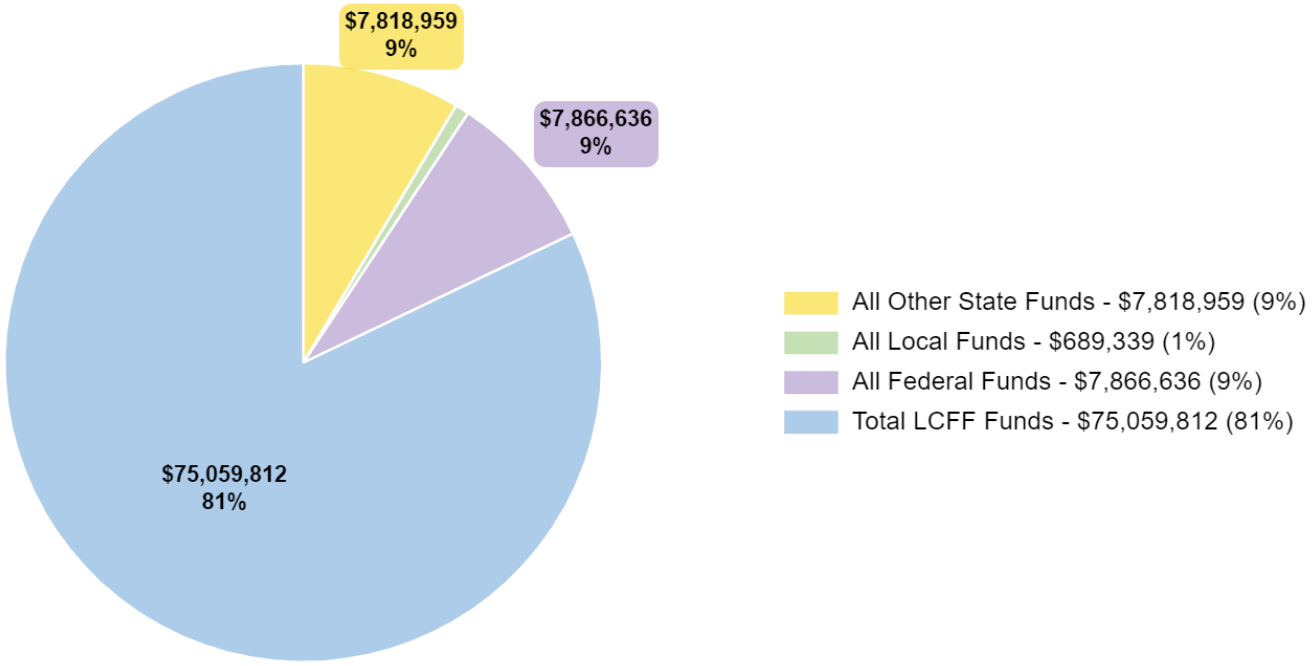
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Barstow Unified
CDS Code: 36676110000000
School Year: 2022-23
LEA Contact Information: Scott Godfrey | scott_godfrey@busdk12.com | (760) 255-6021

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).

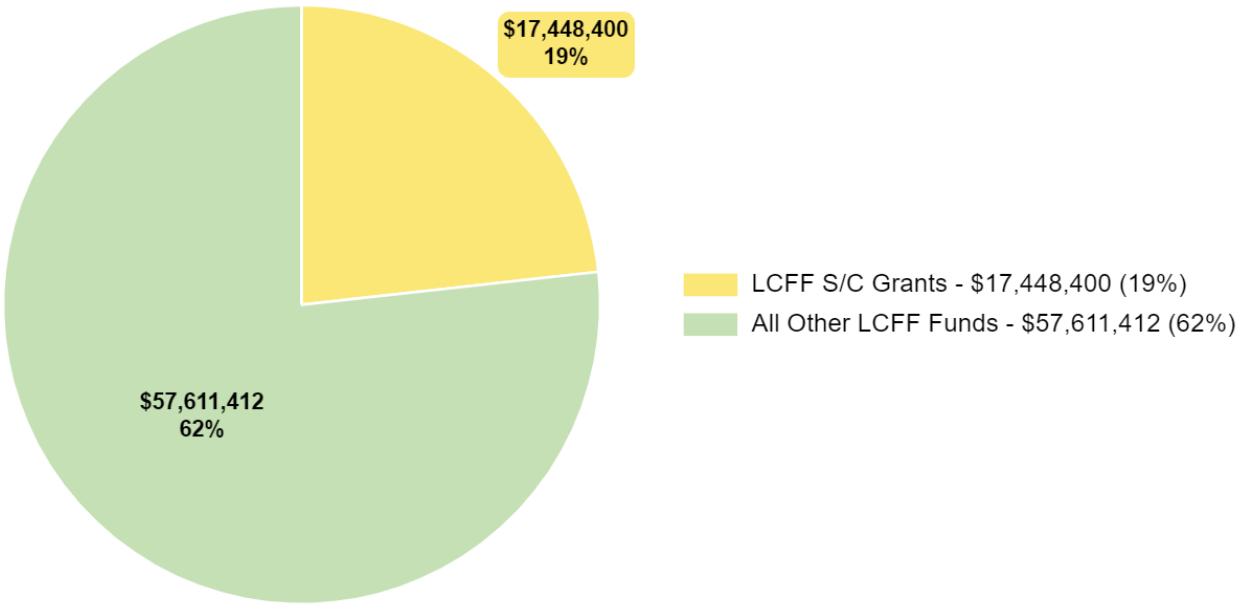
Budget Overview for the 2022-23 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$7,818,959	9%
All Local Funds	$689,339	1%
All Federal Funds	$7,866,636	9%
Total LCFF Funds	$75,059,812	81%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	$17,448,400	19%
All Other LCFF Funds	$57,611,412	62%

These charts show the total general purpose revenue Barstow Unified expects to receive in the coming year from all sources.

The total revenue projected for Barstow Unified is $91,434,746, of which $75,059,812 is Local Control Funding Formula (LCFF), $7,818,959 is other state funds, $689,339 is local funds, and $7,866,636 is federal funds. Of the $75,059,812 in LCFF Funds, $17,448,400 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Barstow Unified plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

Barstow Unified plans to spend $92,567,474 for the 2022-23 school year. Of that amount, $30,630,951 is tied to actions/services in the LCAP and $61,936,523 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

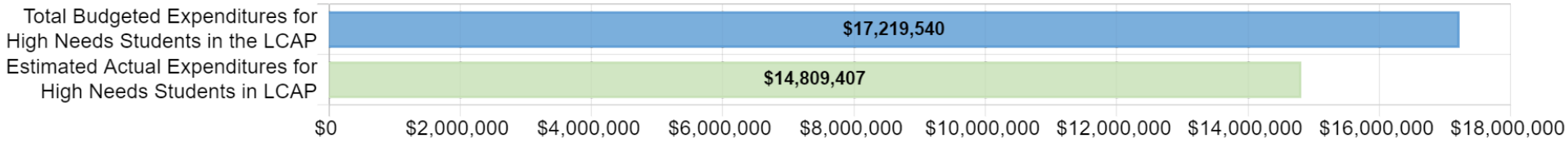
The general fund expenditures for the school year that are not included in the LCAP include operational costs such as base salaries for regular classified, certificated, and management positions. In addition, utilities, basic materials, and other necessary supplies are not included in the LCAP.

Increase or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Barstow Unified is projecting it will receive $17,448,400 based on the enrollment of foster youth, English learner, and low-income students. Barstow Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Barstow Unified plans to spend $22,684,458 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021-22

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



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

In 2021-22, Barstow Unified's LCAP budgeted $17,219,540 for planned actions to increase or improve services for high needs students. Barstow Unified actually spent $14,809,407 for actions to increase or improve services for high needs students in 2021-22. The difference between the budgeted and estimated actual expenditures of $2,410,133 had the following impact on Barstow Unified's ability to increase or improve services for high needs students:

The difference in actual expenditures and budgeted expenditures did not have a negative impact of the actions and services or the overall increased or improved services for high needs students in 2021-22. The difference is due to positions supporting high needs students not being fully filled in the beginning of the 2021-22 school year. Services for student may have been briefly delayed due to hiring challenges, but once position were filled students received full services.

Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

**NOTE:* The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming School Year: This information is automatically generated.

Current School Year: This information is automatically generated.

Projected General Fund Revenue for the 2022–23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- *Total LCFF Funds:* This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- *LCFF Supplemental & Concentration Grants:* This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.
- *All Other State Funds:* This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- *All Local Funds:* This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- *All Federal Funds:* This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

- *Brief description for General Fund Expenditures:* Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.

Total Budgeted Expenditures for the 2022–23 School Year

- *Total Budgeted General Fund Expenditures:* This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter

Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- *Total Budgeted Expenditures in the LCAP:* This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.
- *Expenditures Not in the LCAP:* This amount is automatically calculated.
- *Brief description for High Needs Students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" is less than the amount in "LCFF Supplemental & Concentration Grants", a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.
  Note: If no prompt appears, the LEA is not required to supply a description.

Expenditures for High Needs Students in the 2021–22 School Year

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
- *Actual Expenditures for High Needs Students in the LCAP:* This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.
- *Brief description for actual expenditures for high needs students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" for the 2021–22 school year is greater than the amount in "Actual Expenditures for High Needs Students in LCAP", a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.
  Note: If no prompt appears, the LEA is not required to supply a description.

California Department of Education December 2021

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Barstow Unified	Scott Godfrey Assistant Superintendent, Educational Services	scott_godfrey@busdk12.com (760) 255-6021

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)

Barstow Unified School District continues to meet with and gather input from all community partners throughout the year. Subsequent to the approval of the 2021-2024 LCAP there were additional funding sources identified that had differing timelines, spending rules, and requirements. Continuing in the same manner as the 2020-2021 school year, we continued to engage with District Parent Advisory Committee (PAC), local bargaining units, administrators, District English Language Advisory Committee (DELAC), and students. Survey input was encouraged via social media and direct dialer notices to parents, students, and staff. First, the district was presented with Educator Effectiveness Block Grant funds. In keeping with the priorities developed by the community the plan focused on Coaching, Professional Learning for English Language Development, and increased training in Literacy. The plan was approved by the board on December 7, 2021. Subsequently, the template for the increase in the concentration grant funds was produced by the state. The community was provided with a proposed plan in February of 2022 that kept the LCAP priorities and also adhered to the spending requirements that the funds be used to increase staffing at sites with an unduplicated pupil percentage of over 55% of students who are Foster Youth, English

Learners, or Socio-economically disadvantaged. In BUSD that is all school sites. The input process for the A-G Improvement Plan and the Expanded Learning Opportunity Program are still in process. The district will conduct another district advisory meeting in March of 2022 to work with the community to finalize those plans.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Barstow Unified School District received additional Concentration Grant Funding to provide additional direct service support to students within all district schools. Consistent with the priorities established by the LCAP process and affirmed by the April meeting of the District Advisory Committee the plan is as follows:
1-To add Academic Intervention coaches to support English Language Arts and math achievement at the elementary school sites.
2- Add an additional counselor at Barstow High School to support the BARR program, A-G completion rates, and at-risk freshman. This will bring the counselor to student ratio in line with our other secondary schools.
3- Add additional assistant principal coverage to the Barstow Digital Academy to support our independent studies learning option for our students.
4- Add behavior support teachers to BHS, BJHS, and Crestline elementary to support campus wide discipline, classroom management, and implementation of the culturally responsive Positive Behavior Intervention & Supports (CR-PBIS) programs.
5- Increased Clerical support at various sites to continue to build parent communication and outreach as well as support our Barstow Digital Academy independent study learning option for students.
7- Increased campus supervision to include campus safety assistants and noon duty supervisors as part of the goal to maintain safe and civil school sites.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Barstow Unified School District (BUSD) in coordination with site administration, invited parents to include, but not limited to, BUSD Parent Advisory group, to participate in ESSER III planning meetings. BUSD Parent Advisory group maintain the interest of all students, but specifically the interests of students with disabilities, English learners, homeless students, foster youth, migratory students, children who are

incarcerated, and other underserved students. Parents who attended ESSER III planning meetings have a vested interest in BUSD students and families. BUSD staff, to include all administrative staff and Special Education Administrators and their support staff, teachers, teachers' union (BEA) classified staff and classified union (CSEA) were informed of ESSER III planning meetings during regularly scheduled management and staff meetings. BUSD staff were informed on draft BUSD's ESSER III plan and allowed the opportunity to provide input. BUSD, during strategic planning meetings, invited community members who are working in collaboration with the district to promote the support of all students regardless of race and/or disability to ESSER III planning meetings and/or discussed the district's draft ESSER III plan during these meetings. Barstow's community includes families that identify with or are connected to many different ethnic groups. Meetings for the ESSER III plan were open to all community members, to include families that speak languages other than English. No participants stated they were representing specific tribes, civil rights organizations, or advocacy groups representing children with disabilities, English learners, homeless students, foster youth, migratory students, incarcerated students or other underserved students. During meetings, parents, staff and community members were given the opportunity to review BUSD's draft ESSER III plan for the use of ESSER III funds. Attendees were provided the opportunity to engage with BUSD staff directly connected with the draft ESSER III Expenditure plan and to provide suggestions on uses of ESSER III funds. Some meetings were held in conjunction with the Local Control and Accountability Plan (LCAP) development meetings with parents, staff and community members. Other meetings were scheduled specifically for ESSER III planning and held at the district office.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Barstow Unified School District has begun to implement the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan. The main challenge has been the long term nature of many of the projects and the supply chain delays for procuring equipment. In areas where we had available staff or applicants for new positions we enjoyed the success of increased support for student safety.
-Upgrade to Touchless Water fountains and bottle filling stations: This project is in the design phase and may be installed using in-house expertise.
- Upgrade Heating, Ventilation, and Air Conditioning systems to a high MERV rating: This project has not been awarded due to delays in the bidding process. Contract awards are anticipated for the Fall of 22.
- General School maintenance and upgrading high touch surfaces to be cleanable: This project has been started with replacement of some countertops and fresh paint.
- COVID-19 Testing: This project has been implemented for staff and students and has been successful in helping keep school sites operating safely. This was an area of great success in keeping our in-person learning program operational.

-Extended Learning Before and After School: All school sites now offer extended day for interested students to gather for enrichment activities and extra-learning.
--During the School Day- Intensive Intervention: We have been unable to fill all of the needed positions, but training has been conducted for those teachers in the academic reading intervention positions.
-- Expanded Summer School: planning is underway for summer of 2022
-Class Size reduction- In order to balance the demand for independent study and maintain space at sites for students to return in person, we have added all 10 of the planned positions using ESSER II.
- Additional Classified Support: We have been unable to fill these positions due to a lack of capacity and need to prioritize the hiring of teachers, bus drivers, and others.
- Increased Supervision: we have added some of the needed positions, but are still working through the recruitment process for most.
-Increased Substitute Accessibility: The daily rate for substitute teachers was increased and mileage was increased to attract more substitute candidates. This has helped at all school sites to decrease the number of unfilled absences. This has been an area of success as we dealt with the high absenteeism resulting from the most recent omicron wave of COVID-19 infections.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Barstow Unified School District's received a combination of one time and ongoing funds from sources at the state, local and federal level of $147 million dollars for the 2021-2022 school year. This total included almost $6 million dollars in federal relief funds from the federal Elementary and Secondary School Emergency Relief (ESSER III) Expenditure plan. Through December 2021, approximately 10% of the total federal funds allocated for this school year have been spent on specific actions related to the district LCAP goals of 1) High Quality Instruction, 2) engaged families and educational partners 3) Multi-Tiered Systems of support and intervention, 4) support for English learners, and 5) safe and secure 21st century facilities.

ESSER III Expenditure Plan
The ESSER III Expenditure Plan adopted this Fall has aligned and enhanced actions in the Safe Return to In-Person Instruction plan and LCAP allowing BUSD to begin the process to upgrade many of the HVAC systems in the district (LCAP Goal #5, Action #4) , provide touch free faucets and drinking fountains (LCAP Goal #5, Action #4), Upgrade classroom technology (LCAP Goal#1, Action #1), and continue to provide well maintained schools (LCAP Goal #5, Action #4). In the area of instructional supports the ESSER funds will be used to continue extended learning time and summer enrichment programs (LCAP Goal #1, Actions 6 and 7) once other funds designated for that purpose (which expire sooner) are expended. Additional funds that are targeted for intensive intervention during the day align with the LCAP (Goal

#1, Action #3) and will allow for additional positions at school sites. The Federal funds intended for additional supervision and instructional support are aligned with the district LCAP (Goal #1, Action #5) and the CSEIS plan for disproportionality and are intended to support students as they re-learn how to interact positively in a school setting. All new staff will be trained with the same system-wide expectations and behavior management protocols.

Safe Return to In-Person Instruction and Continuity of Services Plan

Barstow Unified School District used its fiscal resources to implement the Safe Return to In-Person Instruction and Continuity of Services Plan by providing contact tracing, COVID-19 testing, Purchasing PPE, additional hours for custodial staff to disinfect high-contact surfaces, and continuing with the HVAC upgrade project to ensure safer air for students in enclosed spaces.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in

the 2021–22 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and

Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Barstow Unified	Scott Godfrey Assistant Superintendent, Educational Services	scott_godfrey@busdk12.com (760) 255-6021

Plan Summary 2022-23

General Information

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

The city of Barstow is located about 129 miles east of Los Angeles in the Mojave Desert. It has been referred to as an oasis for travelers on the I 15 between L.A. and Las Vegas. The community serves as a hub for 3 major interstates and employers such as Burlington Northern Santa Fe, and the National Training Center at Ft. Irwin. The community enjoys a rich history that includes the confluence of the Mormon trail and the Spanish trail that meander their way through the area via the banks of the underground Mojave River. The surrounding communities that make up Barstow Unified School District include, Lenwood, Hinkley, and the Marine Corps Logistic Base Barstow. Barstow Unified School District is comprised of a diverse population. 79.1% of our students are economically disadvantaged, while 53.2% are Hispanic or Latino, 19.1% are Caucasian, and 19.2% are African American. Among the student population, BUSD serves 9.7% English Language Learners. Barstow Unified School District was identified as a Program Improvement district in 2008 due to the performance of our English Language Learners on the state prescribed accountability measures. BUSD serves the students of our community on many different fronts. All 11 of our schools are Title I schools in which the district is able to secure additional funding from the federal government to address student achievement needs. In addition, we receive Title III money to support English Language Learners with acquiring English proficiency as well as increased student achievement on standardized tests. Our district has engaged in many different professional development opportunities to support students and families with issues of poverty, low student achievement and social emotional learning. In addition,

BUSD has fully implemented Common Core State Standards curriculum and offered multiple trainings for staff on teaching strategies and 21st century learning. Along with standards based instruction, BUSD has improved its technology resources for staff and students by implementing district wide Wi Fi access and a 1:1 student to computer ratio. Most recently, BUSD has partnered with Pivot Learning to address the alarming increase in suspensions and out of class referrals of African American students and special education students. Through careful data analysis and a systems wide approach to change, BUSD is committed to reducing the suspension rates among these two students groups all students moving forward.

