

2024-25 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Bishop Unified School District
CDS Code:	14-76687
LEA Contact Information:	Name: Katherine Kolker Position: Superintendent Email: kkolker@bishopschools.org Phone: (760) 872-3680
Coming School Year:	2024-25
Current School Year:	2023-24

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

Projected General Fund Revenue for the 2024-25 School Year	Amount Whole Numbers
Total LCFF Funds	\$24,277,848
LCFF Supplemental & Concentration Grants	\$3,083,507
All Other State Funds	\$3,520,191
All Local Funds	\$1,278,230
All federal funds	\$3,250,180
Total Projected Revenue	\$32,326,449

Total Budgeted Expenditures for the 2024-25 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$35,340,513
Total Budgeted Expenditures in the LCAP	\$7,066,189
Total Budgeted Expenditures for High Needs Students in the LCAP	\$3,789,599
Expenditures not in the LCAP	\$28,274,324

Expenditures for High Needs Students in the 2023-24 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$3,302,464
Actual Expenditures for High Needs Students in LCAP	\$4,530,403

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2024-25 Difference in Projected Funds and Budgeted Expenditures	\$706,092
2023-24 Difference in Budgeted and Actual Expenditures	\$1,227,939

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	86% of the District's budget reflects the salaries & benefits of staff members. The majority of these personnel costs, as well as student transportation costs, are not included in the LCAP.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bishop Unified School District

CDS Code: 14-76687

School Year: 2024-25

LEA contact information:

Katherine Kolker

Superintendent

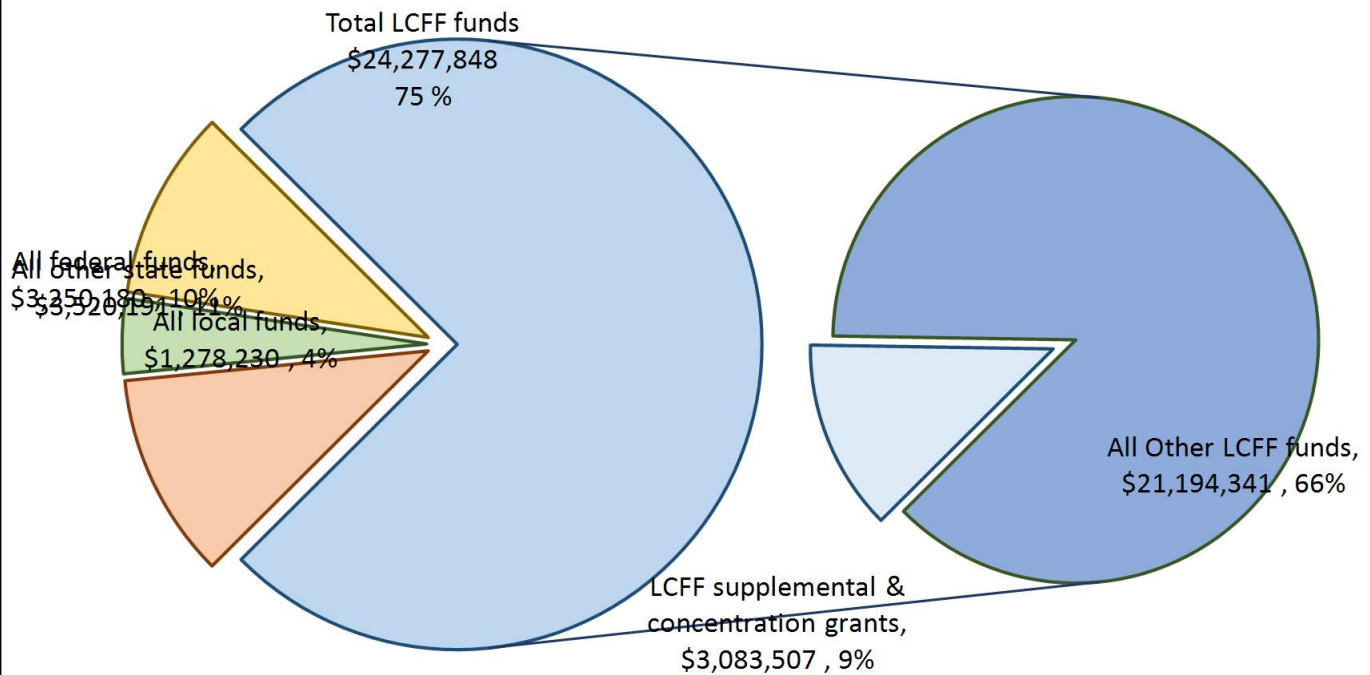
kkolker@bishopschools.org

(760) 872-3680

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

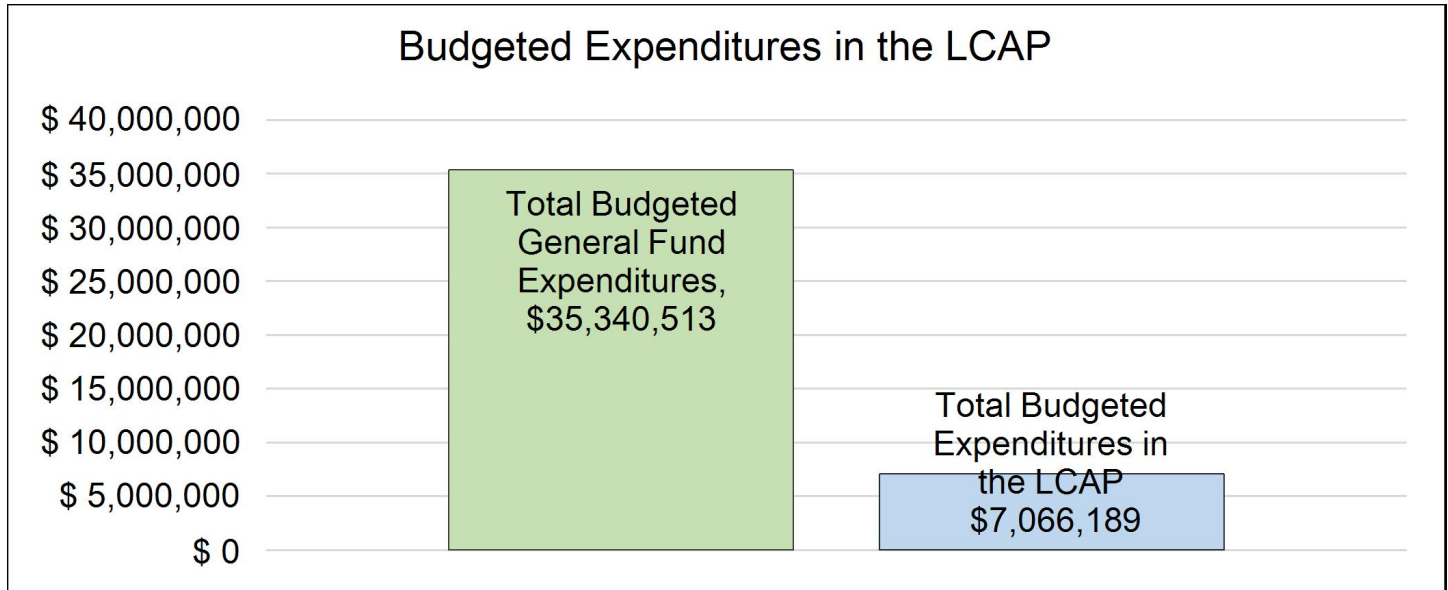


This chart shows the total general purpose revenue Bishop Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bishop Unified School District is \$32,326,449, of which \$24,277,848 is Local Control Funding Formula (LCFF), \$3,520,191 is other state funds, \$1,278,230 is local funds, and \$3,250,180 is federal funds. Of the \$24,277,848 in LCFF Funds, \$3,083,507 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bishop Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bishop Unified School District plans to spend \$35,340,513 for the 2024-25 school year. Of that amount, \$7,066,189 is tied to actions/services in the LCAP and \$28,274,324 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

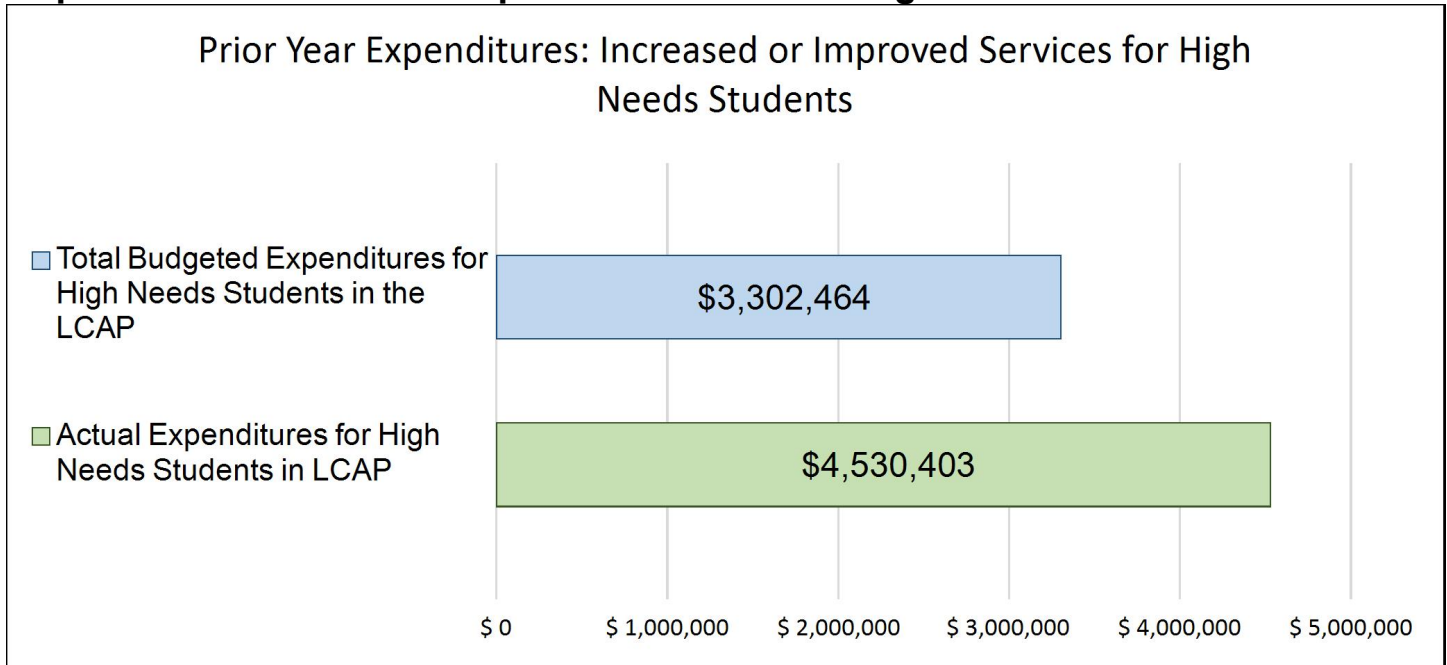
86% of the District's budget reflects the salaries & benefits of staff members. The majority of these personnel costs, as well as student transportation costs, are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Bishop Unified School District is projecting it will receive \$3,083,507 based on the enrollment of foster youth, English learner, and low-income students. Bishop Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bishop Unified School District plans to spend \$3,789,599 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Bishop Unified School District's LCAP budgeted \$3,302,464 for planned actions to increase or improve services for high needs students. Bishop Unified School District actually spent \$4,530,403 for actions to increase or improve services for high needs students in 2023-24.



