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# 202223 LCAP

# Supplemental Planning

LCAP Instructional Services Meeting February 23, 2022 (Part 2 of 4)

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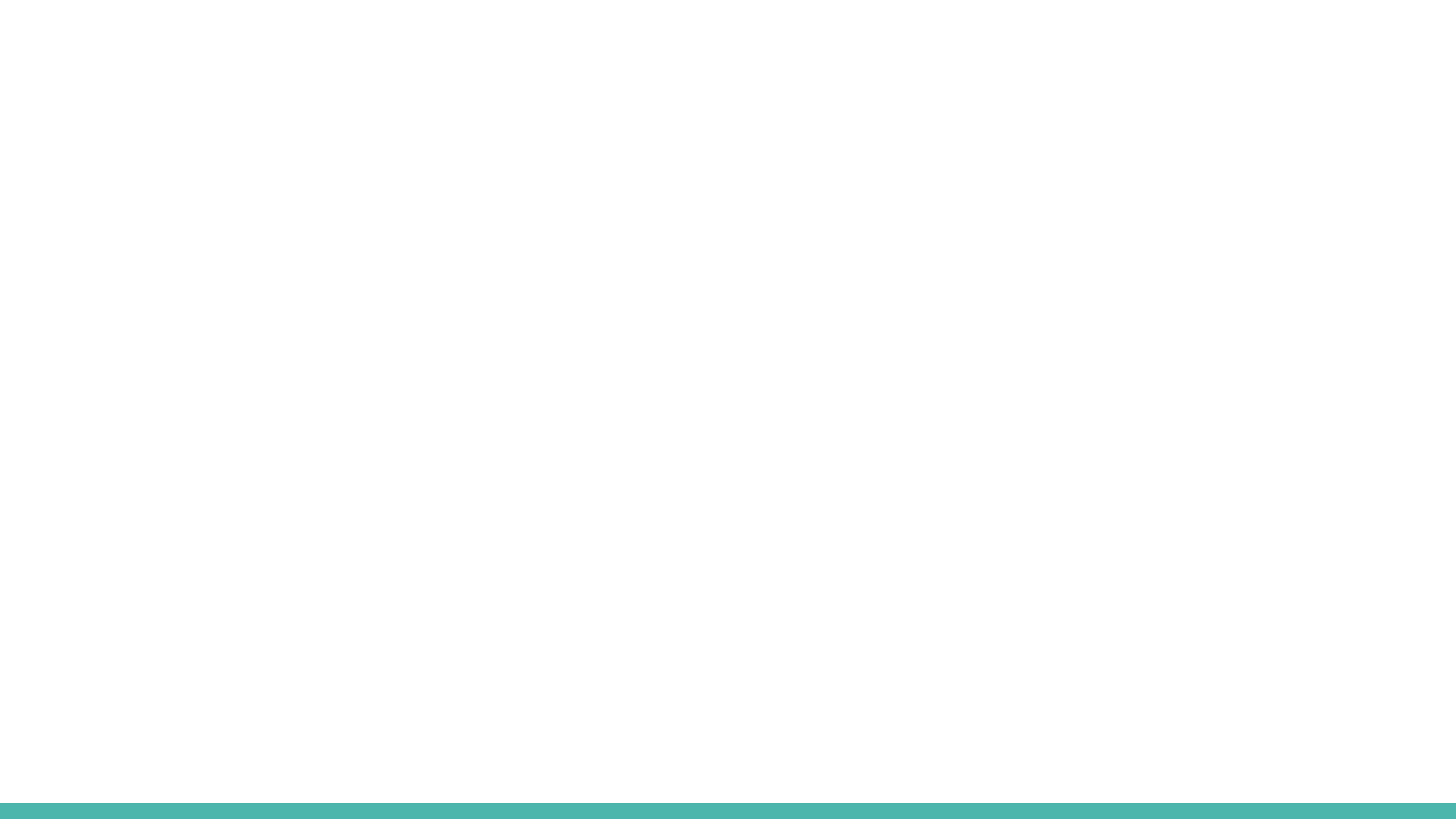
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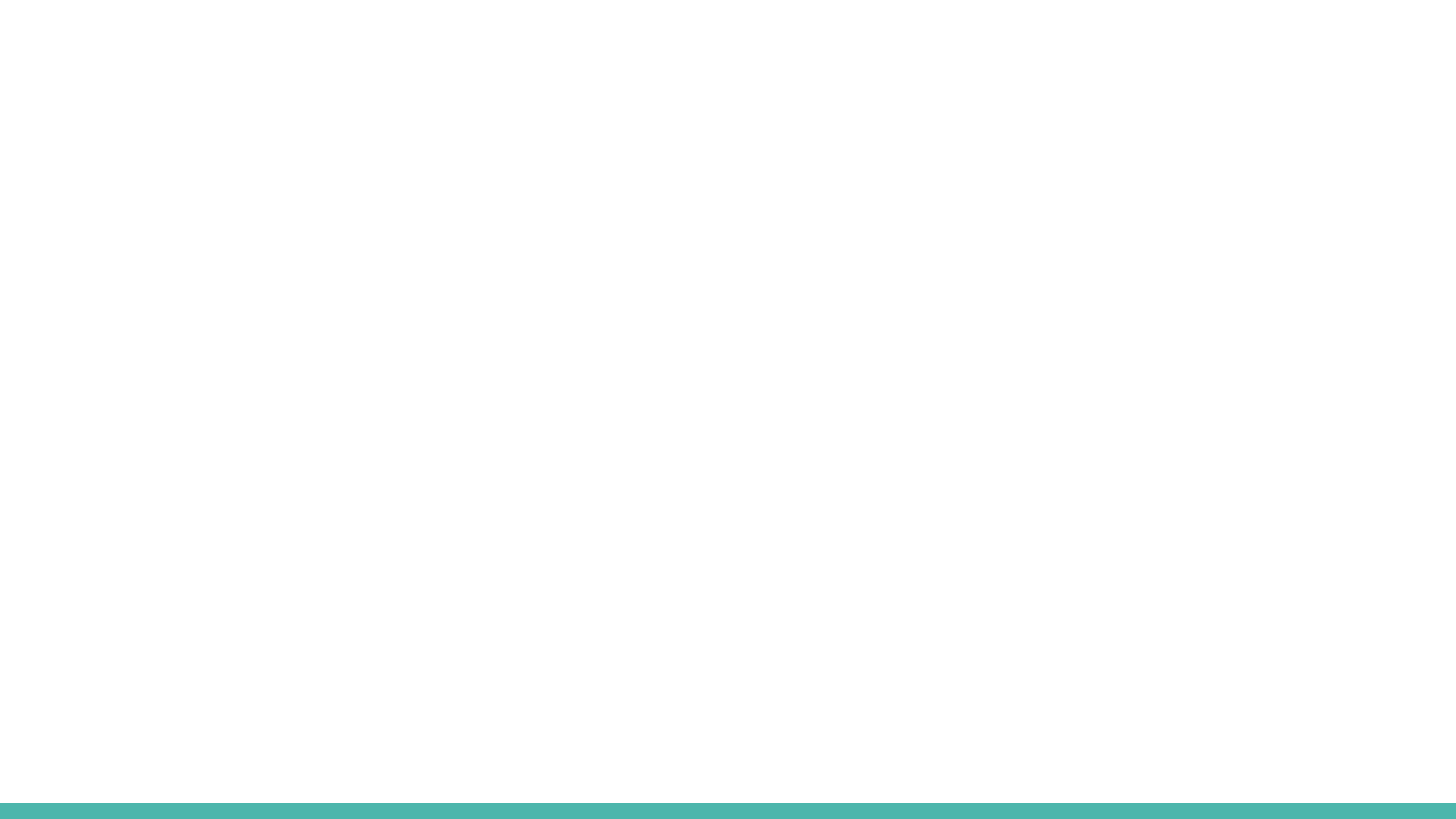
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# Eight State Priorities

