



## Local Control 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
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# Plan Summary [2021-22]

## General Information

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

Bishop Unified School District is the largest district in rural Inyo County, serving 1,969 students in grades TK-12. The District operates five school sites that serve the city of Bishop and the more than 11,000 people who reside in the surrounding areas. BUSD's 3 main campuses are: Bishop Elementary School (grades TK-5) Home Middle School (grades 6-8), and Bishop Union High School (grades 9-12). Our Alternative Education schools include Palisade Glacier High School (Continuation School), Bishop Independent Study School, and Keith Bright Juvenile Court School. In addition, we operate three Community Day School Programs to address the needs of some of our most at-risk students. Educating our students is all about finding the right fit for each and every student.

Our District is quite diverse for a rural area, with 39.5% Hispanic, 35.7% White, 15.7% Native American, 6.8% Two or More Races, and the remaining 2.3% being Filipino, Asian, African American or unreported. Of our entire enrollment, 54% are classified as Socio-Economically Disadvantaged (SED) or low-income, 10% are English Learners, and 0.4% are Foster Youth; together, these students represent our "Unduplicated Pupils" or high-needs students. Students with disabilities (SWD) make up 12.8% of our population. The District is primarily funded by the state's Local Control Funding Formula (LCFF), which provides the District with a base grant, and adds supplemental and concentration grant funds to provide increased or improved services for our high-needs students. 86% of our budget is allocated to personnel.

Throughout BUSD's history, various stakeholders have reported that our small town atmosphere with individualized attention is one of our greatest strengths. Our staff, including our Board, is a mix of those who are from families that have lived here for generations and those who have made a conscious decision to live in our fairly isolated area. This mix provides our students with a team that is whole-heartedly dedicated to them and the community. The District provides a strong core of instruction for all our students, addressing both academic and social-emotional growth, and embracing a mindset of teaching to the whole child. All teachers and students have access to standards-aligned instructional materials in all classes, with an eye on equity and access for all students. In addition to core classes, the District offers instruction in the performing arts, and a number of elective Career and Technical Education classes for high school students. Elementary students have the option of participating in a Dual Immersion program in which they receive instruction in both English and Spanish.

Each school site has implemented programs to promote school connectedness and has adopted Positive Behavior Interventions and Support (PBIS) structures and strategies to foster a positive school climate. The District aims for every student to have at least one specific connection to school - a club, sport, teacher, activity, or subject where they belong and thrive. Our clubs, enrichment and sports programs are plentiful and diverse ranging from traditional programs such as Associated Student Body (ASB), CIF sports, and Student Government to more diverse programs such as Native American Student Association (NASA), AVID, Fashion Club, 4H, and Student Senate. Through these clubs and programs, our students have had the opportunity to explore the world outside Inyo County from Southern California to New York to Europe.

## Reflections: Successes

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

Bishop Unified School District is student-centered and is the heart of our small town. The BUSD staff are committed to the success of each student and often maintain life-long careers in our schools. This forms a strong foundation for a variety of successes and strengths in the district:

- Positive collaborative relationships with community stakeholders (Bishop Indian Education Center, City of Bishop, local nonprofit agencies and foundations).
- A focus on trauma-informed restorative practices and alternatives to suspension has resulted in a significant decline in suspension rates.
- English Learners are consistently progressing academically and the reclassification rate continues to increase.
- Comprehensive and competitive athletics programs, CTE course pathways, and a variety of diverse extracurriculars and clubs in the secondary schools.
- 1:1 technology TK-12 and upgraded tech tools in all classrooms.
- Comprehensive, tiered counseling services at every site.
- School cultures and practices that are inclusive of diverse cultures, backgrounds, and student expression (i.e. Bilingual and Native American Liaisons, Dual Immersion program, Paiute curriculum, LGBTQ+ groups).
- The establishment of TK-8 common benchmarks in ELA and Math (as of the 2020-2021 school year) and a commitment to implementing common benchmarks TK-12 to inform and differentiate instruction and regularly monitor student progress over time.

## 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.

Our District has experienced consistent disparities between the performance and academic achievement of different student subgroups in our student population. In the 2020-2021 school year, BUSD was comprised of nearly 55% socio-economically disadvantaged families, and our demographics shifted to the majority population being Hispanic (39.5%) instead of White (35.7%). Both of these "new majorities" (SED & Hispanic) point to a need to adjust our instruction and support systems to better meet the needs of an increasingly diverse student population.

- Hispanic (24.5%) student group and Socio-Economically Disadvantaged (28.9%) group show lower rates of College and Career Readiness (42% districtwide)
- English Language Arts achievement for all students Grade 3-8 is below expectations (17 pts below standard)
- Math achievement for all students Grade 3-8 is significantly lower than the state average (40 pts below standard)

- Chronic Absenteeism has been consistently high districtwide (15%), especially among students in our Native American community (29%)
- Due to our small size, we have a lack of Curriculum and Instruction personnel or Academic Coaches. We coordinate with the Inyo County Office of Education (ICOE) Educational Services Dept for support in this area and have contracted with a consultant (instructional coach) for the 2021-2022 school year, focusing on reading instruction and intervention for TK-5.

A variety of stakeholders have shared that the District is in need of a clearly-articulated direction that is: strategic, realistic, explainable, and includes measurable goals that are results-oriented. Common benchmark assessments are being put into place to provide useful data that will inform targeted intervention as well as grade level and department level instruction. The District still needs to identify what this looks like at the 9th-12th grade levels. Aligning Professional Learning Community (PLC) time more closely with the Dufour PLC model as well as utilizing the newly established MTSS team are two structures that will support a culture that is data-driven and focused on continuous growth/improvement. This LCAP is aimed to narrow and better communicate our focus so all stakeholders can unite under the same mission to improve outcomes for all BUSD students.

## LCAP Highlights

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

- A focus on growth / continuous improvement.
- Leveraging MTSS structures to provide differentiated and accelerated supports to all students.
- Ensuring opportunities for enrichment as well as intervention.
- Structured data analysis to better individualize instruction and interventions district-wide.
- Common benchmark assessment, universal screening, and progress monitoring tools
- A focus on the science of reading and building the capacity of teachers at all levels to provide high quality reading and writing instruction.
- A commitment to small class sizes especially at the elementary level, ensuring class sizes 24 or less for grades TK-5
- A focus on both completing A-G requirements and/or successful completion of CTE pathways
- Integration of Social Emotional Learning curriculum, supports, and professional development.

- Culturally responsive, trauma-informed practices to increase engagement and school connectedness.

## **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.

Bishop Unified School District has no schools eligible for Comprehensive Support and Improvement.

### **Support for Identified Schools**

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

N/A

### **Monitoring and Evaluating Effectiveness**

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

N/A

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Input from a wide variety of stakeholders representing the Bishop community was integral to the formation of this plan and the forthcoming success of the action items within it. The following groups participated in surveys and/or feedback sessions such as stakeholder input meetings or discussions throughout the 2020-2021 school year:

District Administration (via meetings at least monthly), Classified Bargaining Unit (CSEA), Certificated Bargaining Unit (BTA), District Reopening Committee, Staff (via feedback forms/surveys), Parents/Guardians (via feedback forms/surveys/virtual meetings), Students (via interviews and feedback forms/surveys), DELAC/ELAC, the Parent Advisory Council (PAC, monthly meetings), Inyo County SELPA, Bishop Indian Education Center (BIEC), School Site Councils, and BUSD Governing Board (via public meetings at least monthly).

Public Hearing -- June 15, 2021

Board Approval -- June 17, 2021

Submitted to Inyo County Superintendent of Schools -- June 18, 2021

A summary of the feedback provided by specific stakeholder groups.

LCAP survey feedback from students, staff, and parents/guardians was elicited in both Spring 2020 and Spring 2021 and was later categorized and summarized for stakeholders during the April 2021 and May 2021 regular school board meetings. Several trends emerged from the feedback among all stakeholder groups:

Our community values and wants us to focus on:

- Positive School Culture
- Academic Interventions
- Social Emotional Learning & Support
- School Safety
- Extracurriculars (athletics, clubs, band, etc.)

BUSD's greatest strengths (Spring 2020)

- Our dedicated, experienced, caring staff
- Personal relationships & focus on student well being
- Variety of elective and extracurricular options

Areas for improvement (Spring 2020)

- Academic achievement for ALL students
- Targeted resources/support, small class sizes
- School culture

- Facilities (especially updating student bathrooms)

#### Anecdotal input from students & parents (Winter 2021)

- Focus on overall student well being (mental health)
- Prioritize in-seat learning
- Include fun/socialization/engagement in the daily routine
- Students love PE & hands on electives
- Learning is important. So is socialization with peers.
- Continue to follow & enforce safety protocols
- Ensure access to intervention, acceleration, enrichment
- Our tech skills have dramatically increased - keep using them!

