends, band/athletic uniform, Co-curricular stipends)	All	No			All Schools	Ongoing	$362,964.00	$75,000.00	$437,964.00				$437,964.00	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,	No			Specific Schools: Barstow	on going	$0.00	$100,000.00		$100,000.00			$100,000.00	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
			AA,EL,SED,WH, 2+				High School									
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 School	Ongoing	$0.00	$40,000.00		$40,000.00			$40,000.00	
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	Ongoing	$140,000.00	$0.00		$140,000.00			$140,000.00	

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									
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 School	Ongoing	$135,000.00	$0.00		$135,000.00			$135,000.00	
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	
4	**4.16**	Social Emotional Learning/Bullying Prevention co-curricular field trips/Assemblies & training	All	No			Specific Schools: Barstow High School	Ongoing	$0.00	$40,000.00		$40,000.00			$40,000.00	
4	**4.17**	Professional Learning Communities (PLC) Training & Supports	All all students, African American, English Learner, Long Term EL, Socioeconomically Disadvantaged, Students with Disabilities, 2+ Races, Hispanic, and White	No			Specific Schools: Barstow High School	ongoing	$300,000.00	$150,000.00		$450,000.00			$450,000.00	
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

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
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**	Senior Office Assistant outreach for Attendance	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
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	Ongoing	$247,250.00	$0.00		$247,250.00			$247,250.00	

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									
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	
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
7	**7.2**	After-School Credit Recovery	All HI, SED	No			Specific Schools: Central High School	Ongoing	$40,000.00	$0.00		$40,000.00			$40,000.00	0
7	**7.3**	CR-PBIS/suspension rate training/PD	All	No			Specific Schools: Central High School	Ongoing	$21,500.00	$0.00		$21,500.00			$21,500.00	
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 Staff Supports for Parents and Family Onboarding Program	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**	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	**8.5**	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	

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
8	**8.6**	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**	1 PLC teacher to support Art and math intervention	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**	Bilingual Staff Support for Parents	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 Elementary	Ongoing	$220,000.00	$0.00		$220,000.00			$220,000.00	
10	**10.2**	SBCSS ELA/Math Coaching, and Scholastic Reading/Math 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	All SWD,WH,2+	No			Specific Schools: Crestline	Ongoing	$0.00	$105,000.00		$105,000.00			$105,000.00	

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
		Attendance/Motivational Assemblies					Elementary									
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 High School	Ongoing	$200,000.00	$80,000.00		$280,000.00			$280,000.00	
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**	Attendance Parent Liaison/Senior Office Assistant/Library Medial Assistant	All EL,SED,LTEL	No			Specific Schools: Barstow Junior High School	Ongoing	$85,000.00	$0.00	$85,000.00				$85,000.00	

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
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	
12	**12.6**	Technology devices for "Summit K-12" Intervention Program	All All AA EL HI LTEL 2+ SED SWD WH	No			Specific Schools: Barstow Junior High School	Ongoing	$30,000.00	$0.00		$30,000.00			$30,000.00	
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	
13	**13.4**	Student Wellness Support Staff	All All, EL. HI, HY, SED, WH, LTEL	No			Specific Schools: Barstow Intermediate School	Ongoing	$120.00	$120,000.00		$120,120.00			$120,120.00	
14	**14.1**	Co-curricular field trips/PBIS Incentives	African American, socio-economically Disadvantaged	No			Specific Schools: Barstow School Of Opportunity	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	

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
14	**14.2**	Substance Abuse Training and Mitigation	African American, Socioeconomically Disadvantaged	No			Specific Schools: Barstow School Of Opportunity	Ongoing	$0.00	$41,700.00	$41,700.00				$41,700.00	

2026-27 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
67,020,006	18,827,919	28.093%	0.000%	28.093%	$24,304,539.00	0.000%	36.265 %	**Total:**	$24,304,539.00
								LEA-wide Total:	$17,349,888.00
								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	Reducing Class Sizes to Enhance Student Learning (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	Targeted Interventions and Collaborative Planning (Increase Instructional Time)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,000.00	
1	1.3	Enhancing Access and Engagement through Transportation (Transportation)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,394,800.00	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 (%)
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	Expanding Career and Technical Education Pathways (CTE Program Support)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barstow High School, Central High School	$1,850,000.00	0
3	3.1	Comprehensive Counseling and Psychological Services (Counseling/Psychologists Support)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,200,000.00	0
3	3.2	Empowering Positive School Culture and Climate Personnel (School Climate supports)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000,000.00	0
3	3.5	Fostering Equity with PBIS and MTSS Frameworks (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	Student Transition Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,655,088.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$44,279,646.00	$34,627,160.01