1. Student access to basic school services.
  - a. Teacher assignments based on credentials
  - b. Textbooks and instructional materials
  - c. Facilities in good repair
2. Implementation of academic standards.
3. Parent involvement and participation.
4. Student achievement and outcomes along multiple measures.
5. Student engagement, attendance, absenteeism, graduation rate, drop out rate.
6. School climate, suspension rate, expulsion rate, and other locally identified means.
7. Pupil access and enrollment in a broad course of study.
8. Other student outcomes in subjects in a broad course of study.





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# BUSD LCAP Goal 1

— Metrics & Actions —

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# Goal 1 Metrics

*Students will be career/college ready via highquality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022 school year.*

# LCAP Goal Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Percent of English Learners Exceeding or Meeting Standards on English Language Arts CAASPP will increase by 2%	In 2018-2019, 25.54% of English Learners scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of English Learners scoring Exceeds or Meets Expectations on the English Language Arts CAASPP		
Percent of Socioeconomically Disadvantaged Students Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 2%	In 2018-2019, 52.41% of Socioeconomically Disadvantaged students scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of Socioeconomically Disadvantaged students who score Exceeds or Meets Standards on English Language Arts CAASPP		
Percent of Homeless Students Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 2%	In 2018-2019, 44.27% of Homeless Students scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of Homeless Students scoring Exceeds or Meets Expectations on the English Language Arts CAASPP		
Percent of Foster Students who score Exceeds or Meets Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, NA% of Foster Students scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of Foster students scoring Exceeds or Meets Expectations on the English Language Arts CAASPP		

# LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Percent of Students with Disabilities Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 2%	In 2018-2019, 26.01% of Students with Disabilities scored Exceeds or Meets Standards on the English Language Arts CAASPP (i)-0.6 (t)2 (h )-40(h )-4ds on			



# LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Percent of Socioeconomically Disadvantaged Students Exceeding or Meeting Standards on Math CAASPP will increase by 2%	In 2018-2019, 37.50% of Socioeconomically Disadvantaged Students scored Exceeds or Meets Standards on the Math CAASPP	Increase by 2% the percent of Socioeconomically Disadvantaged Students Exceeding or Meeting Standards on Math CAASPP		
Percent of Homeless Students Exceeding or Meeting Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, 19.67% of Homeless Students scored Exceeds or Meets Standards on the Mathematics CAASPP	Increase by 2% the percent of Homeless students Exceeding or Meeting Standards on the Mathematics CAASPP		
Percent of Foster Students who score Exceeds or Meets Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, NA% of Foster Students scored Exceeds or Meets Standards on the Mathematics CAASPP	Increase by 2% the percent of Foster Students scoring Exceeds or Meets Expectations on the Mathematics CAASPP		
Percent of Students with Disabilities that Exceed or Meet Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, 17.44% of Students with Disabilities scored exceeds or Meets standards on the Mathematics CAASPP	Increase by 2% the percentage of Students with Disabilities who exceed or meet standards on the Mathematics CAASPP		

# LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Percent of Hispanic students who Exceed or Meet Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, 35.99% of Hispanic students scored Exceeds or Meets Standards on the Mathematics CAASPP	Increase by 2% the percent of Hispanic students who meet Exceed or Meet Standards on the Mathematics CAASPP		
Percent of GATE students who score Exceeds or Meets Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, 94.4% of GATE students scored Exceeds or Meets Standards on the Mathematics CAASPP	Increase by 2% the percent of GATE students who Exceed or Meet Standards on the Mathematics CAASPP		
Percent of All Students who score Exceeds or Meet Standards on the English Language Arts CAASPP will increase by 2%	In 2018-2019, 64.94% of All Students scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of All Students who Exceed or Meet Standards on the English Language Arts CAASPP		
Percent of All Students who score Exceeds or Meets Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, 51.19% of All Students scored Exceeds or Meets Standards on the Mathematics CAASPP	Increase by 2% the percent of All Students who Exceed or Meet Standards on the Mathematics CAASPP		

# LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Percent of English Learners making progress towards English language proficiency as reported on the California Dashboard	In 2019-2020, 56.5% of English Learners making progress towards English language proficiency as reported on the California Dashboard	Increase by 2% the percent of English Learners making Progress on the ELPAC		
Percent of English Learners being reclassified as determined by the Reclassification Rate will meet or exceed previous annual rate or at least pass the State reclassification rate	In 2018-2019, 18.8% of English Learners were reclassified	Maintain or increase by 2% the reclassification rate of English Learners or exceed the State's reclassification rate		
Percent of fully credential teachers in grades Transitional Kindergarten through Grade 12 will be maintained	In 2020-2021, 100% of teachers are fully credentialed per teaching assignment in grades Transitional Kindergarten through Grade 12	Maintain 100% of teachers who are fully credentialed per teaching assignment		
Graduation Rate for All Students will increase by 2%	In 2018-2019, 92.3% of All Students were graduated from high school	Increase by 2% the percent of All Students who are graduated from high school		

# LCAP Goal Metrics Cont.

Metric				

# LCAP Goal Metrics Cont.

<b>Metric</b>	<b>2020-21 Baseline</b>	<b>Desired Outcome for 2023-24</b>	<b>2021-22 Mid-Year Update</b>	<b>Status</b>
Graduation Rate for Students with -24				



# LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Percent of Student Expulsions from the District will reduce/maintain at 0% expelled	In 2020-2021, no students were expelled from the District	The percent of students expelled from the District will be 0%		
100% Compliance with the Williams Act Instructional Materials Requirement	100% Compliance with the Williams Act Instructional Materials Requirement in pelCo3.7 (cs)Ttuis -0.9omp6 (om)-Miance wi(l)-0.6 (l)-0.7 2 (he )-3-2.7(W)-38.7 (-)-0.6 (l)1266 (l)-0.7 ( 12)T.0.015 (s)-2.6 ( A)44-0.042 Tw T[.7 (tt)2 ( pelCo3.7)Ttuis Inmp6 (om)-Miance wi(l)-0.6 (l)-0.7 2 (he )-3-2.7(W)-38.7 (-)-0.6 (l)1266 (l)-0.7 ( 12)T.0.015 (s)-2.6 ( A)44-0.042 Tw T[.7 (tt)2 ( pelCo3.7)Ttuis			
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# LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Percent of students proficient in Mathematics as measured by District Assessment will increase by at least 2% annually	Elementary baseline is 42% proficient in Mathematics Secondary baseline is 44% proficient in Mathematics	Elementary outcome is expected to be at 48% proficient in Mathematics on District assessment Secondary outcome is expected to be at 50% proficient in Mathematics on District assessment		
Percent of students college/career ready will increase annually by 2%	In 2018-2019, 67.7% of students were prepared as indicated in the GREEN Tier on the California Dashboard	Increase by 2% of students who are college/career prepared		
Percent of college/career students completing the A-G requirements. The completion rate will increase by 2% per year until students reach the highest performance level.	In 2018-2019, 67.4% of college/career students met the A-G completion requirement.	Increase by 2% annually, the percent of college/career students completing the A-G requirement		
Access to a Broad Course of Student (Credit Recovery)	In 2018-2019, the metric was met as reported by the District.	Continue to meet the Access to a Broad Course of Study as reported by the District annually for the California Dashboard	In 2020-2021, the metric was met as reported by the District.	



# LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Access and Enrollment Local Measure	In 2018-2019, the District reported that the Access and Enrollment metric was met.	Continue to meet the Access and Enrollment metric as reported by the District	In 2020-2021, the District reported that the Access and Enrollment metric was met.	
Adopted Course of Study	In 2018-2019, the District reported that the Adopted Course of Study metric was met.	Continue to meet the Adopted Course of Study metric as reported by the District		

# Goal 1 Actions

# LCAP Goal 1

# LCAP Goal Actions

<b>Action Title</b>	<b>Budgeted Expenditure</b>	<b>Estimated Actuals (1st Interim)</b>	<b>Implementation Note</b>
Dual Immersion Teacher Cost Share			
Dual Immersion Instructional Assistants			
Secondary Designated ELD Teachers			

# LCAP Goal Actions

<b>Action Title</b>	<b>Budgeted Expenditure</b>	<b>Estimated Actuals (1st Interim)</b>	<b>Implementation Note</b>
Elementary Summer School Extended Learning for English Learners			
Preschool Partial Cost of Teacher and Instructional Assistant for Unduplicated Students			
Professional Development Day Costs for All Teachers (1 ½ Days)			
Induction Professional Development Teacher on Special Assignment			

# LCAP Goal Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Peer Assistance and Review Teacher on Special Assignment (TOSA) (0.2 FTE)			
Elementary Response to Intervention for Reading/Language Arts and Math	\$01 1.196 Td(l) FTE Teacher on Special Assignment		
Middle School Psychologist (2.0 FTEs)			
Teacher Support and Professional Development	(()668u4TacBeu77u4TacBeu77u4Taevev r Support and		

# LCAP Goal Actions

# LCAP Goal Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Professional Development Teacher on Spec	9783 242.pec9783 242.pec9783 242.pec	D 6 3.6 1na10	(a)10 (g) S)1 n1sopm Q)10 (8pec90.q 102-0 0 /()



# LCAP Goal Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Secondary Art Supplies and Materials			
World Language Courses at Middle Schools			
Provide Support for students with disabilities to achieve their IEP Goals			
Targeted suppo/TT0 1 Tf-0.022 TwID 110 110/P (Base Fund)		See be Fund)	

# Parameters for Supplemental Carryover

District cannot delete or reword anything from last year; LACOE will check that verbatim.

District cannot go back in time and delete a goal as if it never existed.

District can add actions due to additional funds you should add them, as long as it supports a current goal.  
The district cannot add a new goal.

District can revise but the district has to write that there is a revision to a budgeted item.

The District can't add new positions as the funding is not ongoing.

# LCAP Goal Proposed Actions

<b>Action Title</b>	<b>Implementation Note</b>
Support for ELD classes in Grades 6-12	Focus on unfinished learning Increase passing rates Increase credit recovery Smaller class size 15:1 target
Secondary Summer School Stipends	The District anticipates an increased need for summer school teachers for the next two years.
iReady Internet-based Assessment and Intervention	Used as District-wide assessment in grades K-8 Used as intervention for select students

# LCAP Goal Proposed Actions

<b>Action Title</b>	
Intervention Costs	Additional intervention allocations/classes
Diversity, Equity, and Inclusion Supplemental Materials	Materials for school libraries, classrooms and novels.
Translation Services	Increased need for services

# Additional Ideas