Reflections: Successes

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

A review of BUSD's typical California School Dashboard data which were based on internal data points reveals very important success areas that will be noted in this section. Barstow Unified has been committed to reducing the Chronic Absenteeism rate for all students as well as specific subgroups. Two subgroups of students have realized an increase in attendance rates which include African American students (4.1% increase), and White students (2.8% increase). In another very important metric area, College and Career Indicator, BUSD students realized successes as well. This data was generated by using local data in which all students realized a status of 18.4% .(.05% gain) in being considered "prepared" for college and career. Also, African American students (14.8% prepared, 1.2% increase), and Low Income students (15.7% prepared, .9% increase) realized gains on the CCI metric normally found on the CA Dashboard. Finally, the graduation rate metric revealed that more BUSD students made gains. The following students made exceptional gains that make BUSD proud: All students (Green status 84.7% graduated, 7% decrease), Hispanic students (Green status, 85.2% graduated, 9.6% increase), African American students (Yellow status, 74.5% graduated,8% increase), English Learner Students (85.3% graduated, 7.4% increase), and Homeless students (82.3% graduated, 20.9% increase). BUSD will continue to build upon these successes by involving educational partners, reviewing and disaggregating student achievement data, and building capacity within our systems that impact student academic achievement, behavioral achievement and social emotional achievement in school and at home.

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.

BUSD has 3 major areas that need significant improvement including CAASPP English Language Arts, CAASPP math, and suspension rates. In the area of CAASPP English Language Arts, the overall performance for our students in 2021 comes in at 70 pts below standard which was a decline of 14.6 points from the previous year. Furthermore, the following student subgroups realized significant declines: foster youth students (142 points below standard, 47.5 point decline from previous year), and Students with disabilities (136 points below

standard, 1.5 point decline from previous year). To mitigate these declines, BUSD will staff each elementary school with reading specialists, and access to the research based software platform i-Ready. Also, at Barstow Junior High School, an additional intervention teacher will be hired to support math and Language Arts intervention periods on the master schedule for the 2022-2023 school year. All secondary schools will adopt new standards-based English Language Development curriculum to support EL's with language acquisition. In the area of math, over the past 3 years, the trend for all students has produced an 25 point decline. Two student subgroups have realized significant declines on the CAASPP which are: Homeless students (115 points below standard, declined 12 points from previous year), and foster youth students (168 points below standard, declined 40 points from previous year. To mitigate these declines, BUSD will partner with San Bernardino County of Schools to facilitate intense site-based teacher training to include CCSS strategies, Professional learning networks, data analysis, and curriculum unpacking. Also, i-Ready will be used by all teachers to assess student learning, identify gaps in student learning and facilitate computer adaptive learning lessons to increase student 41/119 Finally, BUSD is committed to reducing the suspension rates for all students. In the most recent data the suspension rate for all students was .1% with a decrease of 10.8% from the previous year. To reduce the suspension rates BUSD will facilitate the following changes: maintain a Supportive Culture and Climate Director, Initiate a district-wide culturally responsive positive behavior interventions and supports system for student behavior, adopt a districtwide social emotional learning curriculum, adopt a district-wide behavior support guide for students/parents/teachers/administrators, and hire a BJHS dean to support IEP consistency, the schoolwide CR-PBIS plan, and parent involvement. By including a required goal, BUSD has identified that our Students with disabilities performance in CAASPP ELA & math, along with graduation rate and college and career readiness is a great need. In 2020 our students with disabilities scored 136.8 below ELA standards on the CAASPP and 162.9 points below math standards. Students with disabilities also realized a graduation rate of 64.6 and college and career readiness score of 0%. In order to address these needs BUSD will initiate an full fledged MTSS program across all school and professional development targeted to support staff that is working directly with our students with disabilities. Also, BUSD has created 2 school site special education 504 liaison positions to support student goals and services needed to attaining those goals during student IEP's

LCAP Highlights

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

The Barstow Unified School District Local Control Accountability Plan (LCAP) contains 5 goals. The goal areas center around increased student achievement, improved school climate and culture, increased parent involvement, increased English Learner student achievement, and safe, clean, 21st century learning environments. BUSD's focus continues to be based on the 8 California State priorities and Every Student Succeeds Act requirements to ensure every student has the resources, opportunities, and support to succeed to their fullest potential. This 2022-2023 BUSD LCAP takes a strong stance on improving the climate and culture at our schools. We recognize that in order for students to achieve they must feel safe, happy, and included. Also, student achievement remains a cornerstone of BUSD's efforts. In order to realize growth in these areas, BUSD is taking a systems-based approach to improving current practices, exploring and implementing new research-based strategies, and engaging our stakeholders every step of the way.

Comprehensive Support and Improvement

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

Schools Identified

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

Central High (Continuation)
Cameron Elementary
Crestline Elementary
Henderson Elementary
Montara Elementary

Support for Identified Schools

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

Each CSI school conducts an annual comprehensive needs assessment as part of the evaluation for their School Plans for Student Achievement (SPSA), which also serve as their Comprehensive Support and Improvement (CSI) Plans. Since Spring 2021, our District has worked with a consultant to help our site administrators learn how to conduct needs assessments and root cause analyses. In coordination with the District's Director of Instructional Support Services (ISS), principals also receive training about developing and implementing actionable and measurable SPSA/CSI goals and activities focused on the student achievement needs revealed through the needs assessment. Principals also receive training about evaluating SPSA/CSI goals for effectiveness and modifications. The ISS Director collaborates throughout the year with site administrators and the consultant to provide administrators with efficient and understandable templates for the needs assessment, root cause analysis, protocols on data mining, and technical assistance guides for writing SPSA/CSI goals and activities, as well as resources for choosing research-based programs and activities to improve student achievement.

Barstow Unified School District has traditionally worked on a fall SPSA/CSI plan cycle. In Spring 2021, site administrators received training about working effectively with educational partners to conduct needs assessments to drive the SPSA/CSI goal and activity planning process. Administrators conducted needs assessments at the end of the 2020-2021 school year, and at the beginning of the 2021-2022 school year, principals used their comprehensive needs assessments and SPSA/CSI evaluations to develop their SPSA/CSI plans, with the

support of the ISS Office and consultant. At that point, many commonly used data sources were unavailable or limited due to COVID-19 related distance learning conditions, so most site goals and activities were based off of 2018-2019 CAASPP, ELPAC, and California School Dashboard data. Sites also used local enrollment, discipline, benchmark assessment data, and various surveys, such as the Annual Title I Survey and Healthy Kids Survey, to drive the development of SPSA/CSI goals. All site administrators meet with their English Learner Advisory Committee members, School Site Councils, and Grade Level/Department Leadership Teams to develop their SPSA/CSI plans. School Attendance Review Teams and Positive Behavior Interventions and Supports Teams also helped evaluate current goals and activities, conduct needs assessments, and help develop the next school year's SPSA/CSI plan.

Through the needs assessment and SPSA/CSI plan evaluations, the five CSI-identified schools identified evidence-based interventions and strategies that addressed inequities in the areas of student engagement/attendance and parent involvement, positive behavior and social emotional support, improved instruction for English and math, and additional support for English Language Learners. Professional Development for teachers and classified staff were supported with the Capturing Kids Hearts, Scholastic Guided Reading, Catapult Learning PLC training, and other site-based programs. Our educational partners agreed that a renewed focus in these areas were imperative. Also, given the effects of the distance learning year, our partners felt it was very important to reconnect with parents and community in a more targeted way. The Parent Institute for Quality Education (PIQE) was contracted to provide parent engagement training. Academic teams and attendance teams were formed to collaborate and reflect on student data regarding improved attendance and academic achievement. Rewards and incentives were purchased to encourage regular attendance and reward behavior performance. Several intervention programs were purchased for the schools including Lexia Core 5, Read180 and Math180, Reading A to Z, Curriculum Associates/iReady Magnetic Reading and Teacher Toolbox, FastForeword and Achieve3000 Math. Chromebooks and iPads were purchased to support students with intervention programs. Some STEM activity items like Reflex M Osmos software and manipulatives were purchased to engage students and improve attendance. Several sites purchased Promethean boards for student engagement and student centered group projects. Books were purchased to build up classroom libraries to support reading and literacy initiatives. Reading strategies linked to these libraries addressed reading comprehension, listening comprehension, fluency, vocabulary development, and the improvement of oral language for English Learner students. The books were used in literature circles, small and whole group instruction, as well as both guided and independent instruction. At the high school level, elective materials and equipment were purchased to enhance student attendance and graduation rates. The five schools identified for CSI received intense professional development in math through a partnership with SBCSS, their lowest performing academic area. Teachers received support in teaching strategies, content gaps, and classroom management. Teachers engaged in lesson study, co-plan/co-teach and data analysis sessions with members of the county team on a monthly basis. Teachers were also offered after-hours professional development opportunities.

In March 2021, the ISS Director began the process of moving the SPSA/CSI plan cycle to spring instead of fall to align with CSI requirements. The director and the consultant provided training for site administrators about evaluating SPSA/CSI plans and using data to develop the 2022-2023 SPSA/CSI plan goals and activities. The sites were unable to complete many of the activities and expenditures they

had planned for the 2021-2022 school year due to staffing and subbing shortages and supply chain disruptions due to the COVID pandemic. Site administrators, in working with their site leadership teams, English Learner Advisory Committees, School Site Councils, and other educational partners, determined that they wanted to carry forward nearly all the activities and expenditures they had planned for 2021-2022 with the anticipation that staffing and supply issues will be less of an issue. Since the California School Dashboard is still only reporting minimal data, sites used a variety of data sources to develop their SPSA/CSI plans, including the 2018-2019 CA School Dashboard, 2020-2021 CAASPP and ELPAC data (BUSD tested that year), and local data for attendance, suspensions, and academic achievement, such as iReady diagnostic growth data, as well as various surveys, such as the Annual Title I Survey and Healthy Kids Survey. While attendance was lower than most site goals, students at all CSI sites still saw growth in reading and math as indicated in iReady scores. The CSI sites also saw improvement in suspensions and behavioral incidents. The upcoming 2022-2023 school year SPSA/CSI plans still center around evidence-based interventions and strategies that address inequities in the areas of student engagement/attendance and parent involvement, positive behavior and social emotional support, improved instruction for English and math, and additional support for English Language Learners. Sites will carry forward most of the programs, services, and resources planned for the 2021-2022 school year with minimal modifications.

Professional Development for teachers and classified staff will be supported with Capturing Kids Hearts, Scholastic Guided Reading, Catapult Learning PLC training, and training in other site-based programs. The Parent Institute for Quality Education (PIQE) is contracted to provide parent engagement training. Academic teams and attendance teams will continue to collaborate and reflect on student data regarding improved attendance and academic achievement. Rewards and incentives will be purchased to encourage regular attendance and reward behavior performance. Several intervention programs will be renewed or purchased for the schools including Lexia Core 5, Read180 and Math180, Learning A-Z, Curriculum Associates/iReady Magnetic Reading and Teacher Toolbox, FastForeword, and Achieve3000 Math. Chromebooks and iPads will be purchased to support students with intervention programs. Promethean boards will be purchased for student engagement and student centered group projects. Books will be purchased to build up classroom libraries to support reading and literacy initiatives. At the high school level, elective materials and equipment will be purchased to enhance student attendance and graduation rates. The five schools identified for CSI will continue to receive intense math professional development through a partnership with SBCSS, receiving support in teaching strategies, content gaps, and classroom management and engaging in lesson study, co-plan/co-teach and data analysis sessions with members of the county team on a monthly basis. Teachers will also be offered after-hours professional development opportunities.

Monitoring and Evaluating Effectiveness

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

After the SPSA/CSI plan is approved by both the School Site Council and the local Board of Trustees, the Director of Instructional Support Services works with each site administrator to monitor the implementation and progress of the SPSA/CSI goals, activities, and expenditures. Throughout the school year the ISS Director monitors CSI grant expenditures and consults with administrators about CSI goal and activity progress. Administrators meet regularly throughout the year with their leadership teams, ELACs and SSCs to review CSI goal implementation and progress. The types of data that will be collected and analyzed to inform ongoing decision making and to determine the effectiveness of the evidence-based interventions will include CAASPP ELA and math scores, iReady benchmark assessments, K-2 developmental Reading scores, content=-specific benchmark assessments, report cards, and various diagnostic data.

For the 2021-2022 school year, the CSI-identified schools determined through their SPSA/CSI plan evaluations and updated needs assessments that nearly all of the activities that they had planned were not implemented to the levels that they had intended due to staffing and subbing shortages, supply chain disruptions, fluctuating health-related attendance with students and staff, and other COVID-19 pandemic related issues. Despite these difficulties, all CSI sites had growth in student iReady reading and math scores. For Cameron Elementary, 55% of students improved in reading and 63% in math; Crestline Elementary, 27% of students improved in reading and 44% in math; Henderson Elementary, 35% of students improved in reading and 42% in math; Montara Elementary, 32% of students improved in reading and 41% in math; and Central High, 20% of students improved in reading and 34% improved in math. With iReady reading and math scores for English learners, 59% at Cameron Elementary improved in reading and 62% improved in math; 35% at Crestline Elementary improved in reading and 31% in math; 47% at Henderson Elementary improved in reading and 50% in math; and 43% at Montara Elementary improved in reading and 61% in math. English Learners at Central High had no improved scores in reading but did have 17% improved scores in math. These scores indicated that the planned activities were effective despite pandemic-related hindrances, so all CSI sites decided to carry forward nearly all the 2021-2022 activities for the 2022-2023 school year with emphasis on expanding implementation.

Engaging Educational Partners

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

Barstow Unified School District began the Local Control Accountability Process by creating a plan to engage all stakeholders. The plan included the following components:
1. Meetings with all school staffs, Certificated and Classified bargaining units, parent advisory groups, Foster Youth parents, Low Income parents, English Learner Advisory Committee (ELAC) & District English Learner Advisory Committee (DELAC), Desert Mountain SELPA,

and the school board to outline the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP).
Meeting Dates (these meetings were designed to solicit feedback for the LCAP committee):
School Sites: March 2022 – April 2022
District English Learner Advisory Committee (DELAC):
May 17, 2022
District Parent Advisory Committee:
March 8, 2022
Bargaining Units:
March 2022 - May 2022
2. A Local Control Accountability Committee (LCAP) committee was formed to meet statutory requirements listed in Education Code. The committee was comprised of administrators, Principals, teachers, classified staff, parents (required participation by LI, FY, and EL parents was included), students, and community and business partners. Extensive effort was made to ensure equal representation of all educational partners on the committee.
Administration from all secondary sites recommended student representatives across all subgroups and leadership groups. Discussion and information shared during the meetings consisted of quantitative and qualitative data/metrics to ensure transparency and was the driving force behind the decision making.
Meeting summary:

District LCAP Committee Meetings
3/8/22
Purpose
1. Inform and communicate (Initial training and exploration)
2. Goal setting (data analysis, check alignment with state priorities, stakeholder engagement)
3. Staffing and program planning (based on goals identify programs/services needs, initiate
budget development, stakeholder engagement)
4. Staffing and action planning (assign staff, review draft LCAP)
DELAC & Parent Advisory Group Meetings
3/8/22 & 5/17/22
Input was a necessary component of the plan. The LCAP representatives shared information discussed during the LCAP committee meetings with the various parent groups. Those representatives then solicited input from their constituents to bring back to the LCAP committee. The input was included in all decisions regarding the LCAP.
Other Meetings
September 2021 - April 2022
Management team meetings, principals meetings, Cabinet meetings, staff meetings, consisted of LCAP discussion for the course of the

2021/2022 school year. Input was solicited in regards to goal setting, services to students and funding. The LCAP committee work was reviewed and impacted by
the input solicited during these meetings. These discussions directly influenced the final Local Control Accountability Plan.
LCAP Survey
BUSD also administered an LCAP survey to all stakeholders including parents, students, staff, and community members. There was an overwhelming response of 400+ survey takers. The survey was open to the public from January 2022 to March 2022. The data and responses from the LCAP survey were used to support the LCAP committee process and decision making. The LCAP was presented to the PAC and DELAC, and any questions would be responded to in writing by the Superintendent. There were no questions at the presentation of the LCAP to these two committees.
LCAP Hearing date: June 14, 2022
LCAP Approval date: June 28, 2022

A summary of the feedback provided by specific educational partners.

After looking at state and local data our educational partners indicated that the 2021-2024 BUSD LCAP needed to address the following areas of concern:
1. Reduce suspensions among AF American & Special Education Students (Input received from The Black Parent Alliance Group)
Due to the judgment levied by the CA Office of Attorney General, our educational partner groups felt it was imperative to include language, goals, and actions and services that target the support our district offers African American and Special education students especially in the area of student discipline, family engagement, and academic supports.
2. Intervention resources during the school day (Input received from our DELAC and ELAC parent groups)
Our educational partners, particularly our parents and staff, felt it was imperative that our district not rely on
after school tutoring alone to address student academic, behavioral, and social emotional gaps. In particular our EL data (8.06% of EL students maintained or increased one level on the ELPAC) caused concern for our EL parent group. They wanted to keep after school tutoring, but increase the opportunity for students to have intervention opportunities during the school day.
3. Sharper focus on College and Career Readiness (Input received from our secondary parents and students primarily at BHS)
BUSD's CAASPP data as it relates to college and career readiness indicates that the class of 2019 improved the rate of students that were considered A-G certified to 18.7%, from 18.1% the previous year. However, our educational partner groups felt that having less than 1/2 of our students prepared for college or career was unacceptable. This prompted the focus on increasing the number of actions/services dedicated to this endeavor.
4. District wide approach to ensure positive climate and culture at all schools (Input received from our school staff and administration & parent survey district-wide)

Our California Healthy Kids Survey results tell us that as student get older they feel less and less safe at school. The educational partner groups felt that this was a direct correlation to the high number of suspension at our schools, particularly among our African American students and Special education students. A district -wide approach to social emotional teaching and learning was requested.