#### Student feedback (Spring 2021, 374 respondents - 93% of respondents were 6th-12th graders)

- Students' overall sense of safety and belonging at school dropped in the 2020-2021 school year (59% & 53% respectively), which appears connected to the COVID pandemic. 54% report being happy to be at their school.
- 1/4 to 1/3 of students report being excited to learn (25%) or think they are learning skills that will help them in life (31%)
- 3/4 feel their teachers want them to succeed in class and are very knowledgeable
- 1/2 think teachers explain lessons in a way they understand and feel their teachers/adults at school care about them
- 3/4 plan on attending college or some other type of post-secondary education/training
- 60-80% of English Language Learners feel comfortable reading/writing in English, feel they get the support they need from teachers, and feel confident they will improve in their classes

#### Parent/Guardian feedback (Spring 2021, 330 responses - 316 English & 14 Spanish)

- 80% of BUSD parents/guardians feel that their child is safe at school, teachers are well qualified, and that schools have well maintained facilities
- Approximately 66-70% of BUSD parents/guardians surveyed report that BUSD schools have strong family engagement policies and practices in place.

#### The largest arenas for parent involvement at school include:

- Back-to-school night (76%)
- Parent-teacher conferences (84%)
- Open House (69% )
- Sporting events and/or holiday events (49%)

#### Parents/Guardians would like to see workshops offered in the following topics:

- Homework help (50%)
- Social Emotional supports (48%)
- Healthy Lifestyles (physical, mental, emotional) (42%)
- Cultural Awareness (41%)

#### Teacher feedback (Spring 2021, 50 responses evenly dispersed among K-12)

- 19 of 50 teachers have been teaching for 20+ years (38%)
- Survey results related to standards implementation and the use of standards-aligned instructional materials in English Language Arts (ELA)/English Language Development (ELD), Math, Science & History demonstrated a wide range of variation between "research phase" to "full and sustained implementation".
- Professional learning needs and teacher support also illustrated inconsistent perceptions in terms of the District being in the "initial implementation phase" through "full and sustained implementation".
- Input about the District's family engagement strategies and our capacity to support strong relationships and effective 2-way communication with families also varied among teachers surveyed though teachers consistently felt that school was a welcoming environment for families
- The question was raised if having optional professional development opportunities creates an educator equity issue for students who are taught by those who participate versus those who do not.

Support Staff feedback (Spring 2021, 50 responses - 40% from the elementary school, 60% dispersed among other sites)

- 46% of support staff have been employees of BUSD for 1-9 years, 30% for 10-19 years, and 24% for 20+ years
- 94% feel that our schools are safe places for students
- Strong support for family engagement strategies varied from 50-70% as reporting District policies and practices as effective
- 70% of support staff feel they've been provided with appropriate professional development for their position in the District

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Consistent with input from our stakeholders, this LCAP contains the following elements:

- Promoting academic achievement for ALL students, including high-needs students, through Multi-Tiered Systems of Support (MTSS) and more structured PLC meetings
- An MTSS Coordinator to ensure smoother implementation
- Targeted resources/support built into the regular school day
- Enhanced focus on positive school culture with social-emotional supports to increase students' feelings of safety and connection to school
- Expanded access to access to intervention, acceleration, and enrichment
- Planning for Parent Workshops in English and Spanish

# Goals and Actions

## Goal

Goal #	Description
1	<p>Provide high-quality instruction to increase student achievement and close performance gaps for all students.</p> <p>Engaging students through rigorous instruction based on high expectations for student achievement, while ensuring equitable access and culturally relevant learning experiences by delivering effective research-based instruction that challenges students to discover and learn; prepares students for college and career; empowers students to be persistent; and provides students with authentic and innovative learning opportunities based around cooperative, student-centered learning strategies that expand on individual student strengths, while fortifying areas of growth to propel students forward.</p>

An explanation of why the LEA has developed this goal.

