LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Buena Park Elementary School District
CDS Code: 30-66456-0000000
School Year: 2023-24
LEA contact information:
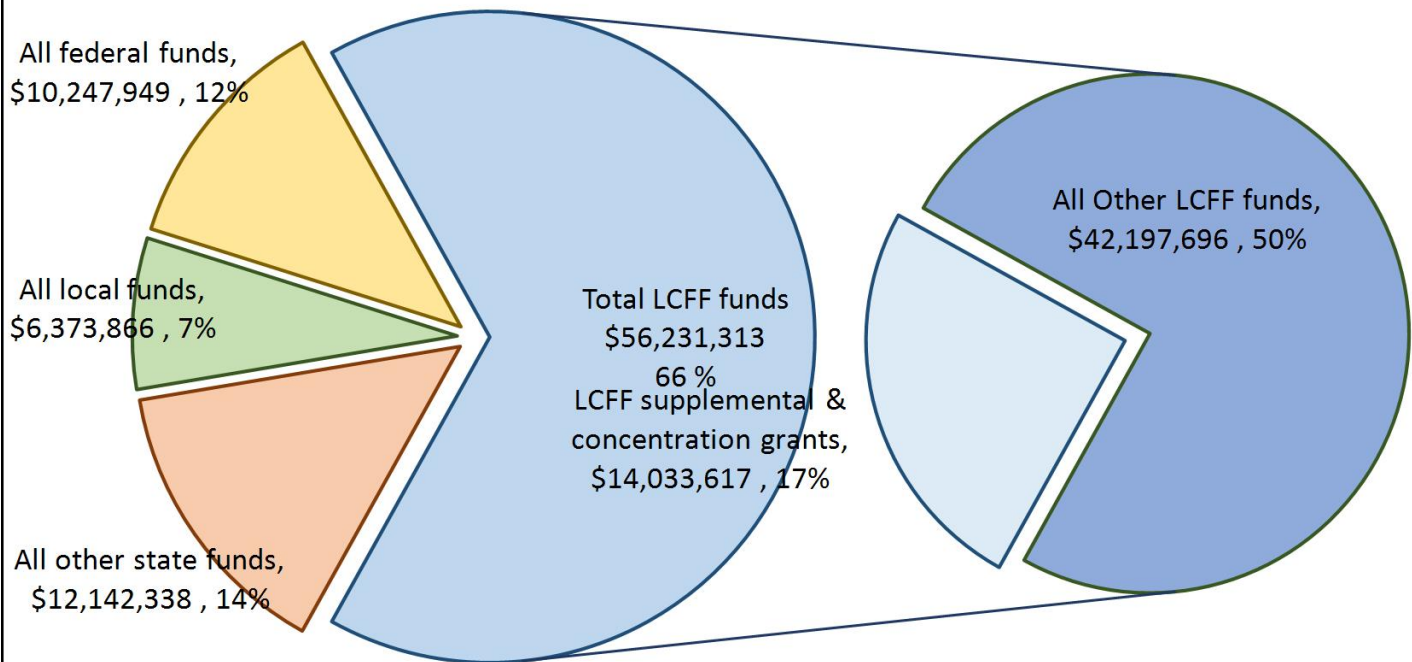Dr. Yvette Cantu
Interim Superintendent
ycantu@bpsd.us
(714) 736-4241

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds,
$10,247,949 , 12%

All local funds,
$6,373,866 , 7%

All other state funds,
$12,142,338 , 14%

Total LCFF funds
$56,231,313
66 %

LCFF supplemental &
concentration grants,
$14,033,617 , 17%

All Other LCFF funds,
$42,197,696 , 50%

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

The text description for the above chart is as follows: The total revenue projected for Buena Park Elementary School District is $84,995,466.37, of which $56,231,313 is Local Control Funding Formula (LCFF), $12,142,338 is other state funds, $6,373,866 is local funds, and $10,247,949.37 is federal funds. Of the $56,231,313 in LCFF Funds, $14,033,617 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
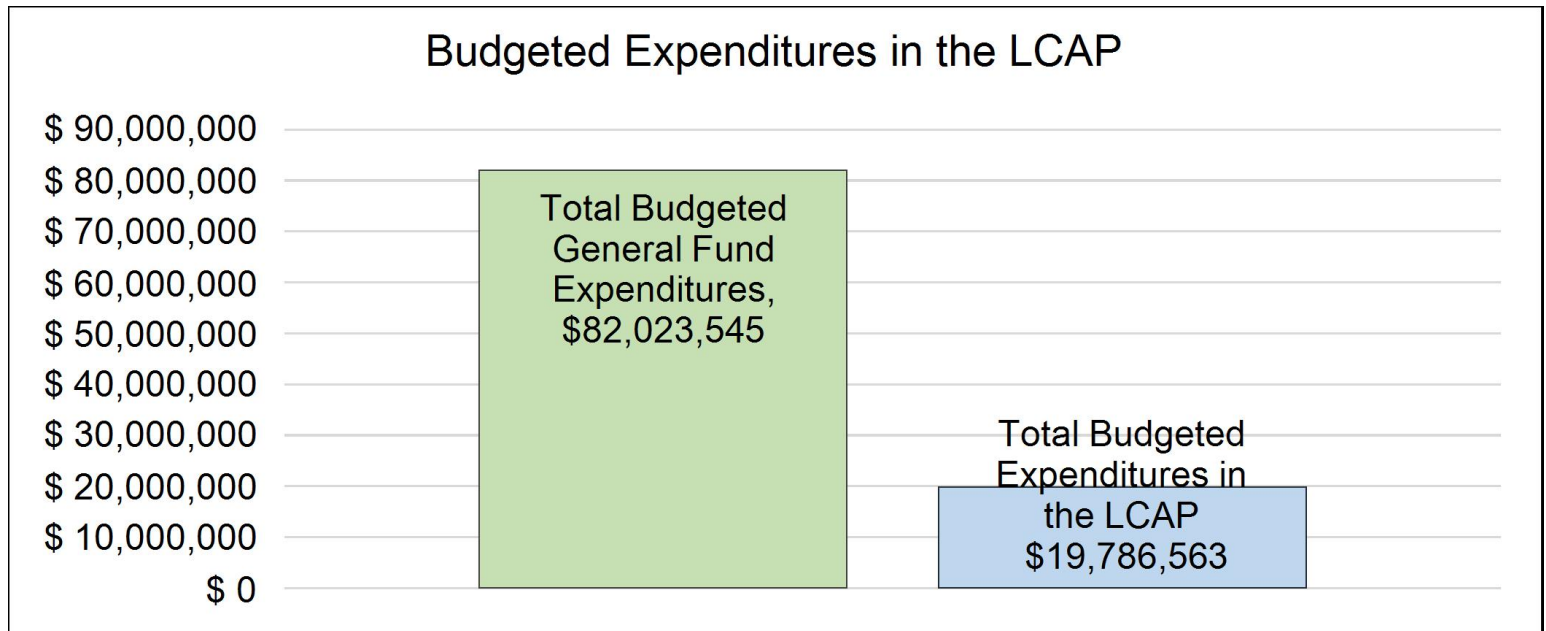
This chart provides a quick summary of how much Buena Park Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Buena Park Elementary School District plans to spend $82,023,544.93 for the 2023-24 school year. Of that amount, $19,786,563 is tied to actions/services in the LCAP and $62,236,981.93,000,001 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
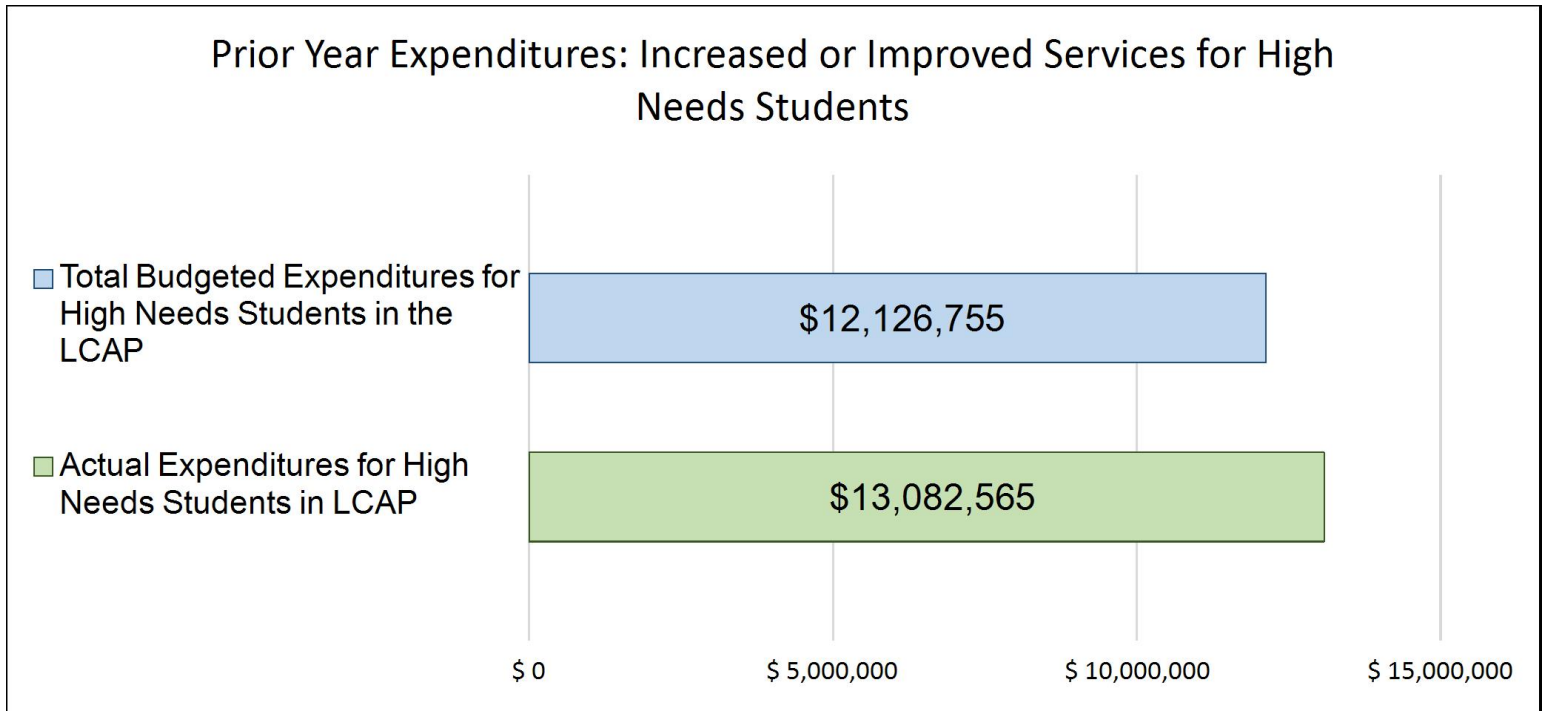
The Budgeted expenditures that are not included in the LCAP will be used for the cost of Certificated, Classified, and Management staff related to the general education program and services provided by the District. In addition the overhead and administrative expenditures such as utilities, property and liability insurance, payroll, and other contracted services and supplies are required for the operations of the school and district.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Buena Park Elementary School District is projecting it will receive $14,033,617 based on the enrollment of foster youth, English learner, and low-income students. Buena Park Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Buena Park Elementary School District plans to spend $14,405,157 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 2022-23

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

Total Budgeted Expenditures for High Needs Students in the LCAP: **$12,126,755**

Actual Expenditures for High Needs Students in LCAP: **$13,082,565**

(Chart axis: $0, $5,000,000, $10,000,000, $15,000,000)

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

The text description of the above chart is as follows: In 2022-23, Buena Park Elementary School District's LCAP budgeted $12,126,755 for planned actions to increase or improve services for high needs students. Buena Park Elementary School District actually spent $13,082,565 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $955,810 had the following impact on Buena Park Elementary School District's ability to increase or improve services for high needs students:

BPSD was able to work towards meeting the goals to increase academic progress and respond to the social-emotional needs of our unduplicated students by providing increased and/or improved services.

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
Buena Park Elementary School District	Dr. Yvette Cantu Interim Superintendent	ycantu@bpsd.us (714) 736-4241

Plan Summary [2023-24]

General Information

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

Buena Park School District's mission is to "Inspire and Ignite all students to pursue high achievement; empowering them to follow their passions". BPSD consists of five TK through 5th grade elementary schools, two 6th through 8th grade middle schools, and one virtual academy that serves K through 8th grades. There are also preschool programs at the Buena Park Learning Center and at four other campuses in the district. We serve a diverse ethnic and socio-economic student population of approximately 4,165 students who speak over 28 primary languages at home with a majority speaking Spanish, Korean, and Tagalog. Our children live in the diverse cities of Buena Park,

Fullerton, La Mirada, Anaheim, and La Palma. Based on the most current data from California Department of Education's Data Quest database, BPSD's numbers from the 2022-2023 school year indicate that approximately 30% of our students are English language learners, 80% are considered low income, about 1% are foster youth, 6% are students experiencing homelessness, and 14% receive Special Education services.

Students in our district experience a rigorous and comprehensive 21st century curriculum taught through integrated, standards-based instruction and supported by technology. All students in grades PK through 8th have access to devices to support and individualize learning. We will strive to increase the number of students that meet or exceed grade-level standards as measured by state and local assessments.

BPSD is proud of its over 510 committed staff members who strive to provide a safe and positive learning environment daily for students. Approximately 243 are certificated teachers and administrators. Another 232 are classified employees and management that support our goal of providing outstanding academic programs for students.

Parents are supported by offering quality before and after-school programs through Kid Connection and the Expanded Learning Opportunities program (ELO-P) in partnerships with the Boys and Girls Club of Buena Park, and through our grant-funded ASES program run in collaboration with Cal State Fullerton. These options will continue to grow through the ELOP funding to offer more enrichment opportunities and academic intervention. Parent engagement is always encouraged and welcome at both site and district levels through many engaging events, workshops, and opportunities to participate both online and in-person (when safe to do so) in various advisory committees such as SSC, ELAC/DELAC, LCAP Steering Committee, DAC, and other groups.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Year 1:
Though the most current California School Dashboard data is from 2019, it still yields results by giving us a "baseline" for which to compare growth in subsequent years. Data indicates the following areas of academic progress:
- In the area of ELA, of the 2,795 students assessed on SBAC in grades 3-8, students performed at a level 3 (yellow) and showed an increase of 5.9 points
- In the area of math, of the 2, 793 students assessed on SBAC in grades 3-8, students performed at a level 3 (yellow) and showed an increase of 7.2 points
In Spring of 2022, our 3-8 grade students will take the SBAC assessment again and this will yield valuable baseline data for our district regarding our students' progress in ELA, math, and science.
- In ELA RFEP students scored 29.4 points above grade level standards, with an increase of 8.3 points. In math, RFEP students scored 3.6 points above standards, with an increase of 9.7 points outperforming EO students.
- Of 1,122 English learners assessed on ELPAC, 54.7% of students showed progress towards English language proficiency.

In the absence of CAASPP assessments, BPSD uses iReady as our local assessment for reading and math for students in grades K-8. Results of iReady reading scores show the following increases in students meeting early/above grade level standards between Diagnostic 1 (D1) taken in Fall, 2021 and Diagnostic 3 (D3) taken in Spring, 2022:

- Overall in reading an increase in scores from 26% in D1 to 48% in D3
- In Kinder an increase in scores from 31% in D1 to 69% in D3
- In 1st grade an increase in scores from 21% in D1 to 59% in D3
- In 2nd grade an increase in scores from 23% in D1 to 48% in D3
- In 3rd grade an increase in scores from 35% in D1 to 60% in D3
- In 4th grade an increase in scores from 25% in D1 to 43% in D3
- In 5th grade an increase in scores of 21% in D1 to 38% in D3
- In 6th grade an increase in scores of 23% in D1 to 37% in D3
- In 7th grade an increase in scores of 27% in D1 to 41% in D3
- In 8th grade an increase in scores of 24% in D1 to 35% in D3

BPSD is a Reader's and Writer's Workshop district and results are attributed to the use of these high leverage strategies consistently implemented over the last five years. This year a "reboot" of Reader's and Writer's Workshop was offered to 3-5 grade teachers which included approximately 15 hours of training with our facilitators from MIT. The training will continue into the 22-23 school year.

We also use i-Ready diagnostics in the area of math for grades K-8. Results of iReady math scores show the following increases in students meeting early/above grade level standards between Diagnostic 1 (D1) taken in Fall, 2021 and Diagnostic 3 (D3) taken in Spring, 2022: Results of iReady math scores show the following increases:

- Overall in math an increase in scores from 17% in D1 to 43% in D3
- In Kinder an increase in scores from 20% in D1 to 53% in D3
- In 1st grade an increase in scores from 11% in D1 to 50% in D3
- In 2nd grade an increase in scores from 11% in D1 to 46% in D3
- In 3rd grade an increase in scores from 12% in D1 to 50% in D3
- In 4th grade an increase in scores from 18% in D1 to 48% in D3
- In 5th grade an increase in scores from 20% in D1 to 47% in D3
- In 6th grade an increase in scores from 21% in D1 to 43% in D3
- In 7th grade an increase in scores from 20% in D1 to 30% in D3
- In 8th grade an increase in scores from 17% in D1 to 21% in D3

We attribute these increases to our use of the Zearn Math program which was implemented with fidelity during the 21-22 year and the continued professional development and implementation of Cognitive Guided Instruction (CGI) to build conceptual development of mathematical concepts for students in grades K-8.

In the area of Academic Engagement, attendance data from the 2019 Dashboard data shows:
- Of 4,723 students in grades K-8, students were at level 3 (yellow) with 6.9% of students being chronically absent. This was an area where the district maintained its level.