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
Bishop Unified School District	Katherine Kolker Superintendent	kkolker@bishopschools.org (760) 872-3680

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>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	<p>All students - 87.3% Hispanic - 80.0% White - 92.7% Native American - 87.5% Two or More Races - 100% SED - 86.5% SWD - 68.4%</p> <p>[California School Dashboard, 2020 District Graduation Rate Report]</p>	<p>All students - 85.4% Hispanic - 90.6% White - 89.6% Native American - 70.3% Two or More Races - * SED - 79.4550.0% SWD - 46.7%</p> <p>[CDE Data and Statistics 4 Yr Adjusted Cohort Graduation Rate]</p>	<p>All students - 93.5% Hispanic - 95.6% White - 92.4% Native American - 88.6% SED - 94% SWD - 95.8%</p> <p>[California School Dashboard, 2022 District Graduation Rate Report]</p>	<p>All students - 85.9% Hispanic - 87.3% White - 90.3% Native American - 70.4% SED - 82.6% SWD - 65.4%</p> <p>[California School Dashboard, 2023 District Graduation Rate Report]</p> <p>*5-Year Cohort Graduation rate for 2023 was 93.7% [Dataquest 22-23 Five-Year Cohort Graduation Rate]</p>	<p>All students - 95% Hispanic - 95% White - 95% Native American - 95% Two or More Races - 100% SED - 95% SWD - 90%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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]	Not published for 2021	The CCI was not generated for the 2022 Dashboard	All students - 45.6% Hispanic - 32.9% Native American - 25.9% White - 67.7% SED - 35% SWD - 19.2% [2023 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 White – 27.5 points above	Not published for 2021	All Students – 27.5 points below Students w/Disabilities – 111.2 points below English Learners – 72.8 points below Hispanic – 49.4 points below Low Income – 46.6 points below Native American – 60.4 points below Two or More Races – 17.4 points below White – 7.4 points above	All Students – 30.4 points below Students w/Disabilities – 115.4 points below English Learners – 89.2 points below Hispanic – 50.8 points below Low Income – 56.4 points below Native American – 66.5 points below Two or More Races – 23.4 points below White – 0.6 points below	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 White – 40 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[2019 California School Dashboard]		[2022 California School Dashboard]	[2023 California School Dashboard]	[California School Dashboard]
California School Dashboard: Math Distance from Standard	<p>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</p> <p>[2019 California School Dashboard]</p>	Not published for 2021	<p>All Students – 47.8 points below Students w/Disabilities – 135.8 points below English Learners – 88.6 points below Hispanic – 73.1 points below Low Income – 66.7 points below Native American – 76.6 points below Two or More Races – 30.3 points below White – 11.7 points below</p> <p>[2022 California School Dashboard]</p>	<p>All Students – 47.3 points below Students w/Disabilities – 153.2 points below English Learners – 105.6 points below Hispanic – 75.1 points below Low Income – 74.5 points below Native American – 80.8 points below Two or More Races – 31.4 points below White – 11.4 points below</p> <p>[2023 California School Dashboard]</p>	<p>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</p> <p>[California School Dashboard]</p>
ELPAC Summative Assessment: Percentage of English Learners Who Increase One or More Levels	<p>53.6% making progress towards English language proficiency</p> <p>[2019 California School Dashboard]</p>	30% of English Learners increased one or more levels on the 2021 Summative ELPAC.	<p>56.2% making progress towards English language proficiency</p> <p>[2022 California School Dashboard]</p>	<p>41.1% making progress towards English language proficiency</p> <p>[2023 California School Dashboard]</p>	<p>66% making progress towards English language proficiency</p> <p>[California School Dashboard]</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate of English Learners to Redesignated Fluent English Proficient (RFEP)	1.0% [DataQuest, English Learner (EL) Data Annual Reclassification 2020-21]	2021-2022 Reclassification rate was 6%.	10.6% (3rd-12th gd) Reclassification rate (TK-2 ELPAC results pending) [June 2023 Bilingual Coordinator Report]	10.7% Reclassification rate (23 of 215) [June 2024 CalPads EOY Reports 2.16 / 8.1]	10% [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 - 22.4% SED - 13.0% Hispanic - 9.5% SWD - 0 White - 44.4% Native American - 9.1% Two or More Races - 25% EL - 0 [Aeries Analytics 21-22 Database]	All students - 21.6% SED - 11.3% Hispanic - 11.8% SWD: 10% (1) White - 36.7% Native American - 6.7% Two or More Races - 0% EL - 0	All Students - 36.8% [Aeries Analytics 22-23 Database]	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%	All Students - 13.6% SED - 6.3% Hispanic - 2.2% SWD - 0 White - 34.3% Native American - 7.7% Two or More Races - 0 EL - 0	All Students - 15.0% SED - 5.7% Hispanic - 3.9% SWD - 9.5% White - 25% Native American - 0% Two or More Races - 33% EL - 0	All Students - 34.6% [Aeries Analytics 22-23 Database]	All Students: 33% Low Income: 25% Hispanic 25% SWD: 25% White: 40% Native American: 25% Two or More Races: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(English Learner results not reported due to small number) [2019 CAASPP Test Results]	[Aeries Analytics 21-22 Database]			[CAASPP Test Results]
A-G Completion Rate	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% (English Learner results not reported due to small number) [DataQuest, 2019-20 Four-Year Adjusted Cohort Outcomes]	All Students - 48.5% Native America - 25.9% Hispanic - 46.3% White - 46.3% SED- 44.4% [College/Career Measures Only Report 2021 CDE]	All students - 37.8% Hispanic - 29.4% Native American - 22.9% White - 53% SED - 30.6% [College/Career Measures Only Report 2022 CDE]	All students - 38.2% Hispanic - 26.8% Native American - 18.5% White - 58.1% SED - 29.8% [College/Career Measures Only Report 2023 CDE]	All Students - 60% Hispanic - 50% Native American - 33% White - 67% Two or More Races - 67% SED - 50% SWD - 33% EL - 50% [DataQuest, Four-Year Adjusted Cohort Outcomes]
CTE Completion Rate	All students - 22.5% Hispanic - 18.3% Native American - 27.6% White - 26.2% SED - 22.2% SWD - 31.4%	All Students - 28.8% Hispanic - 24.4% Native American - 29.6% White - 33.3% SED - 21.0% SWD - 21.4%	All Students - 28.1% Hispanic - 22.1% Native American - 11.4% White - 40.9% SED - 22.4% SWD - 29.2%	All Students - 24.7% Hispanic - 22.5% Native American - 22.2% White - 29% SED - 19% SWD - 26.9%	All students - 33% Hispanic - 25% Native American - 40% White - 33% SED - 33% SWD - 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[2019-20 CALPADS EOY Reports 3.14 and 3.15]	[College/Career Measures Only Report 2021 CDE]	[College/Career Measures Only Report 2022 CDE]	[College/Career Measures Only Report 2023 CDE]	[CALPADS EOY Reports 3.14 and 3.15]
Combined A-G and CTE Completion Rates	4.5% [2019-20 CALPADS EOY Reports 3.14 and 3.15 and 8.1]	All Students - 11.4% Native American - 3.7% Hispanic - 9.8% White - 16.7% SED - 7.4% [College/Career Measures Only Report 2021 CDE]	All Students - 10.3% Native American - 8.6% Hispanic - 2.9% White - 19.7% SED - 5.2% [College/Career Measures Only Report 2022 CDE]	All Students - 9.4% Native American - 7.4% Hispanic - 5.6% White - 14.5% SED - 5.0% [College/Career Measures Only Report 2023 CDE]	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]	All Students - 12.9% Native American - 3.7% Hispanic - 7.3% White - 18.3% SED - 9.9% [College/Career Measures Only Report 2021 CDE]	7.6% [DataQuest, AP Annual Testing Report, 2021-2022]	8.25% 95 of 172 tests had a score of 3 or better in 2023 (89 Students) 55% overall pass rate for students who took AP Exams	33% [DataQuest, AP Annual Testing Report]
Access to Standards-Aligned Materials: Reported to the BUSD Governing Board	100% of students had access to standards-aligned curriculum materials.	100% of students had access to standards-aligned curriculum materials.	100% of students had access to standards-aligned curriculum materials.	100% of students had access to standards-aligned curriculum materials.	100% of students will have access to standards-aligned curriculum materials. [Report to Board]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[June 2021, Report to Board]	[June 2022, Report to Board]	[June 2023, Report to Board]	[June 2024, Report to Board]	
Enrollment in Advanced Courses	<p>Demographics of students enrolled in honors courses compared to overall districtwide demographics (39.5% Hispanic, 35.7% White, & 15.7% Native American)</p> <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</p>	<p>21/22 district wide demographics: 40.2% Hispanic, 34.9% White, 14.9% Native American</p> <p>Honors Math Course Enrollment gds 6-8 (82 students) - 26% Hispanic, 54% White, 12% Native American gds 9-12 (95 students) - 22% Hispanic, 67% White, 9% Native American</p> <p>Honors ELA Course Enrollment gds 6-8 (69 students) - 39% Hispanic, 42% White, 12% Native American gds 9-12 (95 students) - 18% Hispanic, 72% White, 6% Native American</p>	<p>22/23 district wide demographics: 40.9% Hispanic, 34.2% White, 14.4% Native American</p> <p>Honors Math Courses Enrollment: gds 6-8 (118 Students) - 23% Hispanic, 53% White, 14% Native American gds 9-12 (156 Students) - 41% Hispanic, 44% White, 10% Native American</p> <p>Honors ELA Course Enrollment: gds 6-8 (75 Students) - 25% Hispanic, 53% White, 12% Native American gds 9-12 (97 Students) - 20% Hispanic, 72% White, 3% Native American</p>	<p>23/24 district wide demographics: 41.7% Hispanic, 33.8% White, 14.4% Native American</p> <p>Honors Math Courses Enrollment: gds 6-8 (129 Students) - 27% Hispanic, 49% White, 15% Native American gds 9-12 (160 Students) - 28% Hispanic, 58% White, 11% Native American</p> <p>Honors ELA Course Enrollment: gds 6-8 (55 Students) - 24% Hispanic, 55% White, 10% Native American gds 9-12 (99 Students) - 22% Hispanic, 67% White, 5% Native American</p>	<p>Demographics of students enrolled in honors courses compared to overall districtwide demographics (39.5% Hispanic, 35.7% White, & 15.7% 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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 Science Course Enrollment gds 9-12 (62 students) - 18% Hispanic, 68% White, 7% Native American</p> <p>[2021 AERIES ethnicity distribution reports]</p>	<p>Honors History Course Enrollment gds 9-12 (97 students) - 22% Hispanic, 64% White, 10% Native American</p> <p>Honors Science Course Enrollment gds 9-12 (40 students) - 25% Hispanic, 55% White, 8% Native American</p> <p>[2022 AERIES ethnicity distribution reports]</p>	<p>Honors History Course Enrollment gds 9-12 (86 Students) - 20% Hispanic, 67% White, 8% Native American</p> <p>Honors Science Course Enrollment gds 9-12 (58 Students) - 22% Hispanic, 71% White, 2% Native American</p> <p>[Spring 2023 AERIES ethnicity distribution reports]</p>	<p>Honors History Course Enrollment gds 9-12 (75 Students) - 24% Hispanic, 67% White, 5% Native American</p> <p>Honors Science Course Enrollment gds 9-12 (59 Students) - 39% Hispanic, 58% White, 7% Native American</p> <p>[Fall 2023 AERIES ethnicity distribution reports]</p>	<p>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> <p>Honors Science Course Enrollment gds 9-12 (62 students) - 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>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</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</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</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</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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	pupils and students with exceptional needs. [June 2021, Report to Board]	pupils and students with exceptional needs. [June 2022, Report to Board]	pupils and students with exceptional needs. [June 2023, Report to Board]	pupils and students with exceptional needs. [June 2024, Report to Board]	pupils and students with exceptional needs. [Report to Board]
Teachers Appropriately Credentialed with No Mis-assignments	94.7% of teachers appropriately credentialed and assigned. [CA Commission on Teacher Credentialing: 2019-2020 Audit Report and Review]	102 Total Teachers in 20-21 6 Teachers had a total of 7 sections that were misassigned [Cal-Sass Exceptions Detailed Report/ CalPads 4.1 Report]	102 Total Teachers in 20-21 13 Misassigned Educators 6 Corrected Misassignments 83 Misassigned Courses [CA Commission on Teacher Credentialing: 2020-21 Assignment Monitoring]	105.5 Total Teaching FTE in 21/22 83.6% Clear 8.4% Out of Field 5.6% Ineffective 1.4% Incomplete 0.9% Unknown [Dataquest 2021-22 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)]	100% of teachers appropriately credentialed and assigned. [CA Commission on Teacher Credentialing: Audit Report and Review]

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.

TK-5 class sizes through Spring 2023 remained at 24 or lower. For the 23/24 school year, 4th grade class sizes increased to the low 30's by Spring 2024. All other grade levels remain at 24 or lower.

The District's Bilingual Coordinator position was vacant for the 23/24 school year. Two temporary Hispanic Liaison positions were introduced in Spring 2024 to help address a gap in services.

All other actions were implemented as planned.

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

Action Item 1.2 (Instructional Aide Time) - The District increased the number of instructional aides in 23/24 due to the increase in students qualifying for additional aide support as part of their IEP.

Action Item 1.4 (English Learner Supports) - The District's Bilingual Coordinator position was vacant for the 23/24 school year, resulting in an overall cost savings that was partially put towards the hiring of 2 new districtwide bilingual liaisons in January 2024.

Action Item 1.7 (Summer Learning Program) - The costs of operating summer school were offset by providing Expanded Learning Opportunities Program (ELOP) summer activities.

Action Item 1.8 (After School Program) - The District increased the number of ELOP summer opportunities for students, offsetting the cost of summer school.

Action Item 1.9 (Special Education Caseloads) - The number of students enrolled in Special Education continue to rise. An additional Resource Teacher was hired at BUHS beginning in the 23/24 school year, ensuring that caseloads stayed at or below the state standard.

Action Item 1.11 (Access to a Broad Course of Study) - The District has added course sections and provided staff members with 6th/5th contracts to ensure that students can take their desired courses and class sizes stay reasonable. Our CTE courses especially continue to be popular among students.