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

The educational partner engagement process influenced the development of the BUSD LCAP in a few different ways. First, each educational partner was presented with and given opportunities to become familiar with and discuss local and state student achievement data. As a district, we have 5 schools that are considered under the state's comprehensive school improvement watch list and 1 school on the ATSI list. This fact alone requires that we spend adequate time informing our educational partners and receiving input from them concerning student academic, behavior, and social emotional achievement. Also, our district just completed the 2nd year of a 5 year agreement with the Office of Attorney General that requires our district to address the disproportionate rate in which we have suspended African American and special education students. Through data disaggregation and discussion, our educational partners groups were in agreement that many factors across the landscape of our district and schools has contributed to lower than average student academic achievement, high suspension rates, low attendance rates, lower than state average college and career readiness rates, and high out class referral rates from teachers.
Barstow Unified School District prioritized educational partner requests for goals and actions and services utilizing the following methods:
1. We reviewed the 2021-2024 LCAP to identify goals and actions/services that were in place and providing improved services for students. This process led to creating more CTE actions/services for our secondary schools.
2. We reviewed our state and local data to identify trends and also identify barriers and supports that contributed to our data. This process allowed educational partners to engage in discussions about what the data was telling us and the contributing factors that led to the results. After this discussion a list of new actions and services were formulated for the group to review.
3. The educational partner groups compared the list of actions/services from the 21-24 BUSD LCAP with the list of new/revamped actions/services and engaged in discussion about where we saw similarities. Through this discussion, the following goals and actions/services were impacted/implemented:
Goal #1 - continued action - CTE TOSA
metric- CA Dashboard CCI
Goal #1 - Action #16 - Continue action/service of Elementary Reading Specialists with renewed commitment to fill these positions during the 2022-23 school year.
metric -CAASPP ELA scores/ELPAC
Goal #1 - Action #16 -Paraeducator support for Reading Intervention Program at Elem.
metric -CAASPP ELA scores/ELPAC
Goal #1 - new action - Intervention resources during the school day - BJHS (6 ELA & 6 math)
metric-CAASPP ELA/math scores/ELPAC

Goal #3 - new action - OMC resources - detailed data SWIS data dissagregation for suspensions.
Goal #3 - New action - Director of Supportive Climate
metric-suspension rate/CHKS more students feel safe
Goal #3 action #13 - Dean of Students BJHS
metric - attendance rate/swis data/parent involve (surveys participation & trainings)
Goal #4 action 2 - EL para support for reading intervention support

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

BUSD developed this goal to support increased student academic achievement. On the California Dashboard, BUSD performance on CAASPP ELA & math, the college and career indicator, and English Learner progress has not consistently increased. CAASPP ELA scores have dipped from 51.3 points below standard to 55.2 points below standard. CAASPP math scores have dropped from 78 points below standard to 89.1 points below standard district-wide. The college and career indicator shows some progress for BUSD graduates which indicates that there has been a slight increase from the 2017 graduating class (18.8% prepared) to the 2019 graduating class (19.3% prepared). Finally, the most recent English learner progress data indicates that the percentage of English learners that progressed one level on the ELPAC or maintained proficient is 41.7%. The metrics listed in this goal and the actions included will help achieve the goal by dedicated services that will increase student achievement in the areas of CAASPP, healthy fitness testing, CTE pathway completion, students considered A-G certified, and students considered college and career ready on the California Dashboard. Each of the actions

listed in this goal are designed to directly support student achievement. These actions/services range from increasing technology, reducing class sizes, supporting a STEM pathway school, maintaining reading specialist at the elementary sites. and purchasing CCSS aligned software that will be used to serve as a diagnostic for student achievement in the areas of math and ELA. The metrics and actions grouped together have been determined to support the achievement of the goal.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
District-Wide (CAASPP) California Assessment of Student Performance and Progress Math: 5 point increase annually	55.2 points below standard (2019-20)	122 points below standard (2020-21)	[Intentionally Blank]	[Intentionally Blank]	40.2 points below standard
District-Wide (CAASPP) California Assessment of Student Performance and Progress ELA: 5 point increase annually	89.1 points below standard (2019-20)	87 points below standard (2020-21)	[Intentionally Blank]	[Intentionally Blank]	74.1 points below standard
Healthy Fitness Zone Targets - students meeting all 6 (2% increase annually)	25.6% met all 6 fitness standards (Grades 5,7,9) (2018-19)	24.5 met all 6 fitness standards (Grades 5,7,9) (2019-2020)	[Intentionally Blank]	[Intentionally Blank]	31.6% of grades 5,7,9 students meet all 6 fitness standards
Share of students that are college and career ready: Career Technical Education (CTE) 2 year pathway completion (5% increase annually)	65 students (2019-20)	109 students (2020-21)	[Intentionally Blank]	[Intentionally Blank]	75 students (reflects 2% annual increase over 3 years)

Share of students that are college and career ready: A-G certified (2% increase annually)	17.84% (Total A-G certified students/Total 12th graders) (2019-20)	18.7% (Total A-G certified students/Total 12th graders) (2020-21))	[Intentionally Blank]	[Intentionally Blank]	23.84% A-G Certified students (A-G certified/Total 12th grade students)
Share of students that are college and career ready: Advanced Placement Exam scores of 3,4, or 5 (2% increase annually)	35% (Student scores of 3,4,5/number tested) (2019-20)	29% (Student scores of 3,4,5/number tested) (2020-21)	[Intentionally Blank]	[Intentionally Blank]	41%
Rate of Teacher Misassignment (2% de-crease annually)	11% (Data found in SARC's) (2019-20)	10.4% (Data found in SARC's) (2020-21)	[Intentionally Blank]	[Intentionally Blank]	5% of teachers misassigned
Share of students that are college and career ready: California Dashboard - high school graduates who are placed in the "Prepared" level on the College/Career Indicator (2% increase annually)	19.3% (Class of 2019)	18.7% (Class of 2020)	[Intentionally Blank]	[Intentionally Blank]	25.3 % of students placed on the "pre-pared" level on the CA Dashboard CCI
Students have access to standards-aligned in-structional materials.	0 Williams Findings (2019-20)	0 Williams findings (2020-21)	[Intentionally Blank]	[Intentionally Blank]	0 Williams Findings

Students have access to a broad course of study that includes all subject areas, including programs and services developed and provided to unduplicated students and students with exceptional needs.	All students (2019-20)	All students (2020-21)	[Intentionally Blank]	[Intentionally Blank]	Maintain all students

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Technology	Technology will be purchased by the BUSD technology department to maintain a 1:1 student to device ratio in our schools and replace devices that have reached end of life. Technologies will include Chromebooks, iPads, laptops, desktops, projectors, and infrastructures. The technology will be purchased for low income unduplicated count students, their teachers, and support staff to ensure low income student have up to date devices for 21st century learning environments. Our low income will targeted for 1st priority as it relates to in-school distribution of devices as well as distribution of devices to be taken home to support tutoring and homework.	$1,492,500.00	Yes
Action #2	NGSS 9-12 curriculum	BUSD is committed to completing the adoption of NGSS curriculum for all students. This action will address the need for the curriculum at grades 9-12.	$350,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #3	Increased instructional time	This action/service increases the instructional time for unduplicated students. The increased instructional time will benefit students by giving them more opportunities for direct instruction, peer to peer collaboration, extended learning time and assignment clarification and completion. This action/service also creates planning time for elementary teachers for activities such as: planning, collaboration, and professional learning communities to improve strategies that will support closing the achievement gap for unduplicated students. This action/service will benefit unduplicated students because teachers will have had more time to plan, collaborate with peers, and align curriculum.	$2,894,261.00	Yes
Action #4	Illuminate software	Illuminate software will be used to gather assessment data (CAASPP, ELPAC, district benchmarks, teacher created assessments) for the purpose of teacher planning, data disaggregation, and program implementation.	$52,000.00	No
Action #5	CAASPP Test Coordinator	Each site will hire a CAASPP test site coordinator. The purpose of this action/service is to ensure a certificated employee oversees the state testing process as it relates to scheduling, training, accommodations, completion rates, etc. This will ensure that every student has the most productive testing experience possible.	$19,601.00	No

Action #	Title	Description	Total Funds	Contributing
Action #6	Physical Fitness Tests	This action allows the district to purchase required physical fitness tests for all students in grades 5, 7, and 9. The purpose of this action/service is to ensure a monitoring system is maintained that will promote a healthy, fit, student body.	$2,700.00	No
Action #7	4 Elementary School Assistant Principals	BUSD will assign 4 elementary assistant principals to 7 sites to support unduplicated student groups with school climate, instructional support, parent involvement, Culturally Responsive Positive Behavior Interventions & Supports, etc. The assistant principals will work directly with students to alleviate discipline issues, teachers to facilitate a culturally responsive PBIS environment in the school, and parents to promote school connectedness and communication.	$647,298.00	Yes
Action #8	K-3 Class size reduction	BUSD will hire TK-3rd grade teachers to continue to satisfy the 24:1 ratio of students to teachers in each classroom. The intended outcome of this action/service is smaller class sizes which will increase unduplicated student support, direct interactive teaching, decrease student discipline issues, and increase parent outreach and communication.	$532,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #9	BHS Fieldtrips	This action/service is designed to support BHS with extracurricular and cocurricular field trips in the following programs: AVID, CTE pathways, Academies, Mock Trial, CLEW Club, and ASB. This action/service will directly benefit AVID students, CTE students, students in clubs and ASB. By supporting the field trips in each of these co-curricular areas, BUSD is making a commitment to facilitate learning experiences outside of the classroom for students. These learning experiences will have an impact on CTE pathway completion, college applications, and the ability to transition to the world of work after high school.	$90,000.00	No
Action #10	Barstow STEM Academy	BUSD will continue to support the Barstow STEM Academy. The purpose of this academy is for school staff to create and maintain a pathway to the CTE programs at BHS which include a health pathway, an engineering pathway, and a digital arts pathway. The unduplicated students, which include Low income, English learners and foster youth at BUSD who choose to attend the STEM academy will be directly impacted by this action/service. This impact will include targeted outreach to low performing and at-risk students at historically low performing schools. Also, an additional criteria will be utilized that will allow for teacher recommendation to the program which will target unduplicated count students.	$2,094,879.00	Yes
Action #11	District STEAM Fair Coordinator	The purpose of the District STEAM fair coordinator is to support site STEAM coordinators, and facilitate a district STEAM fair. All grades 3-6 students benefit from this action/service due to the fact that the coordinator ensures student projects align with county expectations, adhere to NGSS standards, and spark student creativity. Winners from the district fair move on the the county STEAM fair in the spring.	$4,500.00	No

Action #	Title	Description	Total Funds	Contributing
Action #12	Site Steam Fair Coordinators	Site STEAM fair coordinators facilitate a site fair, supports classroom teachers, and identifies students who will move on to the district STEAM fair. The purpose of this action/service is to ensure grades 3-12 students have the opportunity to create NGSS aligned, and creative projects that may be entered into the county STEAM fair.	$10,938.00	No
Action #13	Intervention/Support Materials & Supplies	BUSD purchase common core aligned intervention materials, English Language Development support materials, 21st century technology, and supplemental learning supplies associated with the newly adopted science and social studies adoptions. The purchase of these materials and resources will be used by teachers and staff and students to increase our low income, English learner, and foster youth students' academic achievement across all core content areas, CTE aligned course and English language development experiences and course work.	$1,400,353.00	Yes
Action #14	Categorical Office Staff	BUSD will continue to fund the Director of ISS, the administrative assistant, and the projects technician in the Instructional Support office to ensure BUSD's adherence to all state and federal accountability, CAASPP testing requirements, Federal Program Monitoring alignment, Comprehensive School Improvement monitoring, the low performing school block grant, differentiated assistance, and Single School Plans. Also, the students who are directly impacted by this action/service are all low socio-economic students, and English Learner students. The purpose of this action is to improve student access and achievement.	$506,137.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #15	CR-PBIS Training	BUSD will utilize "early-out" Wednesday and after hours training to facilitate the implementation of a district plan to include Mutli-Tiered Systems of Support, Social Emotional Learning, Restorative Practices, and Culturally Responsive Positive Behavior Intervention & Support which will directly impact low income, English learner, and foster youth students. The "early-out" Wednesday training session will include all teachers and support staff. They will learn strategies that will help our 3 unduplicated count student groups (low income, English learners, foster youth) with academic, behavior, and social achievement through a system of support in the classroom, outside of the classroom, and at home.	$2,142,583.00	Yes
Action #16	4 Secondary Assistant Principals	BUSD will assign 4 secondary assistant principals to 2 sites to support common core aligned instructional leadership, parent involvement, Culturally Responsive Positive Behavior Interventions & Supports, for all low socio-economic students, foster youth students, and English learners, to improve school climate and student access and achievement	$638,629.00	Yes
Action #17	7 Reading Specialists	BUSD will provide a reading specialist at each elementary site to support unduplicated students with English Language Arts achievement, and English Language Acquisition and literacy support. The reading specialist will gather and monitor student reading literacy data, and implement a reading recovery program to ensure struggling students receive extra support so that they can become fluent readers.	$977,835.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #18	Winter Symposium & Teacher Professional Development	A winter break professional development program will be held to include teachers, administrators, paraeducators, and staff. The focus of the training will be on Culturally Responsive Positive Behavior & Supports. Low-socio-economic, foster youth, and English Language Learners will be principally affected by this training for our staff. We have found that a large percentage of unduplicated student groups are disproportionately affected by the lack of Culturally Responsive strategies utilized in the learning setting. This training will directly impact that deficit by putting tools in our educators hands to address tier 1, 2, and 3 needs of our unduplicated students.	$731,342.00	Yes
Action #19	BHS Transportation	This action/service will directly affect students by increasing their opportunity to engage in extra and co-curricular learning activities that are associated with band, field trips, and sports. BUSD will ensure all unduplicated students engaging in these activities will have busses to attend their respective events so that students can expand their learning experiences outside of the classroom, school, and town.	$286,000.00	Yes
Action #20	Peer Assistance Review	This action/service will support the Peer Assistance Review (PAR) and the teachers who are required to participate in the process due to subpar teaching performance. This action/service will be used to cover the stipends for master teachers who will facilitate the program with struggling teachers. Students will be directly affected by the improved performance of the teachers enrolled in the program.	$31,146.00	No

Action #	Title	Description	Total Funds	Contributing
Action #21	Teacher Signing Bonus	BUSD will provide signing bonuses to new teacher hires to attract quality employees that will benefit student learning in the classroom. This action/service will help BUSD remain competitive with neighboring districts in the quest to hire highly qualified teachers in impacted subject areas.	$75,000.00	No
Action #22	Center for Teacher Innovation Program	This teacher induction program will support new teachers and their quest to become highly qualified. The funding will cover the cost of teacher coaches, materials, and training. This action/service will benefit students directly as it will facilitate the development of teaching strategies and skills that will be utilized by teachers in the classroom to impact student learning.	$40,264.00	No
Action #23	iReady Software	iReady is an online assessment and instruction software that is used to determine English learner, low-socio-economic, and foster youth student progress on California Common Core State Standards. It is also an instructional software that utilizes diagnostic data to administer computer adaptive lessons for unduplicated students based on their ability levels in English Language Arts and math. Each unduplicated count student will take a diagnostic assessment at the beginning of each year, semester, and trimester to identify their deficits in English language arts and math. Improved outcomes will be realized by creating a system whereby classroom teachers will utilize diagnostic data from the platform to design intervention programs for English learner, low income, and foster youth student success.	$338,248.00	Yes
Action #24	Transportation	BUSD will provide transportation for all unduplicated count students to ensure full participation in core, extra, and cocurricular activities throughout the school year and summer school.	$2,818,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #25	BARR Intervention Model	Barstow High School will develop a cohort of teachers and students in 9th grade. The cohort of teachers and a counselor will work together to target at-risk students with academic intervention and social emotional learning supports. Low income students will receive targeted intervention supports including positive behavior intervention, A-G completion supports, tutoring, parent outreach programs, and Career technical education exploration experiences.	$50,000.00	Yes

Goal Analysis 2021-22

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.

There were 3 substantive differences in how BUSD was able to complete actions in goal #1. Action # (7 Reading Specialists) ($189,778/$880,933 spent) was very limited in scope due to staffing shortages. We had a reading specialist full time at Montara elementary and a reading specialist part time at Henderson elementary. BUSD is committed to filling these positions for the 2022-23 school year. However, staffing may be an issue again with the prospect that a large number of elementary teachers are retiring or moving on this summer. Action #12 (Teacher signing bonus) ($0 Spent) was also another area that was not implemented this school year. Due to staffing shortages, BUSD was forced to utilize long term substitutes in multiple BUSD classrooms during the 21-22 school year. Finally, Action #14 (K-3 Class size reduction) ($0 spent) was not implemented at all due to staffing shortages. As stated previously, many K-3 classroom were filled with long-term substitutes to complete the school year. BUSD, unlike many districts, has experienced an increase in enrollment since the inception of the pandemic. This anomaly increases the need for more teachers which is difficult to fill in a remote district like BUSD. Each of the substantive differences had some impact on the overall effectiveness of the goal. Our district ELA scores were impacted by the lack of a Reading specialist at each elementary site. The challenges with implementing these actions is attributed to the difficulty with hiring staff post COVID. Although we have increased our salary schedules, our district continues to struggle to fill positions. This can be attributed to actions #7, 12, and 14. We did encounter success in implementing actions #3 (Increased instructional time), 7 (4 Elementary school assistant principals), 10 (Barstow STEM Academy), and 14 (Categorical Office Staff). The success with implementing these action is attributed to the fact that BUSD's employee retention rate in each of these categories is strong.

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.

During the 2021-22 school, as with every other school district, Barstow Unified School District received funding from state and federal allocations to help deal with the effects of COVID and learning loss. Due to this fact, there were 3 substantive differences in how BUSD was able to improve services for our unduplicated count students. Action #1 (4 Secondary Assistant Principals) (&741,750/$575,352 Spent) BUSD was able to hire all secondary assistant principal positions to start the year and secure staff with many years of experience. This helped each secondary site with experience at these positions. Action #3 (Intervention Support Materials) ($412,954/$1,400,353 Spent) The need for support materials was not as great as initially expected. Due to the increased use of the iReady online platform and other core curriculum ancillary materials, BUSD schools did not have the same need to purchase additional support materials. Action #21 (Technology) ($404,450/$1,292,500 Spent) With the influx of CARES and ESSR funds, BUSD was not heavily reliant on this action to support the unduplicated count students. Utilizing the additional funding allowed BUSD to move to a 1:1 status of Chromebooks to students. Also, BUSD has developed a replenishment system for technology for years to come.