In the area of conditions and climate the most current Dashboard data shows:
- Of 4,815 students in grades K-8, students were at a level 4 (green) with 2.1% of students having one suspension. This was a decline from the previous year of .5%

The 2019 Dashboard shows that the district performed at a level of "standard was met" for the following areas:
- Access to a broad course of study which shows students have access to, and are enrolled in programs and services developed and provided to unduplicated students and individuals with exceptional needs.
- The percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.
- Parent and family engagement where BPSD shows how they have sought input from parents in decision making and promoted participation in programs.
- Local climate survey where BPSD shows perceptions of school safety and connectedness.

In addition to state assessments, BPSD uses a climate survey by Panorama as our assessment for social-emotional learning and school climate for students in grades K-8. Results show the following district-wide strengths for K-2:
- Emotional regulation, defined as how well students regulate their emotions, received a score of 73%
- Social Awareness, defined as how well students consider the perspective of others and empathize, received a score of 66%
- Engagement, defined as how attentive and invested students are in class, received a score 56%

Areas of strength for students in grades 3-8:
- Supportive relationships are defined as relationships with friends, family, and adults at school 77%
- Learning strategies, defined as how well students deliberately use strategies to manage their own learning processes, generally scored 60%
- Challenging feelings and Self-efficacy both scored 51%

Year 2 (Current Year):
Due to the pandemic, the 2022 California School Dashboard was a restart of the accountability system, and only the 2022 performance status is reported. According to the California School Dashboard data from 2022, data indicates the following areas of academic progress:
- In the area of ELA, of the 2,795 students assessed on CAASPP in grades 3-8, 40% of students met or exceeded standards in ELA, showing a need to increase academic proficiency for all students.
- In the area of math, of the 2,793 students assessed on CAASPP in grades 3-8, 30% met or exceeded standards in math, showing a need to increase academic proficiency for all students.

*Our subgroup data showed that the percentage of English learners who met or exceeded ELA standards was 13%, and 12% met or exceeded standards in math.

*The percentage of economically disadvantaged students who met or exceeded ELA standards was 34%, and 24% were on or above grade level in math.

*For students with disabilities, 9% met or exceeded ELA standards, and 7% met or exceeded standards in math.

*For students identified as homeless, 29% met or exceeded ELA standards, and 20% met or exceeded standards in math.

*For students identified as foster, data is not available to protect student privacy. Ten or fewer students were tested in both reading and math.

- In ELA, RFEP students scored 33.3 points above grade level standards, with an increase of 3.9 points from 2019. In math, RFEP students scored 4.8 points below standards, compared to 44.9 points below standards for English Only students.
- Of 993 English learners assessed on ELPAC, 46.6% of students showed progress towards English language proficiency.

BPSD continued to use Ready as our local assessment for reading and math for students in grades K-8. Results of iReady reading scores show the following increases in students meeting early/above grade level standards between Diagnostic 1 (D1) taken in Fall, 2022 and Diagnostic 3 (D3) taken in Spring, 2023:

- Overall in reading, an increase in scores from 27% in D1 to 51% in D3
- In Kinder, an increase in scores from 25% in D1 to 72% in D3
- In 1st grade, an increase in scores from 15% in D1 to 54% in D3
- In 2nd grade, an increase in scores from 30% in D1 to 62% in D3
- In 3rd grade, an increase in scores from 34% in D1 to 55% in D3
- In 4th grade, an increase in scores from 21% in D1 to 41% in D3
- In 5th grade, an increase in scores of 26% in D1 to 44% in D3
- In 6th grade, an increase in scores of 29% in D1 to 42% in D3
- In 7th grade, an increase in scores of 32% in D1 to 41% in D3
- In 8th grade, an increase in scores of 36% in D1 to 45% in D3

BPSD is a Reader's and Writer's Workshop district, and results are attributed to the use of these high-leverage strategies consistently implemented over the last five years. This year additional Reader's and Writer's Workshop training was offered to teachers. Instructional coaches will support teachers with training in Workshops and Math.

We also use i-Ready diagnostics in the area of math for grades K-8. Results of iReady math scores show the following increases in students meeting early/above grade level standards between Diagnostic 1 (D1) taken in Fall 2022 and Diagnostic 3 (D3) taken in Spring 2023:

- Overall in math, an increase in scores from 20% in D1 to 45% in D3
- In Kinder, an increase in scores from 19% in D1 to 65% in D3
- In 1st grade, an increase in scores from 11% in D1 to 40% in D3
- In 2nd grade, an increase in scores from 12% in D1 to 50% in D3
- In 3rd grade, an increase in scores from 16% in D1 to 48% in D3

- In 4th grade, an increase in scores from 21% in D1 to 46% in D3
- In 5th grade, an increase in scores from 23% in D1 to 52% in D3
- In 6th grade, an increase in scores from 25% in D1 to 45% in D3
- In 7th grade, an increase in scores from 24% in D1 to 29% in D3
- In 8th grade, an increase in scores from 21% in D1 to 31% in D3
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BPSD continues to see academic growth made by students across all grade levels in the areas of reading and math from on our local assessment, i-Ready results. Staff have worked collaboratively during PLCs and data days to analyze student data and artifacts to plan for additional academic support and targeted intevention. Staff also continues to put effort into working closely with families to partner in our students' learning and well-being. Students who showed a need for additional academic support were provided with additional learning time via tutorials and interventions within and outside the academic day. We also attribute these increases to the extended (5 days) Cognitive Guided Instruction (CGI) professional development for teachers and the implementation of CGI to build conceptual development of mathematical concepts for students in grades K-8 this school year. CGI Training during the summer and in the 23/24 school year.
As this is the restart for CAASPP, BPSD will continue to provide rigor in the teaching and learning for our students and to address the specific subgroups for improvement.

The 2022 Dashboard shows that the district performed at a level of "standard met" for the following areas:
- Access to a broad course of study which shows students have access to, and are enrolled in programs and services developed and provided to unduplicated students and individuals with exceptional needs.
- The percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean, and functional school facilities.
- Parent and family engagement, where BPSD shows how they have sought input from parents in decision-making and promoted participation in programs.
- Local climate survey where BPSD shows perceptions of school safety and connectedness.

BPSD administers a climate survey using Panorama as our assessment for social-emotional learning and school climate for students in grades K-8 two times a year. Spring 2023 Results show the following district-wide strengths for K-2:
- Emotional regulation, defined as how well students regulate their emotions, received a score of 73%
- Engagement, defined as how attentive and invested students are in the class, received a score of 71%
- Social Awareness, defined as how well students consider the perspective of others and empathize, received a score of 68%

Areas of strength for students in grades 3-8:
- Supportive relationships, defined as relationships with friends, family, and adults at school 87%
- Learning strategies, defined as how well students deliberately use strategies to manage their own learning processes, generally scored 65%
- Growth mindset, defined as student perception of whether they have the potential to change those factors that are central to their own school, both scored 58%

Conducting the Universal SEL Survey, Panorams, twice a year has helped BPSD gauge and identified our students' social-emotional needs. Students who needed additional SEL support were able to work with counselors available at each school site or through referrals to more comprehensive services through outside mental health support agencies. We also continue to make great efforts to engage our parents and community partners through offering a wide variety of workshops and training based on parent needs and interests, opportunities to participate in site/district advisory groups such as ELAC/DELAC, SSC, PTA, and even conference attendance such as CABE.

Because of the academic and SEL successes noted above and as shown by local indicator data (i-Ready, LCAP surveys, LCAP Steering Committee/Interviews, and other data points), our district will continue to build upon this success by "staying the course" and focusing on our three LCAP goals. Doing so will ensure continued growth in:

*increasing student achievement and language proficiency
*maintaining our positive and safe school sites resulting in high student engagement to prepare students for college and career readiness
*increasing and fostering engagement with our critical educational partners- students and parents

While our goals remain the same, our actions have been "amplified," as demonstrated by the increased number of services that will support our students and learning community.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Year 1:
As seen by our academic and SEL data, BPSD students made progress during the 2021-2022 school year, however, there is additional growth to needed to ensure more students reach or exceed grade-level standards. We will continue to implement the actions from our 21-22 LCAP with fidelity, monitor local assessment progress in reading and math at least 3 times per year (fall, winter, spring), and use our baseline data from CAASPP assessments (ELA/ELD/Math/Science/PE) to determine specific areas of growth. Professional development in the Readers/Writers Workshop and CGI will continue to strengthen our instructional practices across the district. In addition, we will implement our newly adopted Designated ELD series, Language Power (TK-5)/English 3-D (6-8) in the 22-23 school year and deepen our understanding of ELD standards (both D-ELD and Integrated ELD) through continued professional development tailored for each school site's needs.

Needs in the area of ELA and ELD
Our local assessments show increases in students moving toward or beyond grade-level standards. Local assessment comparison scores for D1 and D3 i-Ready Reading assessments indicate a growth pattern. Growth is also evident for state assessments as well. Although there was a 5.9 point growth in English Language Arts, overall scores remain 14. 1 point below the standard. The ELA scores for students with disabilities increased slightly but remained significantly below those of all other subgroups of students. The largest demographic groups of students, English learners, Hispanic students, and socioeconomically disadvantaged students, also increased slightly but remained on average 30 points below grade-level standard. These scores indicate a need to strengthen Tier 1 best first instruction and increase timely

targeted interventions. Tier 2, daily designated ELD in all classes and at all levels taught consistently with an emphasis on academic content language, is also a need. With all but one demographic group scoring "not reaching grade level on state assessments", it is apparent that there is a need to implement varying engagement methods. Also, the scores signal a need to increase culturally relevant strategies across all content instruction.

Needs in the area of math
The state dashboard and local assessments both show slight increases in students moving toward or beyond grade-level standards. Local assessment comparison scores for D1 and D3 i-Ready Math assessments indicate a growth pattern. The State Dashboard shows an increase of 7.2 points for all students. But even with this growth, many students are not meeting grade-level standards on either assessment. The largest demographic groups, English Learners, Hispanics, and socioeconomically disadvantaged, are all 40 points below grade-level standard level. In addition, there is a significant difference between White and Asian students. White students are just 9 points away from grade-level standards, while Asian students are over 50 points above standard.
Due to this analysis of math data, the district has planned a multi-year math campaign across all grades. The teachers will have ongoing professional learning of math content, systems for identity, providing, and progress monitoring of student process of tiered supports will be established—additional paraeducators and certificated staff to support differentiated instruction and direct intervention.

Attendance
BPSD's attendance rate decreased due to surges in Covid cases and quarantine guidelines followed throughout the year. As such, there is a need for improvement. More specifically, foster youth, students experiencing homelessness, and students with disabilities have the highest rate of chronic absenteeism. A continued focus on tiered re-engagement supports will be critical in reducing rates for individual students. Expanded learning opportunities and enrichments, targeted instruction, progress monitoring, SEL instruction, and mental health support will be directed to students with low attendance rates.

Year 2 (Current Year):
BPSD has been identified as needing Differentiated Assistance (DA).
The Qualifying Priority Areas are:
- Academic Performance ELA: Students experiencing homelessness - 76.9 points below the standard / Students with Disabilities - 121.3 points below the standard
- Academic Performance Math: Students experiencing homelessness - 113.8 points below the standard / Students with Disabilities - 144.8 points below the standard
- Chronic Absenteeism: Foster Youth - 53.3%, Students experiencing homelessness - 43.8%, and Students with Disabilities - 37%
- Suspensions: Foster Youth - 6.1%

According to our academic, attendance, and SEL data, there is a need for growth and close monitoring of progress in our academic performance, attendance, suspensions, and social-emotional wellness for all our students and also specifically for DA-identified subgroups. We will continue to implement the actions for LCAP Goasl 1-3, monitor local assessment progress in reading and math at least 3 times per year (fall, winter, spring), monitor attendance and suspensions, and use the 2022 CAASPP data (ELA/ELD/Math/Science/PE) to determine specific areas of growth.

BPSD will continue to provide professional development in ELA and math through our instructional coaches, OCDE, and learning providers. In ELA, we will focus on Reading and Writing Workshop, and in math, CGI training to enhance our instructional practices across the district. Professional development will be continued for ELD as we go into year two with our newly adopted Designated ELD curriculum, Language Power (TK-5)/English 3-D (6-8).

Needs in the area of ELA and ELD:
In the area of ELA, of the 2,795 students assessed on CAASPP in grades 3-8, 40% of students met or exceeded standards in ELA, showing a need to increase academic proficiency for all students. This is a decrease of 5.27% from the 2019 ELA CAASPP data. Although our local assessments, i-Ready Reading assessments, show increases in students moving toward or beyond grade-level standards from D1 and D2, the CAASPP scores indicate a need to strengthen Tier 1 and Tier 2 instruction and interventions. As students experiencing homelessness and Students with Disabilities score "very low" according to the CA Dashboard, targeted evidence-based intervention and differentiated instruction are needed.

Needs in the area of Math:
In the area of math, of the 2,793 students assessed on CAASPP in grades 3-8, 30% met or exceeded standards in math, showing a need to increase academic proficiency for all students. This is a decrease of 10.25% from the 2019 Math CAASPP data. Although our local assessments, i-Ready Math assessments, show increases in students moving toward or beyond grade-level standards from D1 and D for all grade levels but 7th, the CAASPP scores indicate a need to strengthen instruction and interventions. As students experiencing homelessness and Students with Disabilities score "very low" according to the CA Dashboard, targeted evidence-based intervention and differentiated instruction are needed. PD on CGI will continue in the 2023-2024 school year.

Attendance:
In the area of Academic Engagement, attendance data from the 2022 Dashboard data shows:
- Of 4,174 students in grades K-8, 26.1% of students were chronically absent. This was an area identified as a need to improve in many of our subgroups.
- Of 4,246 students in grades K-8, 2.6% of students were suspended for at least one day. This was an increase from the 2019 dashboard data of 0.5%.

The attendance rate for the 22-23 school year as of May 2023 is 92.2%.
Students with Disabilities: 90.4%
Homeless: 89.0%
Foster: 75.9%

BPSD's attendance rate decreased, and Chronic Absenteeism was a Differentiated Assistance finding for Students with Disabilities, students experiencing homelessness, and Foster Youth. There is a need for improvement, specifically for the identified subgroups. A Community Outreach Supervisor and Outreach Clerks for each site will be provided to increase the overall district attendance rate by focusing on tiered reengagement that includes awareness, prevention, recognition, and restorative practices and utilizes both SART and SARB to closely

monitor all students, including Foster Youth, Students experiencing homelessness, and Students with Disabilities to improve attendance.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

We serve a diverse ethnic and socio-economic student population of approximately 4,165 students who speak over 28 primary languages at home with a majority speaking Spanish, Korean, and Tagalog. Our children live in the diverse cities of Buena Park, Fullerton, La Mirada, Anaheim, and La Palma. Based on the most current data from California Department of Education's Data Quest database, BPSD's numbers from the 2022-2023 school year indicate that approximately 30% of our students are English language learners, 80% are considered low income, about 1% are foster youth, 6% are students experiencing homelessness, and 14% receive Special Education services.

It is imperative that the programs and services that we provide meet the needs of all students, including our diverse learners. Our LCAP goals and actions serve the needs of all students and target the needs of our English learners, low-socioeconomic, foster youth, and students with unique needs. BPSD's plan is comprised around three goals that align with state priorities. Highlights include:

- High quality instructional programs with academic supports for students including interventions (Goal 1- Increase student achievement in ELA, Math, and language proficiency through state standards-based instruction and assessment taught by highly qualified teachers)

Continuous professional development for staff that better equips them to meet the academic and social-emotional needs of students

- Quality SEL practices and staff to meet the needs of students (Goal 2- Create and maintain positive safe and culturally responsive learning environments that result in high levels of attendance and student engagement that lead to college and career readiness)

- Services that support student attendance and engagement (Goal 3- BPSD will increase authentic parent and pupil engagement to support academic achievement and social-emotional development)

- Robust parent engagement programs and services that allow parents the opportunity to participate in events and decision-making that impact their child's learning. (Goal 3)

- Extended learning and enrichment opportunities for students to meet the district's goal of "Igniting the Passion for Learning" (Goal 3)

Differentiated Assistance: Great emphasis will be placed on addressing the priority areas for designated subgroups in Academic ELA and Academic Math for students experiencing homelessness and Students with Disabilities, Chronic Absenteeism for Foster Youth, students experiencing homelessness and Students with Disabilities, and Suspensions for Foster Youth. More details on how these areas will be addressed will be found in Goal 1 and Goal 2.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

BPSD worked collaboratively with various educational partner groups, including staff, both classified and certificated, parents, DELAC/ELAC, SELPA, students, and community members, to provide meaningful opportunities for engagement and feedback for our 2023-2024 LCAP plan update. An LCAP Steering Committee was comprised of site and district administrators, certificated and classified staff, and parents from each school site in the district. In addition, community and district office staff were invited to participate. Approximately 45 people were on the committee, and in order to ensure access to all participants, translation was provided in Spanish and Korean.
A total of four LCAP meetings were held between Jan. and April, 2023 and were facilitated in collaboration with a consultant from OCDE.
Meetings covered the following topics:

- Overview of purpose of Steering Committee
- Background information of LCFF funds
- A review of purpose of LCAP and timeline for completion to Board of Education and OCDE
- A review of district LCAP survey questions from previous year to see if any questions needed to be added, updated, or were no longer relevant and should be removed from the 2023 survey
- Internal data review and suggestions from educational partners based on most current CAASPP, iReady, ELPAC, and Panorama (SEL) Data
- Review of 2023 LCAP survey results from parents including EO, ELL, and Unique Needs, Certificated/Classified staff, K-8th grade students, and site/district admin
- Review of focus group feedback from parents including EO, ELL, and Spe. Needs, Certificated/Classified staff, K-8th grade students, and site/district admin
- A review of proposed goals for 2023-2024 LCAP and how LCFF funds support goals

* Overview and information on BPSD's Differentiated Assistance status.