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

1. Reducing Class Size - We were successful in keeping TK-5 class sizes under 24 with the exception of 4th grade in 23/24. However, this action item was only partially effective as our overall student achievement scores in the upper elementary grades did not improve.

2. Maintain Instructional Aide Time - We successfully maintained the added instructional aide time that was built in during the 21/22 school year. This action item was partially effective as evidenced by an improvement in K-2 early literacy scores, despite a decline in state test scores in grades 3-5.

3. English Language Acquisition - We are disappointed that the professional development provided to staff members to deliver instructional supports to English Learners was only partially effective. Our Reclassification rate increased from 1% to over 10% over the past 3 years; however, our English Learner Progress Indicator declined from 54% to 41%.

4. English Learner Supports - This action item, in light of the data described in #3, was partially effective. Designated ELD during daily WIN time has been integrated into many grade levels at the Elementary School, but is not fully implemented in at least one or more grade levels.

Bilingual aides continue to have positive relationships with both students and staff and consistently push into classrooms for EL support. Hispanic Liaison supports were increased this year at all sites by hiring 2 new full-time Liaisons due to the Bilingual Coordinator vacancy.

5. Supplemental/Intervention Materials - Full implementation of this action item is in progress and as such it's overall effectiveness is mixed. BES is building capacity in it's use of the 95% literacy curriculum and the Acadience assessment system, HSMS has successfully integrated the use of iReady diagnostics 3x per year and student use of iReady personalized instruction during Homeroom, while BUHS piloted IXL as a schoolwide diagnostic during the 23/24 school year. These initiatives did not yield a direct improvement in our District's ELA and/or Math results; though HSMS did show an improvement in their ELA & Math CAASPP scores in Spring 2023. K-2 students are also showing consistent gains in early literacy (Acadience metrics included in LCAP goal 3), and BUSD has demonstrated a strong performance in math across grade levels, comparable to state averages, and more widespread among subgroups.

6. EL Support (ELD materials and professional learning) - As shown by the data referenced in #s 3 & 4, our EL support action item's effectiveness is mixed. A comprehensive Designated ELD curriculum for each grade span is needed in addition to districtwide expectations for both designated and integrated ELD instruction. Having a vacancy in the Bilingual Coordinator position has also made it challenging to provide oversight and direction to the District's EL program.

7. Summer Learning Program - Rams Club summer camp offerings are consistently well-attended, serving grades TK-6. The District has been able to maintain holding summer school session for all grade levels, including credit recovery options for high school students. The summer programs were partially effective as evidenced by a slight increase in CTE completion rates (from 22.5% to 24.7%) & combined A-G/CTE completion rates (from 4.5% to 9.4%), but a decrease in A-G completion (from 39.3% to 38.2%) and overall high school graduation rate (from 87.3% to 85.9%). An additional factor for the District to consider when comparing graduation rates is the 5-year cohort graduation rate, which includes 5th year graduates who mainly matriculate from our Alternative Education programs. BUSD's 2023 5th-year cohort graduation rate (93.7%) was significantly higher than the graduation rate reported on the CA Dashboard (85.9%)

8. After School Program - Ram's Club ASP maintains full enrollment for grades TK-4, frequently integrating students on the waitlist into the program throughout the year and offering a variety of enrichment opportunities. The District's contract with Eastside Student Center (ESC) serves students in grades 5-6 in a positive, well-staffed, engaging environment 2 blocks from campus. These programs are in their infancy and while not yet effective in connection to student achievement scores, show promise in showing a positive impact in the future.

9. Special Education Caseloads - An additional Resource Teacher was hired at BUHS beginning in the 23/24 school year, ensuring that caseloads stayed at or below the state standard. Caseloads did go down but we did not see any improvement in measures related to high school student achievement. In fact, ELA and Math scores for students with disabilities went down. We are going to need to find effective ways to address these issues moving forward.

10. Career Pathways - This action item has been effective. We maintain a wide variety of elective and CTE pathway opportunities and will be adding a Child Development pathway next year. These courses are often cited as the most liked by students and parents. As described in #7, CTE pathway completions have increased and our goal is for them to continue to do so. Our CC&I improved over the 3-year period from 42% to 45.6%.

11. Access to a Broad Course of Study - This item was mostly effective for all students and most subgroups. Our ability to provide a wide variety of valuable course offerings to students despite being a small, rural, school district is a bright spot. Honors course enrollment is making progress towards better reflecting our student demographics.

12. Classroom Technology and Use of Tech Tools - We have kept up to date in keeping technology current for teachers and students as well as supporting various online platforms and tech tools. This item is difficult to connect to a specific student achievement outcome and is therefore considered ineffective.

13. Native American Student Support - The District has maintained 4 full-time Native American Liaisons, serving all school sites TK-12. A variety of professional learning opportunities were offered to staff centered around Native American student engagement, cultural awareness, and inclusivity. The District also made and continues to make purchases to provide representative and inclusive literature in the classroom. Unfortunately, these efforts will need to be revisited as they have been ineffective. Native American student achievement scores have declined since the baseline period in both ELA and Math.

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.

Actions in the 24/25 LCAP relate more closely to the current goals of the District and therefore some of the actions in the 23/34 LCAP are not included in the LCAP moving forward.

Analysis is needed re: ELA & Math achievement scores, English Learner Progress, A-G completion rates & overall how to improve rates across student subgroups.

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>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>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	<p>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%</p> <p>EL, Foster Youth not reported due to small numbers.</p> <p>[California School Dashboard, 2020 District Graduation Rate Report]</p>	<p>All Students - 85.4% Hispanic - 90.6% White - 89.6% Native American - 70.3% Two or More Races - n/a SED - 79.4% Students with Disabilities - 50%</p> <p>[CDE Data and Statistics, 2021 4 Year Adjusted Cohort Graduation Rate]</p>	<p>All students - 93.5% Hispanic - 95.6% White - 92.4% Native American - 88.6% SED - 94% SWD - 95.8%</p> <p>[California School Dashboard, 2022 District Graduation Rate Report]</p>	<p>All students - 85.9% Hispanic - 87.3% White - 90.3% Native American - 70.4% SED - 82.6% SWD - 65.4%</p> <p>[California School Dashboard, 2023 District Graduation Rate Report]</p>	<p>All students – 95% Hispanic – 95% White – 95% Native American – 95% Two or More Races -- 95% SED – 95% SWD – 90%</p> <p>[California School Dashboard, District Graduation Report]</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	All Students – 92.28% [2020-21 District Attendance Calculations]	93.00% [Aeries ROY STAS Extract 20-21]	85.87% [Aeries 21/22]	90.59% [Aeries 22/23]	All Students – 95% [2023-24 District Attendance Calculations]
Suspension Rate	All Students – 7.1% Hispanic – 7.4% Native American – 15.5% Asian – 0.0% White – 3.9% Two or More Races – 6.3% SED – 10.7% EL – 5.4% SWD – 10.5% Foster Youth – 42.9% [2019-20 DataQuest]	All Students - 0.8% Hispanic 1.0% Native American 1.5% White - 0.5% Two or More Races - 0.0% SED - 1.1% EL - 0.5% SWD - 0.7% Foster Youth 4.2% [DataQuest Suspension Report 2020-21]	All Students - 5.9% Hispanic 4.9% Native American %12.2 White - 4.7% Two or More Races - 4.4% SED - 6.5% EL - 4.1% SWD - 6.5% Foster Youth 11.8% [California School Dashboard, 2022]	All Students - 5.4% Hispanic 5.4% Native American - 8.3% White - 4.7% Two or More Races - 6% SED - 6.7% EL - 4.3% SWD - 6.8% Foster Youth 11.1% [California School Dashboard, 2023]	All Students – 4% Hispanic – 4% Native American – 7% Asian – 0% White – 2% Two or More Races – 3% SED – 5% EL – 2% SWD – 5% Foster Youth – 7% [DataQuest]
Chronic Absenteeism	All Students -- 14.7% Hispanic -- 13.0% Native American – 29.3% Asian -- 0.0% White -- 12.2% Two or More Races – 21.2% SED -- 20.9% EL -- 9.9%	All Students - 20.4% Hispanic - 21.4% Native American - 33.4% Asian - 6.3% White - 12% Two or More Races 28.1% SED - 28.9% EL - 23.7% SWD - 30.1%	All students - 35.6% Hispanic - 35.1% White - 28.7% Native American - 48.7% SED - 40.4% SWD - 46.7% [California School Dashboard, 2022]	All students - 33.6% Hispanic - 34.1% White - 24.9% Native American - 45.5% SED - 40.5% SWD - 46.1% [California School Dashboard, 2023]	All Students -- 9% Hispanic -- 8% Native American – 15% Asian -- 0% White -- 8% Two or More Races – 15% SED -- 12% EL -- 7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[2019-20 CALPADS Reports 14.1 and 14.2]	[DataQuest Absenteeism Report 2020-21]			[2022-23 CALPADS Reports 14.1 and 14.2]
Expulsion Rate	0.28% [2019-20 DataQuest]	0.00% [DataQuest 2020-21]	0.00% [EdData 2021-22]	0.00% [2022-23 DataQuest Expulsion Rate]	0% [DataQuest]
High School Dropout Rate	3.4% [2019-20 DataQuest Four-Year Cohort Outcomes]	0% [CalPads 8.1c Report 20-21]	0% [CalPads 8.1c Report 21-22]	2.9% (5 out of 170 in the 2023 cohort) [2022-23 Dataquest Four-Year Adjusted Cohort Outcome]	1% [DataQuest Four-Year Cohort Outcomes]
Middle School Dropout Rate	1.2% [2020-21 CALPADS Report 8.1c]	0% CalPads 8.1c Report 20-21	0% [CalPads 8.1c Report 21-22]	1 student reported *likely an exit-code data entry error [CalPads 8.1c Report 22-23]	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	54% of 7th, 9th, and 11th graders feel connected to school [Fall 2021 CHKS]	“School Connectedness” Fall 2022 Results: 7th gd - 46% 9th gd - 53% 11th gd - 52% NT - 74% [Fall 2022 CHKS]	“School Connectedness” Fall 2023 CHKS Results: 6th gd - 60% 7th gd - 49% 9th gd - 45% 11th gd - 45% PGHS - 86%	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]			[Fall 2023 CHKS]	
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]	“I feel safe [or very safe] at school” Fall 2021 Results: 7th gd - 52% 9th gd - 50% 11th gd - 64% [Fall 2021 CHKS]	“I feel safe [or very safe] at school” Fall 2022 Results: 7th gd - 41% 9th gd - 50% 11th gd - 58% NT - 93% [Fall 2022 CHKS]	“I feel safe [or very safe] at school” 23/24 CHKS Results: 6th gd - 61% 7th gd - 47% 9th gd - 48% 11th gd - 48% PGHS - 94% [Fall 2023 CHKS]	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 3.34 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool [June 2022, Report to the BUSD Governing Board]	MET -- Results Reported [June 2023, Report to the BUSD Governing Board]	MET -- Results Reported [June 2024, 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):	MET -- Results Reported	MET -- Results Reported	MET -- Results Reported	MET -- Results Reported	MET -- Results Reported

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities maintained in good repair based on FIT score. MET	All sites "Good" or better [Reported to the BUSD Governing Board, September, 2020]	All sites "Good" or Better [Presented to the BUSD Governing Board, October 2021]	All sites "Good" or Better [Presented to the BUSD Governing Board, April 2023]	All sites "Good" or Better [Presented to the BUSD Governing Board, April 2024]	All sites "Good" or better [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 - 5% Grade 9 - 13% Grade 11 - 22% Alt Ed - N/A [Fall 2021 CHKS]	Current use of vape products Grade 7 - 7% Grade 9 - 9% Grade 11 - 15% Alt Ed - 45% [Fall 2022 CHKS]	23/24 CHKS Results: 6th gd - 3% 7th gd - 2% 9th gd - 14% 11th gd - 20% PGHS - 39% [Fall 2023 CHKS]	Current use of vape products Grade 7 - 1% Grade 9 - 10% Grade 11 - 15% Alt Ed - 30% [Fall 2023 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]	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]	Implementation of Paiute Shoshone Curriculum in grades 4, 8, and 11 [Title VII Liaison Reports]

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.

There are no substantive differences in planned actions and actual implementation of these actions.

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

Action Item 2.2 (PBIS) - The district added an Arts-Based School Counseling / TOSA position.

Action Item 2.4 (Facilities) - As many of the buildings and equipment across campuses are 30-50+ years old, the district has had to increase the amount of maintenance and construction to address facility needs.

Action Item 2.9 (School Safety) - The district successfully partnered with law enforcement and public health to provide staff trainings in Emergency Response (Run Hide Fight, Until Help Arrives, Stop the Bleed, lockdown protocols). These trainings were ultimately offered at no cost as law enforcement provided them free of charge and they were offered during staff contract time.