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

Three specific actions resulted in the greatest gains for BUSD students. These actions include #3 Increased Instructional Time (1,976,812), #9 BHS field trips ($90,000) and #23 iReady software (338,248). Increased Instructional time had a direct positive effect on CAASPP scores throughout the district which resulted in decrease of 2 points below standard (89.1 to 87 points below standard) on ELA scores and the number of students that were deemed A-G certified (17.84% to 18.7%). Action #9 and #BHS fieldtrips had a direct impact and was considered very effective on the number of students that reached the 2-year CTE pathway completion (65 students to 109 students). Action #23 iReady software was very effective and made the need for additional support materials disappear due to the expansive resources in the program that contributed to an increase in ELA scores and the after school tutoring program across the district. Actions # 1, 4,5, and 13 were all very effective in making progress towards this goal. Each of these actions centered around increasing access to technology and software platforms focused on student intervention and academic achievement. Although action #13 funds were not fully expended due to staffing constraints, significant progress was made with intervention supports for students. Actions #2,10,11,12, and 13 were all very successful in helping to make progress towards this goal. Each of these actions are part of a larger initiative to promote, foster, and support STEAM education in our district. These actions were instrumental in providing STEAM learning opportunities for STEM students as well as all students in our district. All of our K-8 students have access to NGSS adopted curriculum during their core science learning time. Action #2 was not fully implemented due to COVID and staffing constraints. BUSD will initiate a grades 9-12 NGSS adoption during the 2022-23 school year. Actions #7,8,14,16,19, 20, and 21 deal with increasing staffing levels to ensure students have access to credentialed teachers, classified staff, administrators and small class sizes. BUSD was very successful in implementing most of these actions. Actions # 17 & 22 were challenging due to the fact that we had new teacher staffing issues throughout the school year. We were able to realize a .25%

decrease in the number of teachers that were not highly qualified due to the efforts of these grouped actions. Action #6 was fully implemented during the 21-22 school year. Our Physical fitness test scores identifying the number of students that achieved all 6 healthy fitness zone targets maintained at 24.5%. Action #15 & 18 were not fully implemented due to COVID restrictions throughout the school year. This lack of training had an impact on the ELA and math CAASPP scores which resulted in 122 points below standard and 87 points below standard respectively district-wide.

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.

BUSD is looking forward to a robust California Dashboard to review the 22-23 school year. At our comprehensive high school, BHS, BUSD will enter into a contract with Action #25 BARR (Building Assets Reducing Risk) to develop a student focused program for intervention and behavior supports. This model will allow for a group of students to share the same teachers and give teachers the data, information, and curriculum needed to support at-risk students. This will be a contributing action to our low socio-economic, English Learner, and homeless/foster youth students. Also, an increased need to provide action #24 (transportation) was identified to ensure unduplicated students have access to high quality instruction and social emotional supports at our schools.

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.

Goal

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

An explanation of why the LEA has developed this goal.

As a title I district with 11 schools receiving Title I dollars, it is imperative that BUSD continue to improve parent and community involvement in its decision making process and support with student achievement. The 45% participation rate in the yearly Title I parent survey in 2020 is an indicator that our district and schools need to continue to increase opportunities for parents to get involved in our schools and decision-making. The metrics and actions grouped together have been determined support the achieving of the goal.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Maintain 5 school site council meetings at each site per year	5 school site council meetings at each site per year (2019-20)	5 school site council meetings held at each site per year (2021-22)	[Intentionally Blank]	[Intentionally Blank]	5 school site council meetings held at each site per year
Maintain 4 ELAC meetings at all sites per year	4 ELAC meeting were held at each site (2019-20)	4 ELAC meetings held at all sites per year (2021-22)	[Intentionally Blank]	[Intentionally Blank]	4 ELAC meetings held
Title I Parent survey completion - 5% increase annually	45% (2019-20)	435 Surveys completed 35.5% (2021-22)	[Intentionally Blank]	[Intentionally Blank]	60%

Seek parent input in decision-making for the school district and individual school site including the promotion of parental participation in programs for unduplicated students and students with exceptional needs.	553 LCAP Survey responses (2019-20)	473 LCAP Survey Responses (2021-22)	[Intentionally Blank]	[Intentionally Blank]	853 LCAP survey responses

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent/Guardian Involvement Coordinators	This action/service creates a stipend for a parent involvement coordinator at each school site. The coordinator will coordinate parent activities, manage the Title I Parent survey, and coordinate parent trainings. This is action is specifically designed for our low socio-economic families to support students with increasing engagement and connection to improve academic outcomes. It is imperative that our schools make concerted efforts to reach out to and involve our parents from the community. The parent involvement coordinator will increase parent involvement and communication between the school and families.	$47,987.00	Yes
Action #2	PBIS training for parents	Supplies and training materials may be purchased for the positive behavior intervention & supports training at district and school sites. The training and supplies will be used to support outreach and connection to our low socio-economic families to ensure they are connected to the school community.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #3	Foster Youth student support	Funds from this action/service will be used to support foster youth students with basic needs items, school supplies, clothing, etc. The funds in this action/service will benefit foster youth students by ensuring they have all of the resources necessary to do well in school. The foster youth liaison will utilize these funds to purchase supplies and clothing for foster youth students. This effort will mitigate the learning loss suffered by foster youth students.	$20,000.00	Yes
Action #4	Liaison/Translator services	A Foster Youth Liaison/Translator position has been established through this action/service. The primary functions of this position is to support the foster youth students in our schools, as well as serve as a translator when need in meetings and communications. Also, this position is tasked with bringing resources to our foster youth students as needed, to improve home to school connection.	$72,660.00	Yes
Action #5	Public Information Officer	This action/service establishes funds to maintain a Public Information Officer position for the district. Duties include communication, presentations, stakeholder engagement, website management, etc. This action will benefit our low socio-economic and English learner families by ensuring they receive important translated information in a timely manner.	$110,578.00	No

Goal Analysis 2021-22

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.

The development and implementation of the LCAP finds it's roots in the engagement of our educational partners. BUSD did experience an action that was not fully implemented or dollars were not fully expended and an action that was fully implemented and beyond. Action #3 (Foster youth student support) ($71454 spent, $20,000 allocated) was fully implemented and effective and services were doubled for these students. As a new action/service BUSD has been able to make a strong commitment to supporting our foster youth students. The support included bus passes, clothing, food, shoes, hygiene items, etc. However, action #4 (PBIS training for parents) ($0 spent, $5,000 allocated) was not implemented at all and proved to be a huge challenge. The lack of implementation of this action proved to be ineffective due to the fact that many changes took place on our campuses and the PBIS parent training would have been very effective in mitigating lack of communication which led to some confusion. This is due in part to the fact that another challenge BUSD faced was not being able to fill the PBIS district coach position who is the person that delivers parent PBIS training. BUSD is committed to filling this position for the 22-23 school year and resuming PBIS parent training. BUSD did realize success with completing action #5 (Public Information Officer). The success with this action came with increased parent engagement, public notices, and a social media presence for our school and the district.

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

Action # 1 (Parent/Guardian Involvement Coordinators) ($22,384 spent/$47,987 allocated) In connection with PBIS parent training, this action/service was not fully expended due to lack of staffing. Also, at the site level, parent involvement coordinators were limited in their use of this funding source due to lack of communication and understanding that the funds were available. Therefore, most sites tapped into their Title I funding source to support this action.
Action #3 (Foster youth student support) ($$71454 spent, $20,000 allocated) was fully implemented and services were doubled for these students. As a new action/service BUSD has been able to make a strong commitment to supporting our foster youth students. The support included bus passes, clothing, food, shoes, hygiene items, etc.

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

Two specific actions (Action #4 & 5) resulted in reaching the goals for the metrics provided here. Although there was a slight dip in the number of community members that responded to our annual LCAP survey (473 responses - decline of 6 responses) and the number of households that responded to our annual Title I survey (435 responses - decline of 7.5%), we were pleased that the decline was minimal. This year has been very fluid in which case over 600 students moved to our online learning platform and over 1,000 students have been in the program for part of the year or a percentage of the year. This fact coupled with the number of staff and students that were out of school due to COVID cases has made for a very difficult year. Action #4 (Liaison/Translator Services) was a very important services for our homeless/foster youth students. The increase in communication and direct services has increased tremendously. Action #5 (Public

Information Officer) has been a vital resource for our families and community members as well. This office manages all paper-based and internet-based communications for our district. The district Facebook page has seen a huge increase in traffic due to the diligence of this office. Each of these actions were helpful in moving our metrics toward the articulated goal by increasing communication with families, utilizing feedback in decision making and using said feedback to shape new more targeted programs. Actions #1,2 and 3, maintained at the level realized in 2020-21. However, the number of PBIS parent training opportunities (Action #2) dropped to zero during this school year due to staffing and COVID issues. Actions # 1 and 3 were fully implemented and helped to maintain 5 school site council meetings and 4 ELAC meetings held at all sites.

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.

Action #3 (Foster Youth Student Support is currently earmarked for a $20,000 allocation. For the upcoming 2022-2023 BUSD LCAP, that dollar figure will be increased to reflect the need. The new allocation will be $72,000. The action will include bus passes, clothing, shoes, food, personal hygiene products, school supplies, transportation to needed services, etc.

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.

Goal

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

An explanation of why the LEA has developed this goal.

Goal #3 is focused primarily on the climate and culture of our district and more importantly our schools. According to the California Dashboard, BUSD has seen a rise in suspension rates for all students (9.5%) but also a disproportionate rate of suspension of our African American (20.6%) and special education students (16.4%). BUSD is committed to improving the climate and culture of our schools by increasing Social Emotional learning opportunities for our students, developing a culturally responsive positive behavior interventions and support system, holding ourselves accountable to the CA dashboard data, and engaging stakeholders in decision making processes to improve our practice. The metrics and actions grouped together have been determined support the achieving of the goal.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Graduation rate - 1% increase annually	82.5% graduation rate (2019-20)	74.7% (2021-22)	[Intentionally Blank]	[Intentionally Blank]	85.5% graduation rate

Suspension Rate (All students) - 1% decrease annually Suspension Rate (African American students) - 1% decrease annually Suspension Rate (Special Education students) - 1% decrease annually	9.5% - All students (18-19 data is being used due to school closure data for the 19-20 school year that may not be exact) 20.6% - African American students(18-19 data is being used due to school closure data for the 19-20 school year that may not be exact) 16.4% - Special Education students(18-19 data is being used due to school closure data for the 19-20 school year that may not be exact)	Suspension Rate (All students) - 0% (21-22) Suspension Rate (African American students) - 0% (21-22) Suspension Rate (Special Education students) - 0% (21-22)	[Intentionally Blank]	[Intentionally Blank]	6.5% suspension rate - All Students 17.6% suspension rate - African American Students 13.4% suspension rate - Special education students
State Middle/High School dropout rate - 1% decrease annually grades 9-12, 1 student decrease Grades 7 & 8	Grades 9-12 - 3.4% (2019-20) Grades 7 & 8 - 4 students (2019-20)	No CA Dashboard data - BUSD utilized local data Grades 9-12 - 3.2% (20-21) Grades 7 & - 2 students (20-21)	[Intentionally Blank]	[Intentionally Blank]	Grades 9-12 - .4% Grades 7 & 8 - 1 student

Student Infinite Campus referrals out of class - 5% decrease annually	14,217 referrals out of class (2019-20)	3 Out of class re-ferrals (21-22)	[Intentionally Blank]	[Intentionally Blank]	12,189 referrals out of class
Chronic Absenteeism Rate - 1% decrease annually	21.5% (2019 California Dashboard)	No CA Dashboard data available Local Data 23% (2021-22)	[Intentionally Blank]	[Intentionally Blank]	18.5%
Pupil Expulsion Rates	1 Expulsion (2019-20)	0 Expulsions (21-22)	[Intentionally Blank]	[Intentionally Blank]	0 Expulsions
California Healthy Kids Survey (CHKS) to moni-tor school safety and connectedness.	75% students feel safe (2019-20)	100% Students feel safe (2020-21)	[Intentionally Blank]	[Intentionally Blank]	90% of students feel safe
School Attendance Rates	94.5% (2018-19)	84.96% (2020-21)	[Intentionally Blank]	[Intentionally Blank]	97.5%

Suspension Rate (All students) - 1% decrease annually Suspension Rate (African American students) - 1% decrease annually Suspension Rate (Special Education students) - 1% decrease annually	9.5% - All students (18-19 data is being used due to school closure data for the 19-20 school year that may not be exact) 20.6% - African American students(18-19 data is being used due to school closure data for the 19-20 school year that may not be exact) 16.4% - Special Education students(18-19 data is being used due to school closure data for the 19-20 school year that may not be exact)	2020-2021 All Students - 0% (20-21) African American Students - 0% (20-21) Special Education Students - 0% (20-21)	[Intentionally Blank]	[Intentionally Blank]	6.5% suspension rate - All Students 17.6% suspension rate - African American Students 13.4% suspension rate - Special education students

Actions

Action #	Title	Description	Total Funds Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	Student Incentives & Awards	Funds from this action/service will be used for CR-PBIS rewards, STEAM Fair certificates & medals, Red Ribbon Week items, etc. All students will benefit from this action/service. The funds support the rewards system that is built into our district-wide PBIS plan. Students will receive rewards for good behavior and contributing to a positive school culture.	$20,000.00	No
Action #2	Attention 2 Attendance Software	This action/service will be used to provide access to the "Attention 2 Attendance" software platform that supports communication for parents of unduplicated students about their attendance. The software generates letters to parents for early warning attendance monitoring, and tips for parents on how to get kids motivated to come to school. This action/service is principally directed to unduplicated families and students in our district by providing immediate information to parents and students concerning early warning signs about attendance and student progress. Site and district administration will use this software to generate group and individual reports for students who are at risk of missing school. By using this software, site administrators will schedule appointments with families to discuss resources to support increased student interest in attending school.	$32,000.00	Yes
Action #3	Student Study Team Coordinators	A Student Study Team (SST) coordinators stipend will be provided. SST coordinators will utilize the P4SS software platform to schedule SST meetings with teachers and parents to intervene when students are struggling. The process for improving student achievement will include documentation and next steps for teachers, parents and students.	$11,385.00	No

Action #	Title	Description	Total Funds	Contributing
Action #4	CWA Coordinator	The Child Welfare and Attendance (CWA) Coordinator will chair the district school attendance review board (SARB), oversee student enrollment & transfers, work with school staff concerning student incidents, monitor student attendance and discipline trends, train staff, and conduct home visits as necessary.	$196,980.00	No
Action #5	Restorative Practices CR-PBIS district coach	The district positive behavior interventions & supports (PBIS) coach works closely with the Director of Supportive Climate & Culture and school sites to ensure PBIS implementation. This is accomplished through training, monitoring, planning, goal setting, and communication. All unduplicated students will benefit from this position because the PBIS coach will work directly with site PBIS coaches to ensure full implementation of our PBIS program. The PBIS program will support positive school culture and climate for students.	$154,872.00	Yes
Action #6	Peer Counselor	The Peer counselor position supports secondary students in grades 7-12. The primary focus of this action/service is to work directly with unduplicated students on social emotional learning and peer support. The peer counselor will teach students how to support one another in a counseling setting. The peer counselor will have periods on the master schedules at each of our secondary schools.	$179,449.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #7	4 Preschool Teachers	BUSD has a year-long preschool program (4K) at 3 elementary sites including Lenwood, Crestline, and Cameron. The 4 teachers utilize the preschool curriculum, Success For All. This program serves upwards of 200 students per year throughout the community and serves as a wonderful springboard for students entering kindergarten. This action/service will directly impact our low socio-economic students and their families by securing an early connection to the school environment. This connection will ensure unduplicated students have resources and learning opportunities early in their academic careers.	$244,519.00	No
Action #8	CA Help Partnership	BUSD contracts with the California Association of Health and Education Linked Professions (CAHELP) JPA to support teachers, unduplicated students, and families in the area Culturally Responsive Positive Behavior and Supports, and mutli-tiered systems of support. This support comes in the form of professional development, and consultant support as well. Foster youth students and low socio-economic students will benefit directly from this action/service. The training that staff will receive through this action/service will help staff develop tools to support unduplicated students with positive behavior, common core aligned teaching strategies, and restorative practices when dealing with student behavior.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #9	Fine Arts Pathway at BJHS	BJHS is the fine arts pathway for 6th grade students matriculating from the Barstow Fine Arts Academy (grades K-6). The purpose of this action/service is to build the fine arts program at BJHS to include curriculum, materials, instruments, technology, and stage supplies. By creating the fine arts pathway, the school will support the development of student interests in fine arts. Students will be given access to rich learning experiences such as plays, concerts, art exhibits, and poetry readings.	$100,000.00	No
Action #10	Counselors	Each secondary school is staffed with 1-3 counselors each. Each elementary school is staffed with a counselor as well. The primary function of these positions is to support unduplicated students with social emotion learning growth, academic support, conflict resolution and minor CR-PBIS infraction support. Low-socio-economic students will benefit directly from this action/service. By utilizing early-warning strategies, counselors will work with unduplicated students and their families to ensure progress and success.	$1,537,898.00	Yes
Action #11	5 School Psychologists	The school psychologists perform assessments for unduplicated students, and support school sites and teachers with learning supports and strategies for unduplicated student groups who are struggling academically and/or behaviorally. This is an imperative action/service in that unduplicated students who may be at-risk will receive necessary support and options for continued learning.	$776,193.00	Yes
Action #12	Dean of students	The Barstow Junior High School Dean supports low socio-economic, English learner, and foster youth students with social emotional learning and growth, academic support, conflict resolution, and minor CR-PBIS infraction support, to improve attendance, achievement and school climate.	$172,553.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #13	Homeless/Foster Youth Support	Funds from this action/service will be used to support foster youth students in our district with school supplies, clothing, food, bus tokens, etc.	$20,000.00	No
Action #14	Preschool (4K) Paraeducators	The funds from this action/service will staff 16 paraeducators in the 4 preschool classrooms. All 4 year old students in our district will benefit from this action/service. BUSD maintains a 8:1 ratio of students to adults. The duties for these paraeducators will include, student supervision, program delivery support, student arrival and dismissal, and playground supervision. The paraeducators will work directly with 4 year old students to help them identify letters and numbers, develop social skills, develop fine motor skills, and explore their learning through hands on learning environments.	$228,433.00	No
Action #15	CR-PBIS supplies/training	This action/service will provide necessary supplies for the CR-PBIS program and vital training for the CR-PBIS district coach. All students will benefit from this action/service because staff will engage in training opportunities to develop strong PBIS strategies in their classrooms when working with students. PBIS strategies will be used to develop positive behavior choices among students and a rewards system that will encourage all students to make positive choices.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #16	SWIS/PBIS data stipend	Each school will hire one staff member with this stipend to ensure all CR-PBIS student data is entered into the web-based SWIS data platform. The data will be used to monitor the CR-PBIS implementation and track trends in unduplicated student behavior throughout the school year. Low socio-economic, English learner, and foster youth students will benefit from this action/service because up to the minute data about student behavior will be used to inform the school positive behavior program. The purpose of this program is to reduce out of class referrals and to generate reports for staff to review that captures the school discipline history.	$21,116.00	Yes
Action #17	PBIS Wellness Teachers	These teachers will serve to intervene with unduplicated at-risk students in relation to behavior, academics, and social emotion growth. The teachers will utilize PBIS strategies along with intervention curriculum to support struggling students and to act as a bridge back to the core classroom.	$538,200.00	Yes
Action #18	Campus safety Assistants/Noon Duty	These employees will be added to increase the level of supervision for students to improve campus safety, culture and student wellness.	$735,767.00	No

Action #	Title	Description	Total Funds	Contributing
Action #19	Director of Supportive School Climate	The Director of Supportive School Climate will monitor school discipline records, train site staff on CR-PBIS effective strategies, support school sites with the implementation of CR-PBIS school wide programs and meet with parents concerning complaints. These duties will be fulfilled to support unduplicated count students with academic, behavioral, and social emotional growth at each school site.	$196,980.00	Yes
Action #20	Central Enrollment Classified Staff	The classified staff in Central enrollment work directly with new families to the Barstow Unified School District. They enroll low income, English learner, and foster youth students. Along with enrolling these students they also provide information pertaining to foster youth support, English learner designation and programs, as well as information concerning free and reduced lunch, schools of choice and tutoring. The CEC staff will ensure all new enrollees receive all necessary enrollment and supplementary support documents to ensure a smooth entry into our school district for our unduplicated count students. This action will be monitored by the Child Welfare and Attendance Director via enrollment reports, phone logs, and parent contact.	$278,712.00	Yes

Goal Analysis 2021-22

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.