In addition, a special LCAP overview was presented at a DELAC Meeting to gain further input from EL parents.

A summary of the feedback provided by specific educational partners.

The following is a summary of feedback provided directly by the LCAP Steering Committee comprised of multiple educational partners, including staff, parents (EO, English Learners, Low Socio-economic, Unique Needs), bargaining unit representatives from BPTA and CSEA in the areas of SEL, ELA/Math, Designated English language development, and other suggestions. In addition, advisory committee groups such PTA, SSC, DELAC/ELAC, and DAC gave input throughout the year via surveys and feedback gathered during meetings. Feedback from our Director of Special Education, the SELPA Director, and parents of students with unique needs was also included.

DELAC/Parent advisory committees such as SSC/PTA provided the following suggestions in the area of Social Emotional Learning:
Suggestions for Students

- Students need more access to counseling support
- Help students feel safer at school
- Provided tailored, individual SEL supports
- Continue to teach SEL lessons
- Provide more physical activity/movement, and other healthy outlets for students
- Continue to provide more SEL training for all teachers and staff

LCAP Steering Committee and parents of English learners and SELPA provided the following suggestions in the area of ELA progress based on CAASPP and iReady Data:
- EL, Students with Disabilities, 3rd - 8th grade showed the largest disparities in ELA and need additional support
- Based on data, there is a need for support in foundational skills
* Provide targeted intervention for students below grade level
- Based on the data, there is a need for targeted intervention in reading comprehension, vocabulary, and writing
- Provide more writing across the curriculum
- Need for vertical articulation between grade levels, especially as students transition from elementary to middle school

LCAP Steering Committee and parents of English learners and parents of students with exceptional needs provided the following suggestions in the area of Math based on CAASPP and iReady Data:
* EL, Students with Disabilities, 3rd - 8th grade showed the largest disparities in math and need additional support
* Ongoing monitoring of common formative assessment data
* Provide language development opportunities across curricula
* Utilize student asset-based teaching
* Integrate CGI strategies such as inquiry-based learning
* Districtwide grade-level and vertical alignment & articulation
* Continue professional development in math for teachers
* Additional time for teachers to plan and collaborate
* Intensive intervention for students 3rd and up
* Intensive intervention for subgroups such as English learners, Students with Disabilities, students experiencing homelessness

Parents of English learners and LCAP Steering Committee based on ELPAC and Survey Data:
- Provide more support in all areas, especially reading and writing in all grades, with an emphasis in 6-8 due to the risk of becoming LTELs
- Provide targeted interventions for students in 3rd grade and up
* Provide more support to build writing skills

Parents of English learners and LCAP Steering Committee based on Panorama (SEL) Survey results:
* There were the highest needs in Emotional Regulation, Self Efficacy, and Growth Mindset
* Continue providing SEL lessons using Panorama lessons, especially in Emotional Regulation, Self Efficacy, and Growth Mindset.

* Continue having counselors at each school site.
* Provide support/education on digital citizenship for upper-grade students
* Increase time for students with disabilities to be with their general education peers.
* Increase parent involvement and parent education on SEL

Additional feedback from LCAP Steering Committee:
* Continue to provide elective courses
* Provide instructional coaches at each school site to provide ongoing and intensive support to newer teachers and support the growth of veteran teachers to deepen and refine their practice.
* Continue alignment of initiatives
* Expand WellSpaces to elementary schools
* Increase academic support for EL and SWD students
* Provide professional development for classified staff on behavior support

The trends in data and input from our educational partners include:
- Largest disparities shown in achievement data in 3rd - 8th grade and need additional support and targeted intervention in reading and math
- Need for continual SEL and counselor support

Our district's LCAP Steering Committee met four times between the months of January and April and suggestions were used to create LCAP goals, actions/services, and align funding to support goals.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

A number of actions in our LCAP plan were influenced by our various educational partner groups including:
Goal 1
- Teachers and site administrators
- Professional development for staff, both classified and certificated
- Opportunities for teachers to have Professional Learning Communities to collaborate and share best practices
- Instructional coaches to provide ongoing and intensive support
- MTSS tiered intervention to support at-promise students, Foster Youth, SWD, SED, and EL students
- Behavior Support Team to provide tiered intervention and training on appropriate behavior modification strategies

Goal 2
- Nurse services/health aides
- Counselors/School Psychologists
- Community Outreach Supervisor/Outreach Clerks

- Positive school climate- PBIS, Restorative Practices, Trauma Informed training, Digital Citizenship, Welcoming School Environment
- Passion Programs: VAPA, IB, CTE Pathways. Elective Courses

Goal 3
- Extended learning and enrichment opportunities for students
- Support services for English learners, low socio-economic, and foster youth students
- Parent engagement opportunities, including workshops and training, supplemental translation support

In summary, our educational partners' input impacted the actions and funding related to an increase in academic support such as targeted intervention, instructional coaches, and professional development opportunities. Feedback from educational partners included the need for additional support for upper-grade students. Math Academy Teachers will provide math and intervention support to upper-grade students. Professional development for staff in CGI Math will continue in addition to instructional coaches and Cotsen Mentors coaching on content knowledge and evidence-based strategies in core content areas. In addition, actions were developed in response to educational partners' requests for continued counselor support at each site as well as SEL surveys and lessons for students. Parents requested for more parent training/workshops and opportunities for parent engagement to further support students in both academics and social-emotional needs. Therefore, parent workshops and leadership opportunities for parents will continue to increase authentic parent engagement.

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement in ELA, Math, and language proficiency through implementation of state standards-based instruction and assessment taught by highly qualified teachers. An emphasis will be placed on English language learners, special needs students, and students that are at promise, including our Foster youth.

An explanation of why the LEA has developed this goal.

The goal was developed based on educational partners feedback, including the LCAP Steering Committee, comprised of various educational partners, which reviewed state and local data. CAASPP and i-Ready results indicated a need for continued focus to close the achievement gap across student subgroups to ensure that all students reach proficiency on grade-level standards and be college and career-ready.

Based on the 2019 SBAC data:
*Overall, 45.27% of students met or exceeded standards in ELA and 40.25% met or exceeded standards in math, showing a need to increase these percentages with the goal of academic proficiency for all students.
*Our subgroup data showed that the percentage of English learners who met or exceeded ELA standards was 16.82% and 20.65% in math. Progress towards language proficiency based on ELPAC for our ELLs was 16.40% in 2019.
*The percentage of socio-economically disadvantaged students who met or exceeded ELA standards was 39.56% and 34.71% in math.
*For students with disabilities, 8.17% met or exceeded standards in ELA and 7.46% in math.

For the 22-23 school year, the 2022 CAASPP data results indicate that:
*Overall, 40% of students met or exceeded ELA standards and 30% met or exceeded standards in math, again, showing a need to increase academic proficiency for all students.
*Our subgroup data showed that the percentage of English learners met or exceeded ELA standards was 13% and 12% met or exceeded standards in math.
*The percentage of economically disadvantaged students met or exceeded ELA standards was 34% and 24% were on or above grade level in math.
*For students with disabilities, 9% met or exceeded ELA standards and 7% met or exceeded standards in math.
*For students identified as homeless, 29% met or exceeded ELA standards and 20% met or exceeded standards in math.
*For students identified as foster, data is not available to protect student privacy. Ten or fewer students were tested in both reading and math.

For the 22-23 school year, as of May 25, 2023, i-Ready data results indicate that:
*Overall, 51% of students are on or above grade level in reading, and 45% are on or above grade level in math, again showing a need to increase academic proficiency for all students.

*Our subgroup data showed that the percentage of English learners on or above grade level in reading was 29%, and 27% are on or above grade level in math.
*The percentage of socio-economically disadvantaged students on or above grade level in reading is 45%, and 39% are on or above grade level in math.
*For students with disabilities, 19% were on or above grade level in reading, and 17% were on or above grade level in math.
*For students identified as foster, 32% are on or above grade level in reading, and 21% are on or above grade level in math.
*For students identified as homeless, 32% are on or above grade level in reading, and 31% are on or above grade level in math.

As of our most current i-Ready data results indicate that:
BPSD continued to use Ready as our local assessment for reading and math for students in grades K-8. Results of iReady reading scores show overall an increase in scores from 27% in D1 to 51% in D3.
Results of iReady math scores show an overall increase in scores from 20% in D1 to 45% in D3.

The district will improve academic and language proficiency through actions that support and improve student learning with a special emphasis on ELLs, low socio-economic, foster youth, and Special needs students. Progress will be measured using the metrics listed below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA (Dataquest)	Overall: 45.27% Met/Exceeded Standards in 2019 ELLs: 16.82% Met/Exceeded Standards in 2019 Socio-Economically Disadvantaged: 39.56% Met/Exceeded Standards in 2019	SBAC ELA: In progress, data not available	Overall: 40.42% Met/Exceeded Standards in 2022 ELLs: 13.24% Met/Exceeded Standards in 2022 Socio-Economically Disadvantaged: 33.76% Met/Exceeded Standards in 2022		Overall: A minimum of 61% will Meet/Exceed Standards in 2024 ELLs: A minimum of 32% will Meet/Exceed Standards in 2024 Socio-Economically Disadvantaged: A minimum of 55% will Meet/Exceed Standards in 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities: 8.17% Met/Exceeded Standards in 2019		Students with Disabilities: 9.17% Met/Exceeded Standards in 2022 Homeless: 29.42% Met/Exceeded Standards in 2022 Foster: Data not available to protect student privacy. Ten or fewer students were tested Homeless and Foster Status added in response to District identified for Differentiated Assistance.		Students with Disabilities: A minimum of 24% will Meet/Exceed Standards in 2024
SBAC Math (Dataquest)	Overall: 40.25% Met/Exceeded Standards in 2019 ELLs: 20.65% Met/Exceeded Standards in 2019	SBAC Math: In progress, data not available	Overall: 30.24% Met/Exceeded Standards in 2022 ELLs: 12.44% Met/Exceeded Standards in 2022		Overall: A minimum of 56% will Meet/Exceed Standards in 2024 ELLs: A minimum of 37% will Meet/Exceed Standards in 2024 Socio-Economically Disadvantaged: A minimum of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socio-Economically Disadvantaged 34.71% Met/Exceeded Standards in 2019 Students with Disabilities: 7.46% Met/Exceeded Standards in 2019		Socio-Economically Disadvantaged: 24.04% Met/Exceeded Standards in 2022 Students with Disabilities: 7.31% Met/Exceeded Standards in 2022 Homeless: 20.00% Met/Exceeded Standards in 2022 Foster: Data not available to protect student privacy. Ten or fewer students were tested. Homeless and Foster Status added in response to District identified for Differentiated Assistance.		50% will Meet/Exceed Standards in 2024 Students with Disabilities: A minimum of 23% will Meet/Exceed Standards in 2024
ELPAC	16.40% of ELLs progressing toward English Proficiency in 2019	The progress of ELLs progressing toward English Proficiency is measured by the English Learner Progress Indicator	Overall: Based on data from the CA 2022 Dashboard, 46.6% of ELLs are making progress towards		A minimum of 32% of ELLs will show progress toward English Proficiency in 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(ELPI). Due to Covid-19, the US Dept of Ed removed the requirement to report. No data available since 2019. However, based on 2021 ELPAC scores for BPSD K-8 EL students show: 19.90% of ELs are at level 4 39.49% of ELs are at level 3 29.94 of ELs are at level 2 10.67% of ELs are at level 1	English language proficiency.		
Implementation of State Standards based on Local Performance Indicator Guide	Currently, our district's progress towards implementation of state standards across content areas is at 80% "initial or full implementation" based on CDE's Local Performance Indicator Guide*. *1-5 Scale: 1: Exploration and Research 2: Beginning Development 3: Initial Implementation	Currently, all areas of our district's progress towards implementation of state standards across content areas are at "initial, full implementation, or full implementation" based on CDE's Local Performance Indicator Guide*. *1-5 Scale: 1: Exploration and Research 2: Beginning Development	All areas of our district's progress towards implementation of state standards across content areas are at "initial, full implementation, or full implementation" based on CDE's Local Performance Indicator Guide*. *1-5 Scale: 1: Exploration and Research 2: Beginning Development		Increase our district's progress towards implementation of state standards across content areas to at 100% "full implementation" and/or "full sustainability" based on CDE's Local Performance Indicator Guide. Local Performance Indicator Guide*. *1-5 Scale: 1: Exploration and Research

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4: Full Implementation 5: Full Implementation and Sustainability	3: Initial Implementation 4: Full Implementation 5: Full Implementation and Sustainability	3: Initial Implementation 4: Full Implementation 5: Full Implementation and Sustainability		2: Beginning Development 3: Initial Implementation 4: Full Implementation 5: Full Implementation and Sustainability
CAST Science (Dataquest)	Overall: 24.35% Met/Exceeded Standards in 2019 ELLs: 2.17% Met Standards in 2019 Socio-Economically Disadvantaged 18.58% Met/Exceeded Standards in 2019 Students with Disabilities: 1.01% Met Standards in 2019	CAST Science: In progress, data not available	Overall: 22.88% Met/Exceeded Standards in 2022 ELLs: 3% Met/Exceeded Standards in 2022 Socio-Economically Disadvantaged: 16.04% Met/Exceeded Standards in 2022 Students with Disabilities: 3.96% Met/Exceeded Standards in 2022 Homeless: 20.00% Met/Exceeded Standards in 2022		Overall: a minimum of 39.35% Met/Exceeded Standards in 2024 ELLs: 18% Met/Exceeded Standards in 2024 Socio-Economically Disadvantaged 33.58% Met/Exceeded Standards in 2024 Students with Disabilities: 16% Met/Exceeded Standards in 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Foster: Data not available to protect student privacy. Ten or fewer students were tested Homeless and Foster Status added in response to District identified for Differentiated Assistance.		
iReady Reading Assessment (K-8) Baseline '20-'21: D2 Winter, 2021 Year 1 '21-'22: D1 Fall, 2021 D2 Winter, 2021 D3 Spring, 2022	Overall: 49% Early/Above Grade Level Standards in 2021 ELLs: 40% Early/Above Grade Level Standards in 2021 Socio-Economically Disadvantaged: 41% Early/Above Grade Level Standards in 2021 Students with Disabilities: 17% Early/Above Grade Level Standards in 2021	iReady scores from Baseline year were considered inflated due to Covid-19 related testing circumstances where many students completed assessments in non-standard settings. Year 1 scores show an increase in growth of "on or above" grade level between D1 to D3 of +22%: 2021 Fall Diagnostic 1 Overall:	2022 Fall Diagnostic 1 Overall: 27% Early/Above Grade Level Standards 2023 Winter Diagnostic 2 Overall: 43% Early/Above Grade Level Standards 2023 Spring Diagnostic 3 Overall: 51% Early/Above Grade Level Standards Growth in "on or above" grade level between D1 to D3		Overall: A minimum of 65% will achieve Early/Above Grade Level Standards in 2024 ELLs: A minimum of 55% will achieve Early/Above Grade Level Standards in 2024 Socio-Economically Disadvantaged: A minimum of 56% will achieve Early/Above Grade Level Standards in 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		26% Early/Above Grade Level Standards 2021 Winter Diagnostic 2 Overall: 36% Early/Above Grade Level Standards 2022 Spring Diagnostic 3 Overall: 48% Early/Above Grade Level Standards Growth in "on or above" grade level between D1 to D3 increased for all grade levels K-8: K +38% 1 +38% 2 +25% 3 +25% 4 +18% 5 +17% 6 +14% 7 +14% 8 +11% ELLs:	increased for all grade levels K-8: K +47% 1 +39% 2 +32% 3 +22% 4 +20% 5 +18% 6 +13% 7 +9% 8 +9% Sub-groups: ELLs: 29% Early/Above Grade Level Standards an increase of 22% from D1 to D3 Socio-Economically Disadvantaged: 45% Early/Above Grade Level Standards an increase of 22% from D1 to D3 Students with Disabilities: 19% Early/Above Grade Level Standards an increase of 10% from D1 to D3 Homeless:		Students with Disabilities: A minimum of 32% will achieve Early/Above Grade Level Standards in 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		33% Early/Above Grade Level Standards an increase of 21% from D1 to D3 Socio-Economically Disadvantaged: 42% Early/Above Grade Level Standards an increase of 23% from D1 to D3 Students with Disabilities: 21% Early/Above Grade Level Standards an increase of 13% from D1 to D3	32% Early/Above Grade Level Standards an increase of 18% from D1 to D3 Foster: 32% Early/Above Grade Level Standards an increase of 17% from D1 to D3 Homeless and Foster Status added in response to District identified for Differentiated Assistance.		
iReady Math Assessment (K-8) Baseline '20-'21: D2 Winter, 2021 Year 1 '21-'22: D1 Fall, 2021 D2 Winter, 2021 D3 Spring, 2022	Overall: 43% Early/Above Grade Level Standards in 2021 ELLs: 38% Early/Above Grade Level Standards in 2021 Socio-Economically Disadvantaged: 36% Early/Above Grade Level Standards in 2021	iReady scores from Baseline were considered inflated due to Covid-19 related testing circumstances where many students completed assessments in non-standard settings. Year 1 scores show an increase in growth of "on or above" grade level between D1 to D3 of +26%:	2022 Fall Diagnostic 1 Overall: 20% Early/Above Grade Level Standards 2023 Winter Diagnostic 2 Overall: 31% Early/Above Grade Level Standards 2023 Spring Diagnostic 3		Overall: A minimum of 58% will achieve Early/Above Grade Level Standards in 2024 ELLs: A minimum of 53% will achieve Early/Above Grade Level Standards in 2024 Socio-Economically Disadvantaged: A minimum of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities: 17% Early/Above Grade Level Standards in 2021	2021 Fall Diagnostic 1 Overall: 17% Early/Above Grade Level Standards 2021 Winter Diagnostic 2 Overall: 26% Early/Above Grade Level Standards 2022 Spring Diagnostic 3 Overall: 43% Early/Above Grade Level Standards Growth in "on or above" grade level between D1 to D3 increased for all grade levels K-8: K +33% 1 +39% 2 +35% 3 +38% 4 +30% 5 +27% 6 +22% 7 +10%	45% Early/Above Grade Level Standards Growth in "on or above" grade level between D1 to D3 increased for all level K-8: K +46% 1 +29% 2 +38% 3 +32% 4 +25% 5 +29% 6 +20% 7 +5% 8 +10% Data will be updated ELLs: 27% Early/Above Grade Level Standards an increase of 22% from D1 to D3 Socio-Economically Disadvantaged: 39% Early/Above Grade Level Standards an increase of 26% from D1 to D3		51% will achieve Early/Above Grade Level Standards in 2024 Students with Disabilities: A minimum of 32% will achieve Early/Above Grade Level Standards in 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		8 +4% ELLs: 31% Early/Above Grade Level Standards an increase of 22% from D1 to D3 Socio-Economically Disadvantaged: 36% Early/Above Grade Level Standards an increase of 25% from D1 to D3 Students with Disabilities: 20% Early/Above Grade Level Standards an increase of 15% from D1 to D3	Students with Disabilities: 17% Early/Above Grade Level Standards an increase of 12% from D1 to D3 Homeless: 31% Early/Above Grade Level Standards an increase of 6% from D1 to D3 Foster: 21% Early/Above Grade Level Standards an increase of 11% from D1 to D3 Homeless and Foster Status added in response to District identified for Differentiated Assistance.		
Access to Standards-aligned Instructional Materials	100% per Fall, 2020 Williams	100% per Fall, 2021 Williams	100% per Fall, 2022 Williams		100% per Fall, 2023 Williams
Fully Credentialed and Appropriately Assigned Teachers	100% per Fall, 2020 Census Day	100% per Fall, 2021 CALPADS reporting day	98.6% per Oct. 2022 CBEDS Day.		100% per Fall, 2023 Census Day