Action Item 2.12 (Family Engagement) - The district planned to offer a cultural family night during the 23/24 school year but this event did not come to fruition.

Action Item 2.13 (Alternative Ed Options) - The district reintroduced three Community Day Schools (CDS).

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

1. Social Emotional Learning and Supports - The district successfully created a new Arts Education position, bridging social emotional learning opportunities with art-based activities. The art-based school counselor/TOSA position is brand new and specific metrics to determine its effectiveness are being identified for the 24/25 school year.

Additionally, BUSD has focused on intentionally embedding SEL practices into PD workshops and staff development trainings. SEL committee members from the CalHope grant-funded SEL committees at HSMS and BUHS present at their respective staff meetings.

2. Positive Behavior Interventions and Supports - Our PBIS integration efforts will need to be evaluated for how to more effectively adapt these actions to achieve better results. Students' feelings of safety and connectedness have not increased much from the baseline percentages 3 years ago. However, dropout and expulsion rates have dropped to 0 and the overall suspension rate for the district declined from our baseline rate, demonstrating some positive impacts of our PBIS efforts.

3. Foster Youth and Homeless Student Support Services - These services were partially effective. The school counselor designated to provide Foster Youth and Homeless support services was helpful to both individual students/families as well as referring staff members. However, the chronic absenteeism rates for homeless youth have increased over the past couple of years and achievement scores are not yet improving.

4. Well-Maintained Facilities - The use of the FIT tool has been ineffective. We have significant facility needs across the District and are in the process of developing a plan to meet the needs outlined in our 2024 Facilities Master Plan Needs Assessment which was conducted in Winter 23/24. In Spring 2024, the District entered into a contract with a Financial Advisory Firm to take steps towards putting a school facilities improvement bond on the November 2024 ballot.

5. Additional Transportation and Meals - Despite ongoing challenges with bus drivers, we were able to provide additional transportation and meals for students. This was insufficient, however, as the added services did not directly result in a decrease in the District's chronic absenteeism rates.
6. Increase Community Outreach - Engagement efforts have been partially effective as parents continue to report being informed about school events even if they do not always participate directly. Additionally, BUSD continues to have high rates of chronic absenteeism. Our community outreach efforts will need to be evaluated for how to more effectively adapt these actions to achieve better results, especially for our non-English speaking families.
7. Supports for Social Emotional Learning (Professional Development) - The CharacterStrong SEL curriculum was used in grades K-8, though was only partially effective as the implementation did not result in an improvement in students feeling connected to school. Students' reported use of vape products also remained stagnant over the 3-year period.
9. School Safety - The district successfully partnered with law enforcement and public health to provide staff trainings in Emergency Response (Run Hide Fight, Until Help Arrives, Stop the Bleed, lockdown protocols). However, training was not effective in improving students' perceptions of feeling safe at school.
11. Culturally Representative Literacy Materials - The District purchased a wide range of teacher-selected culturally inclusive books during the 3-year period. This action item has been effective in supporting the full implementation of the Paiute Shoshone curriculum in grades 4, 8, & 11.
12. Family Engagement - Efforts to cultivate family engagement included outreach in both English and Spanish to families via ParentSquare texts, emails, flyers, and phone calls. Food and childcare were frequently offered during site-level meetings. BES math nights, spring carnival, dual immersion winter celebrations, student of the month assemblies have been consistently well attended. ELAC and School Site Council meetings across sites have had more limited participation, though still maintain parent representation. A town hall style board meeting was held in 2023 related to school safety and involved various law enforcement agencies. Engagement efforts have been partially effective as parents continue to report being informed about school events even if they do not always participate directly. Additionally, BUSD continues to have high rates of chronic absenteeism. Our family engagement efforts will need to be evaluated for how to more effectively adapt these actions to achieve better results.
13. Alternative Education Options - The District's Alternative Education options have been effective, as expulsion rates have remained at 0 for the last 2 years and dropout rates remain low (2.9% in 21/22 and 0% in 22/23). Counseling services have been consistently provided across school sites and a variety of counseling supports have been added thanks to partnerships with NorthStar Counseling Center, ICOE SELPA/behavior aides, Inyo County Juvenile Probation.

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.

PBIS structures are embedded in all school sites, though a refresher focused on Tier I supports is in the planning stages. The need for this is based in staff feedback and requests for additional training.

The School Resource Officer (SRO) grant expired in Spring 2023. The District is currently in the planning stages to introduce a non-grant funded SRO position in partnership with Bishop PD and the Inyo County Office of Education.

CharacterStrong curriculum is being utilized at the elementary and middle school levels, providing weekly SEL lessons to students in grades TK-8. The high school is currently researching age appropriate and relevant social emotional learning curriculums.

Continue to build capacity with MTSS, UDL, PBIS and SEL supports

Increased focus on facilities to repair, renovate, & modernize campuses. These efforts will likely need to be supported by our community voting to approve a facilities improvement bond in 24/25.

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

Goals and Actions

Goal

Goal #	Description
3	<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>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards:</p> <p>Results of the State's Self-Reflection Tool Reported to the BUSD Governing Board</p>	<p>MET -- Results Reported</p> <p>The state's self-reflection tool reflected an average rating of 3.7 (on a scale of 1= 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>MET -- Results Reported</p> <p>The state's self-reflection tool reflected an average rating of 3.3 (on a scale of 1= exploration to 5 = sustainability) for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards.</p> <p>[June 2022, Report to Board]</p>	<p>MET -- Results Reported</p> <p>[June 2023, Report to Board]</p>	<p>MET -- Results Reported</p> <p>[June 2024, Report to Board]</p>	<p>MET -- Results Reported</p> <p>4.5 average rating (on a scale of 1= exploration to 5 = sustainability) for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards.</p> <p>[Report to Board]</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Growth in early literacy (K-5)	% of students at or above benchmark in reading comprehension in grades: K-2 composite - 30.3% 3-5 - 41.7% 6-8 - 34.7% 9-12 - no data available [May 2021 DIBELS/Acadience Report]	% of K-5 students at or above benchmark in early literacy: K-2 - 50% 3-5 - 59% [June 2022 Acadience Reading Composite Report]	% of K-5 students at or above benchmark in early literacy: K-2 - 57% 3-5 - 52% [June 2023 Acadience Reading Composite Report]	% of K-5 students at or above benchmark in early literacy: K-2 - 55% 3-5 - 49% [June 2024 Acadience Reading Composite Report]	% of students at or above benchmark in early literacy: K-2 - 50% 3-5 - 50% 6-8 - 50% 9-12 - 50% [EOY 2024 Acadience Report]
Growth in reading (3-12)	% of students at or above benchmark in reading fluency in grades: K-2 - 28.7% 3-5 - 47.7% 6-8 - 47.7% 9-12 - no data available [May 2021 DIBELS/Acadience Report]	% of students at or above benchmark in reading proficiency: 3-5 - 46% 6-8 - 33% 9-12 - 24% [June 2022 iReady Overall Reading Report]	% of students at or above benchmark in reading proficiency: 3-5 - 39% *Winter Results, see above for EOY Acadience results 6-8 - 39% 9-12 - N/A [Spring 2023 iReady Overall Reading Report]	% of students at or above benchmark in reading proficiency: 3-5 - 43% 6-8 - 37% 9-12 - N/A [Spring 2024 iReady Overall Reading Report]	% of students at or above benchmark in reading proficiency: 3-5 - 67% 6-8 - 67% 9-12 - 67% [May 2024 iReady Reading Report]
Growth in math proficiency	% of students at or above benchmark in	% of students at or above benchmark in math proficiency:	% of students at or above benchmark in math proficiency:	% of students at or above benchmark in math proficiency:	% of students at or above benchmark in math proficiency:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	math proficiency in grades: K-2 - 35% 3-5 - 48.3% 6-8 - 40.3% 9-12 - no data available [May 2021 EasyCBM Report]	2-5 - 39% 6-8 - 35% 9-12 - 18% [June 2022 iReady Overall Math Report]	2-5 - 25% (Winter) 6-8 - 36% 9-12 - N/A [June 2023 iReady Overall Math Report]	2-5 - 36% 6-8 - 40% 9-12 - N/A [Spring 2024 iReady Overall Math Report]	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]	14.17% of the BUSD student body with disabilities receiving services via an Individualized Education Plan (IEP).	13.8% of the BUSD student body with disabilities receiving services via an Individualized Education Plan (IEP). [2022 CA School Dashboard]	14.5% of the BUSD student body with disabilities receiving services via an Individualized Education Plan (IEP). [2023 CA School Dashboard]	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. [no data]	22% of incoming 9th grade students reading at grade level according to their lexile score. [Sept 2021 iReady diagnostic]	25% of incoming 9th grade students reading at grade level according to their lexile score. [Sept 2022 iReady diagnostic]	24% of BUHS students reading at grade level according to their lexile score. *Not enough data to report just 9th grade [Sept 2023 IXL diagnostic]	67% of incoming 9th grade students reading at grade level according to their lexile score. [Sept 2023 IXL diagnostic]

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.

Due to last -minute staffing needs in the Special Education department, we had an MTSS Coordinator vacancy for the 23/24 school year. The BUSD Superintendent and Inyo County Office of Education leaders took on the leadership responsibilities of the MTSS Committee. The District's walkthrough protocol will be revised in Summer 2024 to incorporate a UDL lens.

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

Action Item 3.1 (Professional Development) - The district provided a variety of professional learning opportunities using local resources, agencies, county office of education staff, and district staff, rather than spending large amount of funds on outside presenters/providers.

Action Item 3.2 (MTSS) - The MTSS Coordination position as dissolved in 23/24 to meet pressing Special Ed and Administrative needs. The MTSS Coordinator vacancy resulted in less spending (approximately \$100k) to carry out our MTSS efforts.

Action Item 3.6 (Classroom Walkthrough Protocol) - A classroom walkthrough form was introduced in 23/24 but did not incur any additional costs as there was little administrative time used on this protocol.

Action Item 3.7 (MTSS Professional Development) - ICOE covered the cost of the MTSS professional development with Character Strong MTSS leadership training.

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

1. Effective Professional Development - Various equity and cultural awareness trainings have been offered as well as restorative practices, youth mental health first aide, and Social Emotional Learning communities of practice. All teachers have been trained in their respective reading/math diagnostic and Tier II academic intervention platforms (iReady and IXL). These efforts have been partially effective; while we are not yet meeting our goal of most 9th graders entering high school at or above grade level in reading, we are seeing steady improvements in K-2 early literacy scores.
2. Our MTSS efforts were partially effective. Despite not having a single MTSS Coordinator in 23/24, the MTSS committee still met monthly thanks to ICOE leadership support, diagnostics used 3x per year in most grade levels, Tier II supports were included in the BES master schedule, and an improved SST process is now in place at the elementary level. However, this has not yet resulted in a decline in our Special Education rates which have only increased over the past 3 years (from 12.8% to 14.5%).
3. Daily Scheduled WIN Time (for intervention & enrichment) - Daily WIN time is integrated into the elementary and middle school master schedules. At the K-5 level, trained instructional aides provide targeted small group support. WIN time has been partially effective as

demonstrated by consistent growth in early literacy scores (K-2) though we have not yet seen steady growth in diagnostic scores for grades 3 and up in either Reading or Math.

4. Districtwide AVID Implementation - AVID elective courses have been maintained at the middle and high school level. Incorporating AVID strategies into daily instructional practices across the District continues to be a challenge and we will need to reflect on strengths and areas for growth so AVID implementation is more effective and yields better outcomes in the future.

5. Professional Learning Communities - The District's "PLC Reboot" launched during the 22/23 school year and Vertical PLCs were introduced during the 23/24 school year, generating positive feedback from staff members. PLCs are being monitored for their effectiveness in improving student achievement scores.

6. Classroom Walkthrough Protocol - This action item was ineffective. The District's walkthrough protocol will be revised in Summer 2024 for staff input and to incorporate a UDL lens.

7. Provide Professional Development to MTSS Staff - Paraprofessionals were provided with a series of 6 instructional support workshops this year, in addition to various other learning opportunities such as Youth Mental Health First Aid and behavior management. The MTSS committee participated in a leadership training led by CharacterStrong, with mixed reviews of it's helpfulness. We know research supports the impact of quality professional development in supporting positive student outcomes but we still lack the local data to support it's effectiveness in our students' reading and/or math scores.

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.

Universal Design for Learning (UDL) learning cycle will continue to be integrated districtwide including cohort/grade level/department training cycles over the next 2 years.

We are showing consistent gains in early literacy. The District needs to build on what's working & identify gaps to yield positive outcomes for older grade spans.

We have identified a need for ongoing, reliable data at the 9-12 level in particular. It has been challenging to cultivate buy-in for regular use of diagnostic assessment data at the high school level.

The District will continue to build capacity with MTSS, UDL, PBIS and SEL supports, with a general focus on inclusive practices in 24/25.

