

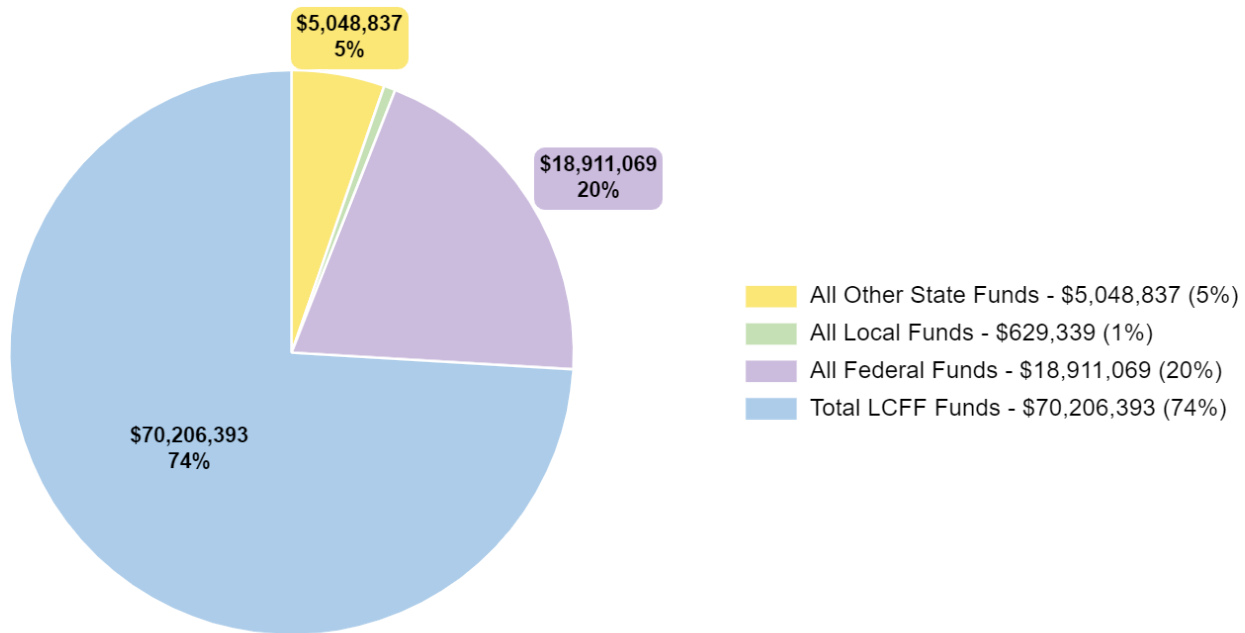
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Barstow Unified  
 CDS Code: 36676110000000  
 School Year: 2021-22  
 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).

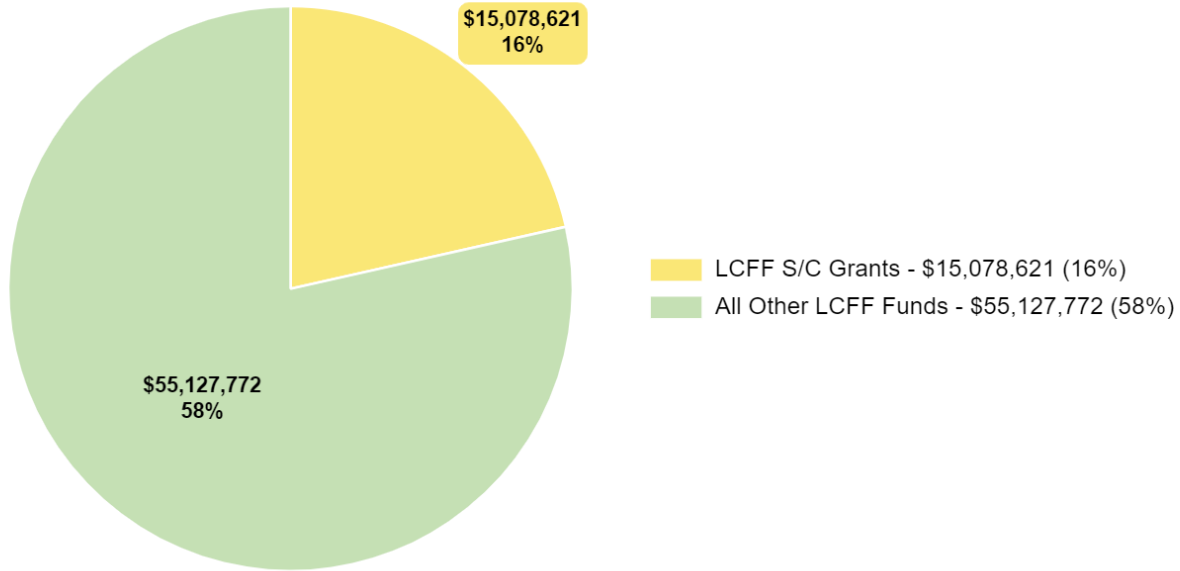
## Budget Overview for the 2021-22 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$5,048,837	5%
All Local Funds	\$629,339	1%
All Federal Funds	\$18,911,069	20%
Total LCFF Funds	\$70,206,393	74%

# Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$15,078,621	16%
All Other LCFF Funds	\$55,127,772	58%

*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 \$94,795,638, of which \$70,206,393 is Local Control Funding Formula (LCFF), \$5,048,837 is other state funds, \$629,339 is local funds, and \$18,911,069 is federal funds. Of the \$70,206,393 in LCFF Funds, \$15,078,621 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.

# Budgeted Expenditures in the LCAP



*This chart provides a quick summary of how much Barstow Unified plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.*

Barstow Unified plans to spend \$86,352,508 for the 2021-22 school year. Of that amount, \$23,260,884 is tied to actions/services in the LCAP and \$63,091,624 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Funds budget expenditures that are not listed in the LCAP are as follows:

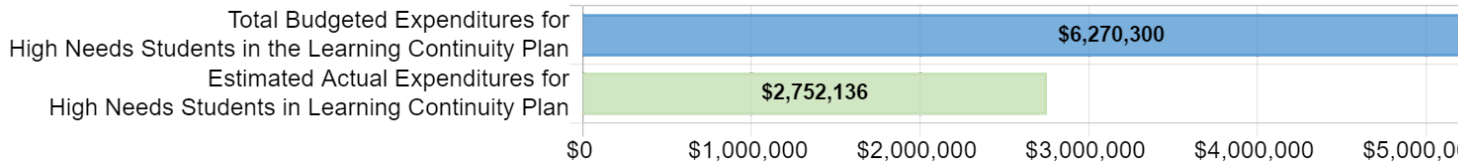
- \*Certificated Salaries: Teachers, Administrators, Speech Pathologists.
- \*Classified Salaries: Managers, Para-educators, Health Clerks, Maintenance Workers, Purchasing and Warehouse, Fiscal Services, Information Technology Staff, Site and District Clerical Staff, Food Service Workers.
- \*Non LCAP Instructional Supplies
- \*PPE
- \*Capital Facility Projects and Repairs

## Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Barstow Unified is projecting it will receive \$15,078,621 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 \$15,823,406 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2020-21

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



*This chart compares what Barstow Unified budgeted last year in the Learning Continuity Plan 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 2020-21, Barstow Unified's Learning Continuity Plan budgeted \$6,270,300 for planned actions to increase or improve services for high needs students. Barstow Unified actually spent \$2,752,136 for actions to increase or improve services for high needs students in 2020-21.

The difference between the budgeted and actual expenditures of \$3,518,164 had the following impact on Barstow Unified's ability to increase or improve services for high needs students:

The 2020-2021 school year proved to be difficult to expend all funds for the actions/services listed in the Learning Continuity Plan. Although some actions such as device purchases and PPE purchases were readily purchased, other actions required access to students. Access was limited due to the virtual setting that many learning opportunities resided in.

# 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

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

Barstow Unified School District will utilize Common Core State Standards curriculum and teaching strategies that will incorporate 21st century learning skills to prepare students for college and career readiness, as well as mastery on the Smarter Balanced Assessment Consortium Assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

4

7

8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
----------	--------

Expected	Actual
<p>Metric: Percentage of students meeting all 6 areas of the Healthy Fitness Zone 2019-20: 5th grade-24.8% 7th grade-59.3% 9th grade-34.8% Baseline: 5th grade-18.8% 7th grade-53.3% 9th grade-28.8%</p>	<p>During Distance learning all teachers at 5th, 7th, and 9th grade continued administering PE lesson plans with all children. These lesson plans were monitored by Principals in paper form and during actual virtual lessons. 78% of all 5th, 7th, and 9th graders received a plus marking on their report card or a passing grade in P.E. for the 19-20 school year.</p>
<p>Student access and enrollment in all required areas of study: Enrolled ROP/CTE students 2019-20: 2% increase-1,318 students Baseline: 1,244 students</p>	<p>1,424 students enrolled in CTE for the 19-20 school year (.08% increase)</p>
<p>Share of students that are college and career ready: AG certified 2019-20: 2% increase-22.8% Baseline: 16.8%</p>	<p>19-20 data: 24.1% of students considered A-G certified (1.3% increase)</p>
<p>Student access to standards-aligned instructional materials: 2019-20: CCSS History Social Science curriculum-adopted and purchased Baseline: No CCSS curriculum adopted or purchased</p>	<p>CCSS History Social Science curriculum is currently in use.</p>
<p>Metric: Common Core State Standards training delivered across all content areas and grade levels 2019-20: Complete K-6 math and ELA CCSS content and teacher strategy training with all TK-6th grade teachers. Complete secondary math and ELA CCSS content and teacher strategy training for all secondary math and ELA teachers. Train all K-6th grade teachers on new NGSS curriculum and CCSS teacher strategies Baseline: Initial CCSS training for all teachers as it relates to College and Career Readiness anchor standards</p>	<p>2019-20 outcome: All K-6th math and ELA content and teacher strategy training was completed with all teachers. Completed secondary math content and teacher strategy training. Trained all K-6th grade teachers on new NBSS curriculum and CCSS teacher strategies.</p>
<p>Metric: SBAC math &amp; ELA scores 2019-20: 2% increase from 18-29 Baseline: ELA-54.1 points below level 3 (standards met) Math-72.9 points below level 3 (standards met)</p>	<p>19-20 SBAC data: ELA - 22% meeting standard Math - 11% meeting standard</p>

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
CCSS implementation NGSS aligned materials adopted during the 18-19 school year, and purchased during the 19-20 school year. CCSS Social Studies materials to be adopted and purchased during the 19-20 school year.	\$2,000,000 Source: LCFF Budget Reference: Books & Supplies	\$1,055,171
Increased instructional time, increased teacher collaboration time, increased teacher planning time	\$1,591,812.00 Source: LCFF Budget Reference: Certificated Salaries & Benefits	\$1,416,388
Districtwide software to scan district benchmarks, disaggregate data, and prepare students for CAASPP	\$52,000 Source: LCFF Budget Reference: Services/Operating Expenditures	\$46,173
CAASPP test coordinator at each site	\$19,601 Source: LCFF Budget Reference: Certificated Salaries & Benefits	\$14,675
Districtwide PE test costs	\$2,700 Source: LCFF Budget Reference: Books & Supplies	\$1,330
6 Elementary assistant principals	\$874,728 Source: LCFF Budget Reference: Certificated Salaries & Benefits	\$761,128

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Class size reduction	\$480,000 Source: LCFF Budget Reference: Certificated Salaries & Benefits	\$0
BHS Academies/DDC/AVID/GATE/MCLB field trips	\$90,000.00 Source: LCFF Budget Reference: Services/Operating Expenditures	\$45,181
Barstow STEM Academy Support	\$497,215 Source: LCFF Budget Reference: Certificated and classified salaries/benefits	\$521,090
Steam fair coordinator at each site	\$10,938 Source: LCFF Budget Reference: Certificated salaries and benefits	\$11,644
Site specific expenditures based on nonduplicated per pupil amount for low income pupils to meet LCAP goals. Expenditures will include supplementary materials, student computers, interactive projectors, small attendance incentives, etc.	\$355,691 Source: LCFF Budget Reference: Certificated & classified salaries/benefits/op expenditures/books and supplies	\$394,846