In the 2021-24 LCAP, Barstow Unified School District committed action and services dedicated to providing a positive, safe, and engaging environment especially for our African American and Special Education students. While conducting this work some actions/services were not fully implemented. Some of the challenges in implementing the actions for this goal include actions #5, 6, and 9. Action # 5 (Restorative Practices CR-PBIS Coach) ($10,819 spent, $136,872 allocated) - This action/service was not fully implemented due to a staffing shortage. Challenge- Action #6, BUSD was able to pay a peer counselor on a timecard to complete necessary paper work and events, but that was

only the tip of the iceberg of the work. BUSD is committed to hiring a full time CR-PBIS coach for the entire school year, Also, another challenge presented itself in Action #9, Barstow Junior High School has been identified as a Fine Arts pathway to the BHS Fine Arts program for which $100,000 was allocated to upgrade facilities, programs and curriculum. Only$14,643 was spent. This is due in part to the fact that the school is temporarily housed at a neighboring interim campus and facilities upgrades are unavailable as well as a limited program in the short term. Finally, another challenging action to implement was Action # 8 (Student Incentives and Rewards) ($20,000 allocated, $4,355 spent) - Many of the student incentives are generated to support the District STEAM fair. Due to COVID restrictions the fair was very limited and did not require the same level of rewards/awards. BUSD is committed to delivering a full scale STEAM fair during the 2022-23 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 planned actions/services for this goal that are expected to contribute to improved services for unduplicated count students are designed to bring direct services to English Learners, homeless/foster youth and low socio-economic students. Action # 7 (CA Help Partnership) ($50,000 allocated, $110000, spent) - This action/service has proven to be vital to the development of our district-wide CR-PBIS program. Therefore, when new trainings and resources came available, BUSD increase the contract for this service. Action #11 (BJHS Dean of students) ($155454 allocated, $117055 spent) This action/service was underspent due to an employee at the very beginning of the pay scale. This action/service is vital to BJHS in it's journey to become a fully functional CR_PBIS school along with other behavior and learning supports being provided. Finally, Action #15 (SWIS/PBIS data stipend) action/service was not fully expended because the SWIS data system was down much of the year and we were forced to move to another data capturing system for student discipline.

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

The actions listed in this section that were vital in making progress towards this goal made a huge impact on returning to in-person instruction. As our district came out of hybrid learning it was evident that many students and families were hesitant to return to in-person instruction and needed multiple resources to deal with the affects of the pandemic, learning loss and personal grief. Action #3 -Student Study Team Coordinator, Action #4 - CWA Coordinator, Action #5 Restorative Practices CR-PBIS district coach, Action # 6 - Peer Counselor, Action #8 CA Help Partnership, Action #10 Counselors, Action #11 5 school psychologists, and Action #15 CR-PBIS supplies/training all represent an increase in staffing, training and resources to support students with academic, behavioral, and social emotional support at each school. Each of these actions were instrumental in helping make progress on the metrics listed in this goal except action #5. Due to staffing issues this position was not filled. In many cases, these employees worked together to create improved communication opportunities between school and home, funneled resources to students and families in need, and supplied targeted assistance to students with exceptional needs due to the pandemic, learning loss, and disconnection. As a result, BUSD realized a

decrease in suspension rates (all students 9.5% to 0%), (African American Students 20.6% to 0%), and (Special Education students 16.4% to 0%). Student Infinite Campus Referrals for all students dropped from 14,217 to 3 referrals and the overall school attendance rate saw a slight drop from 94.5% to 84.96%. Actions #1 (Student incentives & awards),2 (Attention 2 Attendance software), 12 (Dean of students), and 16(SWIS/PBIS data stipend) were fully implemented and highly successful with decreasing suspensions (0%) and only realizing a slight drop in attendance (94.5% to 84.96%). The full implementation of Actions #7(4 preschool teachers) and action #14 were very helpful in preparing our 4 year old's for TK or kindergarten. The attendance rate for the 4K (preschool) program was just slightly below our TK-12 population at 82%. Action # 9 (Fine Arts Pathway at BJHS) was not implemented fully due to shipping issues and the fact that the main campus is under construction and the students are currently being housed in an interim campus next door. Action # 13 was not fully implemented either due to COVID restrictions. Very few families were able to take advantage of this action.

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.

During the 2021-22 school year, BUSD's effort to increase CR-PBIS at every school and district-wide resulted in a need for more resources and training for teachers and staff. A decision was made to leverage more support from our DM SELPA neighbors by way of the CA HELP contract that we are currently engaged in. BUSD will increase the contract amount to $110,000 which is a $60,000 increase. The increase will cover more early-out Wednesdays training sessions for teachers and staff. It will also cover initial training for schools that in the beginning stages of CR_PBIS
implementation. BUSD also added 4 new actions to this goal to include action #17(PBIS Wellness Teacher), #18(Campus safety assistants/Noon duty), #19(Director of Supportive School Climate), and #20(Central Enrollment Classified Staff). Action 17 was placed in this goal to support BHS, BJHS, and Crestline elementary with PBIS in class and out of class Positive Behavior supports for students. Action 18 was placed in this goal to provided added safety personnel to ensure a safe campus at all school sites. Action 19 was placed in this goal to support the district's efforts to reduce suspensions among African American students and students with disabilities. Finally, action 20 was placed in this goal to increase parent connections to the district, ensure resources are being delivered to students upon enrollment, and diagnostic testing can be identified immediately upon enrollment.

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.

Goal

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

An explanation of why the LEA has developed this goal.

BUSD has approximately 621 English Learners and 327 Fluent English Proficient students. In order to ensure that English Learners continue to make progress towards English language acquisition and overall achievement, it is imperative that we focus on the elements of CDE requirements for EL reclassification. According to the most recent dashboard, our EL's fell 70 points behind standard on the CAASPP test. Also, 41.7% of our EL students scored a 4 or increased one level on the ELPAC. A continued focus on EL achievement by way of teacher training, ELD curriculum, and additional tutoring support is vital to the progress of English Learners. By soliciting input from both our District English Learner Advisory Committee and school level English Learner Advisory Committee, BUSD has learned that our English learners continue to need focused support with acquiring the English language and achievement in core content. English Learner parents and staff agree that increasing staffing, and tutoring opportunities for our EL students is imperative to their continued success. The metrics and actions grouped together support the achievement of the goal by increasing services to our EL students and increasing the educational partner input on important decision making components.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

ELPAC - Percentage of students scoring level 4 or progressed on level - 5% yearly increase	41.7% (2018-19)	8.06% (2019-20)	[Intentionally Blank]	[Intentionally Blank]	56.7% - (This represents a 15% increase over a 3 year period) Percentage of students scoring level 4 or progressed on level - 5% yearly increase
CAASPP - Points below ELA standard (All EL students) - 10 point decrease yearly	70 points below standard (2019-20)	110 points below standard (20-21)	[Intentionally Blank]	[Intentionally Blank]	40 points below standard
English Learner Reclassification Rate - 5% yearly increase	7.8% (2019-20)	1.6% (2020-21)	[Intentionally Blank]	[Intentionally Blank]	22.8% of our English Learner students being reclassified on a yearly basis. (This represents a 15% increase over a 3 year period)

Implementation of the academic content and performance standards, programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	75% of teachers implementing standards according to walkthrough data. (2019-20)	80% of teachers implementing standards according to walkthrough data (2020-21)	[Intentionally Blank]	[Intentionally Blank]	90% of teachers implementing standards according to walkthrough data.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	English Language Development Instructional Coach	The ELD coach will provide training and support in the areas of ELD instruction, SDAIE strategies, ELPAC test administration and EL program implementation and monitoring. English Learner students will benefit from this action/service because staff will receive professional development and support with English Language Development instruction and teaching strategies that will ensure students have research-based learning opportunities in the classroom.	$135,125.00	Yes
Action #2	EL Paraeducator Support	Each school site will be staffed with an English Learner Paraeductor. This staff member will support the EL program at the school site by working with English Learners in the classroom, interpreting as needed, and administering the ELPAC test with individual students, to provide greater access for improve achievement for English learners.	$226,866.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	Site Specific EL Expenditures	This action/service will be used for ELD Program implementation, EL core learning supports, and resources intended to help English learners acquire the English language and achieve in core subjects which will be implemented based on specific site needs.	$46,220.00	Yes
Action #4	Site English Language Learner (ELL) Coordinators	English Learner students will benefit from this action/service because an English Language Learner coordinator will be hired at each site to facilitate ELPAC administration, monitor EL student progress, and maintain a list of EL students ready to be reclassified. Also, English Language Learners will work directly with the EL coordinator to improve English skills, gain greater access to core materials and improved communication with families.	$20,248.00	Yes
Action #5	After school EL tutoring	English Learner students will benefit from this action/service because an after school tutoring program will be developed to support students with English Language acquisition, core subject achievement , and overall EL program implementation.	$25,000.00	Yes
Action #6	EL Resources/Training	English Learner students will benefit from this action/service because these funds will be utilized to purchase language acquisition program resources and provide additional training for the ELD coach. The benefit to EL students will come in the form of increased capacity among EL staff that work directly with our English learner students. Core teachers and EL paraeducators will utilize this action to increase English learner teaching techniques and purchase materials to support teaching.	$366,883.00	Yes

Goal Analysis 2021-22

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.

There was really only one substantive difference and challenge in planned actions and actual implementation of action #1 EL Resources/Trainings (366,883 allocated, 9,117 spent). Essentially, the challenge came about due to lack of training days based on the COVID restrictions for traveling as well as early-out Wednesdays being taxed with other CR-PBIS trainings. BUSD is committed to resuming EL training for all teacher, administrators, and paraeducators for the 2022-2023 school year. Implementation of the other actions was overall successful due to the ever increasing role our EL paraeducators play in ensuring our EL students received support with learning the English language and support with core content. Our EL students saw modest gains in CAASPP scores and grades.

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

The material differences between budgeted expenditures and estimated actual expenditures include Action # 1 - After school EL tutoring ($25,000 allocated, $765 spent) and Action # 3 - Site Specific EL expenditures (($46,220 allocated, $21,161 spent) After school tutoring was underspent due to utilization of the extended learning opportunity funds for intervention and tutoring. Site Specific EL expenditures were underspent due to the fact that more of our schools fell into CSI status and those funds were used to address intervention, ELD, and literacy needs at the sites.

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

The metrics listed in this goal prove that the actions/services were not as effective as anticipated for a variety of reasons. The metrics showed that the number of students who scored a level 4 on the LPAC or maintained dropped by 32%. And, the reclassification rate for our EL learner fell 6.2%. The general consensus for the precipitous drop in these numbers can be traced back to the need to mitigate learning loss caused by the pandemic and a large number of EL's students utilizing independent studies. The services in the independent studies program are limited and contributed to the drop in percentages. Overall, the effectiveness of the actions in this goal were positive. BUSD was able to continue with EL paraeducator services (Action #2) at all sites which resulted in a slight increase in CAASPP ELA scores and improved grades for our EL students across the district. Action # 1(English Language Development Instructional Coach), Action #3 (Site Specific EL expenditures, Action #4 (Site ELL coordinators), 5, (After school EL tutoring) and 6 (EL Resource training) were fully implemented and were a vital resource to ensuring that 80% of our teachers were implementing ELD standards and despite the effects of distance learning during the 20-21 school year, we were able to reclassify 1.6% of our EL students.

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 order to recoup the drop in achievement percentages for our English Learners, BUSD will increase the allocation to Action #2 EL paraeducator support. There are 2 reasons for the increase. We will add more staffing to this action and due to wage increases, more funds will be dedicated to this action.

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

Goal

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

An explanation of why the LEA has developed this goal.

Many of the facilities in BUSD were built in the 1930's through the 1950's. Due to this fact, the buildings and surrounding areas are in need of constant upkeep. Along with state bond monies, BUSD must commit LCFF funding toward this goal to ensure our students have safe, clean, modern facilities to learn, explore and play in and on. In an effort to minimize the Williams act findings, educational partners agreed that increasing staffing to the maintenance department (Maintenance Worker II) would be vital to this work. Also, dedicating funds to the construction of the Barstow Fine Arts Academy was discussed as a vital need to update our learning facilities to reflect a 21st century learning environment. In order to ensure a 21st century learning environment for our students and staff, educational partner groups also agreed that increasing staffing to our Instructional Technology department was necessary. The actions/services that resulted in this need was the additional 4 computer specialists, an additional network system specialist, and education technology specialists at each school site.

In an effort to increase the use of technology in our schools, BUSD has committed to a 1:1 ratio of devices to students. This major increase in devices has prompted the need for additional staffing to support the effort. The metrics and actions grouped together have been determined support the achieving of the goal.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Williams Monitoring - Ensure facilities are in good repair by reducing facilities findings by 5% annually	47 findings (2019-20)	10 Williams facilities findings (2020-21)	[Intentionally Blank]	[Intentionally Blank]	40 Williams act facilities findings
Completion of 6 maintenance/IT/Facilities projects per year	6 maintenance/IT/Facilities projects completed (2019-20)	6 maintenance/IT/Facilities projects completed (2020-21)	[Intentionally Blank]	[Intentionally Blank]	6 maintenance/IT/Facilities projects completed

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	4 Computer Specialists	All students will benefit from this action/service because it will provide staff to support district-wide and site specific technology needs as it relates to device distribution, technology troubleshooting, onboarding new staff, etc. Students will have improved access to updated technology, and technical issues will be resolved quickly by the additional staff to support student access.	$373,458.00	No

Action #	Title	Description	Total Funds	Contributing
Action #2	Education Tech Specialist	All students will benefit from this action/service because each site will be staffed with an education tech specialist to support the technology and software needs the school. The Ed tech specialist will provide training and support with educational software and teaching with technology strategies. Students will benefit from the addition of this staff because teachers will receive research based training from the ed tech specialist that will impact students access to 21st century learning strategies.	$19,858.00	No
Action #3	Maintenance Worker II	All students will benefit from this position because it supports the Maintenance & Operations department with general building maintenance and upkeep. By adding this position, students will have clean and safe learning environments to learn in.	$74,454.00	No
Action #4	Barstow Fine Arts Academy construction	All Barstow Fine Arts students will benefit from this action/service because the school maintains a cutting edge 21st century learning environment for student learning. The academy includes music, art, and drama rooms for student fine arts learning. Also, a stage was completed to allow for major music productions, art exhibits, and plays. Funds will be dedicated to the completion of the Barstow Fine Arts Academy elementary school.	$2,000,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #5	Risk Manager	All students will benefit from this action/service because this position serves as the risk manager for the entire district and is responsible for limiting liability for the district as it relates to workers comp claims, and the overall health and safety of BUSD employees. In order to ensure a safe learning environment for our students and staff, the risk manager works with employees and school sites to mitigate dangerous working and learning environments.	$98,355.00	No
Action #6	Network System Specialist	All students will benefit from this action/service because the duties of this position include maintaining monitoring the District technology network, identifying security risks, mitigating network outages, and onboarding new technology programs. Students will be assured of a 21st century learning environment that consists of a strong technology network, and consistent maintenance of all technology systems needed for student learning in a digital environment.	$103,882.00	No
Action #7	21st Century Furniture/Equipment	All students will benefit from this action/service because it serves to update classroom and learning space facilities with 21st century furniture and equipment that fosters a collaborative and flexible learning environment for students. In a 21st century learning environment, students have access to flexible seating, variable desk heights, and bright colorful furniture that sparks interest and imagination.	$400,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #8	BHS Garver Memorial Project	All Barstow High School students will benefit from this action/service because it will help transform the current Garver Memorial building from a gymnasium into a performing arts center at Barstow High School. Students will have access to a state of that art stage equipped with updated lighting, sound and curtains. Students will have updated audience seating which will improve the viewing experience for all. Multiple events will be held in the building which will include plays, music performances, pageants, and choir ensembles.	$100,000.00	No
Action #9	Barstow Fine Arts Academy Staffing	Barstow Fine Arts is principally directed to support low socio-economic students will benefit from this action/service to increase access to fine arts pathways. The staffing will ensure all low income students have increased access to fair and equitable enrollment into the school. Including ensuring important school information, progress, and vital extra and co-curricular activity information is shared with low income students and families in a timely manner. Also, staffing will maintain all records and processes for running a safe, positive school and office environment, to increase increase opportunities for low income students in the fine arts pathway. The purpose of this action is to maintain a school for unduplicated students that will offer a fine arts experience that is integrated in the students' entire educational experience.	$2,201,376.00	Yes
Action #10	Additional Custodial Staff	The additional custodial staff will help maintain a clean, safe environment for low income, foster youth, and English learner students so they can engage in distance learning opportunities, additional intervention support, and after school programs.	$136,200.00	No

Goal Analysis 2021-22

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.