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



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bishop Unified School District	Katherine Kolker Superintendent	kkolker@bishopschools.org (760) 872-3680

Plan Summary [2024-25]

General Information

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

Bishop Unified School District is the largest district in rural Inyo County, serving 1,933 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 40.4% Hispanic, 34.8% White, 14.5% Native American, 7.6% Two or More Races, and the remaining 1.4% being Filipino, Asian, African American or unreported. Of our entire student body, 57.3% are classified as Socio-Economically Disadvantaged (SED) or low-income, 10.3% are English Learners, and 0.8% are Foster Youth; together, these students represent our “Unduplicated Pupils” or high-needs students. Students with disabilities (SWD) make up 14.5% 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. Approximately 86% of our budget is allocated to personnel.

Throughout BUSD's history, various educational partners 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 Washington DC to Europe.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The District has implemented a significant number of changes over the past 3 years, both in response to the COVID 19 pandemic and in an intentional effort to improve overall student outcomes. Some of these action items have resulted in positive change while others have not yet yielded the desired outcomes we expected.

The District's overall ELA and Math scores mostly maintained or declined in 2023. However, 6th-8th grade scores improved in both areas, especially in 7th grade. The middle school also experienced a reduced suspension rate. These areas of growth resulted in Home Street Middle School being honored as a 2024 California Distinguished School for demonstrating excellence and growth in academic achievement and ensuring a positive school climate.

Action items such as reduced class size, increased instructional support staff, reduced Special Education caseloads, and an expansion of afterschool program services and enrichment were all carried out with fidelity but did not directly correlate with improved student achievement or school climate outcomes on the CA School Dashboard.

As per the LCAP instructions, the LEA must identify:

Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- BES for Chronic Absence and Suspension;
- BUHS for ELA

Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- EL for Chronic Absence, ELA, Math & ELPI
- Homeless for Chronic Absence, ELA, Math & Suspension
- SWD for ELA & Math
- SED for Chronic Absence

Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

BUHS

- ELs for Suspension
- Hispanic for ELA
- SED for ELA & Math

HSMS

- ELs for ELA, Math & Chronic Absence
- Multiple Races & SED for Chronic Absence
- SWD for Math

BES

- American Indian for Suspension
- ELs for ELA and Chronic Absence
- Hispanic for Chronic Absence and Suspension
- Homeless, Multiple Races, & SED for Suspension

- SWD for ELA, Math, Chronic Absence and Suspension
- White for Suspension

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Our District is eligible for Differentiated Assistance for two student groups in three priority areas:

- English Learners for Pupil Achievement (ELA, Math & ELPI) and Pupil Engagement (Chronic Absence)
- Homeless students for Pupil Achievement (ELA & Math) and School Climate (Suspension)

In collaboration with the Inyo County Office of Education, the following steps have been taken to begin the Differentiated Assistance process:

Engagement in Data Analysis:

The BUSD Administrative Team engaged in a series of data analysis work sessions, diving in-depth into various dashboard data details and comparisons among student subgroups, comparison school districts, longitudinal data, and state averages. The District's MTSS Committee also analyzed student achievement and school climate data over the course of several workshops throughout the year. A variety of recent and longitudinal outcomes for students with disabilities were reviewed and discussed among the District's Special Education Community of Practice as part of the Compliance and Improvement Monitoring (CIM) process. Both the MTSS and SPED committees were comprised of representative staff members from across the District to provide diverse perspectives, input, and foster the buy-in and successful implementation of change ideas.

Several trends and observations emerged from these data dive sessions, including:

- The District's CAASPP results from 2018-2023 are relatively “flat” and consistently about 10% below state average
- The 2022-2023 7th grade cohort stood out in both ELA & Math achievement on the CAASPP, surpassing historical District averages and current State averages
- Relative to state averages, the District's Math CAASPP scores are stronger than ELA
- White students are performing higher than all other student groups in both ELA and Math and in other measures such as chronic absenteeism, suspension, A-G/CTE completion, and graduation rates
- Students with Disabilities, Native American students, and English Learners are all significant subgroups of our student body and all performing well below state averages
- In comparison to ELA & Math achievement levels in other, similar districts, EL students are middle of the pack, SWD students are near the top, Hispanic students are middle, White students are at the top
- After COVID, BUSD Hispanic students started outperforming in Math relative to the state average for Hispanic students
- BUSD has higher rates of chronic absenteeism than the state average
- The number of students from socioeconomically disadvantaged households in our District has been steadily rising in recent years, as has the number of English Learners and Newcomers
- The District's Special Education rate has increased consistently since 2017
- The number of students experiencing homelessness fluctuates, though has been easier to track now that the data in the Aeries student database is more accurate

Root Cause Analysis:

The Special Education Community of Practice (CIM Team) launched a root cause analysis in November 2023 into why ELA and Math scores for Students with Disabilities (SWDs) were not meeting expectations. The team identified several probable root causes for the discrepancy in outcomes for SWDs: lack of differentiated instruction in general education classrooms, student reading levels are low, not sufficient exposure or practice w/ CAASPP, students being pulled out of core time for Resource time, lack of consistent focus on writing, lack of overall stamina among students, class size, lack of foundational skills. The CIM Team then identified 2 High Leverage Practices for the District to implement that are fundamental to support SWDs:

- 1) Systemically design instruction toward a specific learning goal.
- 2) Use strategies to promote active student engagement.

The MTSS Team has identified Chronic Absenteeism as a focus for the 24/25 school year, as this is an area of need specifically for our ELs and Homeless students. The District will engage in the root cause analysis process with the MTSS Team to better understand the problem, and eventually move towards identifying action steps to foster increased student attendance and engagement.

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.

The District does not have any 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.

The District does not have any schools eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

The District does not have any schools eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents and Guardians	<p>A variety of surveys, meetings, and events throughout the school year:</p> <ul style="list-style-type: none">• Surveys: Community survey re: School Facilities Needs (5/9/24) , School Resource Officer (SRO) Input survey (11/8/23); Parent/Guardian Input re: Special Education Services (5/1/24); Parent/Guardian Input re: English Learner Services (5/1/24); Parent/Guardian Input re: Attendance (5/1/24), Survey on Land Acknowledgment Adoption (5/28/24), BUSD Arts Education /Prop 28 Survey (3/13/23)• Meetings: School Safety Community Forum (10/11/23), Special Board Meeting: Facilities Master Plan Needs Assessment (2/15/24), Mid-Year LCAP Update (2/15/24), Special Board Meeting: School Facilities Bond Measure Analysis (4/18/24); ongoing outreach and invitations via ParentSquarae to attend School Site Councils, ELAC, and DELAC meetings• Events: BES Community Nights throughout the year, Family Math Night, Dual Immersion Program Winter Traditions family night, Bronco Pride Night, Ram's Club (Expanded Learning Opportunities Program) student enrollment in afterschool program services and enrichment camps

Educational Partner(s)	Process for Engagement
Students	Monthly ASB and Student Senate reports and BUHS student "pulse check" survey results presented during regular School Board meetings, Hispanic Liaisons led English Learner focus groups at each site (April 2024), Kelvin SEL survey feedback from HSMS & BUHS students (Fall 2023 & Spring 2024); BUSD Arts Education /Prop 28 Survey (3/13/23)
School Staff	School Safety Community Forum (10/11/23), Special Board Meeting: Facilities Master Plan Needs Assessment (2/15/24), Mid-Year LCAP Update (2/15/24), Special Board Meeting: School Facilities Bond Measure Analysis (4/18/24), School Safety/Lockdown Debriefs (9/13/2023 & 4/19/2024), Special Education Community of Practice workshops to identify goals and strategies to benefit students with disabilities (Spring 2023 & 9/25/23); Monthly MTSS Committee meetings to collaborate on SPSA & LCAP strategic planning and prioritizing action items aligned with the Differentiated Assistance process; staff feedback surveys re: use of professional development days (10/30/23, 3/8/24); BUSD Arts Education /Prop 28 Survey (3/13/23)
Administrators	Administration / Board Workshop (10/16/23), Dashboard "Data Dive" data analysis sessions (1/31/24, 2/14/24); Monthly instructional leadership workshops/Admin Team meetings throughout the school year,
Local Bargaining Units	BTA Professional Development Committee Meeting (2/28/24), CSEA Safety Committee Meetings (9/25/23 & 1/30/24); Bi-monthly discussions with BTA& CSEA Union leaders and Superintendent throughout the school year
Community Members	School Safety Community Forum (10/11/23), Special Board Meeting: Facilities Master Plan Needs Assessment (2/15/24), Mid-Year LCAP Update (2/15/24), Special Board Meeting: School Facilities Bond Measure Analysis (4/18/24); Community survey re: School Facilities Needs (5/9/24)
District Parent Advisory Committee & School Site Councils	Spring 2023 & Spring 2024 D-PAC consultation to review data, goals, and provide input; Site-level School Site Council meetings 3-4x per year at each site
District English Learner Advisory Committee (DELAC) & Site Level English Learner Advisory Committees (ELACs)	The DELAC Committee met 3 times during the 23/24 school year to review information and provide input (2/29/24, 4/2/24, 5/7/24)

Educational Partner(s)	Process for Engagement
	Site level ELAC Committees each met 3 times during the 23/24 school year to review information and provide input.
PGHS & KBS Educational Partners (specifically for Equity Multiplier)	<p>We included staff, students and parents in discussions related to Equity Multiplier funds and action development:</p> <p>Staff - multiple meetings throughout Spring 2024 (weekly) Students - Surveyed during Advisory via Google Forms as part of the Community Schools Project. (4/4/24; 4/8/24); Student Perception Survey (5/28/24) Parents - Surveyed via Google Forms as part of the Community Schools Project (4/29/24) School Resource Officer (SRO) Input survey (11/8/23)</p>
Bishop Paiute Tribe	Tribal members and leaders from the Bishop Paiute tribe were consulted throughout the school year, including Bishop Indian Education Center leaders, Tribal Council, and staff members from the Owens Valley Career Development Center. The November School Board Meeting was held at the Bishop Tribal Chambers to foster engagement and input from the Native American community.
SELPA (Special Education Local Plan Area)	Ongoing consultation with Inyo County Office of Education's SELPA including monthly (10) Superintendent Council meetings and 2 Special Education Community of Practice meetings as part of the District's Compliance and Improvement Monitoring (CIM) process. (9/25/23, 11/2/23)

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

By involving these diverse educational partners, the LCAP process aims to create a more inclusive and effective plan that meets the needs of all students and fosters a collaborative approach to school improvement. Several LCAP areas were influenced by this feedback, including:

- A continued and increased need for effective instructional supports, curriculum, and bilingual communication for English Learner students and their families (Action Items 1.7 and 1.9)
- Targeted staff training: behavior management, de-escalation techniques, positive school climate, cultural awareness, and inclusion (Actions outlined in Goal 2)
- Structure, support, and accountability for the continued implementation of Universal Design for Learning (UDL) (Action Item 1.5)
- Committed resources to support a full-time School Resource Officer (Action Item 3.1)