- A-G completion rates for low-income students, students with exceptional needs, Native American students, and Hispanic students are significantly lower than our overall rate.
- Low-income students, students with exceptional needs, Native American students, and Hispanic students are significantly lower than our overall rate in College and Career readiness and in participation in honors classes.
- There are significant gaps between the overall achievement scores and those of students with exceptional needs, Hispanic students, Native American students, English Learners, and low-income students in state assessments in ELA and math.
- The English Learner reclassification rate is below District expectations.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	All students - 87.3% Hispanic - 80.0% White - 92.7% Native American - 87.5% Two or More Races - 100% SED - 86.5%				All students - 95% Hispanic - 95% White - 95% Native American - 95% Two or More Races - 100% SED - 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD - 68.4%  [California School Dashboard, 2020 District Graduation Rate Report]				SWD - 90%  [California School Dashboard, 2020 District Graduation Report]
California School Dashboard: College and Career Indicator - % of students "Prepared"	All students - 42.0% Hispanic - 27.3% Native American - 16.7% White - 65.5% Two or More Races - 46.2% SED - 31.5% SWD - 0.0%  [2020 California School Dashboard Additional Reports]				All students - 75% Hispanic - 50% Native American - 33% White - 75% Two or More Races - 66% SED - 66% SWD - 50%  [California School Dashboard Additional Reports]
California School Dashboard: ELA Distance from Standard	All Students – 17.2 points below Students w/Disabilities – 85.6 points below English Learners – 76.2 points below Hispanic – 50.2 points below Low Income – 46.7 points below Native American – 52.2 points below Two or More Races – 14.2 points above				All Students – 0 points below (at standard) Students w/Disabilities – 70 points below English Learners – 45 points below Hispanic – 25 points below Low Income – 25 points below Native American – 25 points below Two or More Races – 30 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White – 27.5 points above  [2019 California School Dashboard]				White – 40 points above  [California School Dashboard]
California School Dashboard: Math Distance from Standard	All Students – 40.0 points below Students w/Disabilities – 120.8 points below English Learners – 94.3 points below Hispanic – 75.6 points below Low Income – 68.1 points below Native American – 74.0 points below Two or More Races – 26.1 points below White – 9.8 points above  [2019 California School Dashboard]				All Students – 25 points below Students w/Disabilities – 100 points below English Learners – 60 points below Hispanic – 50 points below Low Income – 40 points below Native American – 50 points below Two or More Races – 10 points below White – 20 points above  [California School Dashboard]
ELPAC Summative Assessment: Percentage of English Learners Who Increase One or More Levels	53.6%  [2019 California School Dashboard]				66%  [California School Dashboard]
Reclassification Rate of English Learners to	1.0%				10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Redesignated Fluent English Proficient (RFEP)	[DataQuest, English Learner (EL) Data Annual Reclassification 2020-21]				[DataQuest, English Learner (EL) Data Annual Reclassification]
Early Assessment Program (EAP): % Pupils scoring “Ready” on SBAC ELA Assessments	All Students: 22.1% Low Income: 12.7% Hispanic 7.8% SWD: 0% White: 40.0% Native American: 0% Two or More Races: 27.3%  (English Learner results not reported due to small number)  [2019 CAASPP Test Results]				All Students: 40 % Low Income: 33 % Hispanic 25 % SWD: 25 % White: 50% Native American: 25% Two or More Races: 40%  [CAASPP Test Results]
Early Assessment Program (EAP): % Pupils scoring “Ready” on SBAC Math Assessments	All Students: 13.1% Low Income: 9.3% Hispanic 2.0% SWD: 0% White: 26.0% Native American: 6.7% Two or More Races: 9.1%  (English Learner results not reported due to small number)				All Students: 33% Low Income: 25% Hispanic 25% SWD: 25% White: 40% Native American: 25% Two or More Races: 25%  [CAASPP Test Results]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[2019 CAASPP Test Results]				
A-G Completion Rate	<p>All students - 39.3%  Hispanic - 29.6%  Native American - 14.3%  White - 55.6%  Two or More Races - 50.0%  SED - 28.6%  SWD - 5.3%</p> <p>(English Learner results not reported due to small number)</p> <p>[DataQuest, 2019-20 Four-Year Adjusted Cohort Outcomes]</p>				<p>All Students - 60%  Hispanic - 50%  Native American - 33%  White - 67%  Two or More Races - 67%  SED - 50%  SWD - 33%  EL - 50%</p> <p>[DataQuest, Four-Year Adjusted Cohort Outcomes]</p>
CTE Completion Rate	<p>All students - 22.5%  Hispanic - 18.3%  Native American - 27.6%  White - 26.2%  SED - 22.2%  SWD - 31.4%</p> <p>[2019-20 CALPADS EOY Reports 3.14 and 3.15]</p>				<p>All students - 33%  Hispanic - 25%  Native American - 40%  White - 33%  SED - 33%  SWD - 40%</p> <p>[CALPADS EOY Reports 3.14 and 3.15]</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Combined A-G and CTE Completion Rates	4.5% [2019-20 CALPADS EOY Reports 3.14 and 3.15 and 8.1]				10% [CALPADS EOY Reports 3.14 and 3.15 and 8.1]
Advanced Placement Exams: % of pupils scoring 3 or higher (# scoring 3 or higher/ total 10-12 grades population)	17.1% [DataQuest, AP Annual Testing Report, 2019-20]				33% [DataQuest, AP Annual Testing Report]
Access to Standards-Aligned Materials: Reported to the BUSD Governing Board	MET -- Results Reported  100% of students had access to standards-aligned curriculum materials.  [June 2021, Report to Board]				MET -- Results Reported  100% of students will have access to standards-aligned curriculum materials.  [Report to Board]
Enrollment in Advanced Courses	Demographics of students enrolled in honors courses compared to overall districtwide demographics (39.5% Hispanic, 35.7% White, & 15.7% Native American)				Demographics of students enrolled in honors courses compared to overall districtwide demographics (39.5% Hispanic, 35.7% White, & 15.7% Native American)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Honors Math Course Enrollment gds 6-8 (87 students) - 21% Hispanic, 71% White, 7% Native American gds 9-12 (158 students) - 25% Hispanic, 64% White, 10% Native American</p> <p>Honors ELA Course Enrollment gds 6-8 (51 students) - 11% Hispanic, 85% White, 4% Native American gds 9-12 (95 students) - 18% Hispanic, 75% White, 2% Native American</p> <p>Honors History Course Enrollment gds 9-12 (50 students)- 16% Hispanic, 80% White, 2% Native American</p>				<p>Honors Math Course Enrollment gds 6-8 (87 students) - 28% Hispanic, 60% White, 11% Native American gds 9-12 (158 students) - 33% Hispanic, 54% White, 12% Native American</p> <p>Honors ELA Course Enrollment gds 6-8 (51 students) - 20% Hispanic, 70% White, 10% Native American gds 9-12 (95 students) - 25% Hispanic, 60% White, 10% Native American</p> <p>Honors History Course Enrollment gds 9-12 (50 students)- 25% Hispanic, 63% White, 10% Native American</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Honors Science Course Enrollment gds 9-12 (62 students)</p> <p>-</p> <p>18% Hispanic, 68% White, 7% Native American</p> <p>[2021 AERIES ethnicity distribution reports]</p>				<p>Honors Science Course Enrollment gds 9-12 (62 students)</p> <p>-</p> <p>25% Hispanic, 57% White, 11% Native American</p> <p>[2024 AERIES ethnicity distribution reports]</p>
<p>Access to a Broad Course of Study:</p> <p>Results of the State's Self-Reflection Tool Reported to the BUSD Governing Board</p>	<p>MET -- Results Reported</p> <p>The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs.</p> <p>[June 2021, Report to Board]</p>				<p>MET -- Results Reported</p> <p>The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs.</p> <p>[Report to Board]</p>
<p>Teachers Appropriately Credentialed with No Mis-assignments</p>	<p>MET -- Results Reported</p> <p>94.7% of teachers appropriately</p>				<p>MET -- Results Reported</p> <p>100% of teachers appropriately</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>credentialed and assigned.</p> <p>[CA Commission on Teacher Credentialing: 2019-2020 Audit Report and Review]</p>				<p>credentialed and assigned.</p> <p>[CA Commission on Teacher Credentialing: Audit Report and Review]</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Reducing Class Size	To support improved academic outcomes and to close achievement gaps, the District will hire and retain properly credentialed teachers and provide clean, safe spaces for the purpose of reducing class sizes as needed for grades K-12, principally to provide additional support to high needs students. Class sizes at the TK-5 grade levels will be capped at 24 students or less for at least the 2021-2022 and 2022-2023 school years.	\$269,026.00	Yes
2	Increased Instructional Aide Time	All TK-5 classrooms will have periods of time built into the regular school day for instructional support from trained aides and/or paraprofessionals. Support staff will work directly with small groups using targeted intervention materials.	\$92,404.00	Yes
3	English Language Acquisition	To support improved academic outcomes and to close achievement gaps on state and local assessments, the District will provide designated and integrated English language development in order to support students' language acquisition and increased access to core curriculum. This will include professional development to support teachers in their instruction for designated and integrated ELD.	\$103,140.00	No

Action #	Title	Description	Total Funds	Contributing
		Bilingual liaisons will push-into general education classrooms to provide student academic support services.		
4	English Learner Supports	<p>To support academic gains and to close achievement gaps on state and local assessments, the District will provide English Language Development (ELD) supplemental materials and additional supports to English Learners, including Redesignated English Learner students who experience academic difficulties. These supports include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Liaisons</li> <li>• Paraprofessionals</li> <li>• Instructional Aides</li> <li>• Continue Dual Immersion program at Bishop Elementary School</li> </ul> <p>These Reading/Literacy/Technology instructional programs are directed toward accelerating language acquisition and access to the core. Teachers will be provided targeted professional learning activities to support the best use of these materials and programs in order to support the broadest possible access to the curriculum.</p>	\$144,953.00	Yes
5	Supplemental/Intervention Materials	<p>To support improved academic outcomes and to close achievement gaps, the District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs, principally directed to provide interventions and additional supports for high needs students and students with exceptional needs who have demonstrated achievement gaps between their performance levels and those of the overall performance of students at local and state levels.</p> <ul style="list-style-type: none"> <li>• 95% Group Core and Intervention Curriculums</li> <li>• Math Links</li> <li>• iReady (piloting for the 2021-2022 school year)</li> </ul>	\$75,666.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Summer Learning Program	<p>To support improved academic outcomes and to close achievement gaps, the District will provide a summer extended learning program for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades K-12. The district will support an Inyo County summer camp experience for middle school students to attend for free in 2022.</p> <p>For 2021 and 2022, the program will be paid for, in part, by state Expanded Learning Opportunities Grant funds. When those funds are expended, the District will continue the program with LCFF funding. For more details, see the ELO Plan at: <a href="https://5il.co/sq96">https://5il.co/sq96</a>.</p>	\$357,432.00	Yes
8	After School Program	<p>In order to improve academic outcomes and close achievement gaps, the District will provide high-needs students with a place to go after school that will have adult supervision in an enriched atmosphere that promotes engagement, socialization, physical activity, and arts integration. The District will also collaborate with outside agencies to support on-site tutors to meet with high-needs students individually or in small groups on completion of homework, and participation in schoolwork.</p> <p>The District will also provide transportation so students have access to safe, reliable means of traveling from activities to home.</p> <p>For 2021 and 2022, the program will be paid for, in part, by state Expanded Learning Opportunities Grant funds. When those funds are expended, the District will continue the program with LCFF funding. For more details, see the ELO Plan at: <a href="https://5il.co/sq96">https://5il.co/sq96</a>.</p>	\$58,181.00	No
9	Special Education Caseloads	<p>An additional Resource Teacher will be hired and retained to ensure manageable Special Education caseloads and support services district-wide.</p>	\$88,141.00	No

Action #	Title	Description	Total Funds	Contributing
10	Career Pathways	<p>The District will support college and career readiness through the increased participation of unduplicated students and students with exceptional needs in CTE courses by hiring and retaining personnel for coursework in the areas of Career Technical Education (CTE) classes, including materials and supplies.</p> <ul style="list-style-type: none"> <li>• Agriculture and Natural Resources</li> <li>• Automotive Systems</li> <li>• Arts, Media, and Entertainment</li> <li>• Fashion Design and Merchandising</li> <li>• Health Science and Medical Technology</li> <li>• Manufacturing and Product Development</li> <li>• Education, Childhood Development, and Family Services Pathway (Requires completion of 2nd year concurrent enrollment Cerro Coso course. The District seeks to expand this pathway.)</li> </ul>	\$700,007.00	No
11	Access to a Broad Course of Study	<p>The District will plan master schedules at the secondary level to ensure that high-needs students, including English Learners, and students with exceptional needs have access to a broad course of study in the middle school and high school. Students in grades K-5 will participate in full curriculum that includes science, social studies, and the arts. Upper Elementary and Middle School students will cycle through designated art, PE, and band with respectively credentialed teachers.</p>	\$337,662.00	Yes
12	Classroom technology and use of tech tools	<p>Teachers will continue to use the tech tools and knowledge they acquired as a result of the COVID pandemic. Online platforms such as Kami, Padlet, Kahoot, etc. will be integrated in the regular classroom experience to foster engagement and technological literacy. All classrooms are technologically equipped with modern and teacher-vetted hardware and software.</p> <ul style="list-style-type: none"> <li>• High-speed, updated laptops for all instructional staff</li> <li>• Hovercam (document camera) for every teacher</li> </ul>	\$545,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Wireless microphones/headsets</li> <li>• Large computer monitors for every classroom</li> <li>• 85" high definition interactive screens and high quality speakers in every classroom</li> <li>• Access to a variety of online/virtual platforms to positively impact student learning and engagement</li> </ul>		
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## 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	<p>Provide a positive school environment that fosters student engagement and connectedness.</p> <p>Provide integrated student support services that will increase school attendance and address Social Emotional Learning (SEL) that supports student engagement -- including whether students attend school or are chronically absent – and highlights school climate and connectedness.</p>

An explanation of why the LEA has developed this goal.