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Director of Instructional Support, Administrative Assistant, Projects Technician	\$350,520 Source: LCFF (\$190,188) Title I (\$152,195) Title II (\$8,137) Budget Reference: Certificated & classified salaries & benefits	\$194,235 LCFF \$155,959 (Title I) \$8,488 (Title II)
Districtwide online professional development learning system (Frontline) for teachers/paraeducators/admin. to be utilized during early-out Wednesday trainings, evenings, weekends and holidays. (Also listed in goal 3 action 4)	Source: \$2,142,583 LCFF \$51,579 Title I Budget Reference: Certificated salaries & benefits	\$2,123,000 LCFF \$53,127 (Title I)
4 Secondary assistant principals	\$575,342 Source: LCFF Budget Reference: Certificated salaries & benefits	\$588,677
No stipend for district science fair coordinator/spelling bee coordinator. BUSD hired a science teacher on assignment that will fulfill these duties during contract hours.	\$0 Source: n/a Budget Reference: n/a	\$0
Districtwide after school tutoring program for struggling students to Title I	\$45,000 Source: Title I Budget Reference: Certificated salaries & benefits	\$51,715
6 Reading Specialists (1 at each Title I elementary school). These teachers will oversee and implement a schoolwide intervention program that will level readers and utilize the Accelerated Reader assessment system.	\$755,086 Source: Title I Budget Reference: Certificated salaries & benefits	\$620,260

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Winter Symposium, new teacher training, professional development, etc.	\$367,959 Source: Title I Budget Reference: Certificated/classified salaries & benefits	\$326,458
K12 Summer school	\$250,480 Source: LCFF (\$246,777 Title I) (\$3,703 LCFF) Budget Reference: Certificated/classified salaries & benefits, books & supplies, services & operating expenditures	\$260,937 (Title I) \$3,800 (LCFF)
Barstow High School transportation for: sports, band, non-CTE field trips.	\$86,000 Source: LCFF Budget Reference: Services & operating expenditures	\$89,522
Technologies to include student devices, short throw, projectors, etc.	\$292,500 Source: LCFF Budget Reference: Books & Supplies	\$204,649

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Most of the funds allocated in the actions/services in this goal were expended. However, the following actions/services were underspent: Action #2 NGSS adoption (\$944,829 left), Action #8 Class size reduction (\$480,000 left), action #9 BHS fieldtrips (\$44,819 left). This resulted in \$1,469,648 of unspent funds in this goal section. To transition from in-person to distance instruction in the spring of 2020, BUSD created learning packets for all grade levels and content areas to continue learning while virtual learning supports were being developed. This resulted in large paper copy orders which resulted in a budget hit of \$624,000. Also, in order to transition to virtual learning, BUSD purchased 1000 chromebooks for students. the cost of this endeavor was \$426,512. Unused funds were used to purchase chromebooks and hotspots to mitigate learning loss during distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions/services were implemented at some level except Class size reduction and our NGSS adoption. The biggest challenge to implementing the actions/services for this goal was class size reduction. Across our district, as enrollment has dropped, the need for full time teachers has decreased. Due to this anomaly, we were able to accomplish CSR without having to hire new staff. Also, the NGSS adoption was focused on the K-8 grades. That was due in part to the fact the 9-12 NGSS curriculum was not available for review during this LCAP year. The NGSS grade 9-12 adoption will be placed in the 2021-2024 LCAP. We did also experience some success with this goal. We were able to utilize all 7 reading specialists throughout the school year which resulted in increased student performance on English language arts standards on the report cards of our elementary students. Our K-12 Winter Symposium was also a great success in that we expended most of the budgeted dollars and our teaching and support staff received common core aligned teaching strategy training and social emotion learning teaching strategies as well which resulted in a reduced suspension rate for the school year across the district.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
School Site Council Meetings maintain 5 per year at all sites The baseline desired outcome for 19-20 is 5 SSC meetings per year.	SSC Meetings Maintain 5 per year at all sites
ELAC Meetings - Maintain 4 per year at all sites. 19-20 4 per year baseline: 4 ELAC meetings per year.	4 ELAC meetings per year were held at all sites.

Expected	Actual
PBIS Parent Training Nights - 2 per year The baseline: 0 per year. Desired outcome for the 19-20 school year is 2 per year	PBIS Parent Training Nights -2 held
Efforts to seek parent input: Title I parent survey completion. The baseline: 30%. Desired outcome for 19-20:45%	Title I parent survey completion rate 21%

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parent involvement coordinator at each site	\$11,648 Source: LCFF Budget Reference: Certificated salaries & benefits	\$0
Positive Behavior Intervention System training for parents	\$5,000.00 Source: LCFF Budget Reference: Services/Operating costs	\$0
LEA-wide expenditures to support foster youth pupils	\$5,000 Source: LCFF Budget Reference: Books & supplies, services & operating expenditures	\$0
Homeless and foster youth liaison/translator	\$72,660 Source: Title I Budget Reference: Classified salaries and benefits	\$75,531
Public information officer	\$99,620 Source: LCFF Budget Reference: Classified salaries and benefits	\$99,643

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Districtwide parent involvement program	\$33,116 Source: Title I Budget Reference: Certificated salaries and benefits, services and operating expenditures, books and supplies	\$5,729

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Approximately half of the funds allocated in the actions/services in this goal were expended. However, the following actions/services were underspent: Action #2 PBIS Parent training (\$5000), Action #3 Foster Youth expenditures, Action #6 Parent Involvement Program (\$24,174). In order support students and families with this goal, funds were allocated to the Public Information Office to increase communication opportunities with parents. Increased production of flyers, additional time card hours for the PIO, and training videos for parents during the pandemic were created.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Once the pandemic hit, parent involvement shifted gears dramatically. One of the greatest success was the increased connection parents immediately had with schools. When we initiated our learning packet system, we also began supplying food for our families. Parents were asked to drive through their child's school parking lot to pick up food and learning packets. Parents had daily access to teachers and administration and vice versa. The biggest challenge came by way of lack of technical knowledge. Many students, parents, and teachers were caught off guard with the new virtual learning setting and needed training. Training was difficult to implement on a district wide basis and that caused deficits in implementation. The "Parent involvement coordinator at each site" action and the "LEA-wide expenditures to support foster youth pupils" were not implemented due to lack of access to students and employees to fill the roles identified in the actions.

## Goal 3

Barstow Unified School District will provide a positive, safe, and engaging environment that will increase student attendance rates, graduation rates, and decrease suspension/expulsion rates, dropout rates, and behavior referrals.

State and/or Local Priorities addressed by this goal:

State Priorities:

- 5
- 6

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Suspension rate 1% annual decrease: Baseline: 10.3% 2019 - 20: 7.3%	6.6% (19-20)
High School dropout rate decrease 1% annually: Baseline:4.3% 2019 -20: 1.3%	3.4% (16-17 data)
Student major infinite campus referrals decrease 5% annually: Baseline: 10,252 2019-20: 8,790	4,780 (19-20)
Student minor SWIS referrals decrease 5% annually: Baseline: 8,640 2019-20: 7,408	3,845 (19-20)
Attendance Rate 1% increase annually: Baseline: 93.71% 2019-20: 96.71%	94.32 %
Chronic Absenteeism rate decrease 1%: Baseline: 13.28% 2019-20: 10.28%	22.3% (18-19)
Middle School dropout rate decrease .1% annually: Baseline: .47% 2019-20: .17%	4 dropouts (16-17)
Student expulsion rates: Baseline: .01% 2019-20: 0%	.01% (19-20) - 1 student was expelled during the 19-20 school year.
Graduation rate 1% annual increase: Baseline: 93.2% 2019-20 96.2%	82.5% (19-20)

### Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
--------------------------	-----------------------	---------------------

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Software to monitor attendance, "Attention 2 Attendance"	\$32,000.00 Source: LCFF Budget Reference: Service/Operating Expenditures	\$20,000
Attention 2 Attendance K3 initiative	\$18,300 Source: LCFF Budget Reference: Services/operating expenditures	\$57,900
SST coordinator at each site (includes Barstow Fine Arts Academy)	\$11,385 Source: LCFF Budget Reference: Certificated salaries and benefits	\$11,707
Eliminate Tipping point program due to lack of use.	\$0 Source: n/a Budget Reference: n/a	\$0
Coordinator of Child Welfare & Attendance	\$176,980 Source: LCFF Budget Reference: Certificated salaries and benefits	\$162,595
District Positive Behavior Intervention System (PBIS) Coach	\$136,872 Source: LCFF Budget Reference: Certificated salaries and expenditures	\$136,624
Peer Counselor	\$79,449 Source: LCFF Budget Reference: Certificated salaries and benefits	\$89,724

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4 Preschool teachers (4K Program)	220,288 Source: LCFF Budget Reference: Certificated salaries and benefits, books and supplies, services and operating expenditures	\$249,142
CA Help partnership for admin./teacher/paraeducator training	\$50,000 Source: LCFF Budget Reference: Services/operating expenditures	\$59,563
Fine Arts Academy pathway development at BJHS	\$100,000 Source: LCFF Budget Reference: Certificated salaries and benefits, books and supplies, services/operating expenditures	\$33,144
6 Secondary counselors	\$766,341 Source: LCFF Budget Reference: Certificated salaries and benefits	\$791,524
5 School Psychologists	\$699,273 Source: LCFF Budget Reference: Certificated salaries and benefits	\$729,206
Secondary summer school moved to Title I	\$0 Source: n/a Budget Reference: n/a	\$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
7 Elementary school counselors to support student health and wellness	\$619,153 Source: Title I Budget Reference: Certificated salaries and benefits	\$674,744
Dean of students at Barstow Junior high school to support overall student achievement as it relates to academics, social emotional, and behavioral growth.	\$155,454 Source: LCFF Budget Reference: Certificated salaries and benefits	\$119,435
Homeless/foster youth and family support	\$20,000 Source: Title I Budget Reference: Services/operating expenditures, books and supplies	\$414
16 preschool paraeducators to support District 4K program	\$228,433 Source: Title I Budget Reference: Classified salaries and benefits	\$203,089
PBIS coach supplies/coach training	\$3,500 Source: Title I Budget Reference: Services/operating expenditures, books and supplies	\$1,162
SWIS data stipend for employees who input discipline data to be utilized by the PBIS program.	\$21,116 Source: LCFF Budget Reference: Certificated and classified salaries/benefits	\$8,476

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Incentive awards/certificates STEAM fair, Red Ribbon Week	\$10,000 Source: LCFF Budget Reference: Services/operating expenditures, Books & Supplies	\$7,555

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In this goal, 2 actions/services were underspent due to the pandemic which include: #11 BJHS fine arts pathway, and #17 homeless/foster youth support. To support students families, teachers and staff, increased dollars were expended to support other actions/services in this goal which include #8 Peer counselor, #10 CAHELP contract, #13 5 psychologists, and #15 7 elementary counselors. For actions # 10 and #15 a district wide effort to develop SEL opportunities for students virtually was a priority. Many additional time card hours were required to create and implement these programs by the peer counselor and the elementary counselors. Our school psychologists had to come up with creative ways to continue assessing students during the pandemic and support classroom instruction. Additional hours were approved to accomplish this task. Finally, services from the CAHELP contract were increased to support SEL and SPED training as well as offering assistance to staff. All of these actions feed into the results in the California Healthy kids survey whereby 48% of our students indicated they felt safe at school and supported by the adults at the school.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Given the circumstances, the overall effectiveness of this goal was positive. For a brief period of time services and resources for students, parents, and staff were interrupted. We were unable to utilize our Homeless/foster youth and family support due to the fact that our liaison was not at work. Also, the SWIS stipends were not expended due to having no student in classrooms. However, a concerted effort to continue services was realized and many students benefitted from that effort and the dedication of our employees. The biggest challenge came by way of access. Our district increased access to our online platform Google Meets, which gave our staff the ability to connect with students, parents, and other staff virtually. Although services were altered to fit the virtual environment, they continued at a very successful rate.