The substantive differences in planned actions and actual implementation of the actions resulted in the following:
Action #2 (BHS Garver Memorial Project - $100,00 allocated, $0 Spent)
Action #3 (21st Century Furniture/Equipment - $400,000 allocated, $0 Spent)
The overall effectiveness of the actions towards achieving the goal was positive due to the fact that we were able to reduce our Williams findings by 80% and complete all 6 of our maintenance projects for the year. The challenges in implementing the actions included action #2, and action #3. The difficulty with implementing these actions rests solely on the fact that COVID created multiple issues with receiving materials and securing workforce to complete contracted items for facilities improvements. Action # 3 (maintenance worker II), action #4 (BFAA construction), and action #5 (Risk manager) all proved to be very successful actions for this LCAP year. Action #3 contributed directly to the reduced Williams findings, Action # 5 helped mitigate all COVID related issues. And, action #4 ensured that our BFAA school construction needs were completed so the students had a 21st century learning environment to experience.

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

The material difference between the budgeted expenditures and the estimated actual expenditures for this goal can be found in Action #1 (Barstow Fine Arts Academy Staffing - $2,201,376 allocated, $1,876,533 spent). As with many other aspects of schooling during and after the pandemic, students and parents have been reticent about returning to in-person instruction. The number of students in our district that took advantage of independent studies during the 2021-22 school year was more that 1,000. The Barstow Fine Arts Academy was hit particularly hard by this anomaly. However, many of those students did attend virtually and have access to in-person opportunities at Barstow Fine Arts Academy.

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

Metric - Williams monitoring - Ensure facilities are in good repair by reducing facilities findings by 5% annually (Baseline is 47, year 1 results 10)
The above named metric was fully accomplished and then some. The following actions/services were a direct impact to the

accomplishment: Action #1 (Barstow Fine Arts Academy Staffing), Action #3 (Maintenance Worker II)and Action #5 (Risk Manager). The additional maintenance II worker is vital to ensuring that short and long term maintenance projects are completed in a timely manner. Many times the person who fills this position is placed on multiple work teams to carry out specific duties as it relates to maintenance projects. Our Risk manager spends quite a bit of time dealing with preventative measures to mitigate workers comp claims which inevitably means she is fixing facilities and hazardous issues before they start. Also, the Risk manager works closely with the business department and M&O director to conduct safety walks throughout the year. Actions #4(Barstow Fine Arts Academy Construction), #8 (BHS Garver Memorial Project), and #9 (Barstow Fine Arts Academy Staffing) are intended to develop a K-12 Arts pathway at BUSD. Actions # 4 and #9 were fully implemented and supported the completion of all planned facilities projects as well as the reduction of Williams findings to 10 from 47. Actions # 2(Education Tech Specialists), #6 (Network systems specialist), and # 7 (21st century furniture/equipment) are intended to continue BUSD's effort with providing a 21st century learning environment for all of our students. Actions #2, and 6 were fully implemented and contributed to the completion of facilities projects. Action #7 was not implemented at all due to COVID related shipping issues.

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.

Given the fact that BUSD met all of the prescribed metric benchmarks on this goal for the 2021-22 school year, educational partner input suggested that we continue forward with the same actions/services for the 2022-23 school year. BUSD will keep the same actions/services and metrics in the upcoming school year. Action #10 (Additional Custodial Staff) was added to this goal due to the increased need to support ASES after school programs.

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.

Goal

Goal #	Description

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

An explanation of why the LEA has developed this goal.

BUSD students with disabilities have historically shown a lack of academic progress as indicated by CAASPP test scores in English Language Art and Math, Graduation Rates, and College and Career Readiness Indicators. Students with disabilities have been performing low in these areas for the past three years on the California School Dashboard. The goal of the district is to address these areas of weaknesses and ensure our students with disabilities will increase in their CAASPP ELA scores, CAASPP Math scores, Graduation rate, and the percentage of students who graduate college and career ready. Within this action, BUSD plans to implement a California State Standards instructional program focused on ensuring our students are prepared for college and career with a wide breadth of courses and extensive support for students with disabilities. This goal provides a multi-tiered support system through our MTSS program that will assist this student group with academic mastery, behavior supports, and social-emotional skills, which have proven effective in increasing academic achievement. To support these actions, teachers serving students with disabilities will participate in professional development conducted to ensure the new research-based practices are implemented. Through continual monitoring of our defined metrics, we will be able to address areas of weaknesses and capitalize on areas of strengths as we progress through the 2022/23 school year and begin to plan for the 2023/24 school year. With the a defined curricular and a social-emotional program supported by professional development, and new personnel to assist teachers and parents, these new initiatives will create a comprehensive program resulting in a increase of academic performance on the ELA and Math CAASPP assessment, increase high school graduation, and increase the percentage of students with disabilities graduating college and career ready.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Decrease the district's points below standard for students with disabilities 5 points per year in ELA on the CAASPP	SWD - 136.8 pts below standard from 2019 CAASPP administration	Not applicable - new goal for 2022/2023 LCAP	[Intentionally Blank]	[Intentionally Blank]	SWD - 121.8 pts below standards
Decrease the district's points below standard for students with disabilities in Math 5 points per year on the CAASPP	SWD - 162.9 pts below standard from 2019 CAASPP administration	Not applicable - new goal for 2022/2023 LCAP	[Intentionally Blank]	[Intentionally Blank]	SWD - 147.9 pts below standard
Increase Graduation Rate by 6% each year	SWD - 61.5% (2021)	Not applicable - new goal for 2022/2023 LCAP	[Intentionally Blank]	[Intentionally Blank]	SWD - 79.5%
Increase percentage of CCI Prepared by 2 % each year	SWD - 0% (2020)	Not applicable - new goal for 2022/2023 LCAP	[Intentionally Blank]	[Intentionally Blank]	SWD - 6%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Multi-tiered System of Support	Educational Services, Instructional Support Services, and Pupil Services will implement a comprehensive comprehensive system of three tiers of support in every school site, which includes academic, behavior, and social emotional support in order to increase the academic progress of students with disabilities. The success will be measured by an increase in ELA and Math CAASPP scores and increased graduation rates.	$65,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #2	Professional Development	Educational Services, Instructional Support Services, Pupil Services will provide professional development for teachers to support the implementation of social-emotional supports and academic programs by training in topics Second Step, Peek A Pak, and co-teaching with general education. The success will be measured by an increase in ELA and Math CAASPP scores and increased graduation rates.	$115,000.00	No
Action #3	School Site Special Education 504 Liaison	Barstow Unified School District will provide 2 school site special education 504 Liaisons to serve as a support to parents and school sites. in IEP meetings. The Liaison will work with IEP teams and parents to ensure Special education students and 504 students are receiving appropriate services that are aligned with student goals.	$139,010.00	No

Goal Analysis 2021-22

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.

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.

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

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.

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 for 2022-23

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$56,641,461.00	$17,448,400.00	$1,979,617.00

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

30.82%	3.42%	$1,848,757.10	34.22%

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.

Student Technology Access and Resources
Goal #1, Action #1: Technology

Needs, Conditions, Circumstances:
There is a need to provide access to technology and resources (curriculum & social emotional learning intervention supports) to our unduplicated students across the district at all times. As a result of the pandemic and continuing effects there is the need for the district to continue its 1 to 1 Chromebook as well as providing hotspots for internet access to our unduplicated students most in need, as shown by the district's CAASPP assessment data. This requires the replacement of 1480 Chromebooks this year alone. Supporting our district goal of student achievement, results from our 2021 CAASPP Scores show all students district wide scoring an average of 89 points below the standard in ELA and 120 points below the standard in Math. Results of our unduplicated populations show English Learners scoring 134 points below standard in ELA and 121.1 points below the standard in Math. Foster youth scored on average 115 points below standard in ELA and 148 points below standard in Math. Low income students scored 121.5 points below standard in ELA and 135.5 points below standard in Math. Our ELA CAASPP scores have improved since 2020 with all students scoring on average 36.8 points below standard to 2021 with all students scoring 120 points below standard.

Purpose:
Technology access and resources provide support for instruction and intervention for all students but specifically thought of and principally directed and determined to be effective, to low income, EL’s, and Foster Youth and effective in supporting improved academic achievement in all areas but specifically in focus areas of English and Mathematics. These actions and services support our student achievement metrics including CAASPP scores in English and Math, DIBELS, and I-Ready results.

Justification to Continue Action/Service of Effectiveness:
Justification to continue our actions and services related to technology support from our 2021-24 LCAP include our ELA CAASPP scores that

have improved since 2020 with all students scoring on average 36.8 points below standard to 2021 with all students scoring 120 points below standard. Our English learners didn't show progress moving from 78.5 points below standard to 121 points, our foster youth students scores moved from 120 points below standard to 148 points below, and our low income students moved from 115.3 points below standard to 135.5 points respectively. These CAASPP data points previously provided in the needs section, accompanied with the moving from distance learning back to in person learning during the pandemic making full implementation of actions challenging and based on improvements in curriculum and understanding of standards we expect our math and ELA scores to show improvement in future years. We only have one year of data in 2019 for baseline for EL students making progress toward English proficiency at 42%. Our DIBELS K-3 results on reading fluency increased from 57% to 61% from 2021 and will continue to use DIBELS moving forward for K-1 and for 2-6 we recorded baseline numbers for i-Ready which took the place of CAASPP for elementary this year at Reading 41% and Mathematics at 29%. BUSD will monitor the effectiveness of the actions through the CAASPP and iReady assessments.

Career Technical Education
Goal #1, Action 10: Barstow Stem Academy
Goal #5, Action 9: Barstow Fine Arts Academy Staffing

Needs, Conditions, Circumstances:
Educational Partner input, especially from secondary parents and students, requested continued support for hands-on learning and classes that support postgraduate education/employment. BUSD Results indicate that during the 2019-20 school year only 65 students completed a 2-year CTE pathway including 12 English Learners and 1 foster youth. Our percentage of students prepared on the College and Career Dashboard Indicator stands at 19.3% for 2019 including 2.6% for English Learners, 17% for low income students, and foster youth students. There is a need to increase the number of students completing pathways and scoring prepared on the CCI to support students graduating college and career ready, and increased engagement and connectedness to school which will be monitored through attendance and chronic absenteeism data.

Purpose:
BUSD provides a comprehensive Career Technical Education Learning program serving students at each of our high school. These actions/programs are principally directed and determined to be effective, toward providing our low income, English Learners, and foster youth students and effective in providing opportunities for career exploration activities at the middle school level, and work-based learning opportunities including internships, volunteer work, job-shadowing, and certification for students in specific industries. Currently, BUSD offers 9 career technical education pathways for students to enroll with the actions and services provided.

Justification to Continue Action/Service of Effectiveness:
The justification to continue supporting our students with High quality CTE, addresses the goals of college and career readiness and provides

learning options that are appealing to our English Learners, low income and foster youth students who might otherwise be at risk of leaving high school. The district's a-g completion rate increased to 28.4% up from 28.3%, the percentage of seniors completing Career Technical Education pathways maintained at 30.2% including 11 English Learners and 3 foster youth. Funding for these programs and their expansion will continue with the expectation and emphasis on increase the number of unduplicated students enrolled, increase A-G completion rate of these students, and implementation of increased work-based learning opportunities for these students to support College and Career Readiness. BUSD will measure the effectiveness of these actions/service by the college and career readiness indicator on the California School Dashboard.

Culturally Responsive Positive Behavior Interventions and Supports Program
Goal #1, Action 7: 4 Elementary School Assistant Principals
Goal #1, Action 15: CR-PBIS Training
Goal #1, Action 16: 4 Secondary Assistant Principals
Goal #1, Action 18: Winter Symposium & Teacher Professional Development
Goal #3, Action #8: CA Help Partnership
Goal #3, Action #5: Winter Symposium & Teacher Professional Development
Goal #3, Action #6: Peer Counselor
Goal #3, Action 10: Counselors
Goal #3, Action #16: SWIS/PBIS Data Stipends
Goal #3, Action 19: Director of Supportive School Climate

Needs, Conditions, Circumstances:
After assessing the needs, conditions, and circumstances of our low income, English learner, and foster youth students, we determined that the suspension rates of our English learner, foster youth and low income student groups are higher than all students. EL students are suspended 5% more, foster youth students are suspended 11.2% more, and low-income students are suspended 7.5% more than all students. Also, our low income students number of referrals out of class was 15.8% higher than all students. This data, as well as the educational partner engagement process focusing on a districtwide approach to a positive climate and culture, has determined the need for these actions in supporting our unduplicated student groups.

Purpose:
To address the need, BUSD will implement a district-wide CR-PBIS program. This program will serve to support students with behavior and intervention supports that will translate to increased access and achievement for unduplicated students. The focus of the Winter Symposium and CA Help partnership training will be on Culturally Responsive Positive Behavior & Supports. The district has determined that a large percentage of students in these unduplicated count student groups are disproportionately affected by the lack of Culturally Responsive strategies utilized in the learning setting. The Assistant Principals, and counselors will use SWIS/PBIS data to create school-wide positive

behavior support matrices that will be used ensure consistency in discipline matters and fair and equitable use of other means of correction to deal with student behavior.

Justification to Continue Action/Service of Effectiveness:
As continuing actions, educational partner input data (surveys in support of the LCAP process) has provided positive feedback for this principally directed and determined effective actions to provide a variety of strategies and supports that the district engaged in to improve outcomes for our unduplicated student groups, as well as a focus on a districtwide approach to a positive climate and culture from our educational partner engagement process. Because of the significantly lower CAASPP ELA and math scores of our low income, English learner, and foster youth students and the added stress that these students endure compared to the other students, we expect that the scores for our unduplicated students will increase significantly more than the average scores of all other students by diminishing obstacles that can impede improved outcomes. As of our most recent 2021 CAASPP scores we have realized a slight increase across the district in respect to ELA scores (2.4% increase). Math scores have slightly decreased by 1.2% on the 2021 CAASPP test. The district will monitor the on-going effectiveness of the actions by increases in CAASPP ELA and math achievement and decreased office discipline referrals in our SWIS data for the unduplicated student groups as well as decreases in suspension data and improved attendance.

Academic Supports & Resources for Student Access and Achievement
Goal #1, Action 3: Increased Instructional Time
Goal #1, Action 8: K-3 Class Size Reduction
Goal #1, Action 17: 7 Reading Specialists
Goal #1, Action 19: BHS Transportation
Goal #1, Action 23: iReady Software
Goal #1, Action 24: Transportation (New Action)
Goal #3, Action 11: 5 School Psychologists
Goal #3, Action 20: Central Enrollment Classified Staff (New Action)

Needs, Conditions, Circumstances:
Results from our 2020 CAASPP Scores show all students district wide scoring an average of 54.3 points below the standard in ELA and 91.2 points below the standard in Math. Results of our unduplicated populations show English Learners scoring 68 points below standard in ELA and 104.3 points below the standard in Math. Foster youth scored on average 106.7 points below standard in ELA and 146 points below standard in Math. Low income students scored 64 points below standard in ELA and 99.7 points below standard in Math. These data points demonstrate an achievement gap, indicating the need for these actions, including continued additional instructional time, early intervention programs, school staff dedicated to addressing learning barriers for students, and diagnostic tools to assess student gaps in learning and achievement. Our graduation rate has decreased from 91.4% in 2017 to 85.7% in 2021. College and Career Indicator results for English Learners show a decrease from 2.6% to 2.5%, and low income students from 17% to 16.7%. Overall Math CAASPP scores have decreased

since 2020 with all students showing a decrease from 89.1 points below standard to 90.3 in 2021. We have seen decreases with our English learners moving from 103.1 points below standard to 105.3 points, our foster youth students' scores moved from 142.7points below standard to 145 points below, and our low income students moved from 97.7 points below standard to 102.7 points respectively.

Purpose:
The district will continue to provide increased instructional time and learning supports for students to provide academic supports for student access and achievement. Collaboration days for teachers allows teachers to review data, have discussions regarding improvement or interventions, and collaborative planning for instruction which is supported by our increased improvement numbers on CAASPP in ELA and Mathematics. The iReady software platform will continue to be used to provide diagnostic data about achievement, which will be used to create intervention groups for increased learning for our unduplicated count student groups. Other actions will provide transportation and Central Enrollment Staff focus on providing unduplicated students greater academic access and interventions.

Justification to Continue Action/Service of Effectiveness:
Justification to continue, from our 2021-24 LCAP, increased instructional time and collaboration time for our teachers, early intervention programs, after school tutoring, and additional learning supports for unduplicated students, include all metrics of the dashboard. Graduation Rates for English Learners have gone from 85% to 84%, and low-income students from 90.3% to 87.6% from 2020 respectively. Our results on the CCI have maintained at 18.7% prepared in 2020. Our ELA CAASPP scores have maintained since 2020 with all students scoring on average 54 points below standard to 2021 with all students scoring 55 points below standard. Our English learners show maintenance at 70 points, our foster youth students' scores moved from 105.5 points below standard to 107.5 points below, and our low income students improved from 64.9 points below standard to 65.2 points respectively. Based on improvements in curriculum and understanding of standards we expect our math scores to show improvement in future years. We only have one year of data in 2019 for baseline EL students making progress toward English proficiency at 41.7%. We will continue to use these metrics (CAASPP, Graduation Rates, CCI on the CA Dashboard) to measure the effectiveness of these actions and services. The pandemic has had an influence on full implementation of these actions towards improving student outcomes. However a move back into in-person instruction will allow greater implementation of these actions towards our expectation towards closing the stated achievement gaps.