- Prioritize resources to address extensive school facility needs across campuses (Action Item 2.2)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BUSD will enhance student success and close performance gaps across all student groups through high quality instruction, targeted interventions, and universally designed learning opportunities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This LCAP goal reflects our district's commitment to ensuring equitable opportunities and outcomes for all students, fostering a culture of continuous improvement, and preparing students for success in college, career, and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA Distance from Standard (CA School Dashboard: grades 3-8 & 11)	All Students - 30.4 points below (orange) SWD - 115.4 points below ELs - 89.2 points below LTELs - *** Low Income - 56.4 points below Hispanic - 50.8 points below Native American - 66.5 points below			All Students - 5 points below, an increase of 25+ points (green) SWD - 90 points below ELs - 45 points below LTELs - 45 points below Low Income - 31 points below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White - 0.6 points below [2023 CA School Dashboard]			Hispanic - 25 points below Native American - 41 points below White - 0 points below [2026 CA School Dashboard]	
1.2	Student performance in Reading (as measured by diagnostic assessments: Acadience, iReady, IXL)	<p>Grades K-5 (Acadience Composite Scores): K-2 - 55% at or above benchmark 3-5 - 49% at or above benchmark</p> <p>Grades 3-8 (iReady Reading): 3-5 - 43% on or above grade level 6-8 - 37% on or above grade level</p> <p>Grades 9-12 (IXL): insufficient data due to low #s of student results</p> <p>[Spring 2024 Diagnostic Results]</p>			<p>Grades K-5 (Acadience Composite Scores): K-2 - 66% at or above benchmark 3-5 - 66% at or above benchmark</p> <p>Grades 6-8 (iReady Reading): 3-5 - 55% on or above grade level 6-8 - 50% on or above grade level</p> <p>Grades 9-12 (IXL): 66% on or above grade level</p> <p>[Spring 2027 Diagnostic Results]</p>	
1.3	Math Distance from Standard	All Students - 47.3 points below (orange)			All Students - 22 points below, an	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CA School Dashboard: grades 3-8 & 11)	SWD - 153.2 points below ELs - 105.6 points below LTELs - *** Low Income - 74.5 points below Hispanic - 75.1 points below Native American - 80.8 points below White - 11.4 points below [2023 CA School Dashboard]			increase of 25+ points (yellow) SWD - 128 points below ELs - 80 points below LTELs - 80 points below Low Income - 49 points below Hispanic - 50 points below Native American - 55 points below White - 0 points below [2026 CA School Dashboard]	
1.4	Student performance in Math (as measured by diagnostic assessments: iReady, IXL)	Grades 3-5 (iReady): 36% on or above grade level Grades 6-8 (iReady): 40% on or above grade level Grades 9-12 (IXL): insufficient data due to low #s of student results [Spring 2024 Diagnostic Results]			Grades 3-5 (iReady): 45% on or above grade level Grades 6-8 (iReady): 50% on or above grade level Grades 9-12 (IXL): 66% on or above grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					[Spring 2027 Diagnostic Results]	
1.5	College & Career Indicator - % of students "Prepared"	All Students - 45.6% SWD - 19.2% Low Income - 35% Hispanic - 32.9% Native American - 25.9% White - 67.7% [2023 CA School Dashboard Additional Reports]			All Students - 67% SWD - 40% Low Income - 50% Hispanic - 50% Native American - 50% White - 75% [2026 CA School Dashboard Additional Reports]	
1.6	English Learner Progress (% of ELs who increased 1+ levels on the Summative ELPAC)	41.1% [2023 CA School Dashboard]			67% [2026 CA School Dashboard]	
1.7	Reclassification Rate (% of ELs redesignated to RFEP)	10.7% Reclassification rate [June 2024 Cal Pads Report 2.16 / 8.1]			20% Reclassification rate [June 2026 Cal Pads Report]	
1.8	Graduation Rate	All Students - 93.7% [DataQuest: 22/23 5-Year Cohort Graduation Rate]			All Students - 97% [DataQuest: 25/26 5-Year Cohort Graduation Rate]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • ----- All Students - 85.9% SWD - 65.4% ELs - 80% Low Income - 82.6% Hispanic - 87.3% Native American - 70.4% White - 90.3% [2023 CA School Dashboard]			<ul style="list-style-type: none"> • ----- -- All Students - 95% SWD - 80% ELs -90% Low Income - 90% Hispanic - 95% Native American - 90% White - 95% [2026 CA School Dashboard]	
1.9	A-G Completion Rate	All Students - 38.2% Hispanic - 26.8% Native American - 18.5% White - 58.1% [2023 Met UC/CSU Requirements and CTE Pathway Completion Report]			All Students - 50% Hispanic - 50% Native American - 33% White - 67% [2026 Met UC/CSU Requirements and CTE Pathway Completion Report]	
1.10	CTE Completion Rate	All Students - 24.7% Hispanic - 22.5% Native American - 22.2% White - 29%			All Students - 45% Hispanic - 45% Native American - 33% White - 45%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 Met UC/CSU Requirements and CTE Pathway Completion Report]			[2026 Met UC/CSU Requirements and CTE Pathway Completion Report]	
1.11	Instructional Rounds	<p># of Instructional Rounds throughout the school year:</p> <p>BES - 3 grade levels each did 1 round HSMS - 3 departments each did 1 round BUHS - 3 departments each did 1 round</p> <p>[23/24 Monthly PLC submissions by site]</p>			<p># of Instructional Rounds throughout the school year:</p> <p>2 instructional rounds for every teacher districtwide</p> <p>[26/27 Monthly PLC submissions by site]</p>	
1.12	Special Education Rate	<p>% of BUSD students with an IEP: 14.5%</p> <p>[2023 CA School Dashboard]</p>			<p>% of BUSD students with an IEP: 12%</p> <p>[2026 CA School Dashboard]</p>	
1.13	Credentialing	<p>% of Teachers Appropriately Credentialed and Assigned:</p> <p>105.5 Total Teaching FTE in 21/22</p> <p>83.6% Clear</p>			<p>% of Teachers Appropriately Credentialed and Assigned:</p> <p>100% of teachers appropriately credentialed and assigned.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8.4% Out of Field 5.6% Ineffective 1.4% Incomplete 0.9% Unknown [Dataquest 2021-22 Teaching Assignment Monitoring Outcomes]			[Dataquest 2024-25 Teaching Assignment Monitoring Outcomes]	
1.14	UDL in PLCs	# of Professional Learning Community (PLC) meetings focused on UDL implementation: BES - 3 grade levels each held 4 "UDL PLCs" HSMS - 3 departments each held 4 "UDL PLCs" BUHS - 3 departments each held 4 "UDL PLCs" [23/24 Monthly PLC submissions by site]			# of Professional Learning Community (PLC) meetings focused on UDL implementation: All grade levels/ / departments hold 9 "UDL PLCs" (1 per month for every PLC) [25/26 Monthly PLC submissions by site]	
1.15	Access to a Broad Course of Study	MET - Results Reported [The District's measures in response to the State's reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with special			MET - Results Reported [The District's measures in response to the State's reflection tool to report students' access to a broad course of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		needs - June 2024, Report to Board]			study, including unduplicated pupils and students with special needs - June 2027, Report to Board]	
1.16	Access to Standards-Aligned Materials	100% of students had access to standards-aligned curriculum materials. [June 2024, Report to Board]			100% of students had access to standards-aligned curriculum materials. [June 2027, Report to Board]	
1.17	Combined A-G and CTE Completion Rate	All Students - 9.4% Hispanic - 5.6% Native American - 7.4% White - 14.5% [2023 Met UC/CSU Requirements and CTE Pathway Completion Report]			All Students - 20% Hispanic - 10% Native American - 15% White - 25% [2026 Met UC/CSU Requirements and CTE Pathway Completion Report]	
1.18	Enrollment in Advanced Courses	24/25 district wide demographics (1941 students): <ul style="list-style-type: none"> Hispanic - 42.1% 			26/27 district wide demographics: <ul style="list-style-type: none"> Hispanic - 42.1% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • Native American - 14.6% • White - 32% <p>Honors Math Courses Enrollment: gds 6-8 (167 students)</p> <ul style="list-style-type: none"> • Hispanic - 35% • Native American - 12% • White - 46% <p>gds 9-12 (216 students)</p> <ul style="list-style-type: none"> • Hispanic - 33% • Native American - 14% • White - 45% <p>Honors ELA Course Enrollment: gds 6-8 (33 Students; *7th gd Honors TBD)</p> <ul style="list-style-type: none"> • Hispanic - 21% • Native American - 14% • White - 61% <p>gds 9-12 (103 students)</p> <ul style="list-style-type: none"> • Hispanic - 17% • Native American - *% • White - 65% 			<ul style="list-style-type: none"> • Native American - 14.6% • White - 32% <p>Honors Math Courses Enrollment: gds 6-8 (84 students)</p> <ul style="list-style-type: none"> • Hispanic - 42.1% • Native American - 14.6% • White - 32% <p>gds 9-12 (124 students)</p> <ul style="list-style-type: none"> • Hispanic - 42.1% • Native American - 14.6% • White - 32% <p>Honors ELA Course Enrollment: gds 6-8 (84 Students)</p> <ul style="list-style-type: none"> • Hispanic - 42.1% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Honors History Course Enrollment: gds 9-12 (67 students)</p> <ul style="list-style-type: none"> Hispanic - 25% Native American - 7% White - 58% <p>Honors Science Course Enrollment: gds 9-12 (45 students)</p> <ul style="list-style-type: none"> Hispanic - 24% Native American - 7% White - 62% <p>College Release / Concurrent Enrollment (43 students)</p> <ul style="list-style-type: none"> Hispanic - 19% Native American - 7% White - 67% <p>[Fall 2024 AERIES ethnicity distribution reports]</p>			<ul style="list-style-type: none"> Native American - 14.6% White - 32% <p>gds 9-12 (124 students)</p> <ul style="list-style-type: none"> Hispanic - 42.1% Native American - 14.6% White - 32% <p>Honors History Course Enrollment: gds 9-12 (124 students)</p> <ul style="list-style-type: none"> Hispanic - 42.1% Native American - 14.6% White - 32% <p>Honors Science Course Enrollment: gds 9-12 (82 students)</p> <ul style="list-style-type: none"> Hispanic - 42.1% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none">• Native American - 14.6%• White - 32% <p>College Release / Concurrent Enrollment (61 students)</p> <ul style="list-style-type: none">• Hispanic - 42.1%• Native American - 14.6%• White - 32% <p>[Fall 2026 AERIES ethnicity distribution reports]</p>	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Reading Intervention (gds 6-12)	<p>Provide effective Reading and Math learning platforms so that Middle & High School Students will engage in personalized reading intervention and/or enrichment based on their individual strengths and skill deficits during Homeroom at least 2 times per week using the iReady (gds 6-8) and IXL (gds 9-12) learning platforms. HSMS & BUHS students will take common diagnostic and benchmark assessments 3x per year to monitor growth.</p> <p>This action is a direct benefit to English Learners, SWD, and Homeless Youth as the iReady & IXL programs are personalized to provide individual support and standards based activities to meet their unique learning gaps.</p>	\$281,513.00	Yes
1.2	Evidence-Based Literacy Instruction (gds K-5)	<p>All students in grades K-5 will receive evidence-based literacy instruction using the 95% Curriculum during their daily ELA block. Students needing additional skill support will also receive daily targeted intervention for 30 min per day, in small WIN ("What I Need") groups for 6-week cycles. All teachers will collaborate during PLC time as well as an additional 6 afternoons during the school year to analyze student reading results using the Acadience diagnostic, and re-group student WIN time groups based on need.</p> <p>Provide targeted, skill-based reading intervention to students with reading deficiencies in small groups led by trained instructional staff members (Explorers Program).</p> <p>This action is a direct benefit to English Learners, SWD, and Homeless Youth as these assessments give teachers the tools and information they</p>	\$916,307.00	Yes

Action #	Title	Description	Total Funds	Contributing
		need to know which specific skills and standards to build on to fill the gaps in these students' learning		
1.3	Professional Development for Instructional Support Staff	Provide professional learning workshops for paraprofessionals and other instructional support staff throughout the school year. Instructional and behavior support strategies are taught to staff who work with students with disabilities, led by the ICOE SELPA Director during the Fall and Spring semesters through participating in six 1-hour modules held on early release days.	\$40,554.00	No Yes
1.4	Math Intervention	<p>The BES Engineers program will provide targeted math support to K-5 students with identified skill deficiencies during 30-minute blocks, in 6-week cycles. Groups will change based on student progress and/or need.</p> <p>Students in Grades 3-5 will complete 30 minutes of personalized math lessons weekly based on their iReady scores and progress.</p> <p>K-5 students in the SST process who are not making adequate progress in Engineers will be referred to the Tier 2.5 support system to receive additional small group intervention.</p>	\$420,427.00	Yes
1.5	Universal Design Learning (UDL)	<p>UDL cohort trainings for each department/grade level have been scheduled so all teachers are trained in the UDL model.</p> <p>Teachers will visit other classrooms regularly throughout the school year to continuously learn and improve student outcomes.</p> <p>PLC time will include reflection and collaboration around effective implementation of UDL practices and to review student and classroom data at least once per month. (See HLP Action Item 1.8.)</p>	\$12,881.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Educator Development	Professional support and coaching for staff who haven't yet cleared their credential. Staff will be placed in role-alike groups (i.e. Resource/Special Education, Administration, Single Subject) for ongoing training and support to finish their credential.	\$36,000.00	No
1.7	Enhanced Instructional Support for English Learners	<p>Improve academic achievement and language proficiency for English Learners across all grade levels by:</p> <p>Allocate resources and designate specific staff to provide direct services to English Learners:</p> <ul style="list-style-type: none"> • Maintain the 3 Districtwide Bilingual Liaison positions to provide targeted support and intervention to English Learners districtwide • Hire and retain a qualified Bilingual Coordinator to provide direction and oversight to ensure English Learner needs are met • Designate teachers at each site to teach Designated ELD during specific times outlined in the Master Schedule to prioritize English Learners' language proficiency. Teachers will use research-based curriculum that supports progress and achievement in listening, speaking, reading, and writing domains. • Provide Bilingual paraprofessionals for classroom support and tutoring to better equip English Learners to acquire the skills necessary for accessing academic content in English <p>Differentiated Instructional Materials:</p> <ul style="list-style-type: none"> • Purchase culturally relevant texts and resources representative and inclusive of students' diverse ethnicities, identities, and backgrounds to enhance engagement and comprehension. • Purchase and train teachers in English 3D Curriculum for Designated ELD sections (K-5 WIN time, 6-12 ELD classes) 	\$486,215.00	Yes
1.8	Systemically design instruction toward a specific learning goal	Designing instruction toward a specific learning goal was selected by the District's Special Education Community of Practice as part of our Compliance and Improvement Monitoring (CIM) process as a high leverage practice that will support positive outcomes for students with	\$22,538.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>disabilities. All teachers will learn this key practice and be able to implement when teaching students of all backgrounds and ability levels, including those with disabilities.</p> <p>Teachers will help students to develop important concepts and skills that provide the foundation for more complex learning. Teachers will sequence lessons that build on each other and make connections explicit, in both planning and delivery. They will activate students' prior knowledge and show how each lesson "fits" with previous ones. Planning will involve careful consideration of learning goals, what is involved in reaching the goals, and allocating time accordingly. Ongoing changes (e.g., pacing, examples) occur throughout the sequence based on student performance.</p> <p>To this end, teachers will focus at least 1 PLC meeting per month on UDL implementation.</p>		
1.9	English Learner Professional Development for Educators	<p>Training Workshops:</p> <ul style="list-style-type: none"> • Conduct regular professional development workshops focused on effective EL instructional strategies (both integrated and designated) at staff meetings and through Vertical PLCs • Provide opportunities for staff to attend off-site EL-specific professional learning opportunities such as CABE (CA Association for Bilingual Education) or AVID • Provide training on how to best integrate UDL and AVID strategies to promote language acquisition during staff development days and staff meetings throughout the school year <p>Collaboration Opportunities:</p> <ul style="list-style-type: none"> • Conduct 4 Vertical professional learning communities (Vertical PLCs) where teachers can collaborate, share best practices, and discuss how to increase access and remove barriers related to EL instruction. <p>English Learners should directly benefit from teachers and instructional leaders intentionally focusing their energy, time, and resources to</p>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		research-based pedagogical strategies that support English Learners.		
1.10	Math Enrichment	5th grade students who are meeting or exceeding grade level math standards will be provided with math enrichment in addition to regular whole group math instruction.	\$14,085.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>Provide a positive, inclusive learning environment that fosters student, staff, and family engagement.</p> <p>Engaged students are more likely to succeed academically, socially, and emotionally. By providing varied and inclusive opportunities for participation in academic, extracurricular, and school community activities, we aim to enhance student motivation, attendance, and overall school satisfaction.</p>	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This LCAP goal reflects our commitment to building strong, collaborative relationships between schools, families, and the wider community to create a supportive and inclusive educational environment where all students can thrive and succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance	All Students - 85.5% [Aeries Overall Attendance Rate through April 2024]			All Students - 94% [Aeries Overall Attendance Rate through April 2027]	
2.2	Chronic Absenteeism	All Students - 33.6% SWD - 46.1% ELs - 31.2%			All Students - 15% SWD - 25% ELs - 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTELs - *** Low Income - 40.5% Hispanic - 34.1% Native American - 45.5% White - 24.9% [CA School Dashboard, 2023]			LTELs - 20% Low Income - 20% Hispanic - 15% Native American - 25% White - 10% [CA School Dashboard, 2026]	
2.3	Suspension Rate	All Students - 5.4% SWD - 6.8% ELs - 4.3% LTELs - *** Low Income - 6.7% Hispanic - 5.4% Native American - 8.3% White - 4.7% [CA School Dashboard, 2023]			All Students - 3% SWD - 4% ELs - 2% LTELs - 2% Low Income - 4% Hispanic - 3% Native American - 4% White - 3% [CA School Dashboard, 2026]	
2.4	Facilities Inspection Tool (FIT) Report	All sites "Good" or better based on quarterly FIT score [Report to the BUSD School Board, April 2024]			All sites "Good" or better based on quarterly FIT score [Report to the BUSD School Board, April 2027]	
2.5	School Connectedness	"School Connectedness"			"School Connectedness"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fall 2023 CHKS Results: 6th gd - 60% 7th gd - 49% 9th gd - 45% 11th gd - 45% PGHS - 86% [Fall 2023 CHKS]			Fall 2026 CHKS Results: 6th gd - 85% 7th gd - 75% 9th gd - 75% 11th gd - 75% PGHS - 90% [Fall 2026 CHKS]	
2.6	High School Drop Out Rate	2.9% (5 out of 170 in the 2023 cohort) [2022-23 Dataquest Four-Year Adjusted Cohort Outcome]			0.5% [2025-26 Dataquest Four-Year Adjusted Cohort Outcome]	
2.7	Middle School Drop Out Rate	1 student reported *likely an exit-code data entry error [CalPads 8.1c Report 22-23]			0% [CalPads 8.1c Report 25-26]	
2.8	Implementation of Paiute Shoshone Curriculum in grades 4, 8, and 11	Implementation of Paiute Shoshone Curriculum in grades 4, 8, and 11 - MET [Title VI Liaison Reports]			Implementation of Paiute Shoshone Curriculum in grades 4, 8, and 11 - MET [Title VI Liaison Reports]	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Bilingual Support Services	Bilingual support staff members will connect directly with students for support during the school day and reach out to families directly to foster strong school-to-home relationships and increase awareness and access to opportunities for student growth. <ul style="list-style-type: none">• Provide bilingual support for non-English speaking families, including translated materials and interpreters for meetings and events.• Conduct regular surveys in English and in Spanish to gather feedback from students and families about their needs, preferences, and suggestions for school improvement.	\$11,115.00	Yes
2.2	Well-Maintained Facilities	The District will maintain safe, welcoming facilities where all students, staff, and families feel they belong. We will respond to prioritized classroom/site	\$2,656,147.00	No

Action #	Title	Description	Total Funds	Contributing
		facility requests in a timely manner and elicit community support for broad, long-term school facility modernization to ensure conducive learning environments for all students. The District will conduct routine maintenance to maintain clean and safe facilities across campuses to enhance the educational experience for students.		
2.3	Social Emotional Learning	<p>Implement social emotional learning at all sites so students and staff are regularly exposed to SEL practices integrated into the school day as well as provide direct instruction to students using SEL curriculum. Maintain SEL committees on the HSMS and BUHS campuses through the CalHope grant.</p> <p>TK-5 SEL Curriculum: Character Strong lessons taught weekly, monthly student recognitions, art-based lessons offered by Art-based school counselor/TOSA</p> <p>6-12 SEL Curriculum: WayFinder lessons taught weekly in Homeroom at HSMS and BUHS</p>	\$4,100.00	No
2.4	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.</p> <ul style="list-style-type: none"> • Embed the PBIS Framework at all sites, including providing quarterly staff trainings and implementation check-ins • Train staff member leads at each site in the Crisis Prevention Institute (CPI) Reframing Behavior Program to provide training to all staff throughout the 2024-2025 school year. • Revisit School Attendance Review Board (SARB) policies including the language used for attendance warnings and the number of direct contacts with families of students who are chronically absent. • School Counselors working directly with students to improve connectedness to school by: building relationships with students, identifying and addressing barriers to attendance 	\$568,857.00	Yes

Action #	Title	Description	Total Funds	Contributing
		collaborating with families, addressing social and emotional issues, and working with school and community resources.		
2.5	Inclusive Literacy Materials & Arts Integration	<p>Purchase books and instructional materials that reflect the cultural and racial diversity of our community and are inclusive of diverse perspectives and experiences.</p> <p>Garner student involvement and community input to paint several murals on school campuses that are reflect and honor various cultures within our community.</p> <p>Elicit feedback and input from tribal members re: the potential adoption of a land acknowledgement as well as curricular decisions for the new Ethnic Studies course for high schoolers.</p> <p>Continued implementation of Paiute Shoshone Curriculum in grades 4, 8, and 11.</p> <p>Projected costs exceed \$40,000 but the District intends to use restricted, non-LCFF, funds for these purchases.</p>	\$40,000.00	Yes
2.6	Alternative Education Options	<p>Provide quality alternative education options for students who are not succeeding or do not feel that they "fit" in a comprehensive school environment. Continue to support a positive, student-centered culture at Palisade Glacier High School (continuation school) so it is a desirable option for students who are 16 or older and not on track to graduate at Bishop Union High School.</p> <p>Foster a more hands-on educational environment to engage students who otherwise struggle with attendance, achievement, and are involved in juvenile probation. Re-establish Community Day Schools (CDS) schools at each school site to provide shorter term options on site for students who need small group, targeted academic, social emotional, and/or behavioral support.</p> <p>Provide personalized math and reading intervention through the use of the IXL platform. Provide a wide variety of core and elective course credit recovery options using the Imagine Learning platform.</p>	\$1,433,450.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Strengthen Community Partnerships: Expand collaboration between schools, law enforcement, healthcare providers, and local community agencies to address broader community safety concerns, increase student access to healthcare services, and ensure a safe and supportive learning environment.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.
Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.
This LCAP goal reflects our commitment to promoting a safe, inclusive, and supportive learning environment where all students are provided with the resources, community connections, and support to thrive in and out of school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Attendance	Average daily student attendance for the school year through April: PGHS: 76.5% [Aeries Report, May 1, 2024]			Average daily student attendance for the school year through April: PGHS: 90% [Aeries Report, May 1, 2027]	
3.2	Positive interactions with law enforcement	Average number of positive (non-punitive) monthly interactions			Average number of positive (non-punitive) monthly interactions	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		between SRO & students: KBS: no baseline data [May 2024 KBS Teacher Report]			between SRO & students: KBS: average of 8 per month [May 2027 KBS Teacher Report]	
3.3	Students receiving direct counseling services	Number of students who received ongoing direct counseling services on campus: PGHS: 40 [May 2024 PGHS Principal Report]			Number of students who received ongoing direct counseling services on campus: PGHS: Maintain at 40 [May 2027 PGHS Principal Report]	
3.4	Student access to healthcare services	Number of students seen at the Bronco Clinic: PGHS: 0 [May 2024 Bronco Clinic/NIH Report]			Number of students seen at the Bronco Clinic: PGHS: 20 [May 2027 Bronco Clinic/NIH Report]	
3.5	Student Survey Re: Perceptions of Support	Student's perceptions of feeling supported & having access to local resources: "How likely are you to get outside help?"			Student's perceptions of feeling supported & having access to local resources:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PGHS: 18.2% say "very likely" [Fall 2024 PGHS Student Survey]			"How likely are you to get outside help?" PGHS: 50% say "very likely" [May 2027 PGHS Student Survey]	
3.6	Student Perceptions of Safety	School Climate Survey: % of Students Feeling Safe at School "I feel safe [or very safe] at school" 23/24 CHKS Results: 6th gd - 61% 7th gd - 47% 9th gd - 48% 11th gd - 48% PGHS - 94% [Fall 2023 CHKS]			School Climate Survey: % of Students Feeling Safe at School "I feel safe [or very safe] at school" 26/27 CHKS Results: 6th gd - 75% 7th gd - 66% 9th gd - 66% 11th gd - 66% PGHS - 95% [Fall 2026 CHKS]	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Resource Officer (SRO)	Partner with the Bishop Police Department to hire and retain a School Resource Officer (SRO) to serve the BES, HSMS, BUHS, and KBS campuses, focusing on prevention and a safe and secure school environment to keep students out of the juvenile justice system. Cultivate positive relationships between students, staff, and law enforcement through proactive engagement, mentorship opportunities, and restorative justice practices.	\$64,000.00	No
3.2	On-site counseling services	Partner with mental health professionals in the community to expand on-site counseling services to PGHS students. Collaborate with ICOE to provide a NorthStar Counseling intern to meet with students on the PGHS campus once a week.	\$20,000.00	No
3.3	Provide Bronco Clinic Healthcare Services on the PGHS campus	Partner with Northern Inyo Hospital (NIH) to expand Bronco Clinic Healthcare services for PGHS students to access on the PGHS campus 1-2 times per month. Funds would support NIH personnel costs to provide direct services.	\$33,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,083,507	\$155,117