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			3 Teachers on Short Term Staff Permits while working on their credential.		
2021 BPSD EL Parent Survey	98.6% of EL parents agree/strongly agree that they are informed of their child's academic progress toward CCSS aligned instruction. 94.1% of EL parents agree/strongly agree their child has sufficient opportunities to learn English.	Results from early Fall, 2021 indicate that 86% of EL parents strongly agree/agree that they are informed of their child's academic progress toward CCSS aligned instruction compared to 92% in Spring, 2022. Results from early Fall, 2021 indicate that 86% of EL parents strongly agree/agree their child has sufficient opportunities to learn English compared to 97% in Spring, 2022.	Results from Fall, 2022 indicate that 97% of EL parents strongly agree/agree that they are informed of their child's academic progress toward CCSS aligned instruction compared to 92% in Spring, 2023. Results from Fall, 2022 indicate that 97% of EL parents strongly agree/agree their child has sufficient opportunities to learn English. There is no change as compared to 97% in Spring, 2023.		Maintain or increase percentage of EL parents agree/strongly agree that they are informed of their child's academic progress toward CCSS aligned instruction. Maintain or increase percentage of EL parents agree/strongly agree their child has sufficient opportunities to learn English.
EL Reclassification Rate (Dataquest)	The annual Reclassification rate for EL students in 2021 was 9.6% (152 students)	Based on district 2022 data, RFEP Rate 9% (121 students)	Based on district 2022-2023 data, the current RFEP rate is 10.8% (135 students) as of May 31, 2023. This is based on 1249		Increase the annual Reclassification rate for EL students by 5% yearly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			English Learners enrolled this year.		
Student Surveys on Access to Programs and Services (Panorama, LCAP, and additional M.S. survey)	All 6-8 grade students, including unduplicated pupils and students with exceptional needs, will be surveyed annually on access to programs, services, and honors classes designed to help prepare them for the rigors of high school will be collected. Baseline data will be collected during the 21-22 school year.	In May, 2022, 6-8 grade students were surveyed and results indicated that: 84% responded that they had access to programs and services that their school offered 94% replied that their school offered opportunities to take honors or advanced courses 86% said their school offered elective classes to help explore interest and future careers 87% felt that their classes were preparing them academically for high school	In March, 2023, 6-8 grade students were surveyed and results indicated that: 89% responded that they had access to programs and services that their school offered 93% replied that their school offered opportunities to take honors or advanced courses 92% said their school offered elective classes to help explore interest and future careers 88% felt that their classes were preparing them academically for high		All 6-8 grade students, including unduplicated pupils and students with exceptional needs, will be surveyed annually on access to programs, services, and honors classes designed to help prepare them for the rigors of high school will be collected. Percentages will increase from baseline by 5% annually.
Physical Fitness State Test (Dataquest)	All 5th and 7th grade students take the CA PFT annually. Data	The majority of our 5th and 7th grade students have taken	Almost all of our 5th and 7th grade students have taken		All 5th and 7th grade students will take the CA PFT annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	results form 2018 are currently unavailable on Dataquest.	the 21-22 PFT. The following shows the preliminary percentage of students tested in each area: Aerobic Capacity 97% Abdominal Strength 98% Trunk Strength 98% Upper Body Strength 98% Flexibility 96%	the 22-23 PFT. The following shows the percentage of students who participated in testing for each area: Aerobic Capacity 98.2% Abdominal Strength 98.3% Trunk Strength 98.1% Upper Body Strength 97.7% Flexibility 98.9%		Percentages of students tested will be maintained.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Training Highly Qualified Teachers	Maintain competitive salaries to ensure instruction for all students are taught by highly qualified teachers trained in ELD to support English language learners, Common Core Standards, and SEL to support students with disabilities, low-income students, and foster youth. Teachers who are appropriately credentialed have deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid students in reaching academic proficiency.	$1,640,597.00	Yes
1.2	Early Learning Program	Increase access to full-day quality instruction in order to ensure all PK-TK age students have access to early readiness development with instructional support provided by district staff to increase language and literacy development for English language learners, foster youth and low-income students.	$921,204.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Our program will include district-wide curriculum alignment to ensure a consistent progression of instruction between grade levels, PK through 3rd (P-3). This P-3 alignment is a key feature of the UPK implementation plan and ongoing actions with district curriculum, instruction, and data analysis. The district will use the Early Development Index (EDI) to monitor student progress and increase awareness and engage parents in improving outcomes for their young children. These actions will make an important contribution to ensuring that all young children and their families have the necessary services to be successful academically and with their social-emotional learning. The state has provided additional funding for TK; however, BPSD extended the TK acceptance age beyond the CDE TK Phase-In Timeline.		
1.3	Class Size Reduction	Create smaller class sizes in the primary classes, TK-3rd grade to support early literacy development for students in need of language development supports such as English language learners, students with disabilities, foster youth, and low income students.	$1,160,104.00	Yes
1.4	Music Instruction Teacher	All students will have access to standards aligned music instruction, including foster youth, English language learners, and low-income students.	$158,873.00	Yes
1.5	Library Media Clerks	Library Media Clerks support student access to high quality curriculum. materials, resources, and technology. Library media clerks will ensure that foster youth, English learners, and low-income students to have access to quality literature that represents our students, and their interests, is aligned with the subject matter, and their level of reading is imperative for the mastery of grade-level standards.	$389,574.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Virtual Learning Program	Academy for Accelerated Learning (AAL) home school virtual program provides virtual teaching and learning model of standards based instruction. - AAL has been discontinued due to all but few students returning to in-person learning.	$0.00	No
1.7	Middle School College Course	Partnership with Fullerton College that allows middle school students to enroll in college courses and access the necessary textbooks, resources, and materials in support of low-income students, English Learners, and foster youth.	$13,760.00	Yes
1.8	Outdoor Science Camp	6th grade students will have an opportunity to experience science instruction in a setting most conducive to learning STEM by attending an overnight outdoor science camp. This provides greater access for students with disabilities, foster youth, English Learners, and low-income students.	$250,000.00	Yes
1.9	STEM Instruction and Professional Development	Tier 1 best instruction will be strengthened by professional development designed to increase content knowledge of STEM, including but not limited to training, coaching, and planning for CGI, math, and science content, and instructional strategies that engage our English Learners, low-income students, and foster youth of the diverse needs.	$58,455.00	Yes
1.10	ELA /ELD Workshop Approach and Professional Development for ELD and Special Education Students	PD and planning to strengthen Tier I, 2, and 3 reading, D-ELD language acquisition, academic language, writing, listening, and speaking by increased use of culturally authentic and responsive materials and strategies, including but not limited to the use of leveled materials, high-interest low readability books suitable for all language development levels, for English language students, low-income students, foster youth, Special Education students, preschool	$99,835.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, and others with like needs delivered in various instructional groups.		
1.11	MTSS Tiered Intervention Systems and Supports	Students will have tiered supports and direct intervention designed to increase academics progress to grade level for at-promise students, foster youth, low-income, EL students, and preschool students using small group targeted instruction that includes evidence-based strategies, materials, and progress monitoring provided during universal access time, tutorials, or outside of the school day.	$643,731.00	Yes
1.12	Systematic and Strategic Use of Data	The use of a district coordinator to support, increase and improve services for at-promise students (low-income, foster youth, and English Language Learners, not reaching grade-level expectations by implementing the PLC inquiry model for determining students' needs matching to best instructional practices and services and using the CAST system to document services and student progress, including Pre-K students in order to provide targeted interventions.	$161,883.00	Yes
1.13	Professional Learning Communities	Site leaders and teachers Pre-K - 8th grades will increase practices related to PLC instructional inquiry model for determining essential standards, common assessments, evidence-based practices, and data analysis, leading to direct interventions and enrichments to meet the needs of our English Learners, low-income students, and foster youth. EDI data I-ready assessment data and will be utilized to determine student strengths and needs.	$1,393,045.00	Yes
1.14	Technology and Curriculum Support	The use of District TOSA supports to expand innovative practices that promote high levels of student engagement, including but not limited to digital curriculum, use of platforms, access to diagnostic measures, assessments, surveys, and web-based training for staff members. This will allow pupils, including English language learners, low socio-economic, and foster youth, to learn how to effectively use technology	$156,258.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for classroom/homework and prepares them with college and career readiness skills.		
1.15	Physical Education	Increase the health and wellness of students by adhering to the mandated instructional minutes for PE with extra attention given to inclusive activities designed to increase skills, build stamina, and promote positive peer interaction.	$19,485.00	No
1.16	i-Ready Classroom Mathematics	Purchase i-Ready Classroom Mathematics which are culturally responsive, supplemental materials for middle school math to increase academic discourse and connection to the shifts in mathematical instruction for EL students, low socio-economic students, foster youth, and special education students.	$46,151.00	Yes
1.17	GATE	District Wide GATE Allocation	$44,350.00	No
1.18	GATE Scholar Program	Providing increased access to GATE program for English Learners and foster youth.	$7,500.00	Yes
1.19	Instructional Coaches / Cotsen Mentors	Provide supplemental instructional support for elementary sites to increase academic achievement in ELA/ELD and/or math for all students, including our English language learners, foster youth, and low socio-economic students.	$771,958.00	Yes
1.20	Elementary PE Program	Provide Elementary PE Teachers and instructional aides outside of the district staffing ratio, which lowers the class size for the classroom teachers to provide additional interventions for primary-grade students and additional intervention time for upper-grade students and to	$350,130.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide timely remediation and targeted instructions based on data to low-income students, foster youth, and English Learners.		
1.21	CAASPP	BSP Staff will assist with ELPAC assessments for English Learners for both initial and summative and provide results to school sites.	$119,472.00	Yes
1.22	ELD Textbooks & Supplemental Materials	Maintain adopted ELD curriculum needs as our English Leaner population fluctuates, including student workbooks and online resources.	$15,000.00	Yes
1.23	Behavior Support	Behavior support team, including Special Education Coordinator, Behavior Specialist, IA Behavior, and BCBA to push in and support all students (Spe. Ed. and Gen. Ed.) with Behavior needs through tiered intervention and training of existing staff on appropriate behavior modification strategies. In a review of various data points, English Learners, low-income students, and foster youth students come to school with a greater need for behavior support.	$401,993.00	Yes
1.24	Ed Services Division	Chief Academic Officer and Director of Curriculum and Instruction provide guidance in the implementation of district-adopted curriculum, instructional practices, and assessment of student academic progress. The unique needs of our English Learners, low-income students, and foster youth are focused when identifying best practices; core adopted textbooks, materials, resources, and professional learning opportunities.	$76,226.00	Yes
1.25	Educational Programs	The Director of Educational Services provides support district-wide to various district programs such as Expanded Learning Opportunities, GATE Instruction, and interventions. TOSA- Special Projects will provide support to district educational programs. Educational Programs focus on support systems for English Learners, low-income	$432,374.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, and foster youth, including academic intervention, wellness, and enrichment activities.		
1.26	State Preschool Support	Provide additional support for State preschool program development and implementation across all elementary sites. Preschool staff will ensure that all students, including English learners, low socio-economic, and foster youth, are actively encouraged to enroll in preschool programs. In addition, BPSD recognizes the barriers to accessing early education for our low-income students, foster youth, and English Language Learners; therefore, this action will be principally directed to unduplicated pupils, and they will take priority in enrollment.	$145,397.00	Yes

Goal Analysis [2022-23]

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

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

All actions listed in our 22-23 LCAP plan were reviewed and analyzed. The plan will be carried out and/or expanded during the 23-24 school year to meet the desired outcomes for Goal 1.

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 following are explanations for the expenditure variances:
Action 5: Kinder Aid: Hours were increased to additional support for students.
Action 6: Virtual Learning AAL: There was an increase in expenditures for staffing due to grade level spans.
Action 7: Middle School College: Expenditures were lower due to less online curriculum subscription cost.
Action 8: Outdoor Science Camp: Expenditures were lower due to only 6th graders participating in Outdoor Science Camp. Last year, we had 6th and 7th graders participating due to science camp being canceled the year prior due to the pandemic.
Action 10: ELA/ELD PD and Materials: Expenditures were lower due to less ELD PD for middle school staff as there were scheduling conflicts and lack of substitutes.
Action 13: Professional Learning Communities: There was an increase in contract costs for PLC consultants.

Action 19: Expenditures were lower due to fewer Instructional Coaches being hired. An additional year was awarded through Cotsen at the site intended for an Instructional Coach.
Action 20: PE staff: Increased expenditures due to increase in salary and benefit costs.
Action 23: Behavior Team: Expenditures were lower due to a vacancy in behavior staff.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, data for i-Ready ELA/Math show significant growth from Fall 2022 to Winter 2023 and also from last year's data. In addition, all subgroups of ELL, low socio-economic, and students with special needs also had increased achievement.

As students returned to CAASPP testing in 2022, there was an overall decrease from the 2019 data.

The adoption of a new ELD curriculum and PD contributed to the growth of ELLS, making progress toward English language proficiency. LCAP Parent Surveys Results from Spring 2022 indicate that 91.6 EL parents are very satisfied/satisfied with the instruction of English Learners.

Based on this year's William's Audit results, students continue to have access to standards-aligned curriculum and resources, along with 100% of teaching staff being highly qualified teachers, which contributed to the increase in our academic progress noted on our local measures.

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

There have been a few changes to the action items for the 2023-2024 school year.

Action 3: Class Size Reduction: The budget for 23/24 was reduced due to a decrease in enrollment.
Action 6: BPSD will no longer offer Virtual Learning (AAL) as it was created two years ago during the pandemic to address the unique needs of our students and families. Now that pandemic restrictions have been fully lifted across California, all but a few Buena Park students have returned to
in-person instruction. Starting in August 2023, all BPSD students will attend school in person. Each school site is putting support in place to ensure that our AAL students make a smooth and successful transition back to the classroom.
Action 19: Instructional Coaches: The LCAP survey, Focus Group Findings, and Steering Committee feedback indicated the need for more instructional coaches at sites to strengthen Tier 1 and Tier 2 instruction. Therefore, additional funding is allocated for instructional coaches for the 2023-2024 school year.

Action 23: Behavior Team: Increase in staff to the behavior support team to provide behavior interventions and support to also improve academic outcomes. Targeted support will be provided to specific subgroups, such as Students with Disabilities and Students experiencing Homelessness as identified as a need in ELA and Math according to our qualifying priority areas in Differentiated Assistance.
Action 25: Additional Educational Services staff to support district-wide programs and instructional support.

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

Goals and Actions

Goal

Goal #	Description
2	Create and maintain positive, safe, and culturally responsive learning environments that result in high levels of attendance and student engagement that lead to college and career readiness.

An explanation of why the LEA has developed this goal.

This goal was developed based on educational partner feedback, including district-wide LCAP Surveys, LCAP Steering Committee recommendations, and focus group interviews. Results indicated that due to the unique circumstances of the 20-21 school year, and continuing impacts of Covid-19, as students returned and acclimated to in-person instruction during the 21-22 school year, social-emotional supports continued to be a high priority for our learning community in the 22-23 year, and also as we go into the 23-24 school year. Results identified a need for providing avenues for community building, helping students learn/relearn social skills, feeling supported through their relationships, and learning to regulate emotions. The need for qualified personnel to provide mental health services, academic and behavioral interventions to meet the varied needs of students continues to be of great importance for our learning community.

BPSD continues to build on the gains made with technology by providing access to devices and increased connectivity for students. Professional learning for staff will be key to ensuring the continued use of technology to support learning in innovative ways. Support staff and parents will also need training in the use of technology to support students.