Resources to Support Social Emotional Learning, Student Engagement and School Climate
Goal #3, Action 2: Attention 2 Attendance
Goal #3, Action 12: Dean of Students
Goal #3, Action 17: PBIS Wellness Teachers

Needs, Conditions, Circumstances:
As students return to school after a year of distance learning there is an increased need to promote a positive school climate, increase the

connection students feel to school, and support the positive behaviors expected of students while at school and in the community, as was a focus in the educational partner engagement process. Further justification includes what we saw in Chronic Absenteeism prior to school closures for all students of 21.5%, this was a decrease of .6% from the previous year. While only, 13.5% of English Learners were chronically absent, 34.8% of foster youth and 23.7% of low-income students were considered chronically absent, providing a gap between all students and the low-income and foster youth student groups. Along with chronic absenteeism needs, the suspension rate for the 2019 California dashboard was 10.3% for all students, a rate of 11.7% for Low-Income students, 7.2% for English Learners, and a rate of 14.4% for foster youth, showing a need to further support the low-income and foster youth student groups in these areas.

Purpose:
Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS) and social emotional learning encourages behaviors that promote learning, including good attendance, study habits, and respect. CR-PBIS supports efforts to keep students enrolled in school, maintain student safety, encourage positive school climate, and keep students on-track towards graduation. which are determining factors for these actions being principally directed and effective in supporting our unduplicated student groups. Social emotional learning is a strategy and support to encourage students to utilize self-help tools to deal with anger, difficult, situations, and disappointment.

Justification to Continue Action/Service of Effectiveness:
Justification to Continue Action/Measurement of Effectiveness: Justification to continue supporting Positive Behavior Intervention and Support actions and services and social emotional learning curriculum from our 2021-2024 LCAP include the ongoing support that will be needed for students as the pandemic continues and students return to campuses they have not attended. In addition, these actions and services are justified to continue based on our comparison of subgroups from the 2017-18 school year reported on the 2018 Dashboard to the 2018-19 school year reported on the 2019 Dashboard for Chronic Absenteeism. The Chronic Absenteeism rates on the 2018 Dashboard is 22.2% for all students, 12.6 % for English Learners, 40.2 % for Foster Youth, and 24.5% for low income students. In 2021 the Chronic Absenteeism rates is 41.5% for all students, 38.1 % for English Learners, 50.2 % for Foster Youth, and 37.6% for low income students. The chronic absenteeism rates increased across all student groups due on part the lasting effects of COVID. The 2019 Dashboard showed Chronic Absenteeism rates of 21.5% for all students,13.5% for English Learners, 34.8% for foster youth, and 23.7% for low income students. The Dashboard results for suspension rates also show some improvements to support the effectiveness of these supports as the 2018 suspension rates for all students was reported as 9.5%, 5.3% for English learners,14.4 % for foster youth, and 10.8% for low income students. The 2019 Dashboard indicates mixed results in these statistics to 10.3% for all students, 7.2% for English Learners, 14.4% for foster youth, and 11.7% for low income students. The suspension rates for 2021 were as follows: 0%, 0% for English learners, 0 % for foster youth, and 0% for low income students. Effectiveness will continue to be measured and monitored by reviewing Chronic Absenteeism, suspension rates, and attendance rates for our English Learners, foster youth and low-income students. As with suspension and chronic absenteeism data, the pandemic has made it difficult to determine the effectiveness of these actions, as the data has not been consistent. Full implementation of these actions will provide greater evidence to their ongoing effectiveness in supporting the closing of these gaps and expectations to lower chronic absenteeism and suspension rates for our unduplicated student groups.

Intervention Support Materials/Staffing/Supplies
Goal #1, Action 13: Intervention/support Materials & supplies
Goal #1, Action 14: Categorical Office Staff
Goal #1, Action 25: BARR Intervention Model (New Action)

Needs, Conditions, Circumstances:
These actions are principally directed to our English Learners, foster youth, and low income students, there is a need to support the individual goals and needs of school sites and their unduplicated populations as no two school sites or communities are the same and each site is supported by their Single Plan for Student Achievement which is aligned to LCAP and district goals. Also these actions are dedicated to ensuring adherence to state mandates such as differentiated assistance and low performing schools in support of our unduplicated student groups. Results from our 2019 CAASPP Scores for our unduplicated populations show English Learners scoring 70 points below standard in ELA and 103.1 points below the standard in Math. Foster youth scored on average 105.5 points below standard in ELA and 142.7 points below standard in Math. Low income students scored 64.9 points below standard in ELA and 97.7 points below standard in Math. In support of increased access through technology for our unduplicated student groups, the integration of the BARR intervention Model will be integrated to support intervention in closing these CAASPP achievement gaps and increasing and sustaining unduplicated student attendance and decreasing chronic absenteeism. Especially as interventions were a focus of ELAC, DELAC, and Parents through the engagement process.

Purpose:
The actions focus on interventions and classified staff supports and determined to be effective, toward low income, EL, and foster youth by supporting sites based on their percentage of unduplicated students. This funding will allow each site to provide for the specific needs of their student population and specifically their unduplicated students. Each site has a different percentage of students and will develop a School Plan for Student Achievement that will specifically state the goals and actions they will provide to meet their site goals and district LCAP goals. This will provide student resources which include supplemental instructional materials, equipment, professional development, and student experiences across the district.

Justification to Continue Action/Service of Effectiveness:
Justification to continue providing these actions and services from our 2017-2020 LCAP show in our ELA CAASPP scores that have had mixed results since 2017 with our English learners moving from 71.9 points below standard to 70 points, our foster youth students' scores moved from 80.4 points below standard to 105.5 points below, and our low income students moved from 69.1 points below standard to 64.9 points respectively. Overall Math CAASPP scores have decreased since 2017 as we have seen decreases with our English learners moving from 91.1 points below standard to 103.1 points, our foster youth students' scores moved from 99 points below standard to 142 points below, and our low income students moved from 86.6 points below standard to 97.7 points respectively. Results from our 2020 CAASPP Scores show all students district wide scoring an average of 54.3 points below the standard in ELA and 91.2 points below the standard in Math as well as

closing gaps in achievement for our unduplicated student groups. Results of our unduplicated populations show English Learners scoring 68 points below standard in ELA and 104.3 points below the standard in Math. Foster youth scored on average 106.7 points below standard in ELA and 146 points below standard in Math. Low income students scored 64 points below standard in ELA and 99.7 points below standard in Math. These data points demonstrate the need for continued additional instructional time, early intervention programs, school staff dedicated to addressing learning barriers for students, and diagnostic tools to assess student gaps in learning and achievement. It is that focus on interventions from our engagement process with our educational partners which has focused the district on continuing interventions as well as bringing on new intervention actions such as BARR Intervention model in this goal. Based on improvements in curriculum and understanding of standards we expect our math scores to show improvement. We only have one year of data in 2019 for baseline for EL students making progress toward English proficiency at 41.7%. We will continue to measure the effectiveness of these actions using these measures (CAASPP, academic indicators and English Proficiency on the CA Dashboard).

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

English Learner Supports
Goal #4, Action 1: English Language Development Instructional Coach
Goal #4, Action 2: EL Paraeducator Support
Goal #4, Action 3: Site Specific EL Expenditures
Goal #4, Action 4: Site English Language Learner (ELL) Coordinators
Goal #4, Action 5: After School EL Tutoring
Goal #4, Action 6: EL Resources/Training

Needs, Conditions, Circumstances:
The language support services and EL site support actions stem from the growing need of our EL students and their parents. Out of 6,430 students in BUSD, 624 of those identify a language other than English on the home language survey. Of those identifying a language other than English, 97% report their language as Spanish while the remaining 3% represent 28 other languages. Results from our 2019 CAASPP Scores show all students district wide scoring an average of 55.2 points below the standard in ELA and 89.1 points below the standard in Math. Results of our English Learners show that the student group is scoring 70 points below standard in ELA and 103.1 points below the standard in Math. In 2021, Our English learners didn't show progress on the ELA CAASPP, moving from 78.5 points below standard to 121 points below. Overall Math CAASPP scores have decreased since 2020 as we have seen decreases in 2021 with our English learners moving from 89.8 points below standard to 121 points below standard. These data points demonstrate the need for extra instructional support for teachers and intervention support for English Learners. In addition, we saw an increase in Chronic Absenteeism prior to school closures. In addition, in 2020, 13.5% of English Learners were considered chronically absent. In 2021 34.8% of English learners were considered chronically absent. While this does not show a gap compared to all students, it does show a heightened increase of chronic absenteeism for the English learner student group. Our graduation rate has maintained from 92.9% in 2017 to 91.4% in 2019 and to 84% in 2020. Gaps in our CAASPP achievement data

and increases in chronic absenteeism data show the need to continue these targeted actions for our English Learner student group.

Purpose:
Language Support Services oversees, guides, and maintains the district's English Learner (EL) programs while the District Assessment Office provides districtwide ELPAC testing, school site EL tutoring and oversight. The ELD Coach provides professional development to help ensure the delivery EL specific supplemental instructional support above the core instructional program and to support language acquisition.

Justification to Continue Action/Service of Effectiveness:
These actions and services are specifically directed, and determined to be effective, for our English Learners and tie into the former LCAP metrics. The district has made the decision to continue funding these positions and instructional materials in the 2021-2024 LCAP. Our overall performance on the Dashboard each year has had mixed results. Our ELA CAASPP scores have maintained or improved since 2017 with all students scoring on average 55.2 points below standard in 2017 to 54.1 points below standard in 2019. However, our 2021 results indicate that our student are 120 points below standard in 2021 on the CAASPP ELA. Our English learners moved from 70.1 points below standard to 134.5 points in 2021 which is considered decreasing, and our Math CAASPP scores have decreased from 89.1% in 2019 to 140% in 2021 with our English Learning increasing from 103.1 points below standard to 143 points below standard in 2021. We only have one year of data in 2019 for baseline for EL students making progress toward English proficiency at 41.9%. Educational partner input indicates that the BUSD DELAC and ELAC meetings supported these ongoing actions, specifically the paraeducator support and after school tutoring. There are concerns about how the distance learning pandemic affected the needs of our English learner student groups. The district will monitor the effectiveness of these actions by the metrics included in this goal, which are expected to show improved outcomes in the following metrics: ELPAC, EL Progress and ELD implementation through assessments, reclassification and CAASPP ELA achievement data.

Foster Youth Support
Goal #2, Action 1: Parent/Guardian Involvement Coordinators
Goal #2, Action 3: Foster Youth Student Support
Goal #2, Action 4: Liaison/Translator Services

Needs, Conditions, Circumstances:
As students return to school after a year of distance/masked learning there is an increased need to support the needs of our foster youth and families for positive school attendance. In 2019-20 we saw an increase in Chronic Absenteeism prior to school closures for all students to 21.5%. In addition, 34.8% of foster youth were considered chronically absent. In 2021-22 chronic absenteeism rate for foster youth increased to 48.5% for foster youth students. Attendance rates for 2019-20 up to school closures included 94.5% for all students, a rate of 78.6% for foster youth. The attendance rate for foster youth in 2021-22 was 62.6% for foster youth. The suspension rate for 2019-20 up to school closures included 9.8% for all students, and a rate of 11.6% for foster youth. The gap in the data shows the need for these principally directed actions for our Foster Youth students.

Purpose:
These actions are dedicated to foster youth students to support their unique needs. Services include targeted outreach, support for nutrition, connectivity, school supplies, and support to engage community resources. The Foster Youth Liaison ensures that both students and guardians are aware of the resources available both outside and inside the district.

Justification to Continue Action/Service of Effectiveness:
Justification to continue supporting these actions and services include the ongoing support that will be needed for foster youth students as the pandemic continues and students return to campuses in-person. The Chronic Absenteeism rates on the 2018 Dashboard is 22.2% for all students, 40.2 % for Foster Youth. The 2019 Dashboard showed Chronic Absenteeism rates of 21.5% for all students, 34.8% for foster youth. In 2020 the chronic absenteeism rate was 24.5% for all students and 48% for foster youth. The Dashboard results for suspension rates showed we maintained or made no improvements to support the effectiveness of these supports as the 2018 suspension rates for all students was reported as 9.5%, 14.4 % for foster youth. The 2019 Dashboard results show a decrease in these statistics to 10.3% for all students, 14.4% for foster youth. In 2021 the suspension rate dropped to 0% due to distance learning. The expectation for continuing these actions is to lower both chronic absenteeism and suspensions for our foster youth students as these actions have shown effectiveness prior to COVID. The effectiveness of the supports will be measured by decreases in the rates for Chronic Absenteeism and suspensions for our foster youth. These 3 actions in educational partner input (LCAP survey data) show a desire to continue with these actions for our foster youth.

The increase for our unduplicated count students can be measured by the fact that 28 actions/services listed above are dedicated to English Learners, foster youth and low income students. Our district has established principally directed, and determined to be effective, services to our unduplicated students by looking at their needs, circumstances and conditions first with the thought that the services will also support all student growth but will substantially EL/FY/LI students.
Goal 3 is dedicated to supporting our EL students. After careful analysis, it is evident that the need for more targeted support for EL students in the area of CAASPP performance, reclassification, and ELPAC performance are paramount at Barstow Unified School District. All 6 of the actions/services in Goal 3 are specifically directed to supporting English learners at BUSD and are limited in scope.
2 actions/services listed above are targeted specifically for low income students which includes the Attention 2 Attendance software and 4 preschool teachers. 2 actions/services listed above are targeted specifically for our foster youth students which includes a foster youth/translator liaison and foster youth student support. These actions and services are meeting the percentage to increase or improve services by the 41.12%, both qualitatively and quantitatively.

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.

The increased concentration grant funds were brought to the district advisory committee for discussion and priorities. All community partners were engaged in determining the best use of the new resource at the school site level for direct-to-student services. All of the schools in the LEA are above 55% of foster youth, English learners, and low-income students. Therefore, all schools were eligible to receive the benefit of these funds and no ratio comparison is required. The plan that came from the community included the provision of 10 noon duty supervisors (Goal 3, Action 18), the addition of custodians (Gol 5, action 10), additional PBIS/Wellness teachers (Goal 3, action 17), added school counselors (Goal 3, action 10) so that there is one for every site, an additional high school assistant principal (Goal 1, action 16), and high school peer counselor (Goal 3, action 6).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	98.5	32.98
Staff-to-student ratio of certificated staff providing direct services to students	24.8	21.46