## Goal 4

Barstow Unified School District will provide highly qualified teachers that will use the rigors of CCSS instruction to prepare students for Advanced Placement (AP) and CAASPP that will lead to continuous improvement on state and federal accountability measures.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

4

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Advanced Placement exams (students scoring 3,4,5)2% increase annually: Baseline: 58/177 = 32.7% 2019-20: 38.7%	35%
Rate of teacher misassignment – Increase the number of teachers that are highly qualified 2% annually Baseline: 15-16 data 2019-20: +2%	91% highly qualified teachers employed in the Barstow Unified School District
Share of students determined prepared for college by the Early Assessment Program. Baseline: Pending 16-17 data 2019-20: +2%	Scores unavailable due to the pandemic. Students were unable to take the CAASPP test which measures the EAP data. EAP is an acronym that essentially indicates whether or not a child is prepared for entry level college math and English work. Also BCC entrance exams were not administered during the pandemic.
Score on Academic Performance Index - suspended Baseline: 2013 results 756 API 2019-20: Suspended	no data

### Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
--------------------------	-----------------------	---------------------

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Peer assistance review consultants (teachers working with other teachers to improve teaching strategies and pedagogy)	\$31,146 Source: LCFF Budget Reference: Certificated salaries and benefits, service and operating expenditures	\$1,834
Signing bonus to new teacher hires to attract quality employees	\$75,000 Source: LCFF Budget Reference: Certificated salaries and benefits	\$85,838
Edivate (now Frontline) software platform CCSS aligned professional development for all teachers during early out Wednesdays. Teachers will receive increased compensation for PD completion. Also listed as action 14 in Goal 1.	Listed in Goal 1 action/service 14 Source: LCFF Budget Reference: Certificated salaries and benefits	\$53,127 Source: LCFF Budget Reference: Operating expenditures
Center for Teacher Innovation Program support for new teachers to BUSD.	\$40,264 Source: LCFF Budget Reference: Certificated salaries and benefits, services/operating expenditures	\$45,105

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No funds budgeted for these actions/services were used to support students, families, teachers, and staff throughout the end of the year, which included the stay at home order.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the pandemic, action/service #1 Peer Assistance and Review was not completed. Due to the nature of the program and the need for instructional and planning support, PAR coaches did not have access to the teachers they were working with. The stay at home order lasted from March 2020 through the beginning of the 2021-22 school year. We were very successful in completing the signing bonus for new teachers and the Centers for Teacher Innovation Program. Each of these actions helped ensure that we were able to retain high quality, trained teachers.

## Goal 5

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.

State and/or Local Priorities addressed by this goal:

State Priorities:

4

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Share of English Learner that become English Proficient Increase percentage by 2%: Baseline: 42% 2019-20: 48%	41.7% reached or maintained level 4 (English proficient)
English Learner Reclassification rate Increase by 2%: Baseline: 22% 2019-20: 25%	27% reclassification rate
English Learner Progress Indicator CA Dashboard maintain green performance level Baseline: Green Performance Level 2019-20: Green Performance Level	Data unavailable due to the pandemic

### Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
EL paraeducator support which includes classroom level instructional support and translation.	\$204,384	\$219,355 Source: LCFF Budget Reference: Classified salaries and benefits
Site specific expenditures based on nonduplicated per pupil amount for English Learner and redesignated pupils to meet LCAP goals.	\$42,622 Source: LCFF Budget Reference: Certificated and classified salaries and benefits, books and supplies, operating expenditures.	\$14,930
BUSD will provide a site English Language Learner Coordinator to facilitate ELPAC testing and monitor placement and progress of EL's. (includes Barstow Fine Arts Academy)	\$20,248 Source: LCFF Budget Reference: Certificated and classified salaries/benefits	\$19,062
Districtwide after school tutoring program to support redesignation of EL students.	\$25,000 Source: Title I Budget Reference: Certificated and classified salaries and benefits	\$283
English Learner Program resources/ELD coach training	\$3,500 LCFF \$3,500 Title I Budget reference: Books/supplies and operating expenditures	\$9,824 LCFF \$173 Title I

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
English Language Development instructional coach to support classroom teachers with CCSS/ELD standards and instructional strategies.	\$121,182 LCFF \$60,591 Title III \$60,591 Budget reference: Certificated salaries and benefits	125,110 \$64,609 Title III \$60,591 LCFF

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actions/services from this goal did not have the desired effect on the English Learner reclassification rate as expected (1% decrease). This is in large part due to the lack of access the English learners had during the stay at home orders. In an effort to offset that impact, funding was diverted to the student learning packets in which additional teacher work to include ELD components and online training for teachers was implemented. The learning packets at the K-6th grade level had ELD components included as well as SDAIE strategies for core content learning support.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The services normally implemented to increase the reclassification rate was null and void during the stay at home orders. Staff was unable to access students and the lack of CAASPP data to inform the reclassification was not available. The effort to include ELD components in the student learning packets and the online training EL videos was a success. Classroom teachers really stepped up to ensure that EL students continued to receive English Language learning support. The effort from the teaching staff resulted in continued high level learning for students. The results of the continued learning were evident in classroom grades, assessment results, and informal assessments. BUSD realized great success in that our ELD coach was able to continue her support efforts with students and staff at all of our sites during the distance learning environment. Student support time was utilized by site staff to support students with English acquisition and core content support. Our ELD coach was integral in supporting this effort. Through the student support time model, our EL para support was another successful endeavor. The paraeducators were assigned to specific students (EL 1's & 2's) to ensure they had continuous support with language acquisition. Our biggest challenge was trying to implement the action tied to tutoring. Students were exhausted after a full day of online learning and were not interested in engaging in after school tutoring.

## Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1

6

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
California Healthy Kids Survey: Baseline: None completed 2019-20: 75% feel safe	67% feel safe at school
Maintain completion of 2 major and 4 minor maintenance/IT projects to attain "facilities in good repair Baseline: 2/4 completed 2019-20: 2/4 completed	2 major and 4 minor maintenance/IT projects completed.

### Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Information, Technology position to focus on upgraded technology, devices, and wifi network.	\$94,988 Source: LCFF Budget Reference: Classified salaries and benefits, services/operating expenditures	\$91,590
Education Tech Specialist at each site	\$19,858 Source: LCFF Budget Reference: Certificated & classified salaries and benefits	\$23,415
Elimination of: facilities repair and improvements to include painting, carpet, window replacement, asbestos removal, electricity upgrades, etc.	\$0 Source: n/a Budget Reference: n/a	\$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staffing at Maintenance and Operations	\$74,454 Source: LCFF Budget Reference: Classified salaries and benefits	\$59,573
K6 grades Fine Arts Academy	\$2,000,000 Source: LCFF Budget Reference: Special reserve for capital outlay	\$2,000,000
Risk Manager	\$98,171 Source: LCFF Budget Reference: Classified salaries and benefits	\$135,924
3 Computer specialists	\$278,470 Source: LCFF Budget Reference: Classified salaries and benefits, services/operating expenditures	\$251,732
1 Network tech specialist	\$103,882 Source: LCFF Budget Reference: Classified salaries and benefits, services/operating expenditures	\$106,504
21st Century Learning Furniture & Equipment	\$400,000 Source: LCFF Budget Reference: Books and supplies	\$6,699
BHS Garver Memorial transition project - creation of a fine arts space for performances and collaboration.	\$100,000 Source: LCFF Budget Reference: Capital outlay	\$56,092

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Fine Arts Academy staffing support (Principal & classified staff)	\$465,865 Source: LCFF Budget Reference: Certificated and classified salaries/benefits	\$434,657
Teacher on assignment Technology & Assessment	\$137,166 Budget Source: LCFF (\$68,583) Title I (\$68,583) Budget Reference: Certificated salaries and benefits	\$137,444 \$72,513 LCFF \$64,931 Title I

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In order to ensure students had access to technology and their teachers, BUSD purchased 700 hotspots for students to be able to access the internet. Action/service # 9 21st century furniture was not expended at all. This funding source was rerouted to purchase hotspots. This was a vital decision that ensures students not only had access to teachers and curriculum, but also the CA Healthy Kids survey that is part of the metrics for this goal. Also, action/service # 6 Risk Manager, was impacted due to additional employee support needed for COVID crisis. The risk manager spent additional hours meeting with employees and completing necessary paperwork to address COVID.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The student internet connectivity initiative was a huge success. By securing hotspots, our students and families were able to continue schooling and access to school resources with little disruption. During the stay at home orders, the challenge with bringing essential workers back to work was formidable. As the district worked through COVID protocols and safety measures, facilities were being neglected. The ability to complete the minor and major projects metric only became feasible when employees returned to work. Some of the funding in this goal was diverted to "hazard pay" for employees to come back to work to perform essential duties such as required building maintenance, food distribution, and administrative work. We were unable to complete two actions/services which are 21st century furniture and The Garver memorial project. Essentially, the shutdown made it impossible to get large furniture deliveries completed and the Garver memorial project required man hours that were impossible to complete due to the stay at home order. Each of the other actions/services were completed and essentially helped satisfy the goal, due to the early timing of the projects (Fall/early winter).

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase PPE to support staff and student safety	\$800,000	\$350,000	Y
Upgrade to ventilation system to include frequent filter changes	\$100,000	0	Y
Support cleaning and disinfecting with classified staff	\$340,000	\$342,760	Y
Class Size Reduction in grades TK-3	\$340,000	\$0	Y
Provide additional bussing to accommodate social distancing requirements (Contingent upon CDPH guidance)	\$350,000	\$324,920	Y
Provide a research based reading and math intervention program at the K-12 grade level. Program requirements are for classes at reduced ratio. This goal will include increased part time staffing, para-educators, and materials to maintain the program.	\$1,600,000	\$340,313	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Class size reduction was not a factor with in-person instruction due to the number of K-3 students that opted to stay in 100% virtual learning. The ratio of students to teachers remained well below the 24:1 threshold noted in the action. Also, the research based reading and math program was substantially less than originally projected. The difference was roughly 1,260,000. There were many factors for why we had such a difficult time expending funds on this action/service. Although we were able to purchase the online platform for intervention (iReady), we had a very difficult time getting staff members to agree to working additional time or additional days. This was due in part to the fear of the COVID-19 effect. The iReady program is a research-based software program that assesses student progress and assigns computer

adaptive lessons for students to work through asynchronously. Also, teachers have the option to assign content based on assessment results. Another action/service that we had a difficult time completing was the purchase of PPE. We fell short of our goal of purchasing \$800,000 worth of PPE by \$450,000. The biggest factor in this shortfall was the lack of PPE available throughout the distance learning experience. We were able to manage with what we could purchase. Purchasing the upgrade to ventilation system to include frequent filter changes was next to impossible due to lack of supplies to purchase.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The greatest success with implementing in-person instruction was the return to some form of normalcy. With this return came invigorated teachers and staff, motivated and happier students, increased student participation and discourse, and a community that welcomed the return. BUSD enjoyed approximately 70% of its students returning to in-person instruction. Also, BUSD opted to continue with the CAASPP testing requirement. By returning to in-person instruction, our schools were able to develop testing schedules that allowed for students to take their tests remotely or in-person. The result was that we came very close to meeting the required 95% tested threshold. This fact will be important as we analyze the testing data in order to make informed decisions about programs, student intervention, and professional development decisions for the coming school year. Our 2021 CAASPP data that we were able to gather during the distance learning experience indicated that 22% of our students met standards on the ELA test and 11% of our students met standard on the math test. This is a dip compared to our 2019 data and is a direct indicator that there was learning loss.

The greatest challenge with in-person instruction has been finding ways to adhere to CDC guidance for social distancing, mask wearing, and hand washing and still provide a robust interactive learning environment. Also, with the option to come to school in person or stay home, teachers have to juggle multiple lesson plans to ensure every student receives the instruction they need. Our teachers worked very hard to get up to speed with distance learning in the last 15 months. The transition to a hybrid teaching model required them to develop another set of skills to support student learning. The planning and training involved in this endeavor was no small feat.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology infrastructure improvements to support additional bandwidth needs	\$245,000	\$67,000	Y
1000 Chrome books	\$389,000	\$432,063	Y
1,100 LTE enabled chrome books (internet ready for student use)	\$427,900	\$325,000	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Data plans to support WiFi hotspots and LTE enabled chromebooks	\$32,400	\$152,207	Y
Staff Professional Development	\$48,000	\$49,500	Y
Various software to improve teacher efficacy online and student experience during distance learning (Screencastomatic, seesaw, etc.)	\$45,000	\$22,680	Y
TIPS training with SBCSS to improve teacher tools in online environment	\$58,000	\$120,749	Y
Purchase technology tools to improve teacher lesson delivery in online environment (2nd monitor, Swivel, headphones, LED light, document cameras)	\$245,000	\$266,948	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented with some actions requiring increases, while other actions did not require the full budgeted amount in implementing the action. Initially, during the BUSD distance learning program, we calculated a substantial need to upgrade our network to address bandwidth needs. As with many districts in our situation, we were required to wait for our provider to have the resources and time to fill our request. Our IT department then did a deeper analysis and concluded that we could maintain support to the network without having to upgrade immediately. Once distance learning launched, the data supported that decision. Also, we found that our teachers were in great need of technology resources to deliver quality instruction online. Therefore, we increased purchase in action #8 to further improve teacher technology to include a swivel, and 2nd monitor for all teachers in the district.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

**Continuity of Instruction:** At the start of the pandemic, our distance learning program consisted of grade level/content level hard copy packets created for students. The district engaged in a comprehensive effort to develop the packets so all students received learning opportunities that were standards aligned. During the months of March and April, distribution schedules were developed where teachers and staff distributed learning packets and food to students and families. It was at this time that teachers were able to offer learning support to students. We had tremendous success in developing and distributing packets to many of our students. There was very little down learning time experienced by students. We did have challenges in getting our Google classroom platform up and running for our students. This led to a lack of direct instruction for students. Also, ELD services were impacted due to the nature of instruction required for

## English learning acquisition.

**Access to Devices and Connectivity:** At the end of April, schools began distributing devices to students to increase connectivity to school and facilitate more robust support for students. It was also at this time that our Google Classroom initiative was launched. Because many of our teachers were already using Google Classroom, and now students had devices in hand, teachers were able to return to daily instruction and support for students online. We had tremendous success with ensuring access to devices for our students. We had the inventory to accomplish the task and took advantage of our food distribution schedule to ensure students were able to secure a device. We did experience challenges with connectivity. Our hotspot vendor had multiple districts that needed hotspots and that caused a delay for BUSD. Eventually, all students did receive hotspots after a period of time.