During the 23-24 school year, the district continues to see the need to further support students' social-emotional and mental wellness. In addition, there will be a great focus on improving attendance rates and chronic absenteeism.

The district will create and maintain positive, safe, and productive learning environments. Progress will be measured using the metrics listed below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District-wide suspension rates (CALPADS)	Per CALPADS there were 125 suspensions in the 19-20 school year.	Per CALPADS there were 0 suspensions in the 20-21 school year and 130 suspensions	Per CALPADS there were 130 suspensions in the 21-22 school year and 87		There will be a 15% reduction in suspensions per CALPADS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		in the 21-22 school year to date.	suspensions in the 22-23 school year to date (April 2023- AERIES). Students with Disabilities: 22 students or 25.3% of the total suspensions to date. Homeless: 11 students or 12.6% of the total suspensions to date. Foster: 0 of the total suspensions to date. The total number of suspensions in the 22-23 school year as of June 2, 2023 (AERIES Data) was 141 suspensions. *English Learners: 46 suspensions or 32.6% *Socio-economically Disadvantaged:129 suspensions or 91.4% *Foster Youth: 0		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District-wide expulsion rates (CALPADS)	Per CALPADS there was 1 expulsion in the 19-20 school year.	Per CALPADS there were 0 expulsions in the 20-21 school year and 0 expulsions in the 22-23 school year to date.	Per CALPADS there were 0 expulsions in the 21-22 school year and 2 expulsions in the 22-23 school year to date. Students with Disabilities: 0 total expulsions to date. Homeless: 0 total expulsions to date. Foster: 0 total expulsions to date.		We will maintain or decrease the number of expulsions.
Safety and School Connectedness based on Panorama Surveys	Panorama Survey results show that 77% of students feel supported through their relationships with friends, family, and adults at school. Panorama Survey results show that 41% of students feel they regulate their emotions well.	Spring 2022 Panorama Survey: Panorama Survey results show that 86% of students feel supported through their relationships with friends, family, and adults at school. Panorama Survey results show that 44% of students feel they regulate their emotions well.	Spring 2023 Panorama Survey: Panorama Survey question - Do students feel supported through their relationships with friends, family, and adults at school: Grades 3 - 5: 87% Grades 6 - 8: 82% Panorama Survey question - How well students regulate their emotions: Grades 3 - 5: 46% Grades 6 - 8: 44%		Panorama Survey results will show a minimum of 92% of students feel supported through their relationships with friends, family, and adults at school. Panorama Survey results will show a minimum of 56% of students feel they regulate their emotions well.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safety and School Connectedness based on LCAP Surveys	District-wide LCAP Survey results indicate that: 61.44% of parents strongly agree/agree their child/children can get counseling services when they need it. 45% of staff strongly agree/agree that students can get counseling services when they need it. 73% of students strongly agree/agree that they can see a counselor when they need it.	Spring 2022 District-wide LCAP Survey results indicate that: 88.5% of parents strongly agree/agree their child/children can get counseling services when they need it. 93.7% of staff strongly agree/agree that students can get counseling services when they need it. 80.1% of students strongly agree/agree that they can see a counselor when they need it.	Spring 2023 District-wide LCAP Survey results indicate that: 69.1% of parents strongly agree/agree their child/children can get counseling services when they need it. 87% of staff strongly agree/agree that students can get counseling services when they need it. 83% of students strongly agree/agree that they can see a counselor when they need it.		District-wide LCAP Survey results will indicate that: A minimum of 77% of parents will strongly agree their child/children can get counseling services when they need it. A minimum of 60% of staff will strongly agree/agree that students can get counseling services when they need it. A minimum of 88% of students will strongly agree/agree that they can see a counselor when they need it.
Attendance Rates	Attendance rate for 20-21 is 96%	Attendance rate for 21-22 school year to date is 93%	Attendance rate for 22-23 school year to date is 92.2% Students with Disabilities: 90.4% Homeless: 89.0%		Maintain or improve attendance rate of 96%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Foster: 75.9%		
Middle School Drop Out Rates (CALPADS 8.1c)	Per CALPADS current middle school drop out rate is 0.	Per CALPADS current middle school drop out rate is 2 students.	Per CALPADS current middle school drop out rate is 1 student. Students with Disabilities: 0% Homeless: 100.0% Foster: 0%		Maintain current middle school drop out rate is 0.
School Facilities are Maintained in Good Repair	Per SARC 20-21 Facilities Report, all school facilities are maintained in good repair.	Per SARC 21-22 Facilities Report, all school facilities are maintained in good repair.	Per SARC 22-23 Facilities Report, all school facilities are maintained in good repair.		Maintain all school facilities are in good repair per 23-24 SARC Facilities Report.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Nurse and Health Services	Additional nurse and health aide providers will continue heightening health practices and supporting preschool, low-income, English learners, and foster youth children to maintain good health and wellness. In addition, health service providers respond to emergency health needs of students as well as support awareness and prevention instruction.	$455,474.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Student Community Services: Attendance and Situational Support	Staff will work to increase the overall district attendance rate by focusing on tiered reengagement that includes awareness, prevention, recognition, and restorative practices and utilizes both SART and SARB to closely monitor all students, including English language learners, foster youth, low-income students, and students with exceptional needs. Director of Student Community Services will also be responsible for ensuring support is provided for all students, including ELLs, foster youth, and low socio-economic students, when they are in crisis situations or may need additional wrap-around support to achieve academically and socially emotionally. To address the need to improve Chronic Absenteeism for all students and specifically Foster Youth, Students experiencing homelessness, and Students with Disabilities, a Community Outreach Supervisor and clerks at each site will be provided to provide support to students and families to improve attendance.	$895,108.00	Yes
2.3	Continuum of Mental Health Support	School psychologists and counselors will provide ongoing direct intervention that responds to the level of student needs as determined by diagnostic assessments. Students experiencing trauma, such as our foster youth, low-income students, and students experiencing homelessness, will be provided with support.	$1,055,119.00	Yes
2.4	Positive School Climate	Schools will create a fair, respectful, and inclusive school climate that creates a sense of belonging for all students and families by implementing tiered PBIS, social-emotional learning, restorative practices, anti-bias culturally responsive strategies, trauma-sensitive, and authentic engagement for students, families, and the community. Staff will support with training and implementation of PBIS, SEL, restorative practices, family engagement, and community partnerships.	$38,970.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Passion Programs	Each site will have a well-defined and articulated school focus that complements, extends, and enriches the core curriculum. Readiness knowledge skills, college career exploration, community partnerships, and highly trained staff are the hallmark of each site's passion program.	$65,000.00	No
2.6	Technology Support	To ensure that English Learners, low-income students, and foster youth, and teachers continue to build upon innovative practices that move up the SAMR model, sites will have increased technology support.	$710,238.00	Yes
2.7	ACCESS Program	Tuition expense for students enrolled in the Orange County ACCESS Program which provides an alternate educational option for students whom the traditional school setting has not met their needs.	$230,000.00	No
2.8	Custodial Services	Custodial staff and supplies to ensure that our school sites are clean, safe and provide an optimal environment for student learning.	$2,059,116.00	No
2.9	Transportation	Bussing services for all students including ELL, low socio economic, Foster youth students who do not live within a safe walking distance from their school.	$1,107,057.00	Yes
2.10	Special Education Transportation	Bussing services for special education students who do not live within a safe walking distance from the school that provides the services designated in the IEP. This includes transportation to students enrolled in non-public schools.	$395,536.00	No
2.11	Guidance Specialists	Guidance Specialists at each middle school focus on the wellness of English Learners, low-income students, and Foster Youth at the	$126,113.00	Yes

Action #	Title	Description	Total Funds	Contributing
		middle schools and serve in the capacity of a mentor. They monitor school activities throughout the day.		
2.12	Facilities Maintenance	The mandated Routine Restricted Maintenance Program that is funded by a transfer of LCFF to maintain the school facilities in good repair and operating condition. This is mandatory for districts participating in the State School Facility Program.	$1,748,772.00	No
2.13	Welcoming Campus Environment	Provide a welcoming, positive, and supportive school environment where foster youth, English Learners, and low-income students feel safe, connected, and cared for by enhancing the school facilities to create an inviting and supportive campus.	$152,067.00	Yes
2.14	Enhance School Climate	Schools will create a fair, respectful, and inclusive school climate that creates a sense of belonging for students and families by implementing tiered PBIS, social-emotional learning, restorative practices, anti-bias culturally responsive strategies, trauma-sensitive, and authentic engagement for students, families, and the community. Staff will support school operations, safety, implementation of PBIS, SEL, restorative practices, family engagement, and community partnerships for English Learners, low-income students, and foster youth.	$495,104.00	Yes
2.15	Passion Program - International Baccalaureate	To develop and support the IB Program, staff will train and support the IB PYP inquiry-based, transdisciplinary curriculum framework, which includes a language component. This includes annual IB fees and required PD costs. Through IB, foster youth, English Learners, and low-income students will have this opportunity to build international-mindedness and connection to a global community.	$177,385.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.16	Additional Middle School Program Support	To enhance and develop the academic and CTE Pathways at the middle schools, staff will support programs such as AVID, VAPA, STEM, and Horticulture that lead to college and career readiness. The middle school program support will create and enhance pathways for English learners, low-income students, and foster youth to ensure that they have an understanding of the wide variety of options for electives and guidance to participating in areas of interest.	$343,720.00	Yes

Goal Analysis [2022-23]

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

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

All actions listed in our 22-23 LCAP plan were implemented fully or to some extent and will continue during the 23-24 school year. Some actions have been added to continue to support a positive, safe, and culturally responsive learning environment.

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 following are explanations for a few expenditure variances:
Action 1 Nurse/Health Services & Action 11 Guidance Specialist: Increase in expenditure due to increasing salary and benefit costs.
Action 3 Counselors: Increase in expenditures due to counselors moved to concentration and supplemental funds as permanent positions to meet the increased needs of students.
Action 6 Technology Support: Less expenditures due to restructuring of IT staff.
Action 7 County Tuition (ACCESS Prog.): Less expenditures as other means of corrections have been utilized as restorative practices.

An explanation of how effective the specific actions were in making progress toward the goal.

All actions focused on creating and maintaining positive, safe, and culturally responsive learning environments improve attendance and student engagement. attendance decreased due to surges in Covid cases
The increased number of counselors at each site helped provide support to students, and we see the continued need for social-emotional learning and mental health services. Students continued to have access to technology devices and connectivity.
There was a slight decrease in attendance rate from last year, but much improvement is needed to meet the desired outcome of 96% in attendance rate. In addition, Chronic Absenteeism for Foster Youth, Students with Disabilities, and students experiencing homelessness were qualifying areas for Differentiated Assistance status.

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

Several new action items have been added to our plan to increase and improve services to students. New actions include the addition of the following to help improve Chronic Absenteeism as identified in Differentiated Assistance and enhance the campus environment and school climate.
Other additions are due to the desire to maintain safe and updated learning environments.
Action 2 Student Community Services: Additional staff to outreach and provide support to students and families to improve attendance rates to specific subgroups.
Action 13 Welcoming Campus Environment: Facilities maintenance to provide a warm and welcoming environment for students to learn.
Action 14 Enhanced School Climate: Additional staff to lead and build a positive school climate with the implementation of SEL and PBIS.
Action 15 IB Passion Program: Staff to support the work of IB and to provide the language component of IB and for IB training.
Action 16 Additional Middle School Support: Staff will provide support to build a positive climate at our middle school campuses and to enhance the CTA pathways for college and career readiness.

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

Goals and Actions

Goal

Goal #	Description
3	BPSD will increase authentic parent and pupil engagement to support academic achievement and social-emotional development.

An explanation of why the LEA has developed this goal.

BPSD recognizes that parent and student engagement is a key component of a high-quality educational program. We recognize that parents significantly impact their child's learning and education when they are active participants. Parent involvement helps keeps students on track, which results in better attendance, fewer missed assignments, and increased academic achievement. They also serve as key members of site and district-level advisory committees and ensure that the parent voice is represented. There is a need for continued parent engagement and parent education opportunities across the district. District-wide, 90.1% of parents expressed that they were very satisfied/satisfied with the availability of parent education opportunities in the 2023 LCAP survey compared to 72% last year.

From 2022 LCAP Survey:
Specifically, parents of ELLs expressed wanting additional workshops/classes in:
- Additional education on academic subjects 20%
- ESL classes 18%
- Knowledge of available community resources 17%
- How to help children exit the EL program 17%
- Technology training 13%
- Citizenship classes 6%
- GED classes 5%

Additional supports requested by parents of students with an IEP and/or students receiving Special Education Services included:
- Information on available community resources 46%
- Information on understanding the IEP process 29%
- Knowing who to go to if they have additional questions 20%

From 2023 LCAP Survey:
Specifically, parents of ELLs expressed wanting additional workshops/classes in:
- Additional education on academic subjects 20%
- Knowledge of available Community Resources 18.5%
- Language classes 16.7%
- How to help children exit the EL program 14.9%

- Technology training 14.9%
- Citizenship classes 4.8%
- GED classes 4.2%

Additional supports requested by parents of students with an IEP and/or students receiving Special Education Services included:
- Information on available community resources 32%
- Information on understanding the IEP process 32%
- Knowing who to go to if they have additional questions 20%

The attendance rate for the 22-23 school year to date is 92.2% compared to 93% in 21-22. The Chronic Absenteeism Rate for the 22-23 school year to date (May) is 24.37% compared to 23% in 21-22.
Based on the 2022 CA Dashboard:
Differentiated Assistance Sub-groups:
Students with Disabilities: 37%
Homeless: 43.8%
Foster: 53.3%

There will be a focus on improving our attendance rate and decreasing our Chronic Abseetism rate, especially for the subgroups SWD, Homeless, and Foster Youth as identified as a qualifying area for Differentiated Assistance. The district will increase parent and pupil engagement through actions that support student learning. Progress will be measured using the metrics listed below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	Attendance rate for 20-21 year is 96%	Attendance rate for 21-22 school year to date is 93%	Attendance rate for 22-23 school year to date is 92.2% Differentiated Assistance Sub-groups: Students with Disabilities: 90.4% Homeless: 89% Foster: N/A		Maintain or increase attendance rate of 96%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	Chronic absenteeism rate for 20-21 year is 12%	Chronic absenteeism rate for 21-22 school year to date is 23%	Chronic Absenteeism Rate for the 22-23 school year to date (May) is 20.27%. Based on 2022 CA Dashboard: Differentiated Assistance Sub-groups: Students with Disabilities: 19.6% Homeless: 11.1% Foster: 1.6%		Decrease chronic absenteeism rate by a minimum of 3% yearly.
Parent Training	Sites offered a minimum of one parent training per year. District offered approximately 15 workshops/training to parents this year on a variety of topics to support student learning. Average attendance was 20 parents per training.	Sites offered a minimum of two parent trainings this year. District offered many workshops/training to parents this year on a wide range of topics to support student learning and growth. Our Student & Community Services department held 8 parent trainings on topics such as Foster Youth Network, TUPE, Suicide	Sites offered parent trainings and parent nights this year. District offered many workshops/training to parents this year on a variety of topics to support student learning and growth. Our Student & Community Services department held 6 parent trainings on topics such as		• Sites will increase the number of parent training offered to a minimum of one per trimester. • District will increase the number of workshops/training offered to parents by 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Prevention & Awareness Approximately 29 PK-8th grade workshops/trainings were held through Education Services Dept. on themes such as Parent Leadership, Growth Mindset, curricular programs such as i-Ready, CGI, Footsteps 2 Brilliance, Care Solace, GATE, CHYA. Average attendance was 30 parents per training.	Fentanyl Awareness, Truancy Response, and Safety. Approximately 21 PK-8th grade workshops/trainings were held through Education Services Dept. on themes such as Parent Leadership, Digital Citizenship, Nutrition, and curricular programs such as GATE, and CHYA. Average attendance was 30 parents per training.		additional each year to support student learning. Topic items will be determined by parent need, as determined by surveys. Average attendance at trainings will increase by 20% yearly.
Parent Advisory Meetings	Parent advisory meetings such as ELAC, DELAC, LCAP Steering Committee are currently held throughout the year. A total of 4 ELAC meetings were held at each site. Six DELAC meetings and 5 LCAP Steering Committee meetings were held at the district level.	Parent advisory meetings such as ELAC, DELAC, LCAP Steering Committee held throughout the year. A total of 4 ELAC meetings were held at each site. Eight DELAC meetings/training and CABE attendance for EL parents and 4 LCAP Steering	Parent advisory meetings such as ELAC, DELAC, LCAP Steering Committee held throughout the year. A total of 4 ELAC meetings were held at each site. Seven DELAC meetings/training and CABE attendance for 7 EL parents and 4 LCAP Steering		• Maintain or increase the number of parent advisory meetings such as ELAC, DELAC, LCAP Steering Committee