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$28,276,043.00	$1,139,010.00	$0.00	$1,215,898.00	$30,630,951.00	$18,119,470.00	$12,511,481.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Technology	All students	$492,500.00	$1,000,000.00	$0.00	$0.00	$1,492,500.00
1	2	NGSS 9-12 curriculum	Grades 9-12	$350,000.00	$0.00	$0.00	$0.00	$350,000.00
1	3	Increased in-structional time	All Students	$2,894,261.00	$0.00	$0.00	$0.00	$2,894,261.00
1	4	Illuminate software	All students	$52,000.00	$0.00	$0.00	$0.00	$52,000.00
1	5	CAASPP Test Coordinator	Grades 3-8 &11	$19,601.00	$0.00	$0.00	$0.00	$19,601.00
1	6	Physical Fitness Tests	Grades 5, 7, 9	$2,700.00	$0.00	$0.00	$0.00	$2,700.00
1	7	4 Elementary School Assistant Principals	Grades TK-6	$647,298.00	$0.00	$0.00	$0.00	$647,298.00
1	8	K-3 Class size reduction	TK-3rd grade	$532,800.00	$0.00	$0.00	$0.00	$532,800.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	BHS Fieldtrips	Grades 9-12	$90,000.00	$0.00	$0.00	$0.00	$90,000.00
1	10	Barstow STEM Academy	Grades 5-8	$2,094,879.00	$0.00	$0.00	$0.00	$2,094,879.00
1	11	District STEAM Fair Coordinator	All Students	$4,500.00	$0.00	$0.00	$0.00	$4,500.00
1	12	Site Steam Fair Coordinators	TK-6th grade	$10,938.00	$0.00	$0.00	$0.00	$10,938.00
1	13	Intervention/Support Materials & Supplies	All students	$1,400,353.00	$0.00	$0.00	$0.00	$1,400,353.00
1	14	Categorical Office Staff	All students	$388,777.00	$0.00	$0.00	$117,360.00	$506,137.00
1	15	CR-PBIS Training	All students	$2,142,583.00	$0.00	$0.00	$0.00	$2,142,583.00
1	16	4 Secondary Assistant Principals	EL/FY/LI	$638,629.00	$0.00	$0.00	$0.00	$638,629.00
1	17	7 Reading Specialists	TK-6th	$977,835.00	$0.00	$0.00	$0.00	$977,835.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	18	Winter Symposium & Teacher Professional Development	EL/FY/LI	$367,959.00	$0.00	$0.00	$363,383.00	$731,342.00
1	19	BHS Transportation	9-12	$286,000.00	$0.00	$0.00	$0.00	$286,000.00
1	20	Peer Assistance Review	All students	$31,146.00	$0.00	$0.00	$0.00	$31,146.00
1	21	Teacher Signing Bonus	All students	$75,000.00	$0.00	$0.00	$0.00	$75,000.00
1	22	Center for Teacher Innovation Program	All Students	$40,264.00	$0.00	$0.00	$0.00	$40,264.00
1	23	iReady Software	EL/FY/LI	$251,248.00	$0.00	$0.00	$87,000.00	$338,248.00
1	24	Transportation	EL/FY/LI	$2,818,720.00	$0.00	$0.00	$0.00	$2,818,720.00
1	25	BARR Intervention Model	Low Income	$50,000.00	$0.00	$0.00	$0.00	$50,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	Parent/Guardi an Involvement Coordinators	All students	$11,648.00	$0.00	$0.00	$36,339.00	$47,987.00
2	2	PBIS training for parents	All students	$5,000.00	$0.00	$0.00	$0.00	$5,000.00
2	3	Foster Youth student support	Foster Youth	$20,000.00	$0.00	$0.00	$0.00	$20,000.00
2	4	Liaison/Transla tor services	Foster Youth	$72,660.00	$0.00	$0.00	$0.00	$72,660.00
2	5	Public Information Officer	All Students	$110,578.00	$0.00	$0.00	$0.00	$110,578.00
3	1	Student Incentives & Awards	All students	$20,000.00	$0.00	$0.00	$0.00	$20,000.00
3	2	Attention 2 Attendance Software	EL/FY/LI	$32,000.00	$0.00	$0.00	$0.00	$32,000.00
3	3	Student Study Team Coordinators	All Students	$11,385.00	$0.00	$0.00	$0.00	$11,385.00
3	4	CWA Coordinator	All students	$196,980.00	$0.00	$0.00	$0.00	$196,980.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	Restorative Practices CR-PBIS district coach	All Students	$154,872.00	$0.00	$0.00	$0.00	$154,872.00
3	6	Peer Counselor	Grades 7-12	$179,449.00	$0.00	$0.00	$0.00	$179,449.00
3	7	4 Preschool Teachers	4 year olds	$244,519.00	$0.00	$0.00	$0.00	$244,519.00
3	8	CA Help Partnership	EL/FY/LI	$50,000.00	$0.00	$0.00	$0.00	$50,000.00
3	9	Fine Arts Pathway at BJHS	Barstow Junior High School Grades 7 & 8	$100,000.00	$0.00	$0.00	$0.00	$100,000.00
3	10	Counselors	EL/FY/LI	$1,537,898.00	$0.00	$0.00	$0.00	$1,537,898.00
3	11	5 School Psychologists	EL/FY/LI	$776,193.00	$0.00	$0.00	$0.00	$776,193.00
3	12	Dean of students	EL/FY/LI	$172,553.00	$0.00	$0.00	$0.00	$172,553.00
3	13	Homeless/Foster Youth Support	Foster Youth	$0.00	$0.00	$0.00	$20,000.00	$20,000.00
3	14	Preschool (4K) Paraeducators	4 year olds	$0.00	$0.00	$0.00	$228,433.00	$228,433.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	15	CR-PBIS supplies/trainin g	All students	$5,000.00	$0.00	$0.00	$0.00	$5,000.00
3	16	SWIS/PBIS data stipend	EL/FY/LI	$21,116.00	$0.00	$0.00	$0.00	$21,116.00
3	17	PBIS Wellness Teachers	EL/FY/LI	$538,200.00	$0.00	$0.00	$0.00	$538,200.00
3	18	Campus safety Assistants/Noo n Duty	All students	$735,767.00	$0.00	$0.00	$0.00	$735,767.00
3	19	Director of Supportive School Climate	EL/FY/LI	$196,980.00	$0.00	$0.00	$0.00	$196,980.00
3	20	Central Enrollment Classified Staff	EL/FY/LI	$278,712.00	$0.00	$0.00	$0.00	$278,712.00
4	1	English Language Development Instructional Coach	English Learners	$135,125.00	$0.00	$0.00	$0.00	$135,125.00
4	2	EL Paraeducator Support	English Learners	$226,866.00	$0.00	$0.00	$0.00	$226,866.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	Site Specific EL Expenditures	English Learners	$46,220.00	$0.00	$0.00	$0.00	$46,220.00
4	4	Site English Language Learner (ELL) Coordinators	English Learners	$20,248.00	$0.00	$0.00	$0.00	$20,248.00
4	5	After school EL tutoring	English Learners	$25,000.00	$0.00	$0.00	$0.00	$25,000.00
4	6	EL Resources/Training	English Learners	$3,500.00	$0.00	$0.00	$363,383.00	$366,883.00
5	1	4 Computer Specialists	All students	$373,458.00	$0.00	$0.00	$0.00	$373,458.00
5	2	Education Tech Specialist	All students	$19,858.00	$0.00	$0.00	$0.00	$19,858.00
5	3	Maintenance Worker II	All Students	$74,454.00	$0.00	$0.00	$0.00	$74,454.00
5	4	Barstow Fine Arts Academy construction	K-6th grade	$2,000,000.00	$0.00	$0.00	$0.00	$2,000,000.00
5	5	Risk Manager	All Students	$98,355.00	$0.00	$0.00	$0.00	$98,355.00
5	6	Network System Specialist	All students	$103,882.00	$0.00	$0.00	$0.00	$103,882.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	7	21st Century Furniture/Equipment	All students	$400,000.00	$0.00	$0.00	$0.00	$400,000.00
5	8	BHS Garver Memorial Project	Grades 9-12	$100,000.00	$0.00	$0.00	$0.00	$100,000.00
5	9	Barstow Fine Arts Academy Staffing	Low Income	$2,201,376.00	$0.00	$0.00	$0.00	$2,201,376.00
5	10	Additional Custodial Staff	All students	$136,200.00	$0.00	$0.00	$0.00	$136,200.00
6	1	Multi-tiered System of Support	Students With Disabilities	$65,000.00	$0.00	$0.00	$0.00	$65,000.00
6	2	Professional Development	Students With Disabilities	$115,000.00	$0.00	$0.00	$0.00	$115,000.00
6	3	School Site Special Education 504 Liaison	Students with disablilities	$0.00	$139,010.00	$0.00	$0.00	$139,010.00

2022-23 Contributing Actions Tables

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)
$56,641,461.0 0	$17,448,400.0 0	30.80%	3.42%	34.22%	$22,684,458.0 0	0.00%	40.05%

Totals by Type	Total LCFF Funds	Total Funds
Total:	$22,684,458.00	$24,651,923.00
LEA-wide Total:	$15,242,285.00	$16,810,028.00
Limited Total:	$561,267.00	$960,989.00
Schoolwide Total:	$6,880,906.00	$6,880,906.00

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	Technology	Yes	LEA-wide	Low Income	All Schools	$492,500.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Increased in-structional time	Yes	LEA-wide	low Income, Foster youth, English Learners	All Schools	$2,894,261.00	0%
1	7	4 Elementary School Assistant Principals	Yes	LEA-wide	EL/Foster Youth/Low Income	All Elementary School Sites	$647,298.00	0%
1	8	K-3 Class size reduction	Yes	LEA-wide	Low income, English Learners, fos-ter youth	All Elementary schools	$532,800.00	0%
1	10	Barstow STEM Academy	Yes	Schoolwide	low income, English Learners, fos-ter youth	Barstow STEM Academy	$2,094,879.00	0%
1	13	Intervention/Su pport Materials & Supplies	Yes	LEA-wide	low income, English Learners, fos-ter youth	All Schools	$1,400,353.00	0%
1	14	Categorical Office Staff	Yes	LEA-wide	Low income, English Learners	All Schools	$388,777.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	15	CR-PBIS Training	Yes	LEA-wide	English Learners, Low socio-eco-nomic, Foster Youth	All Schools	$2,142,583.00	0%
1	16	4 Secondary Assistant Principals	Yes	LEA-wide	EL/Foster Youth/Low Income	Barstow High School & Barstow Junior High School	$638,629.00	0%
1	17	7 Reading Specialists	Yes	LEA-wide	low income, English Learners, fos-ter youth	Elementary	$977,835.00	0%
1	18	Winter Symposium & Teacher Professional Development	Yes	LEA-wide	EL/Foster Youth/Low Income	All Schools	$367,959.00	0%
1	19	BHS Transportation	Yes	Schoolwide	Low income, English learn-ers, foster youth	Barstow High School	$286,000.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	23	iReady Software	Yes	LEA-wide	Low Income, English Learner, Foster youth	All Schools	$251,248.00	0%
1	24	Transportation	Yes	LEA-wide	Foster Youth/English Learners/ Low socio-economic	All schools	$2,818,720.00	0%
1	25	BARR Intervention Model	Yes	Schoolwide	Low soci-economic	Barstow High School	$50,000.00	0%
2	1	Parent/Guardian Involvement Coordinators	Yes	Limited	Low income	All Schools	$11,648.00	0%
2	3	Foster Youth student support	Yes	Limited	Foster Youth	All Schools	$20,000.00	0%
2	4	Liaison/Translator services	Yes	Limited	Foster Youth	All Schools	$72,660.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	2	Attention 2 Attendance Software	Yes	LEA-wide	Low Income, English Learners, fos-ter youth	All Schools	$32,000.00	0%
3	5	Restorative Practices CR-PBIS district coach	Yes	LEA-wide	Low income, English learn-ers, foster youth	LEA-Wide	$154,872.00	0%
3	6	Peer Counselor	Yes	LEA-wide	Low income. foster youth, English learners	Secondary Schools (BHS, CHS BJHS)	$179,449.00	0%
3	8	CA Help Partnership	Yes	LEA-wide	EL/Foster Youth/Low Income	All school sites	$50,000.00	0%
3	10	Counselors	Yes	Schoolwide	EL/Foster youth/Low Income	BHS/CHS/BJH S	$1,537,898.00	0%
3	11	5 School Psychologists	Yes	LEA-wide	EL/Foster Youth/Low Income	All Schools	$776,193.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	12	Dean of students	Yes	Schoolwide	EL/Foster Youth/Low Income	Barstow Junior High School	$172,553.00	0%
3	16	SWIS/PBIS data stipend	Yes	LEA-wide	EL/Foster Youth/Low Income	All Schools	$21,116.00	0%
3	17	PBIS Wellness Teachers	Yes	Schoolwide	Low income, English learn-ers, foster youth	BHS,BJHS,Crestline	$538,200.00	0%
3	19	Director of Supportive School Climate	Yes	LEA-wide	Low income, English Learners, Foster youth	All schools	$196,980.00	0%
3	20	Central Enrollment Classified Staff	Yes	LEA-wide	low income, foster youth, English learners	all schools	$278,712.00	0%
4	1	English Language Development Instructional Coach	Yes	Limited	English Learners	All Schools	$135,125.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	2	EL Paraeducator Support	Yes	Limited	English Learners	All Schools	$226,866.00	0%
4	3	Site Specific EL Expenditures	Yes	Limited	English Learners	All Schools	$46,220.00	0%
4	4	Site English Language Learner (ELL) Coordinators	Yes	Limited	English Learners	All schools	$20,248.00	0%
4	5	After school EL tutoring	Yes	Limited	English Learners	All Schools	$25,000.00	0%
4	6	EL Resources/Training	Yes	Limited	English Learners	All schools	$3,500.00	0%
5	9	Barstow Fine Arts Academy Staffing	Yes	Schoolwide	Low Income	Barstow Fine Arts Academy	$2,201,376.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$24,767,492.00	$20,119,216.41

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Technology	Yes	$1,292,500.00	$348,771.00
1	2	NGSS 9-12 curriculum	No	$350,000.00	$101,455.00
1	3	Increased instructional time	Yes	$1,976,812.00	$1,986,030.00
1	4	Illuminate software	No	$52,000.00	$57,853.00
1	5	CAASPP Test Coordinator	No	$19,601.00	$10,208.00
1	6	Physical Fitness Tests	No	$2,700.00	$328.41
1	7	4 Elementary School Assistant Principals	Yes	$618,141.00	$618,141.00
1	8	K-3 Class size reduction	No	$480,000.00	$508,800.00
1	9	BHS Fieldtrips	No	$90,000.00	$55,898.00
1	10	Barstow STEM Academy	Yes	$1,887,279.00	$2,000,515.00
1	11	District STEAM Fair Coordinator	No	$4,500.00	$3,136.00
1	12	Site Steam Fair Coordinators	No	$10,938.00	$12,951.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	13	Intervention/Support Materials & Supplies	Yes	$355,691.00	$355,691.00
1	14	Categorical Office Staff	Yes	$652,687.00	$652,687.00
1	15	CR-PBIS Training	No	$2,193,057.00	$100,682.00
1	16	4 Secondary Assistant Principals	Yes	$575,342.00	$741,750.00
1	17	7 Reading Specialists	Yes	$880,933.00	$189,778.00
1	18	Winter Symposium & Teacher Professional Development	Yes	$412,954.00	$412,954.00
1	19	BHS Transportation	No	$86,000.00	$131,933.00
1	20	Peer Assistance Review	No	$31,146.00	$0.00
1	21	Teacher Signing Bonus	No	$75,000.00	$0.00
1	22	Center for Teacher Innovation Program	No	$40,264.00	$31,153.00
1	23	iReady Software	Yes	$338,248.00	$251,247.00
1	24	Transportation	Yes	$2,539,388.00	$2,539,388.00
2	1	Parent/Guardian Involvement Coordinators	Yes	$47,987.00	$10,918.00
2	2	PBIS training for parents	No	$5,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	3	Foster Youth student support	Yes	$20,000.00	$71,454.00
2	4	Liaison/Translator services	Yes	$72,660.00	$78,328.00
2	5	Public Information Officer	No	$99,620.00	$113,414.00
3	1	Student Incentives & Awards	No	$20,000.00	$4,355.00
3	2	Attention 2 Attendance Software	Yes	$32,000.00	$54,700.00
3	3	Student Study Team Coordinators	No	$11,385.00	$15,421.00
3	4	CWA Coordinator	No	$176,980.00	$181,728.00
3	5	Restorative Practices CR-PBIS district coach	No	$136,872.00	$10,819.00
3	6	Peer Counselor	No	$79,449.00	$138,134.00
3	7	4 Preschool Teachers	Yes	$220,288.00	$222,783.00
3	8	CA Help Partnership	Yes	$50,000.00	$50,000.00
3	9	Fine Arts Pathway at BJHS	No	$100,000.00	$14,643.00
3	10	Counselors	Yes	$1,385,494.00	$1,441,977.00
3	11	5 School Psychologists	Yes	$699,273.00	$876,962.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	12	Dean of students	Yes	$155,454.00	$164,781.00
3	13	Homeless/Foster Youth Support	No	$20,000.00	$2,339.00
3	14	Preschool (4K) Paraeducators	No	$228,433.00	$197,733.00
3	15	CR-PBIS supplies/training	No	$65,000.00	$65,000.00
3	16	SWIS/PBIS data stipend	Yes	$21,116.00	$6,547.00
4	1	English Language Development Instructional Coach	Yes	$121,182.00	$142,074.00
4	2	EL Paraeducator Support	Yes	$204,384.00	$266,277.00
4	3	Site Specific EL Expenditures	Yes	$46,220.00	$21,161.00
4	4	Site English Language Learner (ELL) Coordinators	Yes	$20,248.00	$10,626.00
4	5	After school EL tutoring	Yes	$25,000.00	$765.00
4	6	EL Resources/Training	Yes	$366,883.00	$5,959.00
5	1	4 Computer Specialists	No	$373,458.00	$340,193.00
5	2	Education Tech Specialist	No	$19,858.00	$17,161.00
5	3	Maintenance Worker II	No	$74,454.00	$82,643.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	4	Barstow Fine Arts Academy construction	No	$2,000,000.00	$2,000,000.00
5	5	Risk Manager	No	$98,355.00	$163,799.00
5	6	Network System Specialist	No	$103,882.00	$129,640.00
5	7	21st Century Furniture/Equipment	No	$400,000.00	$229,000.00
5	8	BHS Garver Memorial Project	No	$100,000.00	$0.00
5	9	Barstow Fine Arts Academy Staffing	Yes	$2,201,376.00	$1,876,533.00

2021-22 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	$16,661,519.00	$17,219,540.00	$14,809,407.00	$2,410,133.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	Technology	Yes	$292,500.00	$448,771.00	0.00%	0.00%
1	3	Increased instruc-tional time	Yes	$1,591,812.00	$1,986,030.00	0.00%	0.00%
1	7	4 Elementary School Assistant Principals	Yes	$618,141.00	$618,141.00	0.00%	0.00%
1	10	Barstow STEM Academy	Yes	$1,887,279.00	$2,000,515.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	13	Intervention/Support Materials & Supplies	Yes	$355,691.00	$355,691.00	0.00%	0.00%
1	14	Categorical Office Staff	Yes	$350,520.00	$652,687.00	0.00%	0.00%
1	16	4 Secondary Assistant Principals	Yes	$575,342.00	$741,750.00	0.00%	0.00%
1	17	7 Reading Specialists	Yes	$880,933.00	$189,778.00	0.00%	0.00%
1	18	Winter Symposium & Teacher Professional Development	Yes	$367,959.00	$367,959.00	0.00%	0.00%
1	23	iReady Software	Yes	$251,248.00	$251,247.00	0.00%	0.00%
1	24	Transportation	Yes	$2,539,388.00	$2,539,388.00	0.00%	0.00%
2	1	Parent/Guardian Involvement Coordinators	Yes	$11,648.00	$10,918.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	3	Foster Youth student support	Yes	$20,000.00	$71,454.00	0.00%	0.00%
2	4	Liaison/Translator services	Yes	$72,660.00	$78,328.00	0.00%	0.00%
3	2	Attention 2 Attendance Software	Yes	$32,000.00	$54,700.00	0.00%	0.00%
3	7	4 Preschool Teachers	Yes	$220,288.00	$222,783.00	0.00%	0.00%
3	8	CA Help Partnership	Yes	$50,000.00	$50,000.00	0.00%	0.00%
3	10	Counselors	Yes	$766,341.00	$797,582.00	0.00%	0.00%
3	11	5 School Psychologists	Yes	$699,273.00	$876,962.00	0.00%	0.00%
3	12	Dean of students	Yes	$155,454.00	$164,781.00	0.00%	0.00%
3	16	SWIS/PBIS data stipend	Yes	$21,116.00	$6,547.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
4	1	English Language Development Instructional Coach	Yes	$121,182.00	$142,074.00	0.00%	0.00%
4	2	EL Paraeducator Support	Yes	$204,384.00	$266,277.00	0.00%	0.00%
4	3	Site Specific EL Expenditures	Yes	$46,220.00	$21,161.00	0.00%	0.00%
4	4	Site English Language Learner (ELL) Coordinators	Yes	$20,248.00	$10,626.00	0.00%	0.00%
4	5	After school EL tutoring	Yes	$25,000.00	$765.00	0.00%	0.00%
4	6	EL Resources/Training	Yes	$3,500.00	$5,959.00	0.00%	0.00%
5	9	Barstow Fine Arts Academy Staffing	Yes	$2,201,376.00	$1,876,533.00	0.00%	0.00%

2021-22 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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)
Totals	$54,057,225.00	$16,661,519.00	0.00%	30.82%	$14,809,407.00	0.00%	27.40%	$1,848,757.10	3.42%

Instructions

- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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:

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

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.

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

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%:

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%:

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% 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% 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 action tables are required to be included in the LCAP as 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 inpidual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

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:

Enter the total amount of Federal Funds utilized to implement this action, if any.

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)

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

5. Total Planned Percentage of Improved Services

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

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

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

Contributing Actions Annual Update Table

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

6. Estimated Actual LCFF Supplemental and Concentration Grants

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

4. Total Planned Contributing Expenditures (LCFF Funds)

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

7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

5. Total Planned Percentage of Improved Services (%)

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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