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	$4,440,680.00	$4,440,686.00
1	**1.2**	Increase instructional time	Yes	$2,097,507.00	$2,097,507
1	**1.3**	Transportation	Yes	$3,992,307.00	$4,181,197
1	**1.4**	Assessment Program Support	No	$825,098.00	$1,509,731
1	**1.5**	English Learner Supports	Yes	$1,261,472.00	$253,090.19
1	**1.6**	Extra Curricular and Co Curricular Activities Supports for College And Career Readiness	No	$1,614,899.00	$286,517
1	**1.7**	CTE program support	Yes	$1,850,000.00	$1,112,277
1	**1.8**	Preschool program for 4 year old students.	No	$450,000.00	$118,652.45
1	**1.9**	Additional Paraeducator Support	No	$150,000.00	$0
1	**1.10**	Long Term English Learner (LTEL) specific professional development	No	$5,000.00	$0
2	**2.1**	Family Center/Translation Services	No	$145,320.00	$2,510.51

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	$16,746.80
2	2.3	Public Information Officer	No	$261,156.00	224,619
2	2.4	Parent Guardian Student Community Alliance Group (PGSCAG)	No	$25,000.00	$0
3	3.1	Counseling/Psychologists Support	Yes	$4,987,080.00	$1,781,962.66
3	3.2	School Climate supports	Yes	$5,667,662.00	$6,343,800
3	3.3	Partnerships to support teacher pedagogy and data disaggregation	No	$346,230.00	$162,916
3	3.4	Facilities projects	No	$2,472,200.00	$2,450,000
3	3.5	Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports	Yes	$2,197,507	$2405200
3	3.6	Restorative Practices Professional Development and Student Transition Supports	Yes	2,252,595	2465000
3	3.7	Campus safety assistants, campus security, categorical office staff, and SST coordinators.	No	$877,974.00	$1,542,710.07
3	3.8	Athletic coaching stipends, band/athletic uniform (replacement/cleaning), Co-curricular stipends.	No	$345,680.00	$104,897.65
4	4.1	4 Interventionist Teacher	No	$560,000.00	0
4	4.2	APEX Licenses for Credit Recovery	No	$100,000.00	$53877

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	**4.3**	Credit Recovery Teachers 8th period	No	$80,000.00	$43677
4	**4.4**	4 Credit Recovery Paraeducators	No	$40,000.00	$23103
4	**4.5**	Credit Recovery Transportation	No	$40,000.00	$0
4	**4.6**	Credit Recovery Liaison Office Assistant	No	$45,000.00	$0
4	**4.7**	Credit Recovery meals	No	$30,000.00	$0
4	**4.8**	PointQuest Board Certified Behavior Analyst	No	$140,000.00	$0
4	**4.9**	Behavior Therapist	No	$70,000.00	$0
4	**4.10**	Increase Campus Safety Assistant hours	No	$70,000.00	$0
4	**4.11**	Campus Safety Assistant/Locker Room & PE Support	No	$140,000.00	$0
4	**4.12**	Peer Counselor	No	$140,000.00	$797.14
4	**4.13**	2 Bilingual Parent/Attendance Liaison	No	$140,000.00	$0
4	**4.14**	Site Based Outreach Liaison	No	$135,000.00	$0

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	4.15	PBIS period buyout	No	$20,000.00	$0
5	5.1	Student Wellness Support Staff	No	$140,000.00	$0
5	5.2	Parent/Family Outreach	No	$70,000.00	$58,535
5	5.3	Reading Intervention & English Language Development Teachers	No	$280,000.00	$166,926
5	5.4	Expanded Classroom/Instructional Supports	No	$400,000.00	$175,900
5	5.5	Supplemental Classroom/Instructional Programs & Curriculum	No	$100,000.00	$88767
5	5.6	English Learner specific professional development	No	$30,000.00	$0
6	6.1	Bilingual Parent Liaison	No	$66,000.00	$74263
6	6.2	Co-curricular field trips	No	$40,000.00	$12,897.73
6	6.3	Student Wellness Support Staff	No	$50,000.00	$42,611
6	6.4	Expanded Classroom/Instructional Supports	No	$247,250.00	$246,935
6	6.5	Reading Intervention Teacher	No	$140,000.00	$131,204
6	6.6	Supplemental Classroom/Instructional Programs & Curriculum	No	$50,000.00	$1000