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Following several DELAC meetings, workshops were held around areas determined by EL Parent Needs Survey.	Committee meetings were held at the district level. Following several DELAC meetings, additional workshops were held around areas determined by EL Parent Needs Survey.	Committee meetings were held at the district level. Following several DELAC meetings, additional workshops were held around areas determined by EL Parent Needs Survey.		for parents at site and district level. • Maintain or increase the number of parent workshops around EL parent needs as identified on EL Parent Survey. • Ensure that site committees are adequately represented by parents.
Parent Workshops for Students with Exceptional Needs	Two parent meetings for students with exceptional needs were held during Spring of 2021.	Five parent meetings for students with exceptional needs were held during the 21-22 year on a wide range of topics including: IEPs, Transitions, Student Success Stories, and Parent Support.	Two parent meetings and trainings were hosted at school sites based on the specific needs of families of students with exceptional needs. Topics included: IEP 101, IEP Process, Student Celebrations, and Events for Parent Engagement .		Increase the number of parent for students with exceptional needs annually.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Workshops	Parent workshops from PK-8th grade will increase a family's ability to support student academics, wellness, and social-emotional development and prepare parents to be leaders in supporting site and district academic and SEL goals focusing on the specific needs of foster youth, low-income, and English language learning parents and students.	$20,000.00	Yes
3.2	Extended Leadership Team	The district management team and site-level certificated and classified leaders, representatives of staff, will meet throughout the year to develop a deeper understanding of district instructional goals, systems of improvement in order to strengthen communication and implementation of standards-based instruction with full engagement of the learning community in including foster youth, English learners, and low-income students.	$25,000.00	Yes
3.3	LCAP Advisory Group	The District will partner with OCDE to collect and analyze educational partner data from parents, students, and staff, to inform the BPSD instructional program plans, and to facilitate advisory group meetings to ensure that the LCAP responds to the needs of our students, staff, and parents.	$18,000.00	No
3.4	Additional Translating and Interpreting Services	Additional translating and interpreting support will be provided to English Learner families to better access information and resources, and to facilitate communication.	$191,429.00	Yes

Goal Analysis [2022-23]

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

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

All actions listed in our 22-23 LCAP plan were implemented to most of its extent. Due to the positive impact of these actions, they will

continue during the 23-24 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 following are explanations for a few expenditure variances:
Action 1 Parent Workshops: Less expenditures due to other funding utilized for parent trainings.
Action 2 Extended Leadership Team: There was a decrease in the Extended Leadership Team members during the 22-23 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

All actions focused on increasing authentic parent and pupil engagement to support academic achievement and social-emotional development of students. Overall, there were positive results from the LCAP Parent survey and focus group feedback,

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

In addition to the existing action items that will continue in the 23-24 school year, a few changes have been made to the action items to increase and
improve services to students. These changes to the actions include:
Action 2 Extended Leadership Team: There was a decrease in the Extended Leadership Team members during the 22-23 school year.
Action 4 Additional Translating and Interpreting Services: Supplemental translating and interpreting support will be provided to families to better access information and resources and to facilitate communication.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$14,033,617	$1,680,293

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
33.26%	0.35%	$143,584.00	33.61%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1, Action 1: The academic and SEL needs specific to the BPSD foster youth, English learners, and low-income students call for highly qualified teachers trained in English language development, common core state standards, highly engaging strategies, and the continuum of wellness and mental health. CAASPP and iReady data show that EL and low-income students continue to score lower in reading and math than other students. Foster youth students often have gaps in learning due to mobility and social-emotional needs that hinder learning. We will continue to provide PD in designated ELD and LTEL strategies and to have a deep understanding of language acquisition for our English language learners to develop English at the expected rate of one level per year. BPSD will maintain competitive salaries to recruit trained teachers to support students of varied needs; students will have consistent access to quality instruction throughout their years in Buena Park School District. In addition, such highly qualified teachers will positively impact the academic grade level development and SEL growth necessary for academic growth.

CAASPP ELA Spring 2022 Data:

Overall: 40.42% Met/Exceeded Standards in 2022

ELLs: 13.24% Met/Exceeded Standards in 2022

Socio-Economically Disadvantaged: 33.76% Met/Exceeded Standards in 2022

Homeless: 29.42% Met/Exceeded Standards in 2022

Foster: Data not available to protect student privacy. Ten or fewer students were tested.

CAASPP Math Spring 2022 Data:

Overall: 30.24% Met/Exceeded Standards in 2022

ELLs: 12.44% Met/Exceeded Standards in 2022

Socio-Economically Disadvantaged: 24.04% Met/Exceeded Standards in 2022

Homeless: 20.00% Met/Exceeded Standards in 2022

Foster: Data not available to protect student privacy. Ten or fewer students were tested.

Goal 1, Action 2: BPSD has increased access to full-day quality instruction in order to ensure all PK-TK age students have access to early readiness development with instructional support provided by district staff to increase language and literacy development for English language learners, foster youth, and low-income students. In addition, BPSD extended the TK acceptance age beyond the CDE TK Phase-In Timeline to provide a TK experience for more students. Our program includes district-wide curriculum alignment to ensure a consistent progression of instruction between grade levels, PK through 3rd (P-3). This P-3 alignment is a key feature of the UPK implementation plan and ongoing actions with district curriculum, instruction, and data analysis. BPSD will continue to use the Early Development Index (EDI) to monitor student progress and increase awareness and engage parents in improving outcomes for their young children. These actions will make an important contribution to ensuring that all young children and their families have the necessary services to be successful academically and with their social-emotional learning. This action is provided to benefit all students districtwide. However, BPSD recognizes the barriers to accessing early education for our low-income students, foster youth, and English Language Learners; therefore, this action will be principally directed to unduplicated pupils, and they will take priority in enrollment as we have extended the TK acceptance age.

This goal was supported by our most current Early Development Instrument (EDI) data from 2021-2022, which is conducted every three years. Our EDI data on each of the 5 domains in the Developmental Area show:

49% of BPSD students are ready "On Track" for Kindergarten. lower than the Orange County rate of 52.9%.

(Children are considered "on track" if their scores are above the 25 percentile)

Physical Health and Well-being: 68% On Track

Social Competence: 75% On Track

Emotional Maturity: 74% On Track

Language and Cognitive Development: 73% On Track

General Knowledge and Communication: 73% On Track

Advanced Literacy Skills: 87% Ready/Somewhat Ready

Basic Numeracy: 87% Ready/Somewhat Ready

Communication Skills & General Knowledge: 57% Ready/Somewhat Ready

Gross & Fine Motor Skills: 57% Ready/Somewhat Ready

Prosocial & Helping Behavior: 67% Ready/Somewhat Ready

Overall Social Competence: 87% Ready/Somewhat Ready

2022-2023 iReady Data (Reading) - Early On / At Grade Level

English Learners: 68%

English Only:70%

Socio-Economically Disadvantaged: Yes -66%

Socio-Economically Disadvantaged: No -85%

Foster Youth: 4 Kindergarten students were identified as Foster Youth, and 75% were Early On /At Grade level compared to 69% not identified as Foster Youth.

2022-2023 iReady Data (Math) - Early On / At Grade Level

English Learners: 51%

English Only:61%

Socio-Economically Disadvantaged: Yes -51%

Socio-Economically Disadvantaged: No -87%

Foster Youth: 4 Kindergarten students were identified as Foster Youth and 50% were Early On /At Grade level compared to 58% not identified as Foster Youth.

Goal 1, Actions 3, 11, 12, and 13: The district developed these four actions in concert with each other because they all are connected to the district's system of continuous improvement of its instructional program by strengthening weekly PLC collaboration guided by an inquiry model of four questions: (1) What are the essential standards that we guarantee our students will learn? (2) What common assessments will inform instruction? (3) What evidence strategies will support learning for all students? (4) How will teachers respond when students meet high expectations? The CAASPP data for foster youth, English learners, and low-income students indicate a need to provide timely remediation and targeted instructions based on data.

*Action 3: To provide remediation, intervention, and personalized instruction, smaller class sizes are necessary. Smaller class sizes allow teachers to meet with small groups or individual students every day for tier 1 differentiated lessons and tier 2 targeted intervention instruction designed to reach grade-level standards.   With smaller classes, teachers can deliver both integrated and designated-ELD daily.

According to Spring 2022 CAASPP data, results indicate that there is a need to increase academic achievement for unduplicated students:

*Our subgroup data showed that the percentage of English learners that Met/Exceeded Standards in reading was 13.24% and 12.44% in math.

*The percentage of socio-economically disadvantaged students that Met/Exceeded Standards in reading was 33.76%, and 24.04% in math.

*For Foster Youth, data was not available to protect student privacy due to ten or fewer students being tested.

This is in comparison to the overall scores showing that 40.42% of students Met/Exceeded Standards in reading and 30.24% in math.

*Action 11: Using the critical components of the MTSS framework, students will have access to universal screening to determine strengths and needs, daily intervention in reading or math using evidence-based practices, with progress monitoring to ensure student growth.

Our LCAP Steering Committee made the following recommendations for reading/math:

*Utilize individual student data to develop instructional outcomes

*Extended time for more intervention

*Targeted interventions and supports by grade level for ELA/Math

We will provide MTSS tiered intervention systems and supports designed to increase academics progress to grade level or above for at-promise students, foster youth, low-income, EL students, and preschool students using small group targeted instruction that includes

evidence-based strategies, materials, and progress monitoring provided during universal access time, tutorials, or outside of the school day. Providing interventions was a priority for all educational partners on our LCAP survey, Focus Group interviews, and our EL Parent Needs Survey.

*Actions 12 and 13: In collaborative weekly PLC teams, teachers will analyze common formative assessments to determine the standards students need targeted intervention in to master. Teachers will have ongoing professional learning to effectively work together to identify highly effective strategies and plan UDL units of study to increase student engagement and expand learning opportunities. When foster youth, English learners, and low-income students have increased engagement, lessons are delivered using the elements of UDL in a relatable context, and access to tiered supports, the student's academic progress increases.

The district coordinator will provide support to increase and improve services for at-promise students (low-income, foster youth, and English Language Learners not reaching grade-level expectations by analyzing data and implementing the PLC inquiry model for determining students' needs matching to best instructional practices and services and using the CAST system to document services and student progress, including Pre-K students in order to provide targeted interventions.

LCAP Steering Committee members recommended the continued monitoring of student progress, especially for unduplicated pupils, and providing targeted intervention based on data.

Goal 1, Action 4: Our district believes that a quality, well-rounded education includes opportunities for all students to receive instruction in the Visual and Performing Arts. This is especially critical for EL, low socio-economic, and foster youth to provide opportunities and experiences to discover their talents and interests, as access to these programs may not be consistently available to our unduplicated pupils. Therefore, to ensure that all students in K-8th grades have opportunities in the arts, we provide music instruction for all elementary students TK-5, and our middle school music elective offerings. During LCAP Parent and Student Focus Group interviews, parents and students expressed appreciation of having enrichment opportunities such as music and would like to see it continued and expanded. This action will be measured through the number of EL, low socio-economic, and foster youth students enrolled in VAPA elective courses and LCAP survey results.

Goal 1, Actions 5: This action will be principally directed to our unduplicated pupils as it is important for foster youth, English learners, and low-income students to have access to quality literature that represents our students, and their interests, is aligned with the subject matter, and their level of reading is imperative for the mastery of grade-level standards. Library media clerks ensure that students have increased access to materials and resources, both digital and traditional, necessary for learning and producing assignments. The clerks also provide tech support when students and parents have trouble with district devices. Many of the unduplicated pupils of BPSD do not have regular opportunities to visit the public library, nor do their homes have a large selection of literature that matches content subjects or personal interest at the student's comprehension level when called upon for assignments. Therefore, having library media clerks select and order books and provide technical support will help to increase the number of titles, provide greater access to reading materials, and ensure access to digital resources. This action will be measured by the CAASPP and iReady Reading results of our unduplicated pupils.

Goal 1, Action 7: Students expressed during the middle school Focus Group meeting that included unduplicated pupils that they would like more after-school clubs or electives. To build upon our district-wide college culture and practices that build the readiness knowledge necessary to succeed beyond school, we have a partnership with our local college to offer Middle School College courses. The Middle School College courses provide the rigor of learning, personalized interest, and readiness knowledge development necessary for students to excel in academics and be college and career ready. Many of our unduplicated students are unable to afford extracurricular classes in areas of academic interest. Students and families are also unaware of how to navigate the college system. By providing middle school students with the opportunity to take college courses that match their interests and talents, they are not only challenged to learn at a high level of rigor, and they learn firsthand that they can be successful in college. Priority enrollment will be given to unduplicated pupils. This action will be measured by analyzing how many unduplicated pupils participated in the Middle School College course.

Goal 1, Action 8 Outdoor Science Camp & Action 9 STEM Instruction and PD: Unduplicated students have a pattern of scoring lower on the CAST than other subgroups in the district, according to the 2022 CAST data. There is a need to strengthen the Tier 1 level of science instruction for EL students, foster youth, and low-income students. The benefit of learning science in the most conducive setting to the subject matter increases understanding and mastery of grade-level standards. In addition, students should have the rich experiences that come with learning outside of the classroom walls. Therefore, the district feels that it is important to provide rich learning experiences for our foster youth, English learners, and low-income students that other students can achieve without district support.

The district has identified the need for stronger Tier 1 instruction that reflects the instructional shifts and best experiential practices for science and STEM so that foster youth, English learners, and low-income students will reach grade-level expectations. Tier 1 best instruction will be strengthened by professional development designed to increase content knowledge of STEM and adopted Science Curriculums, TWIG Science (K-5) & McGraw Hill (6-8th), including but not limited to training, coaching, and planning for CGI, math, and science content, and instructional strategies that engage students of diverse needs.

CAST 2022 Data:

*Overall: 22.88% Met/Exceeded Standards compared to 24.35% in 2019

*ELLs: 3% Met/Exceeded Standards compared to 2.17% in 2019

*Economically Disadvantaged:16.04% Met/Exceeded Standards compared to 18.58% in 2019

*Students with Disabilities:3.96% Met/Exceeded Standards compared to 1.01% in 2019

*Homeless: 20.00% Met/Exceeded Standards in 2022 compared to 23.08% in 2019

*Foster Youth: Data not available to protect student privacy. Ten or fewer students were tested

Goal 1, Action 10: The California MTSS framework calls for the instruction of our most vulnerable students, such as foster youth, English learners, and low-income, to be evidence-based for all tiers of support for students to develop a high level of reading comprehension and strong writing habits.

According to research from The Reading and Writing Project at Teachers College, Columbia University:

"One of the principles that inform the Teachers College Reading/Writing Project's Units of Study for Teaching Reading is a strong emphasis on students gaining the practices and skills of reading comprehension, and encouraging teachers to model the strategies that will help their students to acquire and draw on a repertoire of skills...so they can draw on them whenever they are reading in order to successfully navigate the text." In addition, they cite that, "there is specific research to support this practice. In Dole, Brown, and Trathen's (1996) study on "The Effects of Strategy Instruction on the Comprehension Performance of At-Risk Students," the results of the study "demonstrates the value of strategy instruction in comparison to other effective instruction and the specific value of strategy instruction for far transfer."

The MTSS framework also suggests that skills be taught in context rather than in isolation and that reading concepts be taught using constructivist pedagogy using culturally relevant materials, and time for concepts and skills to be taught and applied using leveled materials and increased opportunities to read an authentic text and write for a variety of purposes. The balanced literacy approaches of the Reading and Writing Workshop (using units of study) allow students to achieve grade-level reading comprehension and writing skills by providing additional aspects of evidence-based teaching, such as modeling of strategies, small group instruction, a print-rich environment, explicit instruction, integrated SEL practices, a focus on language development all within a meaningful culturally relevant context. Teaching and learning using Reading and Writing Workshops are effective evidence-based strategies aligned with the California MTSS framework that is necessary for high levels of reading comprehension and strong writing skills across the content areas.

The need for this approach for our unduplicated pupils is indicated in the CAASPP data below. This action will be measured by the CAASPP and iReady Reading and Math results of our unduplicated pupils.

According to Spring 2022 CAASPP data, results indicate that there is a need to increase academic achievement for unduplicated students:

*Our subgroup data showed that the percentage of English learners that Met/Exceeded Standards in reading was 13.24% and 12.44% in math.

*The percentage of socio-economically disadvantaged students that Met/Exceeded Standards in reading was 33.76%, and 24.04% in math.

*For Foster Youth, data was not available to protect student privacy due to ten or fewer students being tested.

This is in comparison to the overall scores showing that 40.42% of students Met/Exceeded Standards in reading and 30.24% in math.

Goal 1, Action 14: Technology and Curriculum Support: The use of District TOSA support to expand innovative practices through the BPSD Vanguard Innovative Cohort Team that promotes high levels of student engagement, including but not limited to digital curriculum, use of

platforms, access to diagnostic measures, assessments, surveys, and web-based training for staff members. This will allow pupils, including English language learners, low socio-economic, and foster youth, to learn how to effectively use technology for classroom/homework and prepares them with college and career readiness skills. Through this action, English Language Learners can gain effective access to learning through translation technology applications; students who may have gaps in their learning due to transiency or other challenges can express their learning through various digital modalities. The need for this support was identified through Staff LCAP survey results requesting continued training and support in the use of technology to support integration into instruction. The success of this action will be measured through LCAP Survey results.

Goal 1, Action 16: i-Ready Classroom Mathematics: The iReady Diagnostic results indicate that the percentage of EL students, foster youth, and low-income students scoring on or above grade level is lower, with our middle school student having the smallest percentage of increase in their D1 to D3 iReady scores. Therefore, there is a need to provide culturally responsive supplemental materials for middle school math to increase academic discourse and connection to the shifts in mathematical instruction for EL students and low socio-economic students. i-Ready Classroom Mathematics state that it is important for students to see themselves in mathematics and that the resources provided help teachers affirm and validate students' identities using embedded supports. Context and ideas honor diverse backgrounds to help our unduplicated pupils make better connections to the content. This action item will be measured through the iReady Math Diagnostic assessment results.

For the 22-23 school year, i-Ready data results indicate that:

*Overall, 45% are on or above grade level in math, again showing a need to increase academic proficiency for all students.

*Our subgroup data showed that the percentage of English learners on or above grade level in math is 27%.

*The percentage of socio-economically disadvantaged students on or above grade level in math is 39% .

*For students identified as foster, 21% are on or above grade level in math.

Growth in "on or above" grade levels between iReady D1 to D3 was the smallest for the grades 6th-8th.