To start the 2020-2021 school year, all BUSD teachers launched a Google Classroom for their students. All learning was facilitated through the Google platform to include adopted standards-based curriculum, synchronous and asynchronous assignments, teacher "office hours" for student support, and social emotional support and resources for students. All assignments, direct teaching, assessments, and intervention supports were delivered through Google Classroom. As we transitioned to a hybrid learning model in April of 2020, teachers developed a hybrid teaching model to deliver direct instruction during virtual time and SEL and student support for students during in-person instruction. To ensure all students had access to devices (1:1) ratio, BUSD schools distributed newly purchased devices to all students in need. Also, 700+ hotspots were purchased in August for students and families in need. In order to ensure teachers had technology they needed, BUSD purchased new laptops for all teachers and made hotspot connectivity available to those who needed it.

**Pupil Participation:** During distance learning the average attendance rate fell to 72%. the attendance rate was calculated on two factors: logging into live synchronous instruction or completion of assignments. School staff generated weekly reports of student attendance and progress then initiated outreach to households to support students who were disconnected. At the secondary level, the failure rate increased by 25%. Additional outreach was initiated to continue to support student connectivity and achievement. The success that BUSD students, families, and teachers realized was that they were able to connect using Google classroom and meets and instruction and learning was rigorous and engaging for students. By utilizing the Google platform, students and teachers sharpened their tech skills to very high levels. The challenge that some of our students and teachers had were centered around lack of connectivity due to cell tower issues, multiple students in one household trying to learn via live instruction in one room, and teachers with limited technology skills to deliver virtual live instruction.

Professional development during distance learning consisted of Google classroom training, SBCSS content training in the areas of math, language arts, and science. Each of these training were heavily centered on utilizing technology resources with the content to increase student engagement. By utilizing our CAHELP contract, IEP training SEL supports for students, and restorative practices training was completed. Also, our counselors, and coaches each facilitated trainings for teachers that consisted of Social emotional learning for students and teachers, and technology tools to support virtual learning. Staff roles and responsibilities shifted during distance learning. By working with the classified bargaining unit, we were able to develop a temporary agreement by which classified staff were able to work outside of their job description to support distance learning. Many classified staff were tasked with reaching out to households for attendance issues, working in offices to support distance learning needs, utilizing Google Classroom to support individual student support, and distribution of devices, food, text books, and

supplies. BUSD teachers and staff did realize success with our year long plan for professional development. We were able to administer professional development in accordance with the calendar via Zoom and Google Meets. There were no real challenges to speak of.

In order to support pupils with unique needs, teacher office hours were created to give students and families the opportunity to seek one on one support for students. Also, teachers utilized this time to pull small groups of students together for targeted instruction such as reading intervention, special education support, and social emotion learning. Paraeducators were trained to use technology, particularly Google Classroom and the Google suite of resources. Then, paraeducators were assigned small groups of students for intervention on the Google classroom platform. Special education students received instruction based on their IEP goals and additional supports were delivered through outside agency support with resources such as 1 on 1 aides, and behavior supports during distance learning. The greatest challenge we experiences with supporting pupils with unique needs was with the students who had connectivity issues. Most of our special needs students have multiple modalities in which they learn. The virtual environment makes it very difficult to teach to all of the modalities. Our students did experience success through the consistant connection they were able to maintain with their teachers and support staff via Google meets, drive through food and packet pick up, and one on one conferences with teachers.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
English language Arts and Math software intervention diagnostic system to identify student learning gaps and computer adaptive lessons to facilitate growth. (IReady, Exact Path)	\$230,000	\$167,394	Y
Purchase English Language Development curriculum and software to capture student learning loss and bridge the gap toward English acquisition (Hampton Brown, English 3D)	\$125,000	\$67,000	Y
Software assessment system (Illuminate) to administer district required benchmark assessments, gather assessment data that can be dissagregated to inform teacher planning and student learning activities.	\$75,000	\$49,917	Y
English Language Learner Support- Maintain site paraeducators for small group ELD instruction and one-on-one student support time.	\$820,000	\$439,713	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

In the areas of Pupil Learning Loss, initially, we planned to hire more paraeducators to support students in the area English Language Development. We were successful in bringing some staff back from stay at home orders, but not as successful with hiring new staff. Many potential new hires refrained from applying for positions due to COVID concerns. Utilizing our iReady diagnostic data, we realized that our EL students pupil learning loss mirrored the general education student (-10% ELA, -15% Math). To mitigate the loss, EL paraeducators were assigned to student support time to work directly with individual students on core content. This proved to be difficult due to the fact that many of our EL paraeducators were under "work at home" provisions due to COVID related issues. Therefore connectivity and access for paraeducators and students was limited. The \$320,000 that was not expended was due to the fact that additional dollars were to be used to offer additional timecard hours for our EL paraeducators to work with EL students. Funds were not fully expended in the area of ELD curriculum as well (-58K). During the pandemic, the review of materials was completed but we found that the chosen curriculum was less expensive than originally thought. The iReady software platform (-63K), which proved very valuable during the pandemic, also cost less due to discounts offered by the company.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Feedback from our stakeholders revealed that many students who were struggling with distance learning, felt disconnected from school. 62% of students at Barstow High School who failed a class logged into their Google Classrooms on a limited basis. This proved very challenging for teachers and staff. At the elementary level, approximately 81% of students attended virtual school at 95% or higher. The other 19% attended school on a very limited basis. Our 2021 CAASPP data indicates that 22% of our students met standards on the ELA test, and 11% met standards on the math test. This is a 10% and 11% difference, respectively, from our 2019 CAASPP data.

For our unduplicated count students we realized the following data on the 2021 CAASPP test results: ELA: EL students (6% met standard), Low socio-economic students (12% met standard), Students w/disabilities (5% met standards); Math: EL students (2% met standard), Low socio-economic students (4% met standard), Students w/disabilities (3% met standards).

Each school along with the district SARB team utilized multiple communication tools to reach out to and connect with students and parents including online calls, phone calls, home visits, letters home, e-mail contacts, drive through learning packet/technology distribution events, etc.

Some of the struggles and challenges that were realized during the pandemic stemmed from lack of learning support at home, multiple students in one household trying to learn at one time, and a great need for social emotional support for families who were struggling. However, BUSD students did experience success by having one on one student support time with teachers and staff, including the school counselor. Also, students had the opportunity to learn in small intervention groups that were facilitated by teachers and support staff.

# Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our effort to support mental health and social and emotional well being was a two pronged approach. We surveyed our parents, students, and community about their feelings about distance learning. The results were very much centered around parents requesting additional mental health resources for their children. We quickly realized that our supports for students in this area needed to be ramped up and made available through online resources which included Google Classroom. From the beginning, our counseling team convened a task force committee to gather resources, align efforts, and collaborate on best practices. Each site counselor developed a Google classroom for their students which included well developed research based resources including videos, chat rooms, and emotional supports. They also, utilized the Google classroom platform to meet with students in one-on-one settings and small group settings for peer support. This effort was based on parent input and requests. Many parents struggled with the difficulties of transitioning to virtual learning for their children and the effects it was having on their emotional well-being. In our survey, 61% of our parents indicated that their child(ren) needed more mental well being support to be able to thrive in the distance learning environment.

The other very important aspect of supporting mental health for our BUSD community was focused on our staff. Again, we surveyed our staff to find out what they were struggling with during the distance learning initiative. The staff very clearly stated (72%) that they were in need of more supports. In response to this information coupled with the parent and student responses, BUSD partnered with CARE Solace by way of funding from the San Bernardino County Superintendent of Schools. Through this partnership staff, students, and families were given access to an online platform (CARE Solace) that made connecting with mental health professional easy, quick, and private. This resource is available to our students and families as well. We have seen great success with this endeavor. Also, staff has access to two separate resources for mental health support which are TalkSpace and the Employee Assistance Program (EAP). All employees have access the the online App Talkspace which connects them with a licensed mental health profession. EAP is a program that includes mental health resources and is available to employees and their dependents who opt into the district health benefits program.

The greatest success we realized through this effort is that our community trusted our decision-making and efforts to support and protect their children. Also, with the very expansive effort on the part of our district-wide counseling team, many students' social & emotional needs were being met through google meets, phone conversations and small group interactions. Also, staff was very appreciative of how the district worked with both bargaining units to offer alternatives for employees to continue to support the distance learning initiatives of the district while still protecting them.

Our challenge continued to be the ability to reach all students and staff needs. Some students and families became disconnected from the school community throughout the distance learning experience. We were unable to identify reasons why to support their needs. Also, some staff developed long lasting fears with returning to work that proved difficult to overcome. This had a direct impact on hybrid learning in the Spring of 2021. The result was the need to utilize substitutes in place of staff that felt unable to return to work.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Through multiple surveys BUSD was able to connect with students, parents, and guardians on a range of topics including: feelings about distance learning, resources needed to achieve in distance learning, mental health needs, feelings about returning to a hybrid learning model, and barriers that may be keeping their child from succeeding. Also, through the LCAP process, BUSD engaged an LCAP committee that met and discussed results of a survey for families that focused on LCAP goals and actions/services. This survey produced 500+ responses and gave the committee pertinent information as it relates to mitigating pupil learning loss, addressing mental health needs, and improving services relating to English Language Development for English learners.

Throughout the distance learning experience, BUSD realized a 72% attendance rate district-wide. This data is a result of a 20.5% decrease from the previous school year prior to the pandemic. A district-wide parent contact form was created to track parent contact from teachers, administrators, and office staff. Our tiered reengagement strategy for our absent students included in chronological order: 1) home visits, 2) follow-up phone calls, 3) online parent meetings, 4) SARB meetings and referrals, 5) resource allocation including devices, hotspots, food, additional learning resources, and social emotional supports for students and families.

Our SARB (School Attendance Review Board) and SART's (School Attendance Review Team) became very important tools with family engagement and outreach during the distance learning experience. Weekly home visits were conducted and services were offered to families that were disconnected. Contact information was updated in the school information system and teachers were informed of students who were still in the community that needed extra attention and outreach.

There were many success with our outreach efforts. Many students and families connected with the schools in different ways including food drive through distribution events where they were able to secure technology (devices & hotspots), pick up and drop off written work, and speak to teachers regularly. Also, a large portion of our student body thrived in the virtual learning environment. Usually, the students with great support networks at home fell into this category.

The greatest challenge was trying to reach and reconnect the 20.5% of our students that were somewhat or fully disconnected. Our efforts did not always produce the sustained results we were hoping for. A concerning number of high school students received no credits during distance learning. This fact alone informed the development of Goal #1 and Goal #3 in BUSD's 2021-2024 LCAP.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

From the beginning of the pandemic, our nutritional services department has worked tirelessly to ensure all of our students and families have been fed. To date, the department has served 200,751 breakfasts, 200,752 lunches. and 34,419 suppers to our students and families.

We had 2 different methods for deliveries for this school year.

During 100% Distance Learning we served in a curbside drive-through method for all students. They arrived a designated sites on Tuesday & Thursday morning to pick-up multiple days of Breakfast & Lunches to take home, combination of ready-to-eat and food items that required reheating.

During Hybrid Learning we continued the above Distance Learning model at designated sites. In addition some sites also served students on campus for part of the school week, we provided pre-bagged multiple day breakfast & lunches for students to pick-up as they left campus for transportation in personal vehicles, buses or walking. The items in the bags were a combination of ready-to-eat or food items that required reheating.

The success we experienced were the ability to provide scratch, speed scratch items to student to reheat successfully at their home. We were able to for a majority of the meals, still provide a 100% compliant meals and not the have to use the available waivers for milk, fruit and vegetable sub-groups. The students were receptive to the meals provided to them on the weekly basis and had the variety of a 6 weeks cycle of food items.