- Suspension rates for Foster Youth, Native American, and Low-Income groups
- Chronic Absenteeism rates are high
- Significant gaps in graduation rates between our highest and lowest performing student groups
- Percentages of students feeling connected to school or safe at school are below District expectations

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	All students – 87.3% Hispanic – 80.0% White – 92.7% Native American – 87.5% Two or More Races – 100% Low Income – 86.5% Students with Disabilities – 68.4%				All students – 95% Hispanic – 95% White – 95% Native American – 95% Two or More Races -- 95% SED – 95% SWD – 90%  [California School Dashboard, District Graduation Report]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>EL, Foster Youth not reported due to small numbers.</p> <p>[California School Dashboard, 2020 District Graduation Rate Report]</p>				
Attendance	<p>All Students – 92.28%</p> <p>[2020-21 District Attendance Calculations]</p>				<p>All Students – 95%</p> <p>[2023-24 District Attendance Calculations]</p>
Suspension Rate	<p>All Students – 7.1%</p> <p>Hispanic – 7.4%</p> <p>Native American – 15.5%</p> <p>Asian – 0.0%</p> <p>White – 3.9%</p> <p>Two or More Races – 6.3%</p> <p>SED – 10.7%</p> <p>EL – 5.4%</p> <p>SWD – 10.5%</p> <p>Foster Youth – 42.9%</p> <p>[2019-20 DataQuest]</p>				<p>All Students – 4%</p> <p>Hispanic – 4%</p> <p>Native American – 7%</p> <p>Asian – 0%</p> <p>White – 2%</p> <p>Two or More Races – 3%</p> <p>SED – 5%</p> <p>EL – 2%</p> <p>SWD – 5%</p> <p>Foster Youth – 7%</p> <p>[DataQuest]</p>
Chronic Absenteeism	<p>All Students -- 14.7%</p> <p>Hispanic -- 13.0%</p> <p>Native American – 29.3%</p> <p>Asian -- 0.0%</p>				<p>All Students -- 9%</p> <p>Hispanic -- 8%</p> <p>Native American – 15%</p> <p>Asian -- 0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White -- 12.2% Two or More Races – 21.2% SED -- 20.9% EL -- 9.9%  [2019-20 CALPADS Reports 14.1 and 14.2]				White -- 8% Two or More Races – 15% SED -- 12% EL -- 7%  [CALPADS Reports 14.1 and 14.2]
Expulsion Rate	0.28%  [2019-20 DataQuest]				0%  [DataQuest]
High School Dropout Rate	3.4%  [2019-20 DataQuest Four-Year Cohort Outcomes]				1%  [DataQuest Four-Year Cohort Outcomes]
Middle School Dropout Rate	1.2%  [2020-21 CALPADS Report 8.1c]				0%  [CALPADS Report 8.1c]
School Climate Survey: % of Students Feeling Connected to School	MET -- Results Reported  53% of students surveyed responded that they feel connected to school				MET -- Results Reported  80% of students surveyed responded that they feel connected to school  [Report to the BUSD Governing Board]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[May 2021, Report to the BUSD Governing Board]				
School Climate Survey: % of Students Feeling Safe at School	MET -- Results Reported  59% of students surveyed responded that they feel safe at school  [May 2021, Report to the BUSD Governing Board]				MET -- Results Reported  80% of students surveyed responded that they feel safe at school  [Report to the BUSD Governing Board]
Parent Engagement Results of the State's Self-Reflection Tool Reported to the BUSD Governing Board	MET -- Results Reported  3.56 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool  [May 2021, Report to the BUSD Governing Board]				MET -- Results Reported  4.25 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool  [Report to the BUSD Governing Board]
Facilities Inspection Tool (FIT): School facilities maintained in good	MET -- Results Reported  All sites "Good" or better				MET -- Results Reported  All sites "Good" or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
repair based on FIT score.  MET	[Reported to the BUSD Governing Board, September, 2020]				[Reported to the BUSD Governing Board]
Students reporting tobacco or vaping use on the CA Healthy Kids Survey (CHKS)	Current use of vape products Grade 7 - 1% Grade 9 - 14% Grade 11 - 20% Alt Ed - 37%  [Fall 2020 CHKS]				Current use of vape products Grade 7 - 1% Grade 9 - 10% Grade 11 - 15% Alt Ed - 30%  [Fall 2024 CHKS]
Implementation of Paiute Shoshone Curriculum	Implementation of Paiute Shoshone Curriculum in grades 4, 8, and 11  [Title VII Liaison Reports]				Implementation of Paiute Shoshone Curriculum in grades 4, 8, and 11  [Title VII Liaison Reports]

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Social and Emotional Learning and Supports	To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, the District will create school environments that welcome and support all of our student populations by:  - Hiring and/or retaining intervention and support staff, including Tier II Behavior Counselor, to provide behavior intervention and support, principally directed to unduplicated students in grades K-12, their	\$117,873.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>parents, and the staff who work with them.</p> <p>- Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. Integrate K-12 Character Strong Social-Emotional Learning curriculum.</p> <p>- Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work.</p> <p>For 2021, these services will be paid for, in part by state Expanded Learning Opportunities Grant funds. When those funds are expended, the District will continue the program with LCFF funding. For more details, see the ELO Plan at: <a href="https://5il.co/sq96">[https://5il.co/sq96]</a>.</p>		
2	Positive Behavior Interventions and Supports (PBIS)	<p>Recognizing the link between better attendance and success in school, the district will address disparities in suspension and chronic absenteeism rates between all students and some unduplicated student groups by utilizing tiered positive behavior support strategies and at-promise intervention programs.</p> <p>Principally intended to support high needs students and students with exceptional needs, these services will include:</p> <ul style="list-style-type: none"> <li>• Embed the Positive Based Intervention and Support (PBIS) Framework at all schools</li> <li>• Mental Health Supports and Family Outreach (Liaisons, Counselors, School Resource Officer)</li> <li>• School Attendance and Review Board (SARB)</li> </ul>	\$234,883.00	Yes
3	Foster Youth and Homeless Student Supports	<p>To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, the District will provide transitional services and supports to foster youth new to the District. The District will also provide</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>social/emotional and academic supports for all our Foster Youth. Additionally, the District will identify the needs of homeless individual students and families. School site administrators, or their designees, will collaborate on identification and providing targeted services to support the needs of those students.</p> <p>The Tier II Behavior Counselor serves as the District's Foster Youth and Homeless Liaison, providing family outreach and individual student support services.</p>		
4	Well-Maintained Facilities	The District will maintain safe, welcoming facilities for all stakeholders, and continue to respond to prioritized classroom/site facilities requests in a timely manner to ensure appropriate learning environments for all students. The District will conduct routine maintenance to maintain clean and safe facilities and school sites to enhance the educational experience for students.	\$918,420.00	No
5	Additional Transportation	To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, the District will provide student transportation to and from school for extra-curricular activities outside of normal school hours.	\$9,926.00	Yes
6	Increase Community Outreach and Family Engagement	<p>The District will support improved student outcomes in academic performance and school engagement, and closing gaps on state and local measures through family engagement opportunities principally focused on the families of high-needs students, and including families of students with exceptional needs, K-12:</p> <ul style="list-style-type: none"> <li>• Improved lines of communication with our community by expanding the use of communication systems and software applications.</li> <li>• Use multiple sources of information to make decisions that affect our school communities. This includes the use of survey data, advisory committee meetings. including the</li> </ul>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>District English Learner Advisory Committee, the Parent Advisory Committee, School Site Councils, and site English Learner Advisory Committees (ELAC).</p> <ul style="list-style-type: none"> <li>• Host Parent-Requested Workshops in both English and Spanish</li> <li>• Site-hosted family activities</li> <li>• Well-defined procedures to address the needs of our families and greater learning community, including translation services for communications at family events, maintaining welcoming environments at schools and District facilities, and providing information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students.</li> </ul>		
8	Tobacco Use Prevention and Education	The District has partnered with community agencies to carry out initiatives within two Tobacco Use Prevention and Education (TUPE) grants. These grants fund a School Resource Officer (SRO) and vaping cessation educator to hold assemblies, cessation groups, class presentations, and parent nights. The SRO builds positive relationships with students and their families to divert at-risk youth from delinquency including truancy.		No
9	School Safety	The District Safety Committee meets quarterly to review trends, discuss site level concerns, and provide input and direction on district level safety decisions. Threat assessments have been conducted on all school campuses and safety committee members will be trained in behavioral threat assessment. The District is partnering with the Inyo County Office of Education (ICOE) to enhance security features on all campuses: high-volume speakers, lighted alert system, and additional security cameras in hallways and exterior walkways.		No

Action #	Title	Description	Total Funds	Contributing
10	Inclusive signage reflective of diverse student backgrounds	Collaborate with our Native American and Hispanic staff and community members to update school signage on all school campuses to reflect the three primary dialects represented in our student population: English, Spanish, and Paiute. Work with our liaisons to train staff on appropriate pronunciation of Paiute and Spanish words.		No
11	Culturally Representative Literacy Materials	To support improved academic outcomes and close achievement gaps, the District will work to continuously integrate culturally representative materials in our libraries and general course curriculum. Improved services will include: <ul style="list-style-type: none"> <li>• Purchasing books, materials, and online programs that reflect the diversity of our learning community, language acquisition for English Learners, and literacy supports for high needs students,</li> <li>• Staffing and training of library techs that enables educationally and culturally responsive library services.</li> <li>• Fidelity in implementation of the Paiute Shoshone Curriculum in grades 4, 8, and 11</li> </ul>	\$26,250.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	<p>Establish a culture of data-driven continuous improvement to assess and ensure positive student outcomes.</p> <p>Provide multiple avenues for advancement/success utilizing the MTSS framework districtwide; cultivating a growth mindset for students and staff; providing high quality professional development targeted to best meet student and staff needs</p>

An explanation of why the LEA has developed this goal.

- Survey results related to standards implementation and the use of standards-aligned instructional materials in English Language Arts (ELA)/English Language Development (ELD), Math, Science & History demonstrated a wide range of variation between “research phase” to “full and sustained implementation”.
- Professional learning needs and teacher support also illustrated inconsistent perceptions in terms of the District being in the “initial implementation phase” through “full and sustained implementation”.
- Community input stressing the need to ensure high academic achievement for ALL students.
- The District’s identified special education population exceeds the state average, demonstrating an enhanced need for universal Tier I and differentiated Tier II services districtwide
- Historically, the District has not had universal screening or common benchmark assessments in place which has made it difficult to effectively monitor student progress over time as well as the success (or lack thereof) of academic interventions

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards:	<p>MET -- Results Reported</p> <p>The state's self-reflection tool reflected an average rating of 3.7 (on a scale of 1=</p>				<p>MET -- Results Reported</p> <p>4.5 average rating (on a scale of 1= exploration to 5 = sustainability) for implementation of</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results of the State’s Self-Reflection Tool Reported to the BUSD Governing Board	<p>exploration to 5 = sustainability) for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards.</p> <p>[May 2021, Report to Board]</p>				<p>state standards in district classrooms and English Learner access to core curriculum and ELD standards.</p> <p>[Report to Board]</p>
Growth in reading comprehension as measured by the DIBELS/Acadience benchmark assessment	<p>% of students at or above benchmark in reading comprehension in grades:</p> <p>K-2 composite - 30.3%</p> <p>3-5 - 41.7%</p> <p>6-8 - 34.7%</p> <p>9-12 - no data available</p> <p>[May 2021 DIBELS/Acadience Report]</p>				<p>% of students at or above benchmark in reading comprehension in grades:</p> <p>K-2 - 50%</p> <p>3-5 - 50%</p> <p>6-8 - 50%</p> <p>9-12 - 50%</p> <p>[May 2024 DIBELS/Acadience Report]</p>
Growth in reading fluency as measured by the DIBELS/Acadience benchmark assessment	<p>% of students at or above benchmark in reading fluency in grades:</p> <p>K-2 - 28.7%</p> <p>3-5 - 47.7%</p>				<p>% of students at or above benchmark in reading fluency in grades:</p> <p>K-2 - 50%</p> <p>3-5 - 67%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6-8 - 47.7% 9-12 - no data available  [May 2021 DIBELS/Acadience Report]				6-8 - 67% 9-12 - 67%  [May 2024 DIBELS/Acadience Report]
Growth in math proficiency as measured by the EasyCBM benchmark assessment	% of students at or above benchmark in math proficiency in grades: K-2 - 35% 3-5 - 48.3% 6-8 - 40.3% 9-12 - no data available  [May 2021 EasyCBM Report]				% of students at or above benchmark in math proficiency in grades: K-2 - 50% 3-5 - 67% 6-8 - 67% 9-12 - 67%  [May 2024 EasyCBM Report]
% of BUSD students eligible and receiving Special Education Services	12.8% of the BUSD student body with disabilities receiving services via an Individualized Education Plan (IEP).  [Dataquest]				10% of the BUSD student body with disabilities receiving services via an Individualized Education Plan (IEP).  [Dataquest]
% of incoming 9th grade students with lexile scores reporting they are reading at grade level	% of incoming 9th grade students reading at grade level according to their lexile score.				67% of incoming 9th grade students reading at grade level according to their lexile score.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[no data]				[Spring 2024 iReady diagnostic]
Districtwide AVID implementation	<p>___% of classroom walkthroughs, including teacher evaluation observations, will demonstrate use of WICOR strategies.</p> <p>[Classroom walkthrough forms and teacher evaluation forms]</p>				<p>75% of classroom walkthroughs, including teacher evaluation observations, will demonstrate use of WICOR strategies.</p> <p>[Classroom walkthrough forms and teacher evaluation forms]</p>
PLC Effectiveness	<p>Achievement of targeted action items including in PLC agendas - ___%</p> <p>[no data]</p>				<p>Achievement of targeted action items including use of high impact teaching strategies in PLC agendas - 50%</p> <p>[Administrative review of PLC Agendas]</p>
Classroom Walkthroughs	<p>___% of classroom walkthroughs show evidence of the use of high impact teaching strategies</p> <p>[no data]</p>				<p>75% of classroom walkthroughs show evidence of the use of high impact teaching strategies</p> <p>[Classroom Walkthrough Forms]</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Effective Professional Development	<p>The District will consult with instructional staff in identifying areas in which to provide professional development opportunities for teachers and paraprofessionals in order to enhance instructional skills and increase available instructional strategies to promote academic success for high needs students and students with exceptional needs and to close achievement gaps. Targeted professional development will improve practice that uses student data to make instructional decisions, and enhances the available strategies that are available to teachers.</p> <p>Teachers and support staff will be engaged in relevant and timely learning opportunities that support best instructional practices. Areas may include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Core subject areas, with a focus on the science of reading</li> <li>• Educational Technology</li> <li>• Data Literacy</li> <li>• School Culture (PBIS, Character Strong SEL integration, AVID)</li> <li>• Equity (Cultural Awareness, Trauma Informed Practices)</li> <li>• Social Emotional Learning (SEL) and mental health</li> </ul>	\$30,000.00	Yes
2	Implementation of a Multi Tiered System of Supports	<p>The District will provide targeted academic and behavioral strategies for students with various needs. Instead of the “waiting for failure” assessment model, BUSD will take a proactive approach to identifying students with academic or behavioral needs. Early assessment and intervention for these students can help them catch up with their peers sooner. The key components of MTSS implementation include:</p>	\$170,878.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• An established MTSS team comprised of BUSD staff members representing each site and department.</li> <li>• Monthly MTSS team meetings to analyze data and provide direction for site level intervention groupings and enrichment opportunities</li> <li>• Common benchmark assessments 3x per year, including universal screening of all students early in the school year</li> <li>• Dedicated time in master schedules to provide tiers of interventions and enrichment, adjusted every 6 weeks based on levels of need</li> <li>• Ongoing data collection and analysis (via PLCs and the MTSS team)</li> <li>• A dedicated MTSS Coordinator to lead the team and ensure students are provided with appropriate levels of support in the least restrictive environment</li> <li>• Ongoing professional development to instructional aides and paraprofessionals working with students during intervention/enrichment</li> </ul>		
3	Daily scheduled WIN time (for intervention and enrichment)	<p>All TK-8 students will receive their regular core instruction and an intervention or enrichment period daily. Teachers provide lessons to each student based on skill level and assessment results. Groupings are fluid and change every 6 weeks based on formative assessment data and how students progress in their skills.</p> <p>WIN Time at the TK-5 level: W.I.N. stands for "What I Need." It is a designated 30 minute period of the elementary school day when teachers, with support from trained instructional aides, meet with specific groups of students for reteaching and enrichment of literacy and phonological skills, based on their individual needs and progress.</p> <p>At the 6-8 level, the term "WIN" time will be used to describe a regular period each day where students will receive intervention support or enrichment in ELA or Math, depending on their skill level needs.</p>	\$387,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Results from universal screening and benchmark assessments will be analyzed throughout the year to organize students into groups based on their skill development and needs. The MTSS team will focus on creating interventions/enrichment opportunities at the 9-12 level.		
4	Districtwide AVID Implementation	<p>Advancement Via Individual Determination (AVID) is designed to close the opportunity gap and prepare all students for post secondary success. Middle and High School level AVID elective courses provide students with the support and the organizational and study skills necessary to take advanced level coursework in order to be prepared for and accepted into college. Districtwide AVID strategies and structures include:</p> <ul style="list-style-type: none"> <li>• The use of WICOR strategies in all classrooms at all levels (Writing, Inquiry, Collaboration, Organization, Reading)</li> <li>• Designated district and site level AVID staff members to communicate and model best practices</li> <li>• Regular online training opportunities</li> <li>• Organizational materials such as note taking sheets and binders</li> <li>• Designated AVID elective courses at the Middle and High School levels</li> <li>• An eye on equity and supporting students from all backgrounds to enroll and be successful in advanced/honors courses</li> </ul>	\$119,136.00	No
5	Professional Learning Communities	<p>District and site administration will work with Professional Learning Community (PLC) leaders to provide more structure, organization, and accountability to weekly PLC meetings using the Dufour PLC model:</p> <ul style="list-style-type: none"> <li>• What do we expect our students to learn?</li> <li>• How will we know they have learned it?</li> <li>• How will we respond when some students do not learn?</li> <li>• How will we extend and enrich learning for students who have demonstrated proficiency?</li> </ul>	\$52,675.00	No