K +46%

1 +29%

2 +38%

3 +32%

4 +25%

5 +29%

6 +20%

7 +5%

8 +10%

Goal 1, Action 18 GATE: The district has a strength-based GATE program that has the obligation to serve GATE students and to nurture students with great cognitive potential within the realm of multiple intelligence (Howard Gardener). District-wide GATE allocations help each site to provide quality GATE instruction for students beginning in 3rd grade and above. Using multiple measures, high achievers identified as GATE or nearing the criteria (Scholarly Advanced). Special consideration is given to unduplicated pupils within the criteria. GATE-identified students will receive differentiated instruction based on Depth and Complexity across the core curriculum based on Kaplan's research. In addition, students who need to develop an academic area will have opportunities for supplemental instructional support to increase academic achievement. This will ensure that underrepresented students, such as EL students, those with unique needs, and from diverse populations, will have a program aligned with their area of strength. They will also have opportunities to increase skills in areas of need (National Association of Gifted Children). This will be measured through the number of unduplicated pupils identified as GATE or Scholarly Advanced.

Goal 1, Action 19 Instructional Coaches: Provide supplemental instructional support for elementary sites to increase academic achievement in ELA/ELD and/or math for all students, including our English language learners, foster youth, and low socio-economic students. The LCAP Steering Committee findings indicated a significant need for instructional coaches after a close review of local assessment data showed that unduplicated pupils are far below their peers in closing the achievement gap. Coaches will work with teachers on strategies to specifically address the needs of English language learners, foster youth, and low socio-economic students.

According to Spring 2022 CAASPP data, results indicate that there is a need to increase academic achievement for unduplicated students:

*Our subgroup data showed that the percentage of English learners that Met/Exceeded Standards in reading was 13.24% and 12.44% in math.

*The percentage of socio-economically disadvantaged students that Met/Exceeded Standards in reading was 33.76%, and 24.04% in math.

*For Foster Youth, data was not available to protect student privacy due to ten or fewer students being tested.

This is in comparison to the overall scores showing that 40.42% of students Met/Exceeded Standards in reading and 30.24% in math.

Goal 1, Action 20 PE Coaches & IA's Elementary PE Program: Provide Elementary PE Teachers and instructional aides outside of the district staffing ratio, which lowers the class size for the classroom teacher to provide additional interventions. The district data for foster youth, English learners, and low-income students indicate a need to provide timely remediation and targeted instructions based on data.

According to Spring 2022 CAASPP data, results indicate that there is a need to increase academic achievement for unduplicated students:

*Our subgroup data showed that the percentage of English learners that Met/Exceeded Standards in reading was 13.24% and 12.44% in math.

*The percentage of socio-economically disadvantaged students that Met/Exceeded Standards in reading was 33.76%, and 24.04% in math.

*For Foster Youth, data was not available to protect student privacy due to ten or fewer students being tested.

This is in comparison to the overall scores showing that 40.42% of students Met/Exceeded Standards in reading and 30.24% in math.

Smaller class sizes allow teachers to meet with small groups or individual students every day for tier 1 differentiated lessons and tier 2 targeted intervention instruction designed to reach grade-level standards. With smaller classes, teachers can deliver both integrated and designated-ELD daily.

Goal 1, Action 23 Behavior Support: There has been a significant increase in the need for behavior support after the pandemic, especially for our English Language Learners, low-income, and foster youth students. In addition, the Panorama Survey results show that students struggle with regulating their emotions. Therefore, the behavior support team will support students with behavior needs through tiered intervention and training of existing staff on appropriate behavior modification strategies. This action will be measured through an analysis of the number of referrals of unduplicated pupils for Behavior Team support.

Goal 1 Action 24 and 25 Educational Services Division: The Chief Academic Officer, the Director of Curriculum and Instruction, and the Director of Educational Services play a pivotal role in designing the instructional program based on the CA MTSS framework in support of the CDE initiative. The Chief Academic Officer ensures that certificated and classified staff are well trained in all aspects of the instructional program, including; formative and summative assessments, standards-based core curriculum and inclusive strategies, social-emotional learning, behavior, and mental health supports. The unique needs of our unduplicated students (EL students, low social-economic students, and foster youth) are considered when identifying best practices; core adopted textbooks, materials, resources, and professional learning opportunities. CAST process and highly effective teacher teams are also under the direction of the Chief Academic Officer. John Hattie's studies related to effective practices guide district PLC efforts. The Director of C&I focuses on the inclusivity of EL learners. The director oversees the implementation of D-ELD, ELPAC assessments, reclassification, and parent workshops. Parent workshops reflect topics of parent interest, as analyzed by LCAP surveys and focus group interviews. SEL, supporting content homework, encouraging active participation, and The Director of Educational Services focuses on support systems for unduplicated students, including academic intervention, wellness, and enrichment activities. Data indicates that EL, low socio-economic, and foster youth score significantly below that of the overall population of students. These action items will be measured by the CAASPP data.

According to Spring 2022 CAASPP data, results indicate that there is a need to increase academic achievement for unduplicated students:

*Our subgroup data showed that the percentage of English learners that Met/Exceeded Standards in reading was 13.24% and 12.44% in math.

*The percentage of socio-economically disadvantaged students that Met/Exceeded Standards in reading was 33.76%, and 24.04% in math.

*For Foster Youth, data was not available to protect student privacy due to ten or fewer students being tested.

This is in comparison to the overall scores showing that 40.42% of students Met/Exceeded Standards in reading and 30.24% in math.

Goal 1, Action 26 State Preschool Support: BPSD English language learners, low-income students, and foster youth who have not had early learning experiences before kindergarten start with lower vocabulary development, fewer experiences with books, and limited opportunities to develop writing through play and experiential activities as compared to students with formal early learning experiences.

By providing PreK learning experiences, students will be able to enter kindergarten with literacy readiness and math skills, such as vocabulary development, concepts of print, and early phonics, that allow them to develop reading, writing, and math skills necessary for grade-level progress. Preschool staff will ensure that all students, including English learners, low socio-economic, and foster youth, are actively encouraged to enroll in preschool programs. In addition, BPSD recognizes the barriers to accessing early education for our low-income students, foster youth, and English Language Learners; therefore, this action will be principally directed to unduplicated pupils, and they will take priority in enrollment. LCAP funds will provide support staff for State preschool program expansion and implementation across all elementary sites. This is important to ensure that district staff, school site personnel, and departments are aware of the services provided through our preschool program.

This goal was supported by our most current Early Development Instrument (EDI) data from 2021-2022, which is conducted every three years. Our EDI data on each of the 5 domains in the Developmental Area show:

49% of BPSD students are ready "On Track" for Kindergarten. lower than the Orange County rate of 52.9%.

(Children are considered "on track" if their scores are above the 25 percentile)

Physical Health and Well-being: 68% On Track

Social Competence: 75% On Track

Emotional Maturity: 74% On Track

Language and Cognitive Development: 73% On Track

General Knowledge and Communication: 73% On Track

Advanced Literacy Skills: 87% Ready/Somewhat Ready

Basic Numeracy: 87% Ready/Somewhat Ready

Communication Skills & General Knowledge: 57% Ready/Somewhat Ready

Gross & Fine Motor Skills: 57% Ready/Somewhat Ready

Prosocial & Helping Behavior: 67% Ready/Somewhat Ready

Overall Social Competence: 87% Ready/Somewhat Ready

2022-2023 iReady Data (Reading) - Early On / At Grade Level

English Learners: 68%

English Only:70%

Socio-Economically Disadvantaged: Yes -66%

Socio-Economically Disadvantaged: No -85%

Foster Youth: 4 Kindergarten students were identified as Foster Youth, and 75% were Early On /At Grade level compared to 69% not identified as Foster Youth.

2022-2023 iReady Data (Math) - Early On / At Grade Level

English Learners: 51%

English Only:61%

Socio-Economically Disadvantaged: Yes -51%

Socio-Economically Disadvantaged: No -87%

Foster Youth: 4 Kindergarten students were identified as Foster Youth and 50% were Early On /At Grade level compared to 58% not identified as Foster Youth.

Goal 2, Action 1: Past experiences show that our low-income families and foster youth do not have access to adequate health services. According to our most current CA Healthy Kids Survey results from 2021, students are unaware of the importance of healthy habits and continue to take risks with their health. In addition, the state PE test shows that Buena Park students underperform compared to their peers across the state. Additional nurse and health aide providers will continue to heighten health practices and support preschool students from

low-income families and foster youth with limited access to health care before school or when enrolled. The health care providers service students and families by building awareness of habits that increase and maintain good health. Providers will also help with prevention efforts and respond to students' emergency or chronic health needs during school hours. In addition, these health services will increase students' physical health, which will increase or maintain regular attendance, which is directly related to our student's academic progress and good mental health. This action will be measured through the biennial CA Healthy Kid Surveys results.

Goal 2, Action 2: The district understands the importance of closely monitoring student attendance, especially students with unique circumstances (English language learners, low-income, and foster youth students). By having a department charged with monitoring attendance and supporting site re-engagement efforts, the district will be better equipped to respond to the needs of students, which will increase school attendance for students with chronic absences. In addition, to address the need to improve Chronic Absenteeism for all students, including unduplicated pupils, a Community Outreach Supervisor and clerks at each site will be provided to provide support to students and families to improve attendance. Awareness, prevention, and recognition are part of a district-wide system of support that includes SART and SARB. In addition, efforts to increase training for certificated and classified staff in restorative practices and strategies and practices that increase the sense of belonging for students and families will directly impact students' attendance. When English language learners, low-income and foster youth, and their families feel welcome and cared for, attendance, engagement, and academic progress increase.

The number of unduplicated students with an increased rate of chronic absenteeism has increased significantly.

Based on the 2022 CA Dashboard Chronic Absenteeism rate:

Overall 26.1% were Chronically Absent compared to 6.9% in 2019

*ELLs: 25.2%

*Socio-economically Disadvantaged: 29.8%

*Homeless: 43.8% (Identified as Differentiated Assistance Sub-groups) compared to 13.8% in 2019

*Foster: 53.3% (Identified as Differentiated Assistance Sub-groups) compared to 9.1% in 2019

The Chronic Absenteeism Rate for the 22-23 school year to date (May) is 24.37%.

Goal 2, Action 3: Mental Health reports show that unduplicated students are likely to have mental health struggles due to social stresses, stigma, and trauma. Statistics also show that an increasing number of students have mental health needs resulting from trauma. Based on data from our most recent Panorama universal screener from Spring 2023, results show that:

46% of students in grades 3-5th and 44% of students in grades 6-8th struggle with emotion regulation. Students' responses indicated that they have difficulty pulling themselves out of a bad mood, anger, and controlling emotions which, as the Mental Health reports, may occur due to trauma. With the increased number of school psychologists and counselors, students will have increased access to timely diagnostic

measures and direct intervention of a continuum of services delivered with expertise. This action will also increase training and provide additional curriculum for social-emotional learning, trauma-informed instruction, and PBIS behavior supports. These efforts will support English language learners, low-income, and foster youth in developing the behaviors and skills necessary for the rigors of academic learning and coping with any social-emotional issues and mental health needs resulting from unique circumstances and trauma.

Goal 2, Action 6, Technology Support: With the increase in the use of technology, there is a need for greater support to raise and maintain the level of access to principally support low-income students, English Learners, and Foster Youth. In addition, this action will ensure the use of innovative practices such as the use of various platforms, web-based tools, and technology-based elective offerings needed for English language learners and low-income and foster youth students. In addition, the LCAP survey results from parents and staff also indicate a need for continued training and support in the use of technology to support integration into instruction. In the district's learning plan, workshops/training will include topics on technology integration. This action will be measured by the LCAP Survey results on access to technology.

Goal 2, Action 9: Transportation: Many of our school sites and neighborhoods have hazardous conditions such as proximity to freeways, water channels, major boulevards that are heavily congested, railroad crossings, and far distances from students' home school that would make it unsafe for students to walk to/from daily. In order to mitigate these safety concerns, transportation will be provided free of cost to all students, prioritizing unduplicated pupils who may be especially impacted in accessing school and other enrichment activities without transportation. In addition, our district data shows that there is a continuous need to increase student engagement, as shown by our attendance rate of 92.2%, and decrease the chronic absenteeism rate at 26.1%, according to the 2022 CA Dashboard. By providing transportation, we expect to see improvement in both.

Goal 2, Action 11: Guidance Specialists: Staff at each middle school site will focus on the wellness of students and serve in the capacity of a mentor to connect and engage with students with a priority focus on our unduplicated pupils. Guidance Specialists will monitor school activities throughout the day, providing support for PBIS implementation and safety for all students. The need for SEL support across school sites was a priority in our LCAP Staff Survey and Focus Group interviews. Parents of unduplicated students also shared in our LCAP Survey and Focus Group interviews that student social-emotional health was a primary concern. This action will be measured through our LCAP and Panorama survey results on school climate and safety.

Goal 2, Action 13: Welcoming Campus Environment: Provide a welcoming, positive, and supportive school environment where foster youth, English Learners, and low-income students feel safe, connected, and cared for by enhancing the school facilities to create an inviting and supportive campus. This will be measured in attendance rates for our unduplicated pupils and through LCAP student, staff, and parent survey results on school facilities.

Goal 2, Action 14: Enhance School Climate: Schools will create a fair, respectful, and inclusive school climate that creates a sense of belonging for all students and families, which especially critical for foster youth, English Learners, and low-income students by implementing tiered PBIS, social-emotional learning, restorative practices, anti-bias culturally responsive strategies, trauma-sensitive, and authentic engagement for students, families, and the community. Staff will support school operations, safety, implementation of PBIS, SEL, restorative practices, family engagement, and community partnerships. This action will be measured through LCAP student survey, Panorama survey results, attendance, and suspension rates.

The number of unduplicated students with an increased rate of chronic absenteeism has increased significantly.

Based on the 2022 CA Dashboard Chronic Absenteeism rate:

Overall 26.1% were Chronically Absent compared to 6.9% in 2019

*English Learners: 25.2%

*Socio-economically Disadvantaged: 29.8%

*Homeless: 43.8% (Identified as Differentiated Assistance Sub-groups) compared to 13.8% in 2019

*Foster Youth: 53.3% (Identified as Differentiated Assistance Sub-groups) compared to 9.1% in 2019

The Chronic Absenteeism Rate for the 22-23 school year to date (May) is 24.37%.

The total number of suspensions in the 22-23 school year as of June 2, 2023 (AERIES) was 141 suspensions (AERIES).

*English Learners: 46 suspensions or 32.6%

*Socio-economically Disadvantaged:129 suspensions or 91.4%

*Foster Youth: 0

Goal 2, Action 15: Passion Program International Baccalaureate (IB): To develop and support the IB Program, staff will train and support the IB PYP inquiry-based, transdisciplinary curriculum framework, which includes a language component. Through IB, foster youth, English Learners, and low-income students will have this opportunity to build international-mindedness and connection to a global community.

According to Emily VanderKamp from the IB's Global Research Team, "The IB certainly has a part to play in [international-mindedness] and has a commitment to fostering a more diverse and inclusive IB community". Through the IB PYP, we aim to enable greater access to an excellent education regardless of personal circumstances, including those with unduplicated pupil status. This action will be measured through teacher reflections on student progress required after each unit.

Goal 2, Action 16: Middle School Program Support: To enhance and develop the academic and CTE Pathways at the middle schools, staff will support programs such as AVID, VAPA, STEM, and Horticulture that lead to college and career readiness. The LCAP Steering Committee findings indicated the need for additional support for middle schools and continued elective course offerings. The middle school program support will create and enhance pathways for students to improve student engagement and school climate. Specific attention will be directed to English learners, low-income students, and foster youth to ensure that they have an understanding of the wide variety of options for electives and guidance to participate in areas of interest.

Students and families are also unaware of how to navigate the college system. By providing middle school students with the opportunity to take college courses that match their interests and talents, they are not only challenged to learn at a high level of rigor, and they learn firsthand that they can be successful in college. Priority enrollment will be given to unduplicated pupils. This action will be measured by analyzing how many unduplicated pupils participated in the Middle School College course. This action item will be measured by LCAP student surveys and Panorama survey results.

Goal 3, Action 1 and 4: Survey results indicate that parents want increased opportunities for authentic engagement. Parents of English language learners identified a strong need for education on academic subjects, technology, language classes, and how to help them become reclassified. In addition, parents of English Learners would like more information on community resources. The district's parent workshops/training are designed to increase the parent's ability to support students' academics and gain knowledge on how to access resources. These regularly scheduled workshops presented in the participant's preferred language will provide authentic engagement and increase home-school communication, which is crucial for students to reach their learning goals. Furthermore, supplemental translating and interpreting services will be provided for families to better access information and resources and to facilitate communication. This action item will be measured through results from parent surveys specific to our EL families.

Goal 3, Action 2: Extended Leadership Team: Based on the current LCAP Parent and Staff Survey data, there is a desire for more involvement in district and school decisions. District management and site-level certificated and classified leaders, representatives of staff, will meet throughout the year to develop a deeper understanding of district instructional goals and systems of improvement in order to strengthen communication and implementation of standards-based instruction with full engagement of the learning community, including foster youth, English learners, and low-income students. This action will be measured through LCAP staff and parent survey results in district and school-wide decisions.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Ed. Code requires increased or improved services for unduplicated students in proportion to increased supplemental funding. For the BPSD, the minimum proportionality to increase or improve services is 36.05%. BPSD is meeting the requirement to increase and improve services for unduplicated students through the goals and actions described above, designed specifically for foster youth, English language learners, and low-income students. In addition, the actions listed below are specifically designed to increase academic progress and respond to the social-emotional needs of our unduplicated students.