The challenges we faced were figuring out how to provide complete meals to the students during the curbside and hybrid education methods. We had to adjust our packaging, food preparing, providing cooking instruction online and the advertising of the meals for parents to pick-up the meals needed for their students. In addition the challenge with labor to prepare the meals and the transportation of the meals from the Nutrition Services Center (Central Kitchen) to the satellite sites to service all areas of the school district.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Pupil Learning Loss (Pupil Learning Loss Strategies)	Evaluate services and configure program and staffing to support special needs students. To include additional mild/moderate resource positions, para-educators and psychologists as well as training for all staff	\$780,000	\$375,000	N
Stakeholder Engagement	Utilize Public Information Officer Position to increase outreach, communication, media access and tools for improved engagement with community and students.	\$108,000	\$102,586	N
Mental Health and Social Emotional Well Being	Purchase online music program (Smart Music) to utilize with elementary, middle school band students and high school band students	\$5,420	\$5,240	N

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Mental Health and Social Emotional Well Being	Maintain counseling support for all grade levels to provide academic, social behavioral, and peer guidance to students in need, particularly homeless/foster youth students and students with other risk factors.	\$1,250,000	\$1,609,450	Y
Distance Learning – Continuity of Instruction	Evaluate services and configure program and staffing to support unduplicated count students and at risk students. To include additional general ed teaching positions, para-educators and psychologists as well as training for all staff.	\$1,200,000	\$274,000	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

In the areas of Pupil Learning Loss, initially, we planned to hire more paraeducators to support students in the areas of special education and English Language Development. We were successful in bringing some staff back from stay at home orders, but not as successful with hiring new staff. Many potential new hires refrained from applying for positions due to COVID concerns. There were over 1200 IEP's held to incorporate new learning models for special education students. The iReady data revealed that many special education students fell further behind their fellow students by an average of 3%-10% in ELA and math diagnostics. Special education teachers utilized more 1 on 1 student support time and created opportunities for paraeducators to work with individual students as well in order to meet IEP goals. A similar approach was initiated for EL students as well. The iReady diagnostic data for EL students was similar to regular ed students. Coordinated paraeducator time was implemented to support students with core content support.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The 2020-21 school year presented many challenges to robust teaching and learning. Initially, connectivity was a major hurdle for our district. Although we had plenty of devices for students, it was a struggle to get them into students hands. Also, we found that connection to the internet was a problem for over 700 students as well. This prompted our IT department to secure hotspots for these students. Also, as virtual teaching took hold, it was evident that our teachers and students needed more technology professional development. Throughout this entire effort, BUSD realized a continued focus on 21st century teaching and learning skills is needed. It is evident that the positive outcomes with digital teaching and learning will need to continue so that our students are afforded the opportunity to keep up with their peers. Therefore Goal #1 (Student achievement and 21st century learning environments...) will remain for the 21-24 BUSD LCAP.

The iReady diagnostic initiative is another component of our distance learning that will need to continue

forward. The data and learning supports embedded in the software program are vital tools to support our students with learning loss. Reports from teachers indicates that the computer adaptive lessons that derive from the diagnostic data are invaluable. Short 15-20 minute bursts of this type of learning are very important to mitigating learning loss. Utilizing the iReady platform directly informed the development of Goal #1 in our 2021-2024 LCAP.

Implementation of the in-person and distance learning programs has also shed light on the need to improve outreach and connection to struggling students. Goal # 2 which focuses on stakeholder engagement continues to be an important initiative in Barstow Unified School District and will remain a goal for the 21-24 Local Control Accountability Plan. It has been very evident that support beyond the four walls of the classroom are imperative to ensuring student success. This needs to come in the form of improved connections to outside support agencies, additional resources for our homeless and foster youth students, and a comprehensive home visit program to initiate a more intimate connection to families in need.

Finally, through multiple surveys and the California Healthy Kids survey, data has suggested that our students are in need of intense social emotional learning supports. The need to continue to provide a clean, safe modern learning environment continues to be a high priority for Barstow Unified School District. Goal # 5 and the actions/services found within it accomplishes this task for BUSD. At the sites where SEL is in place, the data suggests that those students have faired better than the students at sites without SEL. The 2021-24 BUSD LCAP will contain several SEL actions/services to address this need.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To continue the effort to mitigate learning loss in the 21-24 LCAP, BUSD will continue to utilize the robust ELA/Math diagnostic software (iReady) to identify learning gaps for all students K-12th grade. We have found that this software platform (iReady) can be used for individualized instruction in which, upon completing a diagnostic, students are then given access to computer adaptive lessons at their learning level. This is a powerful tool that can be used asynchronously or synchronously by the teacher.

We will employ a homeless foster youth liaison with LCAP funds in the upcoming plan as well. With close to 800 homeless and 90+ foster youth students, it is imperative that our district continue this service for our students to address learning loss and learning needs for our foster youth students. Also, this employee will work directly with outside agencies to identify needs, distribute resources and ensure proper placement for our homeless/ foster youth students.

Barstow Junior High School has the largest percentage of population of special education students on its campus in our district. Also, the student body at BJHS consists of 84.1% Low income students. In an effort to support our BJHS students, we will hire a Dean of students who's primary job duties wil include parent engagement, and behavior and social emotional support for struggling students. BUSD has incorporated a goal to support English Language Learners with English language acquisition, core content support, and stakeholder engagement. The 21-24 LCAP identifies ELD curriculum resources at the secondary schools, a district ELD coach for all schools. And ELD paraeducator support for all schools sites to help with core content support, ELD program support, and translations.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Previously described.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

During the 19-20 and 20-21 school years student outcomes have suffered. Reflecting on the transition from in-person to distance learning, it is evident that we were not prepared for the additional training and technology that was going to be needed to pull off such an enormous task. Overall, the shift to increased technology was a primary focus when transitioning from the 19-20 LCAP to the 20-21 LCP. Very quickly, BUSD realized the need to increase device distribution to students, and technology for teachers to include additional monitors, SWIVL devices, headphones, cameras, lighting, etc. Students were in need of Chromebooks (2,100) and hotspots (700 w/ unlimited data) for connectivity.

Also, as has been stated in other sections of this document, learning loss mitigation has been a top priority since we transitioned to Distance and in-person learning. There were many challenges to implementing some of the measures due to difficulty hiring additional staff, complying with social distancing measures, lack of training, and lack of technology. In the LCP, we addressed these gaps with additional resources and plans to restructure the work performed by some classified staff.

As the pandemic waned, the need for social emotional learning support for students became more and more evident. BUSD embarked on additional training for teachers and staff with delivering social emotional learning curriculum to our students. Also, our counseling staff set out on an aggressive plan to offer one-on-one support along with small group peer support. These actions/services proved to be invaluable to the effort to address student mental health needs during the crisis.

In Barstow, close to 900 students are considered to be homeless or foster youth students. In order to ensure support for these students, BUSD includes a staff position dedicated to the work to support them. The support ranges from resources for learning, supplies such as clothing, food, shoes, etc, as well as helping to connect the students to vital resources and services outside of our district.

In the 2019-2020 BUSD LCAP, 6 reading specialists are listed as actions/services. When the pandemic hit in March of 2020 and it wasn't certain whether school funding would be cut, Reading Specialists were removed from the 2020-2021 Learning Continuity Plan. However, after review iReady ELA diagnostic data, it has become very apparent that those services are very much in need. therefore the reading specialists positions have made their way back into the 2021-2024 BUSD LCAP to help mitigate learning loss.

Finally, the iReady software platform was not included in the 2019-2020 LCAP, but is included in the 2020-2021 LCP. The data, diagnostic tools, computer adaptive learning tools, and teacher tools are unmatched for mitigating learning loss. This resource was originally used by 2 of our elementary school sites. The data and feedback from teachers helped our district make the choice to bring this action/service to our LCP and our LCAP moving forward.

# Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*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](mailto:lcff@cde.ca.gov). (<mailto:lcff@cde.ca.gov>)*

# Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

## Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

## Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

## Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

## Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

# Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

## Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

## Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

## Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

## Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in

implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

- Continuity of Instruction,
- Access to Devices and Connectivity,
- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

## 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 2021-24

## General Information

A description of the LEA, its schools, and its students.

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 I15 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 10 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 districtwide WiFi 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 California School Dashboard reveals 11 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 a decline in chronic absenteeism which include African American students (4.1% decline), and White students (.8% decline).

In another very important metric area, College and Career Indicator, BUSD students realized successes as well. All students realized a status of 19.3% (.5% gain) in being considered "prepared" for college and career. Also, African American students (13.8% prepared, 2% increase), Homeless students (16.2% prepared, 7.3% increase), and Low Income students (17% prepared, 2.9% increase) realized gains on the CCI metric 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 (Blue status 91.4% graduated, 7% increase), Hispanic students (Blue status, 92.8% graduated, 9.6% increase), African American students (Green status, 84.5% graduated, 8% increase), English Learner Students (85% graduated, 17.4% increase), and Homeless students (92.3% graduated, 20.9% increase).

BUSD will continue to build upon these successes by involving stakeholders, 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 comes in at 55.2 pts below standard which was a decline of 4.6 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, additional teachers will be hired to add 12 sections of math and Language Arts intervention periods on the master schedule for the 2021-2022 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 11 point decline. Two student subgroups have realized significant declines on the CAASPP which are: Homeless students (104.4 points below standard, declined 5.7 points from previous year), and foster youth students (142 points below standard, declined 27.7 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

achievement.

Finally, BUSD is committed to reducing the suspension rates for all students. In the most recent CA Dashboard data the suspension rate for all students was 10.3% with an increase of .8% from the previous year. Also two student subgroups realized a significantly high rate of suspension which are: African American students (21.6%, increase of 0.9% from previous year), and students with disabilities (15.6%, decrease of 0.7% from previous year). To reduce the suspension rates BUSD will facilitate the following changes: hire a Supportive Culture and Climate Director, Initiate a district-wide culturally responsive positive behavior interventions and supports system for student behavior, adopt a district-wide 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 school-wide CR-PBIS plan, and parent involvement.

## 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 2021-2024 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 School  
Cameron Elementary School  
Crestline Elementary School  
Henderson Elementary School  
Montara Elementary School

## Support for Identified Schools

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

A team consisting of the Director of Instructional Support and all five CSI principals attended a virtual workshop hosted by the Director of LCAP Support and Advisory Services Department and three Consultants from the San Bernardino County Superintendent of Schools. The information gleaned from this workshop helped set the parameters for the work to be accomplished as it relates to a Comprehensive Needs Assessment, interventions, resource inequities, identification of resources and timelines. This workshop also served as an opportunity for the CSI school principals to collaborate and discuss best next steps for resource allocation and evidence-based interventions. Each school, with district support, completed a Comprehensive Needs Assessment that involved both their School Site Councils, English Learner Advisory Committees, Teacher Leadership Teams and the BUSD Director of Instructional Support. Principals were provided several data forms and resources for how to conduct a Needs Assessment at their respective schools in addition to ideas for the use of data in light of the fact that they would not have CAASPP results for the 2020 administration. Resources provided to the school sites included CA Dashboard data that provided information on ELA and math achievement, English Learner progress, absenteeism and suspension rate reports and at the secondary level graduation and college and career readiness reports. Schools in BUSD did administer the IAB assessments and were able to use the data collected from them in lieu of actual CAASPP data. Almost all of the eligible EL students in BUSD took the summative ELPAC in the spring prior to the COVID closure of schools. Even though these results were not to be published on the CA dashboard, student scores were provided to each school as a data source. Average attendance rates from the Infinite Campus student information system through March 13, 2020 were provided to determine progress in the chronic absenteeism category. Additionally Suspension rates through March 13, 2020 were also provided as trend data. School sites incorporated all previous California Dashboard data utilizing a three year trend data analysis. Each school also looked at local data that included benchmark assessments, student referrals out of class, parent involvement surveys,

Title I surveys, classified and certificated staff surveys and classroom observation data. Barstow Unified School District engages stakeholders through surveys (both site and District level) to assist in determining the needs at each site. Additionally meetings such as Parent Advisory Council, District English Learner Advisory Council and at the site level School Site Council and English Learner Advisory Council allow for stakeholder feedback in developing and the decision making of the School Plan for Student Achievement (SPSA). The Barstow Unified School District Local Control and Accountability Plan (LCAP) includes data and information that the school sites access in building their SPSA's. School sites have been advised of the components of the Barstow Unified School District LCAP. The goals of the site SPSA's mirror those of the BUSD LCAP. Site budgets are supported through the LCAP. All sites receive Title I and LCAP funds.

