

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.

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Goals and Actions

Goal

Goal #	Description
1	Ensure a safe and productive learning environment that promotes wellness and a positive school culture for all students (State Priorities - 1, 3, 5 & 6).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates	96.80%	Attendance Rates based on 5/2/2022: Overall = 94.84%	Attendance Rates based on 4/24/2023: Overall = 97.70%	Attendance Rates based on 5/15/2024: Overall - 95.12%	98%
Chronic Absence Rates Pacific Islander students Hispanic/Latino students Students w/ Disabilities (SWD) students Socioeconomically Disadvantaged (SED) students Homeless students	Overall - 5% Pacific Islander - 23.1% Hispanic - 4.3% SWD - 14.3% SED - 11.1% Homeless - 45.2%	Chronic Absenteeism Rates based on 5/2/2022: Overall - 21% Pacific Islander - 1.7% (48%) Hispanic - 46% (41%) SWD - 19% (37%) SED - 51 (33%) Homeless - 51.6% (64%)	Chronic Absenteeism Rates based on 4/24/2023 Overall - 15% Pacific Islander - 30.4% Hispanic - 34% SWD - 29.5% SED - 20% Homeless - 31%	Chronic Absence Rates based on 5/15/2024: Overall - 11.4% Pacific Islander - 33.33% Hispanic - 26.07% SWD - 26.11% SED - 11.88% Homeless - 19.3%	Overall - 4% Pacific Islander - 15% Hispanic - 10% SWD - 10% SED - 5% Homeless - 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates Hispanic/Latino students Socioeconomically Disadvantaged (SED) students English Learners (EL) students African American (AA) students	Overall - 1.9% (139 suspensions) Hispanic - 4.6% SED - 3.9% EL - 1.6% AA - 8.5%	Overall suspension rates pulled on May 2, