



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goals and Actions

Goal

Goal #	Description
1	<p>Goal 1: Increase Student Success and Support Student Learning Ensure quality learning for each and every student to reach their potential Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities Goal 1.2 Improve Curriculum and Assessment Support Goal 1.3 Improve Student Academic Support Goal 1.4 Improve English Learner Support Goal 1.5 Support Learning Recovery - Expanded Learning Opportunity (ELO) Grant</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA Academic Indicator CAASPP - 3rd-6th grade All students will increase % at/above benchmark by at least 5% each year.</p>	<p>2019 CAASPP Students Meeting Standards (Pre-Pandemic) All Students 39.71% 3rd: 41.51% 4th: 17.08% 5th: 47.15% 6th: 47.50 %</p> <p>2020-2021 CDE Message: Please Note - Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020-</p>	<p>2022 CAASPP results will be available in Fall 2022</p> <p>2020-2021 CDE Message: Please Note - Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020-21 varied. Care should be used when interpreting results.</p> <p>CAASPP Students Meeting Standards</p>	<p>2023 CAASPP Results will be available in the Fall of 2023</p> <p>2022 CAASPP Students Meeting Standards All Students: 21.38% 3rd: 18.65% 4th: 14.28% 5th: 24.27% 6th: 27.81%</p> <p>Student Groups Meeting Standards SWDs: 5.47%</p>	<p>2023 CAASPP Students Meeting ELA Standards All Students: 26.06% (+4.68) 3rd: 21.03% (+2.38) 4th: 27.61% (+13.32) 5th: 24.27% (0) 6th: 31.10% (+3.29)</p> <p>Student Groups Meeting Standards: SWDs: 6.62% (+1.15) ELS: 7.14% (+1.28) SED: 24.47% (+4.07)</p>	<p>2023 CAASPP 3rd: 46.31% 4th: 33.95 % 5th: 60.15% 6th: 60.21 %</p> <p>Student Groups: SWD: 25.48% ELs: 21.31% SED: 46.39%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>21 varied. Care should be used when interpreting results.</p> <p>2021 CAASPP Students Meeting Standards</p> <p>All Students: 49.01% 3rd: 39.79% 4th: 41.48% 5th: 46.45% 6th: 43.57%</p> <p>Student Groups Meeting Standards</p> <p>SWDs: 15.48% ELs: 11.31% SED: 36.39%</p>	<p>All Students: 49.01% 3rd: 39.79% 4th: 41.48% 5th: 46.45% 6th: 43.57%</p> <p>Student Groups Meeting Standards</p> <p>SWDs: 15.48% ELs: 11.31% SED: 36.39%</p>	<p>ELs: 5.86% SED: 20.4%</p> <p>2023 CAASPP Students Meeting ELA Standards</p> <p>All Students: 26.06% (+4.68) 3rd: 21.03% (+2.38) 4th: 27.61% (+13.32) 5th: 24.27% (0) 6th: 31.10% (+3.29)</p> <p>Student Groups Meeting Standards</p> <p>SWDs: 6.62% (+1.15) ELs: 7.14% (+1.28) SED: 24.47% (+4.07)</p>		
<p>Math Academic Indicator CAASPP - 3rd-6th</p> <p>All students will increase % at/above benchmark by at least 5% each year.</p>	<p>2019 CAASPP Students Meeting Standards (Pre-Pandemic)</p> <p>All Students: 22.70% 3rd: 28.30% 4th: 9.31% 5th: 15.49% 6th: 42.50%</p>	<p>2022 CAASPP results will be available in Fall</p> <p>2020-2021 CDE Message: Please Note - Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020-21 varied. Care</p>	<p>2022 CAASPP Students Meeting Standards</p> <p>All Students 12.01% 3rd: 15.81% 4th: 8.05% 5th: 8.53% 6th: 15.72%</p> <p>Student Groups Meeting Standards</p>	<p>2023 CAASPP Students Meeting Math Standards</p> <p>All Students 20.46% (+8.45) 3rd: 21.57% (+5.76) 4th: 23.96% (+15.91) 5th: 14.28% (+5.75) 6th: 23.38% (+7.66)</p>	<p>2023 CAASPP</p> <p>3rd: 44.69% 4th: 29.84% 5th: 34.25% 6th: 48.51%</p> <p>Student Groups:</p> <p>SWD: 20.79% ELs: 18.41% SED: 30.32%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2020-2021 CDE Message: Please Note - Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020-21 varied. Care should be used when interpreting results.</p> <p>2021 CAASPP Students Meeting Standards</p> <p>All Students: 22.70% 3rd: 39.74% 4th: 35.87% 5th: 30.09% 6th: 30.76%</p> <p>Student Groups Meeting Standards</p> <p>SWDs: 10.79% ELs: 8.41% SED: 20.32%</p>	<p>should be used when interpreting results.</p> <p>CAASPP Students Meeting Standards</p> <p>All Students: 33.76% 3rd: 39.74% 4th: 35.87% 5th: 30.09% 6th: 30.76%</p> <p>Student Groups Meeting Standards</p> <p>SWDs: 10.79% ELs: 8.41% SED: 20.32%</p>	<p>SWDs: 2.34% ELs: 1.87% SED: 11.47%</p> <p>2023 CAASPP</p> <p>All Students 20.46% (+8.45) 3rd: 21.57% (+5.76) 4th: 23.96% (+15.91) 5th: 14.28% (+5.75) 6th: 23.38% (+7.66)</p> <p>Student Groups Meeting Standards</p> <p>SWD: 5.11% (+2.77) ELs: 5.03% (+3.16) SED: 19.41% (+7.94)</p>	<p>Student Groups Meeting Standards</p> <p>SWD: 5.11% (+2.77) ELs: 5.03% (+3.16) SED: 19.41% (+7.94)</p>	
Educational Software for Guiding Instruction (ESGI) (Letter Sounds - Report Card Mark 3-4)	<p>2019-2020 Kindergarten: 72%</p> <p>2021-22 Trimester 1</p>	<p>2022 Trimester 3: Kindergarten: 86% (no change for 151 of 206 tested)</p>	<p>2023 Spring: Kindergarten: 87% correct (+1) (119 of 214 tested)</p>	<p>2023 Fall: All Kindergarteners, except Kawana Springs: 54% correct</p>	56%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>All students will increase % at /above benchmark by at least 5% each year.</p> <p>Change metric to % correct answers</p> <p>*Trimester 1 of 2021-2022 school year will be our baseline since all students were tested in person in a consistent test setting</p>	<p>Kindergarten: 86% correct (151 of 206 tested)</p>		<p>Bellevue: (41 of 84 tested) 75% correct Meadow View: (55 of 98 tested): 85% correct Taylor Mountain: (73 of 75 tested): 69% correct</p>	<p>Bellevue: 58% correct (-17% off from last spring) Meadow View: 48% correct (-37% off from last spring) Taylor Mountain: 57% (-12% off from last spring)</p> <p>2024 Spring Bellevue: 87% correct (+12% compared to last spring) Meadow View: 82% correct (-3% compared spring) Taylor Mountain: 93% (+24% compared to last spring)</p>	
<p>ESGI Math (Addition) All Kinder students will increase % at/above benchmark by at least 5% each year</p> <p>Change Metric to % of correct answers</p>	<p>2021 Spring K: 51.7%** (Data gap for KS and SD)</p>	<p>2022 Spring (Trimester 2) K: 88% K: 82% (SPAN)</p>	<p>2023 Spring Kindergarten Results</p> <p>Kawana Springs (42 of 65 tested): 81% correct Bellevue (48 of 84 tested): 100% correct Meadow View (58 of 98 tested): 85% correct</p>	<p>2024 Spring Kindergarten Results</p> <p>Bellevue: 93% correct Kawana Springs: 72% correct Meadow View: 85% correct Taylor Mountain: 94% correct</p>	66.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Taylor Mountain: (47 of 75 tested): 90% correct		
ESGI Spanish DI (Letter/Sounds Report Card Mark of 3-4)* Change Metric to % of correct answers	2021 Spring K: 52%	2022 Spring K: 72%	2023 Spring K 87%	2023 Fall K 73% (-14 compared to last spring) 2024 Spring K 91% (+4% compared to last spring)	67%
Star Early Literacy All students will increase % at/above benchmark by at least 5% each year. *Fall 2021 Scores will be our baseline since all students were tested in person in a consistent test setting.	2021 Spring 2021 Fall 1st: 83%* 1st: 36% *many students took this assessment from home	2022 Spring 1st: 43% (+7%)	2023 Spring 1st: 52% (+9%)	2023 Fall 1st: 38% (-14% off from last spring) 2024 Winter 1st: 41% (-2% from last spring) 2024 Spring 1st: 55% (+3%)	98%
Star Early Literacy Spanish All 1st Grade Dual Immersion (DI) students will increase % at/above	1st: 25%*. *many students took this assessment from home 2021 Fall (SPAN)	2022 Spring 1st: 15% (-6%) Students transition to the Star Reading Assessment in	2023 Spring 1st: 15% (+0) Students transition to the Star Reading Assessment in	2023 Fall 1st: 29% (+14% compared to last spring)	40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
benchmark by at least 5% each year.	1st: 21% 2nd: 23% 3rd: 36%	Spanish for grades 2 and beyond	Spanish for grades 2 and beyond	Students transition to the Star Reading Assessment in Spanish for grades 2 and beyond 2024 Spring 1st: 31% (+16% compared to last spring)	
Star Reading All students will increase % at/above benchmark by at least 5% each year. *Fall 2021 Scores will be our baseline since all students were tested in person in a consistent test setting.	2021 Spring 2021 Fall (ENG) 2nd: 39%* 2nd: 33% 3rd: 34%*. 3rd: 33% 4th: 23%*. 4th: 25% 5th: 32%*. 5th: 23% 6th: 24%* 6th: 23% *many students took this assessment from home	2022 Spring (ENG) 2nd: 41% (+8%) 3rd: 32% (-1%) 4th: 23% (-2%) 5th: 23% (No change) 6th: 22% (-1%) District 29%	2023 Spring (ENG) 2nd: 42% (+1) 3rd: 34% (+2) 4th: 33% (+10) 5th: 30% (+7) 6th: 34% (+12) District: 34% (+5)	2023 Fall (ENG) 2nd: 37% (-5% off compared to last spring) 3rd: 35% (+1% gain compared to last spring) 4th: 35% (+2% gain compared to last spring) 5th: 38% (+8% gain compared to last spring) 6th: 27% (-7% off compared to last spring) District 34% (At the same level as last spring) 2024 Spring	2nd: 54% 3rd: 49% 4th: 38% 5th: 47% 6th: 39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				2nd: 51% (+9% compared to last spring) 3rd: 35% (+1% compared to last spring) 4th: 32% (-1% compared to last spring) 5th: 39% (+9% compared to last spring) 6th: 32% (-2% compared to last spring) District 37% (+3% compared to last spring)	
Star Reading Spanish All 2nd-6th Grade DI students will increase % at/above benchmark by at least 5% each year. *Fall 2021 Scores will be our baseline since all students were tested in person in a consistent test setting.	2021 Spring 2nd: 33%* 3rd: 10%* 4th: 33%* 5th: N/A 6th: N/A *many students took this assessment from home 2021 Fall (SPAN)** 2nd: 22% 3rd: 21% 4th: 6%	2022 Spring 2nd: 5% (-17%) 3rd: 16% (-5%) 4th: 8% (+2%) 5th: 22% (+1%) 6th: 27% (Discrepancy with data 2021) Kawana Springs: 12%	2023 Spring 1st: 25% (+20) 2nd: 8% (-8) 3rd: 11% (-5) 4th: 29% (+21) 5th: 17% (-5) 6th: 43% (+16) Kawana Springs: 22% (+10%)	Fall 2023 (SPAN) 2nd: 51% (+26% compared to last spring) 3rd: 17% (+9% compared to last spring) 4th: 12% (-17% compared to last spring) 5th: 36% (+19% compared to last spring)	2nd: 48% 3rd: 25% 4th: 48% 5th: 32% 6th: 37%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th: 21% 6th: 100% **Many students not tested			6th: 35% (-8% compared to last spring) Kawana Springs: 30% (+8% compared to last spring) Spring 2024 2nd: 42% (+34% compared to last spring) 3rd: 27% (+16% compared to last spring) 4th: 14% (-15% compared to last spring) 5th: 39% (+22% compared to last spring) 6th: 48% (+5% compared to last spring) Kawana Springs: 30% (+8% compared to last spring)	
Star Math All students will increase % at/above	2021 Spring. 2021 Fall	2022 Spring 1st: 42% (-23%) 2nd: 35% (+4%)	2023 Spring 1st: 58% (+16) 2nd: 53% (+18)	2023 Fall	1st: 61% 2nd: 47% 3rd: 46%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>benchmark by at least 5% each year.</p> <p>*Fall 2021 Scores will be our baseline since all students were tested in person in a consistent test setting.</p> <p>Includes Kawana Springs students 3-6</p>	<p>1st: 46%* 1st: 65% 2nd: 32%*. 2nd: 31% 3rd: 31%* 3rd: 50% 4th: 23%* 4th: 29% 5th: 25%* 5th: 35% 6th: 38%* 6th: 33% *many students took this assessment from home</p>	<p>3rd: 39% (-11%) 4th: 26% (-3%) 5th: 40% (+5%) 6th: 36% (+3%) District: 36%</p>	<p>3rd: 40% (+1) 4th: 45% (+19) 5th: 36% (-4) 6th: 44% (+8) District: 47% (+11)</p>	<p>1st: 66% (+8% gain compared to last spring) 2nd: 49% (-4% off compared to last spring) 3rd: 53% (+13% gain compared to last spring) 4th: 40% (-5% off compared to last spring) 5th: 46% (+10% gain compared to last spring) 6th: 41% (-3% off compared to last spring) District: 48% (+1% compared to last spring) 2024 Spring 1st: 65% (+7% compared to last spring) 2nd: 44% (-9% compared to last spring) 3rd: 59% (+19% compared to last spring)</p>	<p>4th: 38% 5th: 40% 6th: 53%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>4th: 39% (-6% compared to last spring) 5th: 43% (+7% compared to last spring) 6th: 47% (+3% compared to last spring)</p> <p>District 49% (+2% compared to last spring)</p>	
<p>Star Math Spanish All K-2 Grade DI students will increase % at/above benchmark by at least 5% each year.</p>	<p>2021 Spring. 2021 Fall 1st: 40%* 1st: 47% 2nd: 60%* 2nd: 23% 3rd: 14%* 3rd: 26% 4th: N/A 5th: N/A 6th: N/A *many students took this assessment from home</p>	<p>2022 Spring 1st: 30% (-17%) 2nd: 22% (-1%) 3rd: Transitions to testing Math in English</p>	<p>2023 Spring 1st: 47% (+17) 2nd: 38% (+16) 3rd: Transitions to testing Math in English</p>	<p>2023 Fall (SPAN) 1st: 7% (+23% compared to last spring) 2nd: 60% (+22% compared to last spring) 3rd: 40% (Transitioned to Math in Spanish this year)</p> <p>Spring 2024 1st: 27%% (-20% compared to last spring) 2nd: 53% (+15% compared to last spring)</p>	<p>1st: 55% 2nd: 75% 3rd: 29% 4th: N/A 5th: N/A 6th: N/A</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				3rd: 44% (+4% compared to fall)	
<p>English Learner Progress (CA Dashboard) All students will increase % of English Learners who progressed at least one ELPI level by at least 5% each year.</p>	<p>2021 ELPI 40.3 (LOW)</p> <p>2021 Percent of English Learners at Levels 3 = 36% (81 students)</p> <p>2021 Percent of English Learners at Level 4 = 15.56% (35 students)</p>	<p>English Learner Progress Indicator will be calculated in Fall 2022</p> <p>2021 = ELPI 40.3 (LOW)</p> <p>2022 Percent of English Learners at Level 3 = The ELPI has combined levels 1-3 on the CA Dashboard</p> <p>2022 Percent of English Learners at Level 4 = 2.5%</p>	<p>English Learner Progress Indicator will be calculated in Fall 2023</p> <p>2022 = ELPI 54.9 (MEDIUM)</p> <p>2.5% ELs maintained ELPI Level 4</p> <p>27.9% ELs maintained ELPI Levels 1, 2L, 2H, 3L, 3H</p> <p>17.2% ELs decreased at least one ELPI Level</p>	<p>English Learner Progress Indicator (ELPI)</p> <p>2023 = 50.8% making progress (-4.1%)</p> <p>1.2% ELs maintained ELPI Level 4</p> <p>32.2% ELs maintained ELPI Levels 1, 2L, 2H, 3L, 3H</p> <p>16.6% ELs decreased at least one ELPI Level</p>	<p>English Learner Progress Indicator will be 55.3% or higher</p>
<p>Reclassification Rate The % of reclassified EL students will increase by at least 5% each year.</p>	<p>2020--21 Reclassification rate (CDE DataQuest) Bellevue: 8.9% Kawana: 7.7% Meadow View: 6.6% Taylor Mountain: 9.6%</p> <p>Bellevue Union 8.2%</p>	<p>2021-2022 Reclassification Rate (CDE DataQuest) Bellevue: 10.9% (+2%) Kawana: 5.6% (-2.1%) Meadow View: 7.5% (.9%) Taylor Mountain: 11.6% (+2%)</p>	<p>The 2022-23 Reclassification Rate is forthcoming but as of 6/15/23, 121 students have been redesignated.</p> <p>Bellevue: 23 students Kawana: 18 students Meadow View: 42 students</p>	<p>The 2023-24 Reclassification Rate has not yet been calculated as of 5/28/24, however 104 students have been redesignated.</p> <p>Bellevue: 32 students (+9 student compared to last spring)</p>	<p>2023 Reclassification rate (CDE DataQuest) Bellevue: 23.9% Kawana: 22.7% Meadow View: 21.6% Taylor Mountain: 24.6%</p> <p>Bellevue Union 23.2%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Bellevue Union 9.2% (+1%)	Taylor Mountain: 38 students	Kawana: 13 students (-5 students compared to last spring) Meadow View: 34 students (-8 students compared to last spring) Taylor Mountain: 25 students (-13 students compared to last spring) 2023-24 Reclassification Fluent English Proficient (RFEP) (CDE DataQuest) Bellevue: 10.1% Kawana: 7.3% Meadow View: 9.0% Taylor Mountain: 16.0% Bellevue Union 10.9%	
Instructional Materials Will maintain 100% of students with access to their own copies of standards-aligned instructional materials for use at school and home.	100%	100%	100%	100%	Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of Williams Complaints	0	0	0	0	0
Implementation of the Standards including EL access to ELD standards (Local Indicator)	Standard Met	Standard Met	Standard Met	Standard Met	"Standard Met"
Broad Course of Study Including Programs Developed and Provided to Unduplicated Pupils and Students with Exceptional Needs	Standard Met	Standard Met	Standard Met	Standard Met	Standard Met
Highly Qualified Teachers (HQT) 100% of our teachers will meet the criteria of HQTs.	Standard Met	Standard Met	Standard Not Met; BUSD had 9 teachers who were not "Highly Qualified" during the 2022-23 school year.	"Standard Not Met": Bellevue Union School District has the following number of teachers who do not meet the criteria for HQT: Out of Field: 4 Intern: 5 Ineffective (i.e., provisional internship permits): 4	"Standard Met"
Misassignment of Teachers There will be no teachers misassigned.	Standard Met	Standard Met	Standard Not Met; BUSD had 9 teachers who were misassigned. The	"Standard Not Met": Bellevue Union School District has the	"Standard Met"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>district worked closely with the misassigned teachers to ensure that they would meet all State certification and licensure requirements at the grade level and subject area in which they had been assigned in a timely manner.</p> <p>All BUSD teachers not appropriately credentialed were enrolled in the required credential program and received regular support and coaching. The teachers were approved by the Sonoma County Office of Education as being qualified to teach in the classroom while working towards certification.</p>	<p>following misassigned teachers: Out of Field: 4 Intern: 5 Ineffective (i.e., provisional internship permits): 4</p>	
The District's Chronic Absenteeism Rate will decrease by 3% annually	2020-2021 318 Students were chronically absent = 20.1%	2021-2022 Chronic Absenteeism Rate = 43.8%	The 2022-23 Chronic Absenteeism Rate is forthcoming.	2022-23 Chronic Absenteeism Rate is 33.1%.	The chronic absenteeism rate will decrease by 9% in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			The 2021-2022 Chronic Absenteeism Rate as a point of comparison = 43.8%.	Declined 10.7% Compared to 2021-22	year 3 of the LCAP cycle.
The District's Attendance Rate will increase by 3% annually	Due to the challenges of the COVID Pandemic, school attendance rates have experienced a significant decline. Information was not reported on the CA Dashboard in 2020-2021.	Baseline Data: 2021-2022= 87.48% Average Days Absent: 18.3 Excused Absences: 72.9% Unexcused Absences: 23.9%	The Attendance Rate data for the 2022-23 as of 4/26/23 = 90.62%	The Average Attendance Rate for 2023-2024 (as of 5-14-24): District: 93.0% (+2.38%) Bellevue: 92.9% Kawana: 93.2% Meadow View: 92.9% Taylor Mountain: 93%	The attendance rate will increase by 9% in year 3 of the LCAP cycle.
The Suspension Rate will be maintained at 0% or decrease by 3% annually	2020-21 Percent of Students Suspended with One Suspension District: 0.0%	2021-2022 Suspension Data District Suspensions: 31 Site Suspensions: Bellevue - 12 Kawana Springs - 3 Taylor Mountain - 16 Meadow View - 0	2022-2023 Suspension Data District Suspensions: 43 Site Suspensions: Bellevue - 13 Kawana Springs - 5 Taylor Mountain - 14 Meadow View - 11	2023-2024 Suspension Data (not yet certified) District Suspensions: 38 Site Suspensions: Bellevue - 6 (-7) Kawana Springs - 3 (-2) Taylor Mountain - 12 (-2)	The district will maintain 0 suspensions in year 3 of the LCAP cycle.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Meadow View - 17 (+6)	
The Expulsion Rate will be maintained at 0% or decrease by 3% annually	2020-21 Expulsion Rate District: 0.0%	2021-2022 Expulsion Rate District: 0.0%	2022-2023 Expulsion Rate District: 0.0%	2023-24 Expulsion Rate District: 0.0%	The district will maintain 0 expulsions in year 3 of the LCAP cycle.
The percentage of students, parents, and staff who report a sense of school safety and connectedness through a district survey will increase by 5% annually.	Baseline Data Coming in the 2021-22 School Year	2021-22 YouthTruth Survey administered to 1453 respondents across multiple educational partners including parents, students, and staff. Engagement for Families: (School Connectedness) = 73% School Safety for Families = 67% Belonging for Students: (School Connectedness) = 52% Relationships for Students (School Safety)= 75%	2022-23 YouthTruth Survey administered to 1501 respondents across multiple educational partners including parents, students, and staff. Engagement for Families: (School Connectedness) = 76% School Safety for Families = 64% Belonging for Students: (School Connectedness) = 27% Relationships for Students (School Safety)= 73%	2023-2024 YouthTruth Survey administered to 1400 respondents across multiple educational partners including parents, students, and staff. Engagement for Families: (School Connectedness) = 74% (-2%) School Safety for Families = 64% (no change) Belonging for Students: (School Connectedness) = 32% (+5%) Relationships for Students (School Safety)= 73% (no change)	The percentage of students, parents, and staff who report a sense of school safety and connectedness will increase by 15% at the end of the LCAP cycle.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Culture for Staff (School Connectedness) = 70%	Culture for Staff (School Connectedness) = 74%	Culture for Staff (School Connectedness) = 75% (+1%)	
		Relationships for Staff (School Safety) = 85%	Relationships for Staff (School Safety) = 87%	Relationships for Staff (School Safety) = 91% (+4%)	
The Percent of Students Meeting A-G Requirements	N/A	N/A	N/A	N/A	N/A
The Percent of Students Who Have Successfully Completed CTE Course Requirements	N/A	N/A	N/A	N/A	N/A
The Percent of Students Who Have Completed Either A-G or CTE Course Requirements	N/A	N/A	N/A	N/A	N/A
The Percent of Students Demonstrating College Preparedness	N/A	N/A	N/A	N/A	N/A
The Percent of Students Who Passed an AP Exam	N/A	N/A	N/A	N/A	N/A
High School Graduation Rate	N/A	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Drop Out Rate	N/A	N/A	N/A	N/A	N/A
Middle School Drop Out Rate	N/A	N/A	N/A	N/A	N/A

Goal Analysis

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

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

All actions were implemented as described for the 2023-2024 school year and there were few substantive differences in planned actions and actual implementation of these actions.

Goal 1: Increase Student Success and Support Student Learning

Ensure quality learning for each and every student to reach their potential

- 1.1 Improve Instruction through Professional Development & Professional Learning Communities
- 1.2 Improve Curriculum and Assessment Support
- 1.3 Improve Overall Student Academic Support
- 1.4 Improve English Learner Support
- 1.5 Improve Student Academic Support (incorporated into Action 1.3)
- 1.6 Recruit and Retain Highly Qualified Staff

Challenges: A substantive difference in planned actions and actual implementation fell in the area of providing full GLAD training to all teachers as indicated in Action 1.1. Due to the lack of time and the impact of releasing teachers from their classroom duties multiple times throughout the school year, BUSD chose to only fully train Kindergarten through third grade teachers instead of all teachers.

Successes: Substantial professional development was provided this past school year to build teacher capacity in teaching language arts using Guided Language Acquisition (GLAD) and mathematics using Number Talks and Counting Collections as indicated in Action 1.1. In addition, considerable time and resources were provided to work towards a guaranteed and viable curriculum. All grade levels, as a result of release time and the use of substitute teachers, focused on identifying the math priority standards, unpacking them to understand the learning targets, and working towards defining trimester benchmark expectations and assessments in the area of math as indicated in Actions 1.1, 1.2 and 1.3.

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

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 1.1 Improve Instruction through Professional Development & Professional Learning Communities: ~\$20,000 actual expenditure decrease compared to budget due to cancellation of travel and conferences associated with work with California Education Partners in the area of primary mathematics
- 1.2 Improve Curriculum and Assessment Support: ~\$50,000 actual expenditure decrease compared to budget due to decreased use of substitute teachers to release teachers from classroom responsibilities; fewer supplementary curriculum materials purchased
- 1.3 Improve Overall Student Academic Support: No material difference
- 1.4 Improve English Learner Support: No dollars were spent on this action due to the receipt of grant funding from the Sonoma Office of Education to pay for training teachers in GLAD and ELD strategies as a result of being previously identified in need of Differentiated Assistance
- 1.5 Improve Student Academic Support: This action was incorporated and addressed in Action 1.3
- 1.6 Recruit and Retain Highly Qualified Staff: No material difference

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The overall effectiveness of the specific actions in making progress toward the goal over the three-year LCAP cycle can be demonstrated by the following:

1.1 Improve Instruction through Professional Development & Professional Learning Communities

Effectiveness of Action: Effective

Metrics: ELA & Math CAASPP Scores; STAR Reading and Math

Overall, students made progress in both ELA and Math on the annual state CAASPP. Although, we fell short of our desired outcome observable growth was made with 5% growth in ELA from 2021-22 to 2022-23 and 8.5% growth in math for the same time period. This will continue to be an area of focus for the District in the development of the updated LCAP. Additionally, the District saw an overall increase of 3% growth of students meeting benchmark in STAR Reading compared to a year ago, however growth was not consistent among all grade levels. In STAR math, there was a 2% gain overall with inconsistent achievement across all grade levels. Once again, this will be a continued focus for the District in the development of the updated LCAP

1.2 Improve Curriculum and Assessment Support

Effectiveness of Action: Effective

Metrics: Implementation of the Standards including EL access to ELD standards; Instructional Materials; Broad Course of Study

The District has invested heavily in purchasing materials to support student learning. In addition, significant time and energy has been spent in the development and utilization of sound common assessments to ensure accurate progress monitoring of student learning.

1.3 Improve Overall Student Academic Support

Effectiveness of Action: Effective

Metrics: ESGI Letter Sounds and Addition; STAR Early Literacy

Early learners in Kindergarten and First grade demonstrated growth in the ESGI and STAR Early Literacy and Math assessments. Additional instructional support positions were provided to support with small group learning and utilization of research validated programs to support language acquisition and literacy skills.

1.4 Improve English Learner Support

Effectiveness of Action: Effective

Metrics: English Learner Progress; Reclassification Rate

The District fell short of it's desired outcomes in these two metrics. Although progress was noted, the number of students deemed as making progress on the English Learner Progress Indicator (ELPI) fell by 4% compared to prior years and the reclassification rate only grew incrementally. The District has been working hard to implement best practices in supporting language acquisition and will need to continue to make this a priority in the updated LCAP.

1.5 Improve Student Academic Support (incorporated into Action 1.3)

Effectiveness of Action: See above

Metrics: See above

1.6 Recruit and Retain Highly Qualified Staff

Effectiveness of Action: Effective

Metrics: Highly Qualified Teachers; Misassigned Teachers

The District had few teachers who were deemed not Highly Qualified compared to prior years, however the need to hire and retain highly qualified teachers in the areas of special education continues to pose a challenge to the District. This student group continues to grow in BUSD, resulting in the need to add additional classes to support identified students. However, the pool of potential candidates is smaller resulting in the District needing to hire interns of teacher who are not yet deemed as highly qualified.

The professional development and coaching provided in the area of math was the most effective as evidenced in the Star Math results. Although not everyone was GLAD trained, some of the teachers trained, immediately put their learning into practice and supported language acquisition through literacy. The TOSAs and additional Literacy Paraprofessionals and Instructional Assistants helped to support the most struggling readers in their respective schools and although none of the schools or grade level met the desired outcome identified, most students made gains. See analysis:

ELA CAASPP: No data to report for 23-24 school year

Math CAASPP: No data to report for 23-24 school year

Star Early Literacy:

Students made a very slight improvement, moving from 52% at the benchmark goal to 55% at the benchmark goal in Spring 2024. BUSD did not reach the desired outcome of 98% at or above benchmark.

Star Early Literacy Spanish:

First graders at Kawana moved from 15% meeting the benchmark last spring to 31% meeting the benchmark this spring, a 16% gain. However, Kawana did not meet the desired outcome identified in the LCAP.

ESGI:

Taylor Mountain made the greatest growth in letter/sound recognition moving from 69% to *93% correct - a 24% gain from last spring. Bellevue also improved, moving from 75% to 87% correct—a 12% gain from last spring. Meadow View's score declined by 3% correct. None of the BUSD schools reached the desired outcome goal of 100% correct.

ESGI Spanish DI:

Kawana's Kindergarten students exceeded the 67% correct desired outcome for 2023-2024 in letter/sound correspondence. This year's kindergarten students scored 91% correct.

Star Reading:

All 2nd, 3rd, 4th, 5th, and 6th-grade students from all sites except Kawana take the Star Reading test in English. The third and fifth-grade students made slight gains compared to last spring. However, fourth and sixth-grade students' scores declined. As a district, 37% of the district's students who took the Star Reading met the benchmark, 3% more compared to last spring. None of the BUSD grade levels reached the desired outcome identified in the LCAP.

Star Reading Spanish:

Second through sixth grade Kawana students take the Star Reading in Spanish. All grade levels except fourth grade made gains in the percent of students meeting the benchmark. However, only 3rd, 5th and 6th grade met and exceeded the desired outcomes for 2023-24 school year.

ESGI Math:

All schools exceeded the desired outcome of 66.7% for 2023-2024 in the area of addition.

Bellevue 93% correct

Kawana 72% correct

Meadow View 85% correct

Taylor Mountain 94% correct

Star Math:

All first through sixth grade students from all sites, including Kawana's 4th-6th grade students take the Star Math test in English. All grades except 2nd and 4th made gains in their outcome data. Second and fourth grade scores declined. Third grade students made the most significant gains moving from 40% meeting the benchmark last spring to 59% of them meeting the benchmark this spring. Overall as a district 49% of students met the benchmark, 2% more than last spring. First grade exceeded the desired outcome for 2023-2024 by 4%. Third grade exceeded the desired outcome for 2023-2024 by 13%. Fourth grade exceeded the desired outcome by 1%. Fifth grade students exceeded the desired benchmark by 3%. Second and sixth grade did not meet the desired outcomes.

Star Math Spanish:

First through third grade students at Kawana take the Star Math in Spanish. Second and third grade made gains in their performance compared to last spring. First grade student scores declined this year compared to last. However, only third grade met and exceeded the desired outcome for 2023-24.

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

BUSD students continue to perform below standard in the key areas of English Language Arts, Mathematics and language acquisition. As a result, there will be an ongoing focus on building the capacity of our teaching staff in utilizing best instruction to address student needs. Additionally, a focus on the collection and analysis of student data will be a key aspect of the growth of the teaching teams in using data to inform instruction. BUSD will continue to monitor and support the implementation of GLAD strategies aligned with the BUSD Instructional Framework. In the area of math, coaching and support will continue to be an emphasis to build on teachers' understanding and comfort level with number talks, counting collections, and other open tasks or problem-solving opportunities. Grade levels will define or enhance their common assessments in both language arts and math in order to collaborate around student learning. The District has made significant gains in retaining qualified staff through a conscientious effort to provide support and a highly competitive compensation package to teaching and non-teaching staff.

As a result of this analysis, the District will utilize a similar goal focus area in the updated LCAP with the following goal of Increase Student Success and Support Student Learning. Additionally, the District will put a greater focus on data collection, analysis and utilization in the updated LCAP while maintaining many of the actions that were deemed effective.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Goal 2: Increase Connectedness, Involvement and Positive School Environments Ensure a positive and respectful school climate for students, staff and families which includes positive school cultures, safe, secure accessible and efficient classrooms, facilities and grounds.</p> <p>2.1 Improve Family Engagement 2.2 Improve Student Engagement 2.3 Improve Social Emotional Support 2.4 Improve Learning Environments 2.5 Increase School Attendance Through Home to School Transportation</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Increase Parent Engagement by 5% based on attendance rosters at District Events (i.e. ELAC, DELAC, Strategic Planning Meetings, Parent Meetings, Family Events)	.06% (approximately)	The current Metric is challenging. Moving forward we will use the YouthTruth Survey data. This year parents scored BUSD higher than 73% (blue) of other schools in the comparative dataset, which indicates that BUSD families view the degree to which families are engaged in their school and empowered to influence decision making as a strength.	In the 2022-2023 administration of the Youth Truth survey, parents scored BUSD higher than 76% of other schools in the comparative dataset of Engagement, which indicates that BUSD families view the degree to which families are engaged in their school and empowered to influence decision making as a strength.	In the 2022-2023 administration of the YouthTruth Survey, parents scored BUSD higher than 74% of the schools in the comparative dataset of Engagement, which indicates that BUSD families view the degree to which families are engaged in their school and empowered to influence decision making as a strength. This declined by 2% this year.	80% of Families score Engagement as a strength for the district

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Increase effective parent communication	20% participation in surveys	Goal Met Year 1: 39% of our 1461 students' families participated in our first YouthTruth Parent Survey this 2021-2022 school year.	Goal Met Year 2: 48% of our 1215 students' families participated in the second administration of the Youth Truth Parent Survey during the 2022-2023 school year.	Goal Met: There were 1400 respondents across multiple stakeholder groups and/or school levels at Bellevue Union School District. The overall response rate was 62%	35% participation in surveys
2.1 Increase Parent Education Opportunities by Adding Additional Trainings Annually and Partnering with SRJC to Provide Adult Education Courses On Site	Currently Parent Education consists of regular ELAC/DELAC meetings only	~10 parents attended the positive parenting class provided by CPI.	The district was unable to retrieve the number of parents who attended the fall semester due to FERPA issues. Additional trainings to support parents with partnering with the district were held at sites, and the Santa Rosa Junior College offered 3 courses in the fall and 4 courses in the spring.	The district was unable to retrieve the number of parents who attended the fall semester due to FERPA issues. Additional trainings to support parents with partnering with the district were held at sites, and the Santa Rosa Junior College offered 3 courses in the fall and will offer 3 courses in spring 2024.	The percentage of parents enrolling and attending classes will increase by 10% annually.
2.2 Build stronger relationships with Key Educational Partners	District will utilize the YouthTruth Survey to measure feelings of connectedness to school and the degree to which educational	The 2021-2022 YouthTruth Survey Data Results indicate that 75% of students, 89% of parents, and 85% of staff reported	The 2022-2023 YouthTruth Survey Data Results indicate that 73% of students, 88% of parents, and 87% of staff reported	The 2023-24 YouthTruth Survey data results indicate that 74% of students (+1%), 89% of parents (+1%) , and 91% of	Educational Partner perceptions through the administration of the YouthTruth Survey regarding school connectedness and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	partners feel they are involved in decision making	positive relationships with their school. 73% of Parents reported that they felt involved in decision making.	positive relationships with their school. 76% of Parents reported that they felt involved in decision making.	staff (+4%) reported positive relationships with their school. 74% of Parents (-2%) reported that they felt involved in decision making.	degree to which they feel involved in decision making will increase by 15% in positive responses in year 3 of the LCAP
2.2 Continue to Implement Positive Behavior Interventions and Supports (PBIS) Frameworks to Reduce Discipline and Suspensions by 3% Annually	The District's behavior management system is being enhanced collaboratively with key educational partners	All staff will be trained in Character Strong. School counselors, psychologists, and other school staff may be trained or retrained in PBIS. Key staff will need to be trained in SWIS as well for tracking behavior and discipline. In the YouthTruth Survey Parents ranked BUSD higher than 75% of other schools in the comparative data set for the question, "Is Discipline Fair?" Teachers ranked this question 63% 52% of students reported feeling	All staff were trained in Character Strong during district professional development prior to the start of the school year. School counselors, psychologists, and other school staff may be trained or retrained in PBIS. Key staff will need to be trained in SWIS as well for tracking behavior and discipline. In the YouthTruth Survey Parents ranked BUSD higher than 69% of other schools in the comparative data set for the question, "Is Discipline Fair?"	All certificated staff received training in PBIS. The School-wide Information System (SWIS) system has been in the process of reimplementation. Additional staff members have been trained on how to enter the data. Faculty and staff were retrained on the referral form. SWIS data has been consistently collected at one site. This will move to a district wide implementation in early April.	Increase students' sense of belonging and relationships on the YouthTruth Survey by 9% and fully implement PBIS and the SWIS data system.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		welcomed at their school and 75% of students reported that they feel they receive support and personal attention from their teachers.	Teachers ranked this question 60%. 27% of students reported feeling welcomed at their school and 73% of students reported that they feel they receive support and personal attention from their teachers.		
2.2 Increase Visual and Performing Arts (VAPA) offerings and increase the percentage of students attending offerings by 10% annually	Violin Program at one site Chorus at all sites	Violin program grew to two sites and chorus continues at all sites. In the 2021-2022 school year, 27 students across 4 sites participated in the violin program and 109 students participated in the chorus program.	There was a significant increase in the performing arts offerings at all four of the school sites. The district contracted with a number of musical professionals to provide a variety of choral and instrumental offerings to all students and grade levels. In the 2022-23 school year, 0 students across the 4 sites participated in the violin program due to the District's inability	All BUSD Students have experienced the following this school year: TK-3: Lower grade music 6th Grade: Digital music and song writing 4th-5th Grade: Marimba during school 6th Grade: Marimba after school	Student attendance in VAPA offerings will increase by 30% at the end of the LCAP cycle.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>to hire an instructor, and approximately 15 students participated in the chorus program.</p> <p>In the 2023-24 school year, BUSD will offer the following Visual and Performing Arts programs:</p> <p>TK-3: Lower grade music 6th Grade: Digital music and song writing 4th-5th Grade: Marimba during school 6th Grade: Marimba after school</p>		
2.2 Provide additional sports programs and increase the percentage of students participating by 10% annually	Due to COVID no sports programs are available	<p>Basketball teams were formed at all schools for the basketball program.</p> <p>Baseline data will be gathered in the 2022-23 school year</p>	<p>Basketball Participation</p> <p>Bellevue Boys' Team: 20 Girls' Team: 25</p> <p>Kawana Springs Co-ed Team: 20</p> <p>Meadow View Boys' Team: 20</p>	<p>Basketball Participation</p> <p>Bellevue Boys' Team: 19 Girls' Team: 20</p> <p>Kawana Springs Co-ed Team: 21 (18 boys, 3 girls)</p> <p>Meadow View</p>	<p>Sports programs at each site facilitated by a sports leader</p> <p>Student attendance in sports offerings will increase by 30% at the end of the LCAP cycle.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Girls' Team: 19</p> <p>Taylor Mountain Boys' Team: 21 Girls' Team: 17</p> <p>Addition: Volleyball, Girls on the Run</p>	<p>Boys' Team: 20 Girls' Team: 20</p> <p>Taylor Mountain Boys' Team: 20 Girls' Team: 20</p> <p>Addition: Volleyball (58 girls total from BV, MV, TM), Girls on the Run (22 girls total from KS and MV)</p>	
2.3 Provide Additional Social Emotional Support to increase group sessions for students and increased classroom presentations.	0 District School Counselors	BUSD hired 4 school counselors. One for each site.	BUSD continued to employ 4 school counselors.	BUSD continued to employ 4 school counselors, 1 per site. Counselors provide classroom guidance, small group intervention and individual counseling.	4 school counselors, 1 per site
2.4 Improve Learning Environments in order to ensure all students have access to optimal learning environments and facilities as measured by the FIT (Facilities Inventory Tool) maintaining "Good Repair Standards"	2020-2021 FIT survey reported all schools met "Good Repair Standard"	2021-2022 FIT survey reported all schools met "Good Repair Standard"	2022-23 FIT survey reported all schools met "Good Repair Standard"	2023-24 FIT survey reported all schools met "Good Repair Standard"	All schools will continue to maintain "Good Repair Standard"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.5 Increase School Attendance Through Home to School Transportation as measured by a decrease in the chronic absenteeism rate by 2% annually.	Chronic Absenteeism Rate: 20.1%	2021-2022 Chronic Absenteeism Rate: 43.8%	The 2022-2023 Chronic Absenteeism Rate: 33%	<p>In addition to transportation, the district has implemented additional measures to reduce chronic absenteeism through the district family engagement facilitator and contractor support.</p> <p>Chronic Absenteeism Rate: 23% thus far for the 23-24 school year.</p> <p>FY Data for Attendance rate through 5-14-24: District - 93.0% BV - 92.9% KS - 93.2% MV - 92.9% TM - 93.0%</p>	The chronic absenteeism rate will decrease by 6%.

Goal Analysis

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

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

All actions were implemented as described for the 2023-2024 school year and there were no substantive differences in planned actions and actual implementation of these actions.

Goal 2: Increase Connectedness, Involvement and Positive School Environments

Ensure a positive and respectful school climate for students, staff and families which includes positive school cultures, safe, secure accessible and efficient classrooms, facilities and grounds.

2.1 Improve Family Engagement: no substantive difference

2.2 Improve Student Engagement: no substantive difference

2.3 Improve Social Emotional Support: no substantive difference

2.4 Improve Learning Environments: no substantive difference

2.5 Increase School Attendance Through Home to School Transportation: no substantive difference

Challenges:

Turnover in the student supervisor positions result in challenges in implementing an effective behavior management system outside of the classroom. Engaging district families in school committees and other decision making groups has improved, however we continue to look for alternatives to attract more families to join these formal organizations. Student behavior continues to be an area of focus, post-pandemic. We have observed more instances of students needing behavioral intervention in order to access the educational program.

Successes:

BUSD provided a great deal of professional development in Trauma Informed Practices. All certificated staff were also trained in Positive Behavioral Interventions and Supports (PBIS). BUSD is reimplementing the School-wide Information System (SWIS) system for data collection of student incidents. All school counselors support the implementation of the BUSD Social-Emotional Curriculum, Character Strong. All students experienced music through singing, piano, and/or Marimba lessons. BUSD provided additional sports programs to encourage student engagement. School counselors also provided individual counseling sessions, group sessions, classroom guidance, and support, and supported the schools' Safe School Ambassador program. BUSD hired a district family engagement facilitator and a contractor to address chronic absenteeism.

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

There were material differences between the budgeted expenditures and estimated actual expenditures or planned percentages of improved services and estimated percentages of improved services.

2.1 Improve Family Engagement: increased actual expenditures of ~\$25,000 due to increased staffing costs as a result of labor settlement with teaching and non-teaching staff

2.2 Improve Student Engagement: decreased action expenditures of ~40,000 due to utilization of other resources to pay for curriculum and training to support school wide social emotional learning programs

2.3 Improve Social Emotional Support: increase actual expenditures of ~75,000 due to increased staffing costs as a result of labor settlement with teaching and non-teaching staff

2.4 Improve Learning Environments: increase actual expenditures of ~\$150,000 due to increased staffing costs as a result of labor settlement with teaching and non-teaching staff

2.5 Increase School Attendance Through Home to School Transportation: decrease of actual expenditures of ~\$110,000 due to utilization of other resources to pay for transportation costs incurred by the District and changes in routes/ridership by students

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The overall effectiveness of each action towards making progress toward the goal over the three-year LCAP cycle can be demonstrated by the following quantitative or qualitative outcomes:

2.1 Improve Family Engagement

Effectiveness of Action: Effective

Metrics: Chronic Absenteeism Rate and Youth Truth Survey Data

The Family Engagement Facilitators ensured that all families had access to the school and were supported with resources to allow them to feel connected. Overall, participation in the Youth Truth survey exceeded our expected outcome with 74% of families responded positively to the questions regarding school connectedness and feeling that they felt involved in decision making on the Youth Truth Survey.

2.2 Improve Student Engagement

Effectiveness of Action: Effective

Metrics: Visual and Performing Arts (VAPA) offerings and Afterschool Sports Programs and Youth Truth Survey Data

All BUSD students participated in VAPA programs during the 23-24 school year resulting in higher engagement levels for students all around. On the annual Youth Truth Survey, students responded with a 5% increase in the area of school connectedness.

2.3 Improve Social Emotional Support

Effectiveness of Action: Effective

Metrics: Ratio of Counselors to Students

BUSD continues to prioritize the mental health of students and has maintained the school counseling program with one counselor assigned to each school. As a result, students have greater opportunities to learn through counselor led lessons and can receive the level of support they need to manage school based issues that may arise.

2.4 Improve Learning Environments

Effectiveness of Action: Effective

Metrics: Facilities Inventory Tool (FIT) Report

The District continues to maintain physical facilities and meets the good repair standard.

2.5 Increase School Attendance Through Home to School Transportation

Effectiveness of Action: Effective

Metrics: Chronic Absenteeism Rate

The decrease in the chronic absenteeism rate by 10% and subsequent increase in overall attendance rates demonstrates the effectiveness of prioritizing home to school transportation.

All actions proved to be effective in progressing toward increasing connectedness, involvement, and positive School Environments. Although the YouthTruth Survey indicated a decline in the percentage of families that feel engaged, more families attended school-sponsored events, and participation in committees such as ELAC and DELAC also improved.

All students participated in music instruction through song, marimba, or piano. Chronic absenteeism decreased by 10%, from 33% to 23%. The District Family Engagement Facilitator and the consultant hired had a laser focus on attendance and made contact with families by phone and home visits to provide support to get students to school. The four school counselors also played a role in improving attendance through their focus on social-emotional support. They provided individual services to 152 students, group services to 73 students, classroom guidance lessons to all classrooms in the district, and supported 129 students as part of the Safe School Ambassadors program.

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

BUSD will improve student learning through experiential learning. We will build on existing classroom management strategies to further maximize instructional time for learning. BUSD will build on existing strategies to create safe and welcoming environments that foster a sense of belonging and will expand/build on existing structures that support family engagement and belonging. The District has determined that it will divide goal two into two separate goals for the upcoming LCAP as a result of feedback and the desire to ensure that learning environments and school safety are their own goal.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023