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.793%	0.000%	\$0.00	14.793%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Reading Intervention (gds 6-12)</p> <p>Need: Unduplicated student groups demonstrate lower performance scores in reading as compared to students overall in the District.</p> <p>Scope:</p>	Providing timely, individualized, and targeted interventions to these students help address the diverse gaps in their learning. This is implemented schoolwide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	1.2 - Student performance in Reading (as measured by diagnostic assessments: iReady, IXL)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.2	<p>Action: Evidence-Based Literacy Instruction (gds K-5)</p> <p>Need: ELA results for English Learners, Foster Youth, and Low Income students reported on the Dashboard are low or very low.</p> <p>Scope: Schoolwide</p>	Research supports the efficacy of providing targeted skill-based early literacy instruction in small groups. Locally, the District has also experienced positive student outcomes for students, specifically students in these subgroups, who receive this level of early literacy support. This is implemented schoolwide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	1.2 - Student growth in Reading (as measured by Acadience)
1.3	<p>Action: Professional Development for Instructional Support Staff</p> <p>Need: The number of students, specifically low income students, qualifying for Special Education continues to increase Districtwide.</p> <p>Scope: LEA-wide</p>	Providing training and support to support staff who work directly with students who struggle academically will accelerate their learning and help address discrepancies in achievement that could otherwise qualify them for special education services. This is implemented LEA-wide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	1.12 - Special Education Rate
1.4	<p>Action: Math Intervention</p> <p>Need: Math results for English Learners, Foster Youth, and Low Income students reported on the Dashboard are low or very low.</p> <p>Scope:</p>	Research supports the efficacy of providing targeted skill-based math instruction in small groups. Locally, the District has also experienced positive student outcomes for students, specifically students in these subgroups, who receive this level of math intervention. This is implemented schoolwide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	1.4 - Student performance in Math (as measured by diagnostic assessments: Acadience, iReady, IXL)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.9	<p>Action: English Learner Professional Development for Educators</p> <p>Need: Improvement in English Language Arts and Math achievement scores for English Learners</p> <p>Scope: LEA-wide</p>	EL students require qualified staff members to provide effective instruction to promote language acquisition. Ongoing staff training is needed to build the capacity of staff throughout the district to meet the needs of our ELs. This is implemented LEA-wide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	1.1 & 1.3 - CAASPP ELA & Math Scores for English Learners
2.4	<p>Action: Positive Behavior Interventions and Supports (PBIS)</p> <p>Need: Low Income, EL, Foster</p> <p>Scope: LEA-wide</p>	School Counselors work with all families to improve attendance and academic outcomes. This is implemented LEA-wide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	2.2 - Chronic Absenteeism
2.5	<p>Action: Inclusive Literacy Materials & Arts Integration</p> <p>Need: Achievement outcomes among unduplicated pupil groups are lower than our overall student results.</p> <p>Scope: LEA-wide</p>	Providing regular opportunities for students to "see" themselves in texts and instructional materials will foster a sense of belonging, connectedness, and buy-in. This is implemented LEA-wide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	2.5 - School Connectedness 2.9 - Implementation of Paiute Shoshone Curriculum in grades 4, 8, and 11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	<p>Action: Alternative Education Options</p> <p>Need: Unduplicated student groups are more likely to be at risk of dropping out. Providing a variety of quality alternative education options for students helps meet their unique and diverse needs.</p> <p>Scope: LEA-wide</p>	Provide supportive on-campus and off-campus options for students who would benefit from an alternative education setting. This is implemented LEA-wide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	1.8 - Graduation Rate 2.6 - High School Drop Out Rate 2.7 - Middle School Drop Out Rate

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	<p>Action: Enhanced Instructional Support for English Learners</p> <p>Need: Outcomes for EL's on the English Learner Progress Indicator and Reclassification rates are below the District's expectations</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Targeted resources (designated staff members and curriculum) will make a positive impact in outcomes for ELs. Designated ELD teachers will use research-based curriculum that supports progress and achievement in listening, speaking, reading, and writing domains. The District will purchase culturally relevant texts and resources representative and inclusive of students' diverse ethnicities, identities, and backgrounds to enhance engagement and comprehension.	1.6 - English Learner Progress Indicator 1.7 - Reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Bilingual Support Services</p> <p>Need: Parent participation in school activities and surveys is low among families of English Learner students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Increasing bilingual support for non-English speaking families will help bridge communication gaps and foster stronger school/home relationships and thus improved school attendance	2.1 Attendance

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

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

The District's additional concentration grant add-on funding supports 2 upper elementary school teachers (4th gd & 5th gd) to keep class sizes in the mid 20's, 8 K-5 instructional aides to provide targeted small-group intervention in reading & math, and full-time credentialed teachers at the continuation school with low staff: student classroom ratios.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	BUHS 29 Classified Staff : 626 Students (1:22)	BES 57 Classified Staff : 869 Students (1:15) HSMS 14 Classified Staff : 401 Students (1:29) PGHS 2 Classified Staff: 26 Students (1:13)
Staff-to-student ratio of certificated staff providing direct services to students	BUHS 40 Certificated Staff : 626 Students (1:16)	BES 55 Certificated Staff : 869 Students (1:16) HSMS 28 Certificated Staff : 401 Students (1:14) PGHS 5 Certificated Staff: 26 Students (1:5)

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	20844050	3,083,507	14.793%	0.000%	14.793%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,513,350.00	\$237,254.00	\$0.00	\$315,585.00	\$7,066,189.00	\$6,310,711.00	\$755,478.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Reading Intervention (gds 6-12)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Home Street Middle School, Bishop Union High School 6th-12th grades		\$244,533.00	\$36,980.00	\$263,813.00	\$17,700.00			\$281,513.00	
1	1.2	Evidence-Based Literacy Instruction (gds K-5)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Bishop Elementary School K-5		\$840,107.00	\$76,200.00	\$782,149.00			\$134,158.00	\$916,307.00	
1	1.3	Professional Development for Instructional Support Staff	Students with Disabilities	No Yes	LEA-wide		All Schools		\$40,554.00	\$0.00		\$40,554.00			\$40,554.00	0
1	1.4	Math Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Bishop Elementary School K-5		\$420,427.00	\$0.00	\$264,000.00			\$156,427.00	\$420,427.00	
1	1.5	Universal Design Learning (UDL)	All	No			All Schools		\$7,881.00	\$5,000.00	\$12,881.00				\$12,881.00	
1	1.6	Educator Development	All	No			All Schools		\$0.00	\$36,000.00		\$36,000.00			\$36,000.00	
1	1.7	Enhanced Instructional Support for English Learners	English Learners	Yes	Limited to Undupli	English Learners	All Schools		\$461,215.00	\$25,000.00	\$461,215.00			\$25,000.00	\$486,215.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					ated Student Group(s)											
1	1.8	Systemically design instruction toward a specific learning goal	Students with Disabilities	No			All Schools		\$22,538.00	\$0.00	\$22,538.00				\$22,538.00	
1	1.9	English Learner Professional Development for Educators	English Learners	Yes	LEA-wide	English Learners	All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	0
1	1.10	Math Enrichment	All	No			Specific Schools: Bishop Elementary School		\$14,085.00	\$0.00	\$14,085.00				\$14,085.00	
2	2.1	Bilingual Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$11,115.00	\$11,115.00				\$11,115.00	0
2	2.2	Well-Maintained Facilities	All	No			All Schools		\$2,344,664.00	\$311,483.00	\$2,656,147.00				\$2,656,147.00	
2	2.3	Social Emotional Learning	All	No			All Schools		\$0.00	\$4,100.00	\$4,100.00				\$4,100.00	
2	2.4	Positive Behavior Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$556,257.00	\$12,600.00	\$568,857.00				\$568,857.00	
2	2.5	Inclusive Literacy Materials & Arts Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$40,000.00		\$40,000.00			\$40,000.00	0
2	2.6	Alternative Education Options	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,358,450.00	\$75,000.00	\$1,433,450.00				\$1,433,450.00	
3	3.1	School Resource Officer (SRO)	All	No			All Schools	3 year MOU (July 2024 - June 2027)	\$0.00	\$64,000.00	\$14,000.00	\$50,000.00			\$64,000.00	
3	3.2	On-site counseling services	All	No			Specific Schools: Palisade Glacier		\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							[Continuation] High School									
3	3.3	Provide Bronco Clinic Healthcare Services on the PGHS campus	All	No			Specific Schools: Palisade Glacier High School		\$0.00	\$33,000.00		\$33,000.00			\$33,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
20844050	3,083,507	14.793%	0.000%	14.793%	\$3,789,599.00	0.000%	18.181 %	Total:	\$3,789,599.00
								LEA-wide Total:	\$2,007,307.00
								Limited Total:	\$472,330.00
								Schoolwide Total:	\$1,309,962.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Reading Intervention (gds 6-12)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Home Street Middle School, Bishop Union High School 6th-12th grades	\$263,813.00	
1	1.2	Evidence-Based Literacy Instruction (gds K-5)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bishop Elementary School K-5	\$782,149.00	
1	1.3	Professional Development for Instructional Support Staff	Yes	LEA-wide				0
1	1.4	Math Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bishop Elementary School K-5	\$264,000.00	
1	1.7	Enhanced Instructional Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$461,215.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	English Learner Professional Development for Educators	Yes	LEA-wide	English Learners	All Schools	\$5,000.00	0
2	2.1	Bilingual Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$11,115.00	0
2	2.4	Positive Behavior Interventions and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$568,857.00	
2	2.5	Inclusive Literacy Materials & Arts Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0
2	2.6	Alternative Education Options	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,433,450.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,465,847.00	\$11,695,718.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Reducing Class Size	No	\$584,021.00	554,272
			Yes		
1	1.2	Maintain Instructional Aide Time	Yes	\$322,732.00	567,804
1	1.3	English Language Acquisition	Yes	\$142,582.00	187,201
1	1.4	English Learner Supports	Yes	\$400,468.00	437,463
1	1.5	Supplemental/Intervention Materials	Yes	\$80,000.00	72,500
1	1.6	EL Support - ELD materials and Professional Learning	No	\$24,702.00	23,232
			Yes		
1	1.7	Summer Learning Program	Yes	\$279,755.00	183,723
1	1.8	After School Program	No	\$595,996.00	690,088
1	1.9	Special Education Caseloads	No	\$100,524.00	293,048

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Career Pathways	No	\$908,215.00	964,302
1	1.11	Access to a Broad Course of Study	No	\$1,058,304.00	1,114,207
1	1.12	Classroom technology and use of tech tools	No	\$66,000.00	121,470
1	1.13	Native American Student Support	Yes	\$280,293.00	278,955
2	2.1	Social and Emotional Learning and Supports	No	\$286,975.00	294,822
2	2.2	Positive Behavior Interventions and Supports (PBIS)	Yes	\$404,748.00	563,517
2	2.3	Foster Youth and Homeless Student Supports	Yes	\$1,300.00	4,286
2	2.4	Well-Maintained Facilities	No	\$2,359,551.00	2,613,258
2	2.5	Additional Transportation & Meals	Yes	\$35,336.00	35,336
2	2.6	Increase Community Outreach	Yes	\$23,000.00	10,170
2	2.7	Supports for Social-Emotional Learning - Professional Development	No	\$6,500.00	5,047
2	2.9	School Safety	No	\$10,000.00	0
2	2.11	Culturally Representative Literacy Materials	Yes	\$26,250.00	10,277
2	2.12	Family Engagement	No	\$2,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.13	Alternative Education Options	Yes	\$1,216,935.00	1,767,237
3	3.1	Effective Professional Development	Yes	\$311,759.00	157,708
3	3.2	Implementation of a Multi Tiered System of Supports	Yes	\$144,747.00	12,457
3	3.3	Daily scheduled WIN time (for intervention and enrichment)	Yes	\$520,988.00	565,380
3	3.4	Districtwide AVID Implementation	Yes	\$125,175.00	93,588
3	3.5	Professional Learning Communities	No	\$55,836.00	74,370
3	3.6	Classroom Walkthrough Protocol	No	\$60,655.00	0
3	3.7	Provide Professional Development to MTSS staff	No	\$30,500.00	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,287,725	\$3,302,464.00	\$4,530,403.00	(\$1,227,939.00)	15.260%	16.780%	1.520%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Reducing Class Size	Yes	\$100,275.00	141,005	1	1.41
1	1.2	Maintain Instructional Aide Time	Yes	\$322,732.00	421,112	1	1.3
1	1.3	English Language Acquisition	Yes	\$142,582.00	170,826	1	1.2
1	1.4	English Learner Supports	Yes	\$303,052.00	402,047	1	1.33
1	1.5	Supplemental/Intervention Materials	Yes	\$80,000.00	64719	1	0
1	1.6	EL Support - ELD materials and Professional Learning	Yes			1	0
1	1.7	Summer Learning Program	Yes	\$94,397.00	120,996	1	1.28
1	1.13	Native American Student Support	Yes	\$112,117.00	121,632	1	1.08
2	2.2	Positive Behavior Interventions and Supports (PBIS)	Yes	\$404,748.00	676079	1.26	1.67
2	2.3	Foster Youth and Homeless Student Supports	Yes	\$1,300.00	4265	0	3.28
2	2.5	Additional Transportation & Meals	Yes			0	
2	2.6	Increase Community Outreach	Yes	\$23,000.00	10167	1	
2	2.11	Culturally Representative Literacy Materials	Yes	\$16,250.00	10,277	1	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.13	Alternative Education Options	Yes	\$1,216,935.00	1,662,167	1	1.37
3	3.1	Effective Professional Development	Yes			0	
3	3.2	Implementation of a Multi Tiered System of Supports	Yes	\$144,747.00	13,500	1	
3	3.3	Daily scheduled WIN time (for intervention and enrichment)	Yes	\$215,154.00	616,365	1	2.86
3	3.4	Districtwide AVID Implementation	Yes	\$125,175.00	95,246	1	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3287725	3,287,725	0	100.000%	\$4,530,403.00	16.780%	154.578%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

Support for Identified Schools

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

- 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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted 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, target 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.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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