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)
7	7.1	Expanded Classroom/Instructional Supports	No	$115,500.00	$0
8	8.1	Expanded Classroom/Instructional Supports	No	$210,000.00	$216,076
8	8.2	Bilingual Parent Liaison	No	$70,000.00	$0
8	8.3	Reading and Math Intervention Teachers	No	$280,000.00	$278275
8	8.4	Residential Substitute	No	$70,000.00	$0
8	8.5	Literacy and Math Professional Development	No	$80,000.00	$104,984.52
8	8.6	Social Emotional Learning Assemblies	No	$30,000.00	$26000
8	8.7	Student Wellness Support Staff	No	$47,000.00	$0
9	9.1	Professional Learning Communities (PLC) Training & Supports	No	$465,000.00	$412957
9	9.2	Reading Intervention Teacher	No	$75,000.00	$0
9	9.3	Student Wellness Support Staff	No	$140,000.00	$71,788
9	9.4	Parent Liaison Attendance	No	$70,000.00	$0
9	9.5	Expanded Classroom/Instructional Supports	No	$105,000.00	$107000

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)
10	**10.1**	Expanded Classroom/Instructional supports	No	$220,000.00	$199,075
10	**10.2**	SBCSS ELA/Math Coaching and Scholastic Reading Supports	No	$191,000.00	$103,770.96
10	**10.3**	Student Wellness Support Staff/Resources	No	$231,000.00	$14,697.98
10	**10.4**	Extra & Co-curricular Field Trips/Incentives for Attendance/Motivational Assemblies	No	$105,000.00	$13,895.52
10	**10.5**	Parent Institute for Quality Education (PIQE)	No	$25,000.00	$0
10	**10.6**	Reading Intervention Teacher	No	$161,000.00	$0
11	**11.1**	Reading and Math Intervention Teachers	No	$240,000.00	$136,632
11	**11.2**	Extra & Co-Curricular Field Trips/Motivational Assemblies	No	$55,000.00	6,032.30
11	**11.3**	Expanded Classroom/Instructional Supports	No	$120,000.00	$0
12	**12.1**	Professional Learning Communities (PLC) Training & Supports	No	$40,000.00	$0
12	**12.2**	Expanded Classroom/Instructional Supports	No	$280,000.00	$42,712.66
12	**12.3**	Co-curricular field trips/PBIS Incentives	No	$208,555.00	$49,553.68
12	**12.4**	Bilingual Parent Liaison	No	$85,000.00	14957.98

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)
12	**12.5**	Student Wellness Support Staff	No	$366,000.00	$190,631
13	**13.1**	Expanded Classroom/Instructional supports	No	$280,000.00	$14,512.71
13	**13.2**	Supplemental Classroom/Instructional Programs & Curriculum	No	$25,000.00	3,094.50
13	**13.3**	Social Worker	No	$65,000.00	$0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
18,757,359	$25,759,281.00	$24,531,052.64	$1,228,228.36	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	$4,440,686.00	0	
1	1.2	Increase instructional time	Yes	$1,500,000.00	$2,097,507.00		
1	1.3	Transportation	Yes	$3,394,800.00	$4,181,197	0	
1	1.5	English Learner Supports	Yes	$1,261,472.00	$253,090.19	0	
1	1.7	CTE program support	Yes	$1,850,000.00	$1,112,277.00	0	
3	3.1	Counseling/Psychologists Support	Yes	$4,987,080.00	$1,781,692	0	
3	3.2	School Climate supports	Yes	$5,667,662.00	$8,340,000	0	
3	3.5	Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support(MTSS) Program Supports	Yes	$1,600,000.00	$1,370,595	0	
3	3.6	Restorative Practices Professional Development and Student Transition Supports	Yes	$1,655,088.00	$954,008.45	0	

2025-26 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)
$65,543,289	18,757,359	5.882%	34.500%	$24,531,052.64	0.000%	37.427%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- 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 2026-27, 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 2026-27, 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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