Action #	Title	Description	Total Funds	Contributing
		PLCs will regularly use student work and formative assessment data to collaborate and make changes to instruction based on student progress. Data will be shared with site administration so Principals can use the data as an administrative team to inform district-level decisions.		
6	Classroom Walkthrough Protocol	The BUSD Administrative Team will develop and use a common Classroom Walkthrough Form to provide regularly feedback to teachers on their instructional practices and attain data as to what the needs and strengths are at each school site. Administration will commit to visiting classrooms every week and compiling a list of best practices and areas of growth to analyze as a district level team as well as inform professional development decisions. Highlights and celebrations will be shared with all teachers to foster a climate of professionalism, collective teacher efficacy, and a growth mindset.		No

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# 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
10.30%	1,926,518.00

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.

The actions included in the Local Control and Accountability Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students are being provided on an LEA-wide basis and are consistent with 5 CCR Section 15496(b). As described in the instructions to the 2021-24 LCAP, these actions are 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.

Input from stakeholders was also a significant consideration in determining students' needs, actions, and potential effectiveness. Indicators for unduplicated student groups are monitored and reported internally and with stakeholders to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Needs, Conditions, or Circumstances for Goal 1: Provide high-quality instruction to increase student achievement and close performance gaps for all students:

In 2020, A-G completion rates for low-income students, students with exceptional needs, American Indian students, and Hispanic students were significantly lower than our overall rate. During that same year, low-income students, students with exceptional needs, American Indian students, and Hispanic students were significantly lower than our overall rate in College and Career readiness. Based on California School Dashboard data trends prior to 2020, there are significant gaps between the overall achievement scores and those of students with

exceptional needs, Hispanic students, American Indian students, English Learners, and low-income students in state assessments in ELA and math. The English Learner reclassification rate is below District expectations.

Actions and/or services based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:

Goal 1, Action 1 -- The District will hire and retain properly credentialed teachers and provide clean, safe spaces for the purpose of reducing class sizes as needed for grades TK-5 in addition to class size reduction requirements in place for grades TK-3, principally to provide additional support to high needs students. Glass and Smith concluded in their 1979 study of the impact of class size on student achievement that "A clear and strong relationship between class size and achievement has emerged... There is little doubt, that other things being equal, more is learned in smaller classes." [<https://tinyurl.com/Class-Size-Study>]. Based on research, having smaller class sizes with extra support in math and English language arts to support acceleration is expected to increase learning outcomes for unduplicated students who are struggling.

Goal 1, Action 2 -- The District will increase the amount of aide time in grades TK-5 to better meet the needs of struggling students and provide these students with increased and targeted intervention support. Aides will push-in to general ed classrooms and meet with small groups of students during English/Language Arts instruction, WIN time, and also to provide math intervention.

Goal 1, Action 4 -- The District will provide English Language Development (ELD) supplemental materials and additional supports to English Learners, including Redesignated English Learner students who experience academic difficulties. These Reading/Literacy/Technology instructional programs and support staff are directed toward accelerating language acquisition and access to the core. Teachers will be provided targeted professional learning activities to support the best use of these materials and programs. These include, but are not limited to, Liaisons (Bilingual/Hispanic and Native American), paraprofessionals, and instructional aides.

Supplemental materials and supports for English Learners will accelerate language acquisition through the use of evidence-based programs and training in language acquisition strategies. Paraprofessionals to support small group practice will also aid language acquisition. Feedback and acceleration in a small group setting is expected to have an effect size on improvement of almost twice (.76) the threshold for gains (.40). As noted throughout this section, culturally-responsive practices and a focus on literacy supports will also accelerate language acquisition. We expect that providing support, as needed, to Redesignated English Learner students who experience academic difficulties subsequent to redesignation will help those students maintain academic success. In a summary of the 2019 study of dual immersion learners in elementary school Serafini, Rozell, and Winsler), "the researchers found that ELs who attended schools with two-way immersion programs had faster English language acquisition than students enrolled in other types of teaching models...as well as higher achievement on academic measures, including math and reading scores on statewide assessments and grade point average (GPA). Specifically, students in two-way programs met English proficiency criteria on their district's English for Speakers of Other Languages (ESOL) assessment and exited EL status earlier than their peers in other programs." We expect to see similar results as our program is implemented with integrity.

Goal 1, Action 5 -- The District will purchase supplemental and intervention materials, including technology-based instructional programs and related costs, principally directed to provide interventions and additional supports for high needs students and students with exceptional needs who have demonstrated achievement gaps.

We know that Hattie (2008) found effect sizes of .58 for reading comprehension programs; .60 for phonics programs; and .67 for both vocabulary programs and repeated reading programs. The "What Works Clearinghouse" found repeated reading has shown increased achievement in reading comprehension. Armed with this and additional information, the District will invest in materials and practices that

have shown evidence of success with our neediest students. We expect to see the significant improvement in students' achievement, and the narrowing of achievement gaps by purchasing evidence-based supplemental materials in order to provide the universal and targeted instruction

Goal 1, Action 7 – The District will conduct an afterschool program providing unduplicated students with a place to go after school that will have adult supervision in an enriched atmosphere that promotes completion of homework, and participation in schoolwork and athletics. The District will also provide transportation, so students have access to safe, reliable means of traveling from activities to home.

Across grades K–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014]. We expect to see these outcomes as a result of implementation of this action

The District will earmark and dedicate unspent S/C funds for future increased or improved services.

Once the District is able to ascertain needs of its high-needs students after this LCAP and the 2021-22 ELOP are implemented, we will use the funds budgeted in this action for additional increased/improved services to meet those needs. We expect those actions, having been deliberately considered and based on results, to build on the effective actions already included in this plan and the ELOP.

Needs, Conditions, or Circumstances for Goal 2: Provide a positive environment that fosters student engagement and connectedness.