Goal 1, Action 21 CAASPP Support: BSP Staff will assist with ELPAC assessments both initial and summative, and provide results to school sites. This additional staff provides an optimal testing environment for ELL students to help them focus on the assessment. Of special importance is the ability of BSP staff to communicate with our Spanish and Korean-speaking students and families, facilitating the process of initial and summative ELPAC assessments and communicating results to students, parents, and staff. This is provided as a limited action for English Language Learners and families. This action item is limited in scope to English Language Learners.

Goal1, Action 22 ELD Textbooks and Supplemental Materials: Being that we serve a diverse ethnic and socio-economic student population of approximately 4,165 students who speak over 28 primary languages at home, with a majority speaking Spanish, Korean, and Tagalog and based on the most current data from California Department of Education's Data Quest database, BPSD's numbers from the 2022-2023 school year indicate that approximately 30% of our students are English language learners. It is critical for us to maintain adopted ELD curriculum needs as our student population fluctuates, including student workbooks and online resources. This is provided as a limited action for English Language Learners. This action item is limited in scope to English Language Learners.

* Recruit, retain, and maintain teachers trained in ELD, in-depth knowledge of common core standards, and social-emotional learning.
* Increase quality instruction of Early learning programs to ensure all preschool-age students have access to early readiness development
* Create small class sizes in the primary classes to support early literacy development and mathematical concepts
* Provide students with increased access to high-quality curriculum, supplemental materials, resources, and technology
* Increase access to rigorous and challenging content related to student interest to elevate learning of common core standards and college and career readiness
* Strengthen STEM teaching and learning through professional learning of science standards and CGI strategies to increase engagement of students with diverse needs
* Strengthen academic language development, reading comprehension, and writing habits through workshop approaches using culturally authentic and responsive materials and strategies
* Provide students with a timely tiered, targeted direct intervention designed to increase academic progress and develop the social-emotional needs of students
* Increase and improves services for students by designing, monitoring, and adjusting instruction informed by systematic and strategic gathering and analysis of data
* Increase practices related to MTSS by using the PLC model of inquiry to identify essential standards, common assessments, evidence-based practices, and data analysis to strengthen tiered instructions at all levels

* Provide health services to increase awareness, prevention, and respond to the health needs of students
* Monitor and act to increase student attendance through awareness, prevention (using restorative practices), and recognition
* Improve response to SEL diagnostic assessment outcomes and Increase access to mental health intervention for all levels of the continuum
* Increase technology support to enable teaching and learning at the higher levels of the SMAR model
* Increase and strengthen parent/caregiver engagement by providing workshops based on communicated needs of parents presented in their preferred language

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

All school sites have a high concentration of unduplicated students. PE Teachers and PE Instructional Aides are added at each elementary school to provide strong physical education instruction and to lower class size allowing the classroom teacher to provide academic intervention for all students. Instructional Coaches are provided to those elementary sites not currently participating in the Cotsen Grant. These coaches will support the full implementation of ELA/ELD, math, and social emotional learning. Kindergarten Instructional Aide hours were increased in each classroom to provide additional support. Middle School Guidance Specialists are added at each of our Middle School sites to support PBIS and social-emotional learning.

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	0	17.5 to 1
Staff-to-student ratio of certificated staff providing direct services to students	0	19.5 to 1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$19,024,386.00		$576,804.00	$185,373.00	$19,786,563.00	$16,916,592.00	$2,869,971.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Training Highly Qualified Teachers	English Learners Foster Youth Low Income	$1,640,597.00				$1,640,597.00
1	1.2	Early Learning Program	English Learners Foster Youth Low Income	$797,404.00		$123,800.00		$921,204.00
1	1.3	Class Size Reduction	English Learners Foster Youth Low Income	$1,160,104.00				$1,160,104.00
1	1.4	Music Instruction Teacher	English Learners Foster Youth Low Income	$158,873.00				$158,873.00
1	1.5	Library Media Clerks	English Learners Foster Youth Low Income	$389,574.00				$389,574.00
1	1.6	Virtual Learning Program	K-8 grade students wanting non traditional program All	$0.00				$0.00
1	1.7	Middle School College Course	English Learners Foster Youth Low Income	$13,760.00				$13,760.00
1	1.8	Outdoor Science Camp	English Learners Foster Youth Low Income	$250,000.00				$250,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	STEM Instruction and Professional Development	English Learners Foster Youth Low Income	$58,455.00				$58,455.00
1	1.10	ELA /ELD Workshop Approach and Professional Development for ELD and Special Education Students	English Learners Foster Youth Low Income	$99,835.00				$99,835.00
1	1.11	MTSS Tiered Intervention Systems and Supports	English Learners Foster Youth Low Income	$643,731.00				$643,731.00
1	1.12	Systematic and Strategic Use of Data	English Learners Foster Youth Low Income	$161,883.00				$161,883.00
1	1.13	Professional Learning Communities	English Learners Foster Youth Low Income	$1,393,045.00				$1,393,045.00
1	1.14	Technology and Curriculum Support	English Learners Foster Youth Low Income	$156,258.00				$156,258.00
1	1.15	Physical Education	All Students with Disabilities	$19,485.00				$19,485.00
1	1.16	i-Ready Classroom Mathematics	English Learners Foster Youth Low Income	$46,151.00				$46,151.00
1	1.17	GATE	All	$44,350.00				$44,350.00
1	1.18	GATE Scholar Program	English Learners Foster Youth	$7,500.00				$7,500.00
1	1.19	Instructional Coaches / Cotsen Mentors	English Learners Foster Youth	$318,954.00		$453,004.00		$771,958.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.20	Elementary PE Program	English Learners Foster Youth Low Income	$350,130.00				$350,130.00
1	1.21	CAASPP	English Learners	$119,472.00				$119,472.00
1	1.22	ELD Textbooks & Supplemental Materials	English Learners	$15,000.00				$15,000.00
1	1.23	Behavior Support	English Learners Foster Youth Low Income	$216,620.00			$185,373.00	$401,993.00
1	1.24	Ed Services Division	English Learners Foster Youth Low Income	$76,226.00				$76,226.00
1	1.25	Educational Programs	English Learners Foster Youth Low Income	$432,374.00				$432,374.00
1	1.26	State Preschool Support	English Learners Foster Youth Low Income	$145,397.00				$145,397.00
2	2.1	Nurse and Health Services	English Learners Foster Youth Low Income	$455,474.00				$455,474.00
2	2.2	Student Community Services: Attendance and Situational Support	English Learners Foster Youth Low Income	$895,108.00				$895,108.00
2	2.3	Continuum of Mental Health Support	English Learners Foster Youth Low Income	$1,055,119.00				$1,055,119.00
2	2.4	Positive School Climate	All Students with Disabilities	$38,970.00				$38,970.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Passion Programs	All Students with Disabilities	$65,000.00				$65,000.00
2	2.6	Technology Support	English Learners Foster Youth Low Income	$710,238.00				$710,238.00
2	2.7	ACCESS Program	All	$230,000.00				$230,000.00
2	2.8	Custodial Services	All	$2,059,116.00				$2,059,116.00
2	2.9	Transportation	English Learners Foster Youth Low Income	$1,107,057.00				$1,107,057.00
2	2.10	Special Education Transportation	Students with Disabilities	$395,536.00				$395,536.00
2	2.11	Guidance Specialists	English Learners Foster Youth Low Income	$126,113.00				$126,113.00
2	2.12	Facilities Maintenance	All	$1,748,772.00				$1,748,772.00
2	2.13	Welcoming Campus Environment	English Learners Foster Youth Low Income	$152,067.00				$152,067.00
2	2.14	Enhance School Climate	English Learners Foster Youth Low Income	$495,104.00				$495,104.00
2	2.15	Passion Program - International Baccalaureate	English Learners Foster Youth Low Income	$177,385.00				$177,385.00
2	2.16	Additional Middle School Program Support	English Learners Foster Youth Low Income	$343,720.00				$343,720.00
3	3.1	Parent Workshops	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
3	3.2	Extended Leadership Team	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
3	3.3	LCAP Advisory Group	All Students with Disabilities	$18,000.00				$18,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	Additional Translating and Interpreting Services	English Learners	$191,429.00				$191,429.00

2023-24 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
$42,197,696	$14,033,617	33.26%	0.35%	33.61%	$14,405,157.00	0.00%	34.14 %	**Total:**	$14,405,157.00
								LEA-wide Total:	$14,093,300.00
								Limited Total:	$134,472.00
								Schoolwide Total:	$394,005.00

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	Training Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,640,597.00	
1	1.2	Early Learning Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools PreK, TK, Kindergarten	$797,404.00	
1	1.3	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 3rd grade	$1,160,104.00	
1	1.4	Music Instruction Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 5th grade	$158,873.00	
1	1.5	Library Media Clerks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$389,574.00	
1	1.7	Middle School College Course	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Beatty MS, Buena Park MS	$13,760.00	

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 (%)
						7th - 8th grade		
1	1.8	Outdoor Science Camp	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Beatty MS, Buena Park MS 6th grade	$250,000.00	
1	1.9	STEM Instruction and Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,455.00	
1	1.10	ELA /ELD Workshop Approach and Professional Development for ELD and Special Education Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,835.00	
1	1.11	MTSS Tiered Intervention Systems and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$643,731.00	
1	1.12	Systematic and Strategic Use of Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,883.00	
1	1.13	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,393,045.00	
1	1.14	Technology and Curriculum Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$156,258.00	
1	1.16	i-Ready Classroom Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6th - 8th grade	$46,151.00	
1	1.18	GATE Scholar Program	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Elementary Sites 3rd - 5th grade	$7,500.00	
1	1.19	Instructional Coaches / Cotsen Mentors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Corey, Whitaker K - 5th grade	$318,954.00	
1	1.20	Elementary PE Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K - 5th grade	$350,130.00	

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	1.21	CAASPP	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK - 8th grade	$119,472.00	
1	1.22	ELD Textbooks & Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,000.00	
1	1.23	Behavior Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$216,620.00	
1	1.24	Ed Services Division	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,226.00	
1	1.25	Educational Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 8th grade	$432,374.00	
1	1.26	State Preschool Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,397.00	
2	2.1	Nurse and Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$455,474.00	
2	2.2	Student Community Services: Attendance and Situational Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 8th grade	$895,108.00	
2	2.3	Continuum of Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools PK - 8th grade	$1,055,119.00	
2	2.6	Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 8th grade	$710,238.00	
2	2.9	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,107,057.00	
2	2.11	Guidance Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Buena Park MS, Beatty MS 6th - 8th grade	$126,113.00	

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 (%)
2	2.13	Welcoming Campus Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,067.00	
2	2.14	Enhance School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$495,104.00	
2	2.15	Passion Program - International Baccalaureate	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Pendleton Elementary School	$177,385.00	
2	2.16	Additional Middle School Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$343,720.00	
3	3.1	Parent Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 8th grade	$20,000.00	
3	3.2	Extended Leadership Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
3	3.4	Additional Translating and Interpreting Services	Yes	LEA-wide	English Learners	All Schools	$191,429.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,182,626.00	$18,812,144.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Training Highly Qualified Teachers	Yes	$1,640,597.00	$1,640,597.00
1	1.2	Early Learning Program	Yes	$1,197,092.00	$899,050.00
1	1.3	Class Size Reduction	Yes	$1,589,227.00	$1,589,227.00
1	1.4	Music Instruction Teacher	Yes	$158,954.00	$159,261.00
1	1.5	Library Media Clerks	Yes	$403,842.00	$365,344.00
1	1.6	Virtual Learning Program	No	$133,628.00	$263,226.00
1	1.7	Middle School College Course	Yes	$13,300.00	$5,400.00
1	1.8	Outdoor Science Camp	Yes	$400,000.00	$207,928.00
1	1.9	STEM Instruction and Professional Development	Yes	$58,890.00	$58,890

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	1.10	ELA /ELD Workshop Approach and Professional Development for ELD and Special Education Students	Yes	$98,890.00	$90,357
1	1.11	MTSS Tiered Intervention Systems and Supports	Yes	$509,633.00	$617,260
1	1.12	Systematic and Strategic Use of Data	Yes	$148,012.00	$158,782
1	1.13	Professional Learning Communities	Yes	$1,285,557.00	$1,340,677
1	1.14	Technology and Curriculum Support	Yes	$155,983.00	$156,886
1	1.15	Physical Education	No	$19,630.00	$19,630
1	1.16	i-Ready Classroom Mathematics	Yes	$35,809.00	$35,809.00
1	1.17	GATE	No	$44,123.00	$44,123.00
1	1.18	GATE Scholar Program	Yes	$6,000.00	$6,000.00
1	1.19	Instructional Coaches	Yes	$291,162.00	$173,159
1	1.20	Elementary PE Program	Yes	$283,952.00	$340,764
1	1.21	CAASPP	Yes	$126,571.00	$114,534
1	1.22	ELD Textbooks & Supplemental Materials	Yes	$15,000.00	$15,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.23	Behavior Support	No	$240,535.00	$243,354
1	1.24	Ed Services Division	Yes	$71,878.00	$78,336
1	1.25	Educational Programs	Yes	$206,784.00	$188,557
1	1.26	State Preschool Support	Yes	$139,790.00	$144,995
2	2.1	Nurse and Health Services	Yes	$346,285.00	$432,610
2	2.2	Student Community Services: Attendance and Situational Support	Yes	$401,979.00	$432,489
2	2.3	Continuum of Mental Health Support	Yes	$499,658.00	$1,031,851
2	2.4	Positive School Climate	No	$39,260.00	$39,260.00
2	2.5	Passion Programs	No	$65,000.00	$72,500
2	2.6	Technology Support	Yes	$813,900.00	$696,708
2	2.7	ACCESS Program	No	$475,936.00	$162,346
2	2.8	Custodial Services	No	$1,848,574.00	$2,062,301
2	2.9	Transportation	Yes	$1,075,982.00	$979,520

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	2.10	Special Education Transportation	No	$238,554.00	$487,161
2	2.11	Guidance Specialists	Yes	$225,828.00	$161,233
2	2.12	Facilities Maintenance	No	$1,809,731.00	$2,194,777.00
2	2.13	Welcoming Campus environment	Yes		$190,850.00
2	2.14	Enhanced School Climate	Yes		$652,163.00
2	2.15	IB Passion Program	Yes		$67,100.00
3	3.1	Parent Workshops	Yes	$20,000.00	$750.00
3	3.2	Extended Leadership Team	Yes	$30,000.00	$2,990.00
3	3.3	LCAP Advisory Group	No	$17,100.00	$17,100.00
3	3.4	Additional Translation	Yes		$171,289

2022-23 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)
$13,226,150	$12,126,755.00	$13,082,566.00	($955,811.00)	0.00%	0.00%	0.00%

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	Training Highly Qualified Teachers	Yes	$1,640,597.00	$1,640,597.00		
1	1.2	Early Learning Program	Yes	$1,073,292.00	$775,250.00		
1	1.3	Class Size Reduction	Yes	$1,589,227.00	$1,589,227.00		
1	1.4	Music Instruction Teacher	Yes	$158,954.00	$159,261.00		
1	1.5	Library Media Clerks	Yes	$403,842.00	$365,344.00		
1	1.7	Middle School College Course	Yes	$13,300.00	$5,400		
1	1.8	Outdoor Science Camp	Yes	$400,000.00	$207,928		
1	1.9	STEM Instruction and Professional Development	Yes	$58,890.00	$58,890.00		
1	1.10	ELA /ELD Workshop Approach and Professional Development for ELD and Special Education Students	Yes	$98,890.00	$90,357		
1	1.11	MTSS Tiered Intervention Systems and Supports	Yes	$509,633.00	$617,260		
1	1.12	Systematic and Strategic Use of Data	Yes	$148,012.00	$158,782		

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	1.13	Professional Learning Communities	Yes	$1,285,557.00	$1,340,677		
1	1.14	Technology and Curriculum Support	Yes	$155,983.00	$156,886		
1	1.16	i-Ready Classroom Mathematics	Yes	$35,809.00	$35,809.00		
1	1.18	GATE Scholar Program	Yes	$6,000.00	$6,000.00		
1	1.19	Instructional Coaches	Yes	$291,162.00	$173,159		
1	1.20	Elementary PE Program	Yes	$283,952.00	$340,764		
1	1.21	CAASPP	Yes	$126,571.00	$114,534		
1	1.22	ELD Textbooks & Supplemental Materials	Yes	$15,000.00	$15,000		
1	1.24	Ed Services Division	Yes	$71,878.00	$78,336		
1	1.25	Educational Programs	Yes	$206,784.00	$188,557		
1	1.26	State Preschool Support	Yes	$139,790.00	$144,995		
2	2.1	Nurse and Health Services	Yes	$346,285.00	$432,610		
2	2.2	Student Community Services: Attendance and Situational Support	Yes	$401,979.00	$432,489		
2	2.3	Continuum of Mental Health Support	Yes	$499,658.00	$1,031,851		
2	2.6	Technology Support	Yes	$813,900.00	$696,708		
2	2.9	Transportation	Yes	$1,075,982.00	$979,520		
2	2.11	Guidance Specialists	Yes	$225,828.00	$161,233		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.13	Welcoming Campus environment	Yes		$190,850		
2	2.14	Enhanced School Climate	Yes		$652,163		
2	2.15	IB Passion Program	Yes		$67,100		
3	3.1	Parent Workshops	Yes	$20,000.00	$750		
3	3.2	Extended Leadership Team	Yes	$30,000.00	$2990		
3	3.4	Additional Translation	Yes		$171,289		

2022-23 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)
$41,067,122	$13,226,150	0%	32.21%	$13,082,566.00	0.00%	31.86%	$143,584.00	0.35%

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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, 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]).

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

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

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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.

Broad Goal
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.

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
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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year.

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

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

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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.

- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

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

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

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

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

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

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

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

    o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

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

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

California Department of Education
January 2022