Funds for CSI are allocated funds through the funding proposal identified and approved in the GMART. The Needs Assessment completed through the LCAP process identified over 80% of Barstow students as economically disadvantaged. 53% of students are Hispanic or Latino, 22% are Caucasian, and 17% are African American. Among the BSD student population, 10.1% of students are identified as English Language Learners. The suspension rate for BUSD on the CA Dashboard is 10.3%. To support our

schools and the needs identified, the LCAP has allocated funding for assistant principals, a Parent Involvement Coordinator at each site, the position of Director Child Welfare and Attendance, a high school peer counselor position, counselors at the elementary schools, a CAHELP Contract to deliver PBIS training, and TOA positions in the areas of English Language Development and PBIS. Once the principals/school sites had completed their Needs Assessments, they began to populate their CSI plans/SPSA's. School sites develop their SPSA's, which are then reviewed at the district level through the Director of instructional Support Services, prior to BUSD Board approval. As the school sites completed their Needs Assessments, resource inequities and evidence based strategies were identified at each site through the Needs Assessment using data from the California Dashboard, EL progress indicators, absenteeism rates, PBIS SWIS data, suspension rates and District benchmark assessments, which are all being addressed through the CSI plan. Some of the resource inequities identified across the five schools include the graduation rate at CHS. The CHS staff believes that the graduation rate metric is misleading as a stand-alone measurement of school success. CHS often enrolls students in their fourth year of high school that are two to three years behind in credits. EL students not making growth have been identified as a critical area on the Needs Assessment. Chronic absenteeism and suspension rates (especially among African American students and male students) are also areas of identified need. Several subgroups across the five schools have been identified as in need of improvement in both math and language arts. Parent involvement participation is noted as an area of focus on the Needs Assessment. Once the Needs Assessments were completed, we went through the process of identifying evidence-based interventions and strategies to address the CSI plans and improvement ideas proposed in the SPSA. In planning to address these inequities through the SPSA process, several programs and strategies are being proposed to address these issues. Professional Development for teachers and classified staff will be supported with the Kagan Structures and Training, Capturing Kids Hearts and a Learning the Brain Virtual Conference. Additional training will be provided for the school counselor regarding African American students with behavior concerns. After school tutoring has been identified as a strategy to improve overall student achievement. Academic Teams and Attendance Teams will be formed and the teams will collaborate and reflect on student data that focuses on goal setting and having data discussions with teachers to increase student growth and ensure that students are more engaged in learning. Rewards and incentives will be purchased to encourage regular attendance and reward improved academic performance. Several intervention programs will be purchased for the schools including Reflex M Osmos software and manipulatives, student planners, listening centers, Lexia, Reading A to Z and student marker boards. The purchase of Chromebooks/iPads will support students with distance learning and support student use of the intervention programs. Classroom libraries and novel sets will be purchased to supplement classroom materials for use with the Renaissance program as an incentive for students to read more books. Reading strategies linked to these libraries address reading comprehension, listening comprehension, fluency, vocabulary development, and the improvement of oral language for English Learner students. The books will be 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 will be purchased to enhance student attendance and graduation rates. The five schools identified for CSI will receive intense professional development through a partnership with SBCSS in the areas of math and English language arts, to include teaching strategies, content gaps, and classroom management. Teachers will engage in lesson study, co-plan/co-teach and data analysis sessions with members of the county team on a monthly basis. Teachers will also be offered Professional Development opportunities after contract hours through Coaches Cafes and Teacher Improvement Practices (TIPS) workshops.

BUSD has allocated LCAP and Title I funds to support elementary school counselors and assistant principals to address the high rates of referrals, suspensions and lack of parental connections. At CHS, the stakeholder groups identified the need for a complete CTE pathway program and will support programs to provide pathway completion programs for the students with the goal of increasing the graduation rate.

## Monitoring and Evaluating Effectiveness

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

BUSD has utilized the i-Ready program to administer a diagnostic assessment three times during the 2020-21 school year for all students. Initial assessments served as the benchmark for data and subsequent assessment windows will serve to measure growth. This data will be used to help create interventions for students and develop plans for intervention. Students also have access to the i-Ready program in both Math and Language Arts. These programs are an online intervention platform that address deficits in math, reading and language arts. K-6 EL students will have access to i-Ready as well as Wonders - Designated ELD, hard copy student readers and language books to support their English learning needs as well as the support materials provided in the District adopted ELA program. Secondary EL students will have access to i-Ready in addition to the Hampton Brown Edge program to support their English learning needs as well as the support materials provided in the district adopted ELA curriculum. At the high school level, math and ELA departments have developed formative measures tied to the content standards in the format of performance tasks that will serve as a tool for diagnosis and allow instructors to assess learning status. The BUSD LCAP requires five ELAC and SSC meetings over the course of the school year. Stakeholders are integrated into this process of monitoring and evaluating the implementation and effectiveness of the plan. A standing agenda item for these meetings will be the review of the goals outlined in the SPSA at each school site and the progress being made towards those goals as a means to monitor and evaluate the implementation and effectiveness of the CSI plan. At the end of the school year, each SPSA (through Document Tracking) contains a section to be populated at the end of each goal as to whether or not the goal was met and next steps to take to continue with the goal or that it has been completed. School principals complete these sections and they are reviewed by the Director of Instructional Support as part of the Principal Check-Out Form. The SST program will continue to be implemented to give extra support to students based on their needs. School site counselors will monitor student behavior and provide counseling sessions for students through a virtual setting as needed. BUSD has sent out surveys to BUSD student families and staff regarding Distance Learning and the return to in-person learning protocols to help determine the best way to meet the needs of all stakeholders. BUSD will schedule quarterly meetings with the five CSI school principals to monitor and identify progress towards goals in the CSI SPSA's. When a lack of progress is identified, possible remedies will be researched and proposed for improvement. A classroom walk through form will be used to monitor teaching strategies and effectiveness, in addition to EL designated and integrated instruction. The data collected from the walk through will be shared with all interested parties, which will generate discussion as it relates to training, trends and teacher efficacy. These actions will provide the data necessary and sufficient to evaluate the implementation and effectiveness of the CSI plan. Finally, a year end CSI debrief meeting will be held to address district

benchmark data, Interim Block Assessment data, i-Ready data, walk through data, ELPAC data and both California Dashboard and CAASPP data (if available). All data collected will be used to evaluate the implementation and effectiveness of the CSI plan in relation to the areas identified in the needs assessment at each school site. This information will be shared with stakeholders and will influence planning and decision-making for the 2021-2022 CSI and/or School Plan for Student Achievement.

## Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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 2021 – April 2021

District English Learner Advisory Committee (DELAC):

May 18, 2021

District Parent Advisory Committee:

May 14, 2021

Desert Mountain SELPA Meeting:

MAY 20, 2021

Bargaining Units:

March 2021 - May 2021

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 stakeholders 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

3/24/21 & 4/21/21

### 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

5/14/21 & 5/18/21

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 2020 - April 2021

Management team meetings, principals meetings, Cabinet meetings, staff meetings, consisted of LCAP discussion for the course of the 2020/2021 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 500+ survey takers. The survey was open to the public from January 2021 to March 2021. The data and responses from the LCAP survey were used to support the LCAP committee process and decision making.

LCAP Hearing date: June 8, 2021

LCAP Approval date: June 22, 2021

A summary of the feedback provided by specific stakeholder groups.

After looking at state and local data our stakeholder groups 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 stakeholder 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 stakeholders, 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 (41.7% 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 prepared or approaching prepared by 2%, 43.8 vs. 45.8 respectively. However, our stakeholder 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 stakeholder 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 stakeholder input.

The stakeholder engagement process influenced the development of the BUSD LCAP in a few different ways. First, each stakeholder group was presented with and given opportunities to become familiar with and discuss local and state student achievement data. As a district, we have 6 schools that are considered under the state's comprehensive school improvement watch list. This fact alone requires that we spend adequate time informing our stakeholders and receiving input from them concerning student academic, behavior, and social emotional achievement. Also, our district has entered into 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 stakeholder 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 stakeholder requests for goals and actions and services utilizing the following methods:

1. We reviewed the 2017-2020 LCAP to identify goals and actions/services that were in place and providing improved services for students. This process led to the collapsing of goals #1 and #5 due to the fact that many of the metrics and language in the goals were redundant.
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 stakeholders 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 stakeholder groups compared the list of actions/services from the 17-20 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 - new action - CTE TOSA  
metric- CA Dashboard CCI

Goal #1 action #14 -change from frontline to CR-PBIS

metric -suspension rate/out of class referrals

Goal #1 - Action #16 - Elementary Reading Specialists

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 - Behavior support guide

metric- suspension rate

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

### Goals

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 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)	[Intentionally Blank]	[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)	[Intentionally Blank]	[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)	[Intentionally Blank]	[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)	[Intentionally Blank]	[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)	[Intentionally Blank]	[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)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	41%
Rate of Teacher Misassignment (2% decrease annually)	11% (Data found in SARC's) (2019-20)	[Intentionally Blank]	[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)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	25.3 % of students placed on the "prepared" level on the CA Dashboard CCI

Students have access to standards-aligned instructional materials.	0 Williams Findings (2019-20)	[Intentionally Blank]	[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)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain all students

## Actions

Action #	Title	Description	Total Funds	Contributin
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 students, teachers, and support staff to ensure each group will have up to date devices for 21st century learning environments.	\$1,292,500.00	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	Contribution
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.	\$1,976,812.00	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 #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 #	Title	Description	Total Funds	Contribution
Action #7	4 Elementary School Assistant Principals	<p>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 &amp; 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.</p>	\$583,152.00	Yes
Action #8	K-3 Class size reduction	<p>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 student support, direct interactive teaching, decrease student discipline issues, and increase parent outreach and communication.</p>	\$480,000.00	No
Action #9	BHS Fieldtrips	<p>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.</p>	\$90,000.00	No

Action #	Title	Description	Total Funds	Contribution
Action #10	Barstow STEM Academy	BUSD will continue to support the Barstow STEM Academy. The purpose of this academy is 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 at BUSD who choose to attend the STEM academy will be directly impacted by this action/service.	\$1,887,279.00	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 to the county STEAM fair in the spring.	\$4,500.00	No
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 #	Title	Description	Total Funds	Contribution
Action #13	Intervention/Support Materials & Supplies	<p>BUSD will allocate funds based on the unduplicated student counts at the school. The funds will be used to support BUSD LCAP and Single School Plans for Achievement aligned goals and actions/services at each school site. When expending funds, each school will identify the BUSD goal and action/service that the funding is aligned with, to improve unduplicated student access and achievement. The funds will be used to 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.</p>	\$1,400,355.00	Yes
Action #14	Categorical Office Staff	<p>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.</p>	\$467,880.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #15	CR-PBIS Training	<p>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, Culturally Responsive Positive Behavior Intervention &amp; Support, and Special education training. The "early-out" Wednesday training session will include all teachers and support staff. They will learn strategies that will help our students with academic, behavior, and social achievement through a system of support in the classroom, outside of the classroom, and at home.</p>	\$2,142,583.00	No
Action #16	4 Secondary Assistant Principals	<p>BUSD will assign 4 secondary assistant principals to 2 sites to support common core aligned instructional leadership, parent involvement, Culturally Responsive Positive Behavior Interventions &amp; Supports, for all low socio-economic students, homeless/foster youth students, and English learners, to improve school climate and student access and achievement</p>	\$575,342.00	Yes
Action #17	7 Reading Specialists	<p>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.</p>	\$880,933.00	Yes

Action #	Title	Description	Total Funds	Contribution
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 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.	\$86,000.00	No
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	Contribution
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

## 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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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)	[Intentionally Blank]	[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)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	4 ELAC meetings held
Title I Parent survey completion - 5% increase annually	45% (2019-20)	[Intentionally Blank]	[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)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	853 LCAP survey responses

# Actions

Action #	Title	Description	Total Funds	Contributin
----------	-------	-------------	-------------	-------------

Action #	Title	Description	Total Funds	Contribution
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. It is imperative that our schools make concerted efforts to reach out to and involve our parents from the community.	\$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 #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.	\$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.	\$99,620.00	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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	85.5% graduation rate

<p>Suspension Rate (All students) - 1% decrease annually                  Suspension Rate (African American students) - 1% decrease annually                  Suspension Rate (Special Education students) - 1% decrease annually</p>	<p>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)</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>6.5% suspension rate - All Students                  17.6% suspension rate - African American Students                  13.4% suspension rate - Special education students</p>
<p>State Middle/High School dropout rate - 1% decrease annually grades 9-12, 1 student decrease Grades 7 &amp; 8</p>	<p>Grades 9-12 - 3.4% (2019-20) Grades 7 &amp; 8 - 4 students (2019-20)</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Grades 9-12 - .4% Grades 7 &amp; 8 - 1 student</p>