There are significant disparities in the suspension rates for Foster Youth, Native American, and Low-Income groups compared to overall and other student groups. Chronic Absenteeism rates are high throughout the District, and especially so for our high-needs student populations. Though we cannot establish that it is a result of the foregoing, there are also significant gaps in graduation rates between our highest- and lowest-performing student groups. Percentages of students feeling connected to school or safe at school are below District expectations, and our input from stakeholders strongly indicates that those percentages are lower among our low-income students, students with exceptional needs, and our other high-needs student groups.

Actions and/or services based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:

Goal 2, Action 1 -- The District will create school environments that welcome and support all of our student populations by:

- Hiring and/or retaining intervention and support staff, including Tier II Behavior Counselor, to provide behavior intervention and support.
- Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. Integrate K-12 Character Strong Social-Emotional Learning curriculum.
- Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills.

Research shows that Social Emotional Learning activities not only improve achievement by an average of 11 percentile points, but it also increase prosocial behaviors (such as kindness, sharing, and empathy), improve student attitudes toward school, and reduce depression and stress among students (Durlak et al., 2011) [<https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta>]. We expect to see increased connectedness to school, prosocial behaviors, and a decline in suspension rates for our low-income students, Native American students, and Foster Youth as a result of the programs implemented in this action. The Character Strong program is comprised of "carefully selected...common elements of effective practice that research has causally linked to improved social, emotional, and behavioral outcomes at schoolwide and individual student levels."

[<https://characterstrong.com/bundles/et/cs/pdf/Overview%20of%20the%20Evidence%20Supporting%20CharacterStrong.pdf>]

Goal 2, Action 2 -- The district will address disparities in suspension and chronic absenteeism rates between all students and some unduplicated student groups by providing behavior support and at-promise intervention programs. Principally intended to support high needs students and students with exceptional needs, these services will include:

- Positive Based Intervention and Support (PBIS)
- Mental Health Supports and Family Outreach (Liaisons, Counselors, School Resource Officer)
- School Attendance and Review Board (SARB)

A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction. PBIS focuses on preferred behaviors and rewards those, rather than telling students what not to do and focusing on punishments. A 2004 study by Scott and Barrett found that students saved, on average, almost 80 days of instructional time per year following the implementation of a school-wide positive behavior support system. Luiselli, Putnam, Handler and Feinberg found that PBIS helped increase reading and math scores (<http://ccsd.net/internal/cms/doc-vault/resources/archive/luiselli-et-al.-2005.pdf>) and another study found that classrooms using the system saved up to 20 hours of teaching time per week for students who usually missed class for behavior issues. With the continued implementation of PBIS and the additional supports, we expect students to feel increasingly connected to school and safe there, as well.

Goal 2, Action 3 – The District will provide transitional services and supports to foster youth new to the District. The District will also provide social/emotional and academic supports for all our Foster Youth. Additionally, the District will identify the needs of homeless individual students and families. School site administrators, or their designees, will collaborate on identification and providing targeted services to support the needs of those students. The Tier II Behavior Counselor serves as the District's Foster Youth and Homeless Liaison, providing family outreach and individual student support services.

We are certain that providing the resource of a Tier II Behavior Counselor to identify and reach out to the families of Foster Youth and homeless students will increase their school connectedness and help improve attendance and behavior outcomes.

Goal 2, Action 5 -- The District will provide student transportation to and from school for extra-curricular activities outside of normal school hours.

Providing students with safe, reliable transportation to and from afterschool activities will increase the participation in afterschool activities of students who might otherwise not be able to participate. Reed concluded in his 2014 study that “extracurricular participation significantly show[s] positive relationships with ACT, GPA, and absences after controlling for gender, race, and lunch status.” Results also showed that “academics, attendance, and behavior all were perceived to be positively related to extracurricular participation as well. Survey results showed that behavior was perceived to have the greatest impact as a result of extracurricular participation.”

<https://aquila.usm.edu/dissertations/368>. Catherine Olson (2008) conducted a study which concluded that the absentee rate was significantly lower for the students who were involved in fine arts activities as compared to those students who didn't participate in any extracurricular activities at all. She also determined that participation in extracurricular activities is reliably related with regularity in attendance and regularity in attendance is directly related to higher GPA.

Goal 2, Action 6 -- The District will provide family engagement opportunities principally focused on the families of high-needs students, and including families of students with exceptional needs, K–12. These services will include: Improved lines of communication with our community; multiple sources of information to make decisions that affect our school communities, including the District English Learner Advisory Committee, the Parent Advisory Committee, School Site Councils, and site English Learner Advisory Committees (ELAC); parent-requested workshops; site-hosted family activities; and well-defined procedures to address the needs of our families and greater learning

community. These will include, but are not limited to: Translation services for communications at family events; maintaining welcoming environments at schools and District facilities; and supporting District Liaisons.

The District Liaisons will have a primary focus of engaging families in their children's education. Additionally, enhancing the welcome families feel at schools, along with providing translation services at events will increase family engagement. Empowering parents and guardians to be fully involved in the decisions regarding their child's education, and to advocate for them, will also increase family engagement.

Another significant benefit is described in the Family Engagement Framework, a California Department of Education publication, that acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years." Based on this evidence we expect increased family engagement to result in improved student outcomes.

Goal 2, Action 10 – The District will work to integrate culturally representative literacy materials to meet the needs of high needs students. Improved services will include: Purchasing books, materials, and increasing computer/mobile devices that reflect the diversity of our learning community, language acquisition for English Learners, and literacy supports for high needs students; and staffing and training of library techs that enables educationally- and culturally- responsive library services.

We expect that, in providing culturally-responsive materials in our libraries, and training library staff in culturally-responsive literature, we will support English Learners and other high-needs student groups in developing reading skills. Books that reflect the diversity of our student populations will: "bridge the gap between the school and the world of the student; provide positive perspectives on parents and families; demonstrate cultural sensitivity" and support culturally-responsive instruction.

[\[https://s3.amazonaws.com/scschoolfiles/819/article\\_on\\_cultural\\_relevancy.pdf\]](https://s3.amazonaws.com/scschoolfiles/819/article_on_cultural_relevancy.pdf)

[\[https://s3.amazonaws.com/scschoolfiles/819/personalizing\\_literacy-culturallyrelevantreadings.pdf\]](https://s3.amazonaws.com/scschoolfiles/819/personalizing_literacy-culturallyrelevantreadings.pdf). Literature relevant to our students' cultures can support increased academic achievement, promote educational equity, and teach all students to understand a wider perspective and appreciate cultural differences within a collaborative community.

Needs, Conditions, or Circumstances for Goal 3: Establish a culture of data-driven continuous improvement to assess and ensure positive student outcomes:

Survey results related to standards implementation and the use of standards-aligned instructional materials in English Language Arts (ELA)/English Language Development (ELD), Math, Science & History demonstrated a wide range of variation between "research phase" to "full and sustained implementation". Professional learning needs and teacher support also illustrated inconsistent perceptions in terms of the District being in the "initial implementation phase" through "full and sustained implementation". As a result of our outreach to stakeholders, community input stressing the need to ensure high academic achievement for ALL students.

Actions and/or services based on these considerations and how the action is intended to help achieve an expected measurable outcome of the associated goal:

Goal 3, Action 1 – The District will consult with instructional staff in identifying areas in which to provide professional development opportunities for teachers and paraprofessionals in order to enhance instructional skills and increase available instructional strategies to promote learning for high needs students and students with exceptional needs. This will include professional development in English Language Development, Mathematics, and English Language Arts.

The data cited above clearly show there are achievement gaps between student groups in our District. Even after those students have

received appropriate interventions, it is possible that “some well-designed and implemented cognitive, social and emotional interventions produce immediate impacts on child and adolescent outcomes. Sharp reductions in subsequent intervention effects are typically observed ...” (Bailey, et. al., 2018). Data also show that the impact has been most felt by our low-income students. In order for interventions and supports to sustain effectiveness, the supports must be well-designed, implemented with integrity, and sustained over time. Ongoing, high-quality professional development for teachers, instructional aides, and site and district administrators will enable the Districts’ instructional staff to ensure those gains are sustained. Our teachers’ levels of knowledge regarding using data to identify students’ needs and respond to those needs with effective strategies is expected to have a significant impact on students’ academic and other outcomes. Professional learning activities that have been identified through survey input and that are evidence based, followed by peer coaching and collaboration, will be essential in enhancing our teachers’ self-efficacy, an educator’s belief in his or her ability to impact student learning that is one of the most powerful determiners of student success (Hattie, 2008). The District will provide professional development and support that builds each teacher’s self-efficacy.

Goal 3, Action 2 – The District will provide supplemental instruction and support in a tiered framework that bases universal, targeted, and intensive supports on students’ needs for academic, social-emotional, and other integrated student supports. These include a full-time MTSS Coordinator for K-8, qualified instructional aides that will provide smaller group instructional support, and an Academic Coach to provide targeted assistance to classroom teachers.

Hattie’s research (2008) showed an effect size of .77 for comprehensive interventions. An effect size of .40 is considered to be significant in its positive impact on learning. Paraprofessionals to support small group practice will also aid academic gains. Feedback and acceleration in a small group setting is expected to have an effect size on improvement of almost twice (.76) the threshold for gains. We expect the implementation of these coordinated efforts to result in increased achievement on state and local assessments, higher grade point averages, and more successful preparation for post-secondary opportunities.

Goal 3, Action 3 -- W.I.N. stands for “What I Need.” It is a designated 30-minute period of the school day when K-8 teachers, with support from trained instructional aides, meet with groups of students for reteaching and enrichment of literacy and phonological skills. It is also a time of day when students needing special services - English Language Learners, Special Education, High Ability Learners - can receive those services. Site level PLCs and the district level MTSS team will meet regularly to monitor student progress and schedule students into the appropriate groupings.

W.I.N. time is designed to respond to the fundamental question of Professional Learning Communities (PLC) of “How will teachers respond after examining formative data and determining which students mastered the learning, and who did not?” W.I.N. time provides a dedicated block of time to provide the appropriate intervention, support, or enrichment based on data. Using this targeted approach to addressing students’ needs, we expect to see improved academic and social-emotional outcomes for all students, and accelerated achievement for our high-needs learners.

All of these actions and services are being performed on a schoolwide or districtwide basis in order increase the efficiency of delivery and effectiveness of these actions and services. This means of delivering services and use of resources is believed to be the best way of improving learning for all students. C. T. Vang found in a 2005 study, that the effects of tracking are particularly negative for poor, minority, and limited English proficient students. By providing most services districtwide, we will be able to close achievement gaps and serve the students who generated the supplemental and concentration funds while continuing to build a positive and inclusive district culture.

Funded by Expanded Learning Opportunity Grant funds this year, the District will also provide a summer extended learning program for

learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades K-12. Across grades K–12, increased learning time programs had a small but statistically significant positive effect on students’ academic motivation (defined as school attendance, homework completion, teachers’ assessments of students’ work effort in class, and students’ self-reports of their motivation to learn), compared with similar students who did not participate in the programs.” [Kidron and Lindsay, 2014], The expenditures for these actions will not be considered “contributing” to the District meeting its mandatory percentage of increased/improved services, but these supports are directed towards addressing the needs of our high-risk populations who have been disproportionately adversely affected – academically, emotionally, and physically -- by the pandemic.

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

The Bishop Unified School District provides a basic instructional program designed to provide learning opportunities for all students. However, the District’s budget of \$18,709,963 in LCFF base funding constrains the services the District is able to provide. After examining the needs of our unduplicated students, the District uses its LCFF supplemental and concentration (S/C) funds of \$1,926,518 and other resources to provide the additional actions and services as described above. For example, in order to increase college and career readiness, increase graduation rates, and improve academic outcomes for our high-needs students, the District has used S/C funds to provide a multi-tiered system of supports.

All increased/improved services are LEA-Wide initiatives aimed at increasing success for all students by using strategies principally directed to improve the educational outcomes of unduplicated students. These actions and services would not be provided or increased and/or improved to the degree to which they are available to our high-needs students without the availability of the S/C funds.

While all students may receive some of the services, the actions/services described in this section are principally directed at increasing or improving services and outcomes for unduplicated students. We believe no action provides a disproportionate increase or improvement in services for the 46% of students not included in the unduplicated student groups.

For 2021-22, the state has granted the Bishop Unified School District \$2,033,874 to support expanded learning activities. While they have been increased from past levels, many of those activities have been designated as "contributing" to increased or improved services in past LCAPs. Because they are being funded in 2021 by grant funds, those activities will not be designated as "contributing" for the next year. In order to ensure those LCFF funds are used as intended to increase or improve services for unduplicated pupils, the District has earmarked \$1,926,518 in this plan for future increased/improved services as a contributing action.

The percentage of all increased/improved services for high-needs students is equal to or exceeds the 10.30% noted at the top of this section.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,648,661.00	\$1,389,151.00		\$801,491.00	\$4,839,303.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,748,486.00	\$1,090,817.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Reducing Class Size		\$269,026.00			\$269,026.00
1	2	English Learners Foster Youth Low Income	Increased Instructional Aide Time		\$92,404.00			\$92,404.00
1	3	All English Learners	English Language Acquisition				\$103,140.00	\$103,140.00
1	4	English Learners	English Learner Supports	\$144,953.00				\$144,953.00
1	5	English Learners Foster Youth Low Income	Supplemental/Intervention Materials				\$75,666.00	\$75,666.00
1	7	English Learners Foster Youth Low Income	Summer Learning Program		\$357,432.00			\$357,432.00
1	8	All	After School Program		\$58,181.00			\$58,181.00
1	9	Students with Disabilities	Special Education Caseloads		\$88,141.00			\$88,141.00
1	10	All	Career Pathways	\$700,007.00				\$700,007.00
1	11	English Learners Foster Youth Low Income	Access to a Broad Course of Study	\$317,446.00	\$20,216.00			\$337,662.00
1	12	All	Classroom technology and use of tech tools		\$185,000.00		\$360,000.00	\$545,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Social and Emotional Learning and Supports		\$117,873.00			\$117,873.00
2	2	English Learners Foster Youth Low Income	Positive Behavior Interventions and Supports (PBIS)	\$234,883.00				\$234,883.00
2	3	Foster Youth Low Income	Foster Youth and Homeless Student Supports					
2	4	All	Well-Maintained Facilities	\$918,420.00				\$918,420.00
2	5	Low Income	Additional Transportation	\$9,926.00				\$9,926.00
2	6	English Learners Foster Youth Low Income	Increase Community Outreach and Family Engagement					
2	8	All	Tobacco Use Prevention and Education					
2	9	All	School Safety					
2	10	All	Inclusive signage reflective of diverse student backgrounds					
2	11	English Learners Foster Youth Low Income	Culturally Representative Literacy Materials	\$16,250.00			\$10,000.00	\$26,250.00
3	1	English Learners Foster Youth Low Income	Effective Professional Development		\$30,000.00			\$30,000.00
3	2	English Learners Foster Youth Low Income	Implementation of a Multi Tiered System of Supports		\$170,878.00			\$170,878.00
3	3	English Learners Foster Youth Low Income	Daily scheduled WIN time (for intervention and enrichment)	\$134,965.00			\$252,685.00	\$387,650.00
3	4	All	Districtwide AVID Implementation	\$119,136.00				\$119,136.00
3	5	All	Professional Learning Communities	\$52,675.00				\$52,675.00
3	6	All	Classroom Walkthrough Protocol					



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$858,423.00	\$2,254,603.00
<b>LEA-wide Total:</b>	\$858,423.00	\$1,893,173.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$361,430.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Reducing Class Size	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bishop Elementary School		\$269,026.00
1	2	Increased Instructional Aide Time	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bishop Elementary School		\$92,404.00
1	4	English Learner Supports	LEA-wide	English Learners	All Schools	\$144,953.00	\$144,953.00
1	5	Supplemental/Intervention Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$75,666.00
1	7	Summer Learning Program	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$357,432.00
1	11	Access to a Broad Course of Study	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$317,446.00	\$337,662.00
2	1	Social and Emotional Learning and Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$117,873.00
2	2	Positive Behavior Interventions and Supports (PBIS)	LEA-wide	English Learners Foster Youth	All Schools	\$234,883.00	\$234,883.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	3	Foster Youth and Homeless Student Supports	LEA-wide	Foster Youth Low Income	All Schools		
2	5	Additional Transportation	LEA-wide	Low Income	All Schools	\$9,926.00	\$9,926.00
2	6	Increase Community Outreach and Family Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	11	Culturally Representative Literacy Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,250.00	\$26,250.00
3	1	Effective Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$30,000.00
3	2	Implementation of a Multi Tiered System of Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$170,878.00
3	3	Daily scheduled WIN time (for intervention and enrichment)	LEA-wide	English Learners Foster Youth Low Income	K-8	\$134,965.00	\$387,650.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the 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.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for 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 diverse 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 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	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>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% 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.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.