Student Infinite Campus referrals out of class - 5% decrease annually	14,217 referrals out of class (2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	12,189 referrals out of class
Chronic Absenteeism Rate - 1% decrease annually	21.5% (2019 California Dashboard)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	18.5%
Pupil Expulsion Rates	1 Expulsion (2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0 Expulsions
California Healthy Kids Survey (CHKS) to monitor school safety and connectedness.	75% students feel safe (2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	90% of students feel safe
School Attendance Rates	94.5% (2018-19)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	97.5%

## Actions

Action #	Title	Description	Total Funds	Contributin
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 #	Title	Description	Total Funds	Contributin
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.	\$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 #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.	\$176,980.00	No

Action #	Title	Description	Total Funds	Contributin
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 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.	\$136,872.00	No
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 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.	\$79,449.00	No
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.	\$220,288.00	Yes

Action #	Title	Description	Total Funds	Contribution
Action #8	CA Help Partnership	<p>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 multi-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.</p>	\$50,000.00	Yes
Action #9	Fine Arts Pathway at BJHS	<p>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.</p>	\$100,000.00	No
Action #10	Counselors	<p>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.</p>	\$1,385,494.90	Yes

Action #	Title	Description	Total Funds	Contributin
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. This is an imperative action/service in that unduplicated students who may be at-risk will receive necessary support and options for continued learning.	\$699,273.00	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.	\$155,454.00	Yes
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 #	Title	Description	Total Funds	Contribution
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 #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.	\$21,116.00	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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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 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

ELPAC - Percentage of students scoring level 4 or progressed on level - 5% yearly increase	41.7% (2018-19)	[Intentionally Blank]	[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)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	40 points below standard
English Learner Reclassification Rate - 5% yearly increase	7.8% (2019-20)	[Intentionally Blank]	[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)

<p>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.</p>	<p>75% of teachers implementing standards according to walkthrough data. (2019-20)</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>90% of teachers implementing standards according to walkthrough data.</p>
---	--	------------------------------	------------------------------	------------------------------	--

# Actions

Action #	Title	Description	Total Funds	Contributin
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.	\$121,182.00	Yes
Action #2	EL Paraeducator Support	Each school site will be staffed with an English Learner Paraeducator. 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.	\$204,384.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #3	Site Specific EL Expenditures	This action/service will consist of LCFF funds allocated to school sites based on the number of English Learners enrolled. The funds are to be used for ELD program implementation, EL core content learning supports, and resources intended to help English Learners acquire the English language and achieve in core subjects.	\$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.	\$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.	\$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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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, stakeholder groups 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, stakeholder 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

Completion of 6 maintenance/IT/Facilities projects per year	6 maintenance/IT/Facilities projects completed (2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	6 maintenance/IT/Facilities projects completed
Williams Monitoring - Ensure facilities are in good repair by reducing facilities findings by 5% annually	47 findings (2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	40 Williams act facilities findings

# Actions

Action #	Title	Description	Total Funds	Contribution
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 #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 #	Title	Description	Total Funds	Contribution
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 #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 #	Title	Description	Total Funds	Contribution
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 #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.	\$2,201,376.00	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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.84%	\$15,078,621.00

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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. This requires the replacement of 3200 Chromebooks this year alone. Supporting our district goal of student achievement, 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 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.

#### 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 2017-2020 LCAP include our ELA CAASPP scores that have improved since 2017 with all students scoring on average 38.6 points below standard to 2019 with all students scoring 31.4 points below standard. Our English learners show progress moving from 55.7 points below standard to 57.9 points, our foster youth students scores moved from 52.2 points below standard to 70.8 points below, and our low income students moved from 44.6 points below standard to 38.1 points respectively. Overall Math CAASPP scores have decreased since 2017 as we have seen decreases with our English learners moving from 82.3 points below standard to 89.8 points, our foster youth students scores moved from 55 points below standard to 109 points below, and our low income students moved from 74.4 points below standard to 78 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 for EL students making progress toward English proficiency at 42%. Our DIBELS K-3 results on reading fluency increased from 53% to 57% from 2017-2020 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 39% and Mathematics at 27%. BUSD will monitor the effectiveness of the action 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:

Stakeholder input 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.

### 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 28.3% up from 26%, the percentage of seniors completing Career Technical Education pathways increased from 22.7% to 30.7% including 19 English Learners and 1 foster youth, and the College and Career Readiness Indicator improved from 51.4% to 52.2% including 36.1% for English Learners, 51.4% for low income students, and 30.4% for foster youth. Funding for these programs and their expansion will continue with emphasis on improving the number of unduplicated students enrolled, increased 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 Dashboard.

## Culturally Responsive Positive Behavior Interventions and Supports Program

Goal #1, Action 7: 4 Elementary School Assistant Principals

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 10: Counselors

Goal #3, Action #16: SWIS/PBIS Data Stipends

### Needs, Conditions, Circumstances:

After assessing the needs, conditions, and circumstances of our low income, English learner, and foster youth students, we learned that the suspension rates of our English learner, foster youth and low income 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.

#### 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, stakeholder 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 they engaged in to improve outcomes for our unduplicated student groups. 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. 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.

#### Academic Supports for Student Access and Achievement

Goal #1, Action 3: Increased Instructional Time

Goal #1, Action 17: 7 Reading Specialists

Goal #1, Action 23: iReady Software

Goal #3, Action 7: 4 Preschool Teachers

Goal #3, Action 11: 5 School Psychologists

#### Needs, Conditions, Circumstances:

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 as well as closing gaps in achievement for our unduplicated student groups. Results of 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. 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.

**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.

**Justification to Continue Action/Service of Effectiveness:**

Justification to continue, from our 2017-2020 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. Our graduation rate has remained steadily in the blue from 92.9% in 2017 to 91.4%% in 2020. Graduation Rates for English Learners have gone from 97.4% to 85%, and low-income students from 91% to 90.3% from 2017-2019 respectively. Our results on the CCI have increased from 18.8% prepared in 2017 to 19.3% in 2020. Results for English Learners show a decrease from 5.3% to 2.6%, and low income students from 20.4% to 17% . Our ELA CAASPP scores have maintained since 2017 with all students scoring on average 54.1 points below standard to 2019 with all students scoring 55.2 points below standard. Our English learners show progress 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 improved from 69.1 points below standard to 64.9 points respectively. Overall Math CAASPP scores have decreased since 2017 with all students showing a decrease from 72.9 points below standard to 89.1 in 2019. 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 142.7 points below, and our low income students moved from 86.6 points below standard to 97.7 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 for 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.

**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

**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. 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. In addition, 13.5% of English Learners, 34.8% of foster youth and 23.7% of low-income students were considered chronically absent. The suspension rate for the 2019 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.

**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 great way 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 2017-2020 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, this action and service is 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. 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. 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.

#### Intervention Support Materials/Staffing/Supplies

Goal #1, Action 13: Site LCAP Allocations

Goal #1, Action 14: Categorical Office Staff

#### Needs, Conditions, Circumstances:

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. These data points demonstrate the need for continued professional development at sites and support for existing and new teachers and intervention support for closing learning gaps and improving achievement for our unduplicated students. Our graduation rate has increased for English Learners 17.4%, and low income students 8.5% from 2017-2019 respectively.

#### Purpose:

Allocate site funds principally directed, 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. 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 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 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. 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, 13.5% of English Learners were considered chronically absent. Our graduation rate has maintained from 92.9% in 2017 to 91.4% in 2019. Graduation Rates for English Learners have gone from 97.4% to 85%. Our results on the CCI have maintained from 21% prepared in 2017 to 19.3% in 2019. Results for English Learners show negative movement from 5.3% to 2.6%.

**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.

**Justification to Continue Action/Service of Effectiveness:**

These actions and services are specifically/principally directed, and determined to be effective, to our English Learners and tie into the former LCAP metrics. We have made the decision to continue funding these positions and instructional materials from the 2017-2020 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. Our English learners moved from 71.9 points below standard to 70.1 points which is considered maintaining, and our Math CAASPP scores have decreased from 72.9% in 2017 to 89.1% in 2019 with our English Learning increasing from 91.1 points below standard to 103.1 points below standard. We only have one year of data in 2019 for baseline for EL students making progress toward English proficiency at 41.9%. Stakeholder input indicates that the BUSD DELAC and ELAC meetings supported these ongoing actions, specifically the paraeducator support and after school tutoring. The district will monitor the effectiveness of these actions by the metrics included in this goal.

**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 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. Attendance rates for 2019-20 up to school closures included 94.5% for all students, a rate of 78.6% 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.

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. 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 stakeholder 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 27.84%, both qualitatively and quantitatively.

## Total Expenditures Table

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
<b>Goal #1 Action #1</b>						
Technology	Low Income	\$292,500.00	\$1,000,000.00	\$0.00	\$0.00	\$1,292,500.00
<b>Goal #1 Action #2</b>						
NGSS 9-12 curriculum	Grades 9-12	\$350,000.00	\$0.00	\$0.00	\$0.00	\$350,000.00
<b>Goal #1 Action #3</b>						
Increased instructional time	low Income, Foster youth, English Learners	\$1,591,812.00	\$225,000.00	\$0.00	\$160,000.00	\$1,976,812.00
<b>Goal #1 Action #4</b>						
Illuminate software	All students	\$52,000.00	\$0.00	\$0.00	\$0.00	\$52,000.00
<b>Goal #1 Action #5</b>						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
CAASPP Test Coordinator	Grades 3-8 & 11	\$19,601.00	\$0.00	\$0.00	\$0.00	\$19,601.00
<b>Goal #1 Action #6</b>						
Physical Fitness Tests	Grades 5, 7, 9	\$2,700.00	\$0.00	\$0.00	\$0.00	\$2,700.00
<b>Goal #1 Action #7</b>						
4 Elementary School Assistant Principals	EL/Foster Youth/Low Income	\$583,152.00	\$0.00	\$0.00	\$0.00	\$583,152.00
<b>Goal #1 Action #8</b>						
K-3 Class size reduction	TK-3rd grade	\$480,000.00	\$0.00	\$0.00	\$0.00	\$480,000.00
<b>Goal #1 Action #9</b>						
BHS Fieldtrips	Grades 9-12	\$90,000.00	\$0.00	\$0.00	\$0.00	\$90,000.00
<b>Goal #1 Action #10</b>						
Barstow STEM Academy	low income	\$1,887,279.00	\$0.00	\$0.00	\$0.00	\$1,887,279.00
<b>Goal #1 Action #11</b>						
District STEAM Fair Coordinator	All Students	\$4,500.00	\$0.00	\$0.00	\$0.00	\$4,500.00
<b>Goal #1 Action #12</b>						
Site Steam Fair Coordinators	TK-6th grade	\$10,938.00	\$0.00	\$0.00	\$0.00	\$10,938.00
<b>Goal #1 Action #13</b>						
Intervention/Support Materials & Supplies	low income, English Learners, foster youth	\$355,691.00	\$0.00	\$0.00	\$1,044,662.00	\$1,400,353.00

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
<b>Goal #1 Action #14</b>						
Categorical Office Staff	Low income, foster youth, English Learners	\$350,520.00	\$0.00	\$0.00	\$117,360.00	\$467,880.00
<b>Goal #1 Action #15</b>						
CR-PBIS Training	All students	\$2,142,583.00	\$0.00	\$0.00	\$0.00	\$2,142,583.00
<b>Goal #1 Action #16</b>						
4 Secondary Assistant Principals	EL/Foster Youth/Low Income	\$575,342.00	\$0.00	\$0.00	\$0.00	\$575,342.00
<b>Goal #1 Action #17</b>						
7 Reading Specialists	low income, English Learners, foster youth	\$880,933.00	\$0.00	\$0.00	\$0.00	\$880,933.00
<b>Goal #1 Action #18</b>						
Winter Symposium & Teacher Professional Development	EL/Foster Youth/Low Income	\$367,959.00	\$0.00	\$0.00	\$363,383.00	\$731,342.00
<b>Goal #1 Action #19</b>						
BHS Transportation	9-12	\$86,000.00	\$0.00	\$0.00	\$0.00	\$86,000.00
<b>Goal #1 Action #20</b>						
Peer Assistance Review	All students	\$31,146.00	\$0.00	\$0.00	\$0.00	\$31,146.00
<b>Goal #1 Action #21</b>						
Teacher Signing Bonus	All students	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00
<b>Goal #1 Action #22</b>						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Center for Teacher Innovation Program	All Students	\$40,264.00	\$0.00	\$0.00	\$0.00	\$40,264.00
<b>Goal #1 Action #23</b>						
iReady Software	Low Income	\$251,248.00	\$0.00	\$0.00	\$87,000.00	\$338,248.00
<b>Goal #2 Action #1</b>						
Parent/Guardian Involvement Coordinators	Low income, English Learner, Foster youth	\$11,648.00	\$0.00	\$0.00	\$36,339.00	\$47,987.00
<b>Goal #2 Action #2</b>						
PBIS training for parents	All students	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
<b>Goal #2 Action #3</b>						
Foster Youth student support	Foster Youth	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
<b>Goal #2 Action #4</b>						
Liaison/Transition services	Foster Youth	\$72,660.00	\$0.00	\$0.00	\$0.00	\$72,660.00
<b>Goal #2 Action #5</b>						
Public Information Officer	All Students	\$99,620.00	\$0.00	\$0.00	\$0.00	\$99,620.00
<b>Goal #3 Action #1</b>						
Student Incentives & Awards	All students	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
<b>Goal #3 Action #2</b>						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Attention 2 Attendance Software	Low Income	\$32,000.00	\$0.00	\$0.00	\$0.00	\$32,000.00
<b>Goal #3 Action #3</b>						
Student Study Team Coordinators	All Students	\$11,385.00	\$0.00	\$0.00	\$0.00	\$11,385.00
<b>Goal #3 Action #4</b>						
CWA Coordinator	All students	\$176,980.00	\$0.00	\$0.00	\$0.00	\$176,980.00
<b>Goal #3 Action #5</b>						
Restorative Practices CR-PBIS district coach	All Students	\$136,872.00	\$0.00	\$0.00	\$0.00	\$136,872.00
<b>Goal #3 Action #6</b>						
Peer Counselor	Grades 7-12	\$79,449.00	\$0.00	\$0.00	\$0.00	\$79,449.00
<b>Goal #3 Action #7</b>						
4 Preschool Teachers	Low Income	\$220,288.00	\$0.00	\$0.00	\$0.00	\$220,288.00
<b>Goal #3 Action #8</b>						
CA Help Partnership	EL/Foster Youth/Low Income	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
<b>Goal #3 Action #9</b>						
Fine Arts Pathway at BJHS	Barstow Junior High School Grades 7 & 8	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
<b>Goal #3 Action #10</b>						
Counselors	EL/Foster youth/Low Income	\$766,341.00	\$0.00	\$0.00	\$619,153.00	\$1,385,494.00
<b>Goal #3 Action #11</b>						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5 School Psychologists	EL/Foster Youth/Low Income	\$699,273.00	\$0.00	\$0.00	\$0.00	\$699,273.00
<b>Goal #3 Action #12</b>						
Dean of students	EL/Foster Youth/Low Income	\$155,454.00	\$0.00	\$0.00	\$0.00	\$155,454.00
<b>Goal #3 Action #13</b>						
Homeless/Foster Youth Support	Foster Youth	\$0.00	\$0.00	\$0.00	\$20,000.00	\$20,000.00
<b>Goal #3 Action #14</b>						
Preschool (4K) Paraeducators	4 year olds	\$0.00	\$0.00	\$0.00	\$228,433.00	\$228,433.00
<b>Goal #3 Action #15</b>						
CR-PBIS supplies/training	All students	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
<b>Goal #3 Action #16</b>						
SWIS/PBIS data stipend	EL/Foster Youth/Low Income	\$21,116.00	\$0.00	\$0.00	\$0.00	\$21,116.00
<b>Goal #4 Action #1</b>						
English Language Development Instructional Coach	English Learners	\$121,182.00	\$0.00	\$0.00	\$0.00	\$121,182.00
<b>Goal #4 Action #2</b>						
EL Paraeducator Support	English Learners	\$204,384.00	\$0.00	\$0.00	\$0.00	\$204,384.00
<b>Goal #4 Action #3</b>						
Site Specific EL Expenditures	English Learners	\$46,220.00	\$0.00	\$0.00	\$0.00	\$46,220.00
<b>Goal #4 Action #4</b>						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Site English Language Learner (ELL) Coordinators	English Learners	\$20,248.00	\$0.00	\$0.00	\$0.00	\$20,248.00
<b>Goal #4 Action #5</b>						
After school EL tutoring	English Learners	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
<b>Goal #4 Action #6</b>						
EL Resources/Training	English Learners	\$3,500.00	\$0.00	\$0.00	\$363,383.00	\$366,883.00
<b>Goal #5 Action #1</b>						
4 Computer Specialists	All students	\$373,458.00	\$0.00	\$0.00	\$0.00	\$373,458.00
<b>Goal #5 Action #2</b>						
Education Tech Specialist	All students	\$19,858.00	\$0.00	\$0.00	\$0.00	\$19,858.00
<b>Goal #5 Action #3</b>						
Maintenance Worker II	All Students	\$74,454.00	\$0.00	\$0.00	\$0.00	\$74,454.00
<b>Goal #5 Action #4</b>						
Barstow Fine Arts Academy construction	K-6th grade	\$2,000,000.00	\$0.00	\$0.00	\$0.00	\$2,000,000.00
<b>Goal #5 Action #5</b>						
Risk Manager	All Students	\$98,355.00	\$0.00	\$0.00	\$0.00	\$98,355.00
<b>Goal #5 Action #6</b>						
Network System Specialist	All students	\$103,882.00	\$0.00	\$0.00	\$0.00	\$103,882.00
<b>Goal #5 Action #7</b>						
21st Century Furniture/Equipment	All students	\$400,000.00	\$0.00	\$0.00	\$0.00	\$400,000.00

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
<b>Goal #5 Action #8</b>						
BHS Garver Memorial Project	Grades 9-12	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
<b>Goal #5 Action #9</b>						
Barstow Fine Arts Academy Staffing	EL/Foster Youth/Low Income	\$2,201,376.00	\$0.00	\$0.00	\$0.00	\$2,201,376.00
<b>LCFF Funds</b>		<b>Other State Funds</b>		<b>Local Funds</b>	<b>Federal Funds</b>	<b>Total Funds</b>
\$18,996,171.00		\$1,225,000.00		\$0.00	\$3,039,713.00	\$23,260,884.00
<b>Total Personnel</b>				<b>Total Non-Personnel</b>		
\$11,938,746.00				\$11,322,138.00		

## Contributing Expenditures Tables

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
<b>Goal #1 Action #1</b>					
Technology	LEA-wide	Low Income	LEA-wide	\$292,500.00	\$1,292,500.00
<b>Goal #1 Action #3</b>					
Increased instructional time	LEA-wide	low Income, Foster youth, English Learners	LEA-Wide	\$1,591,812.00	\$1,976,812.00
<b>Goal #1 Action #7</b>					
4 Elementary School Assistant Principals	LEA-wide	EL/Foster Youth/Low Income	Elementary Sites	\$583,152.00	\$583,152.00
<b>Goal #1 Action #10</b>					
Barstow STEM Academy	Schoolwide	low income	Barstow STEM Academy	\$1,887,279.00	\$1,887,279.00
<b>Goal #1 Action #13</b>					

Unduplicated					
Action Title	Scope	Student Group(s)	Location	LCFF Funds	Total Funds
Intervention/Support Materials & Supplies	LEA-wide	low income, English Learners, foster youth	LEA-Wide	\$355,691.00	\$1,400,353.00
<b>Goal #1 Action #14</b>					
Categorical Office Staff	LEA-wide	Low income, foster youth, English Learners	LEA-Wide	\$350,520.00	\$467,880.00
<b>Goal #1 Action #16</b>					
4 Secondary Assistant Principals	LEA-wide	EL/Foster Youth/Low Income	Barstow High School & Barstow Junior High School	\$575,342.00	\$575,342.00
<b>Goal #1 Action #17</b>					
7 Reading Specialists	LEA-wide	low income, English Learners, foster youth	Elementary	\$880,933.00	\$880,933.00
<b>Goal #1 Action #18</b>					
Winter Symposium & Teacher Professional Development	LEA-wide	EL/Foster Youth/Low Income	LEA-Wide	\$367,959.00	\$731,342.00
<b>Goal #1 Action #23</b>					
iReady Software	LEA-wide	Low Income	All Schools	\$251,248.00	\$338,248.00
<b>Goal #2 Action #1</b>					
Parent/Guardian Involvement Coordinators	Limited	Low income, English Learner, Foster youth	LEA-wide	\$11,648.00	\$47,987.00
<b>Goal #2 Action #3</b>					

Unduplicated					
Action Title	Scope	Student Group(s)	Location	LCFF Funds	Total Funds
Foster Youth student support	Limited	Foster Youth	LEA-Wide	\$20,000.00	\$20,000.00
<b>Goal #2 Action #4</b>					
Liaison/Translator services	Limited	Foster Youth	LEA-wide	\$72,660.00	\$72,660.00
<b>Goal #3 Action #2</b>					
Attention 2 Attendance Software	LEA-wide	Low Income	LEA-Wide	\$32,000.00	\$32,000.00
<b>Goal #3 Action #7</b>					
4 Preschool Teachers	LEA-wide	Low Income	Elementary Sites - Lenwood, Crestline, Cameron	\$220,288.00	\$220,288.00
<b>Goal #3 Action #8</b>					
CA Help Partnership	LEA-wide	EL/Foster Youth/Low Income	All school sites	\$50,000.00	\$50,000.00
<b>Goal #3 Action #10</b>					
Counselors	Schoolwide	EL/Foster youth/Low Income	BHS/CHS/BJHS	\$766,341.00	\$1,385,494.00
<b>Goal #3 Action #11</b>					
5 School Psychologists	LEA-wide	EL/Foster Youth/Low Income	All Schools	\$699,273.00	\$699,273.00
<b>Goal #3 Action #12</b>					
Dean of students	Schoolwide	EL/Foster Youth/Low Income	Barstow Junior High School	\$155,454.00	\$155,454.00
<b>Goal #3 Action #16</b>					
SWIS/PBIS data stipend	LEA-wide	EL/Foster Youth/Low Income	All Schools	\$21,116.00	\$21,116.00

Unduplicated					
Action Title	Scope	Student Group(s)	Location	LCFF Funds	Total Funds
<b>Goal #4 Action #1</b>					
English Language Development Instructional Coach	Limited	English Learners	LEA-wide	\$121,182.00	\$121,182.00
<b>Goal #4 Action #2</b>					
EL Paraeducator Support	Limited	English Learners	All Schools	\$204,384.00	\$204,384.00
<b>Goal #4 Action #3</b>					
Site Specific EL Expenditures	Limited	English Learners	All Schools	\$46,220.00	\$46,220.00
<b>Goal #4 Action #4</b>					
Site English Language Learner (ELL) Coordinators	Limited	English Learners	All schools	\$20,248.00	\$20,248.00
<b>Goal #4 Action #5</b>					
After school EL tutoring	Limited	English Learners	All Schools	\$25,000.00	\$25,000.00
<b>Goal #4 Action #6</b>					
EL Resources/Training	Limited	English Learners	All schools	\$3,500.00	\$366,883.00
<b>Goal #5 Action #9</b>					
Barstow Fine Arts Academy Staffing	Schoolwide	EL/Foster Youth/Low Income	Barstow Fine Arts Academy	\$2,201,376.00	\$2,201,376.00
<b>Totals by Type</b>		<b>Total LCFF Funds</b>		<b>Total Funds</b>	
<b>Total:</b>		\$11,807,126.00		\$15,823,406.00	
<b>LEA-wide Total:</b>		\$6,271,834.00		\$9,269,239.00	
<b>Limited Total:</b>		\$524,842.00		\$924,564.00	
<b>Schoolwide Total:</b>		\$5,010,450.00		\$5,629,603.00	

# Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]
Totals		Planned Expenditure Table		Estimated Actual Total	
Totals		[Intentionally Blank]		[Intentionally Blank]	

## Instructions

- Plan Summary
- Stakeholder Engagement
- 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e) (1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 perse stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

## **Stakeholder Engagement**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”**

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

**Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”**

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

**Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”**

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

## **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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022–23 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 <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2020–21</b> .

### 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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

#### **Percentage to Increase or Improve Services:**

Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:**

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**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.

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 2020–23 LCAP from the 2017–20 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% 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% 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% 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%, 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. 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.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.

**Increased / Improved:**

Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

If "Yes" is entered into the Contributing column, then complete the following columns:

**Scope:**

The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

**Unduplicated Student Group(s)**

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

**Location:**

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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.

**Other State Funds:**

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

**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).

**Local Funds:**

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

**Federal Funds:**

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

**Total Funds:**

This amount is automatically calculated based on amounts entered in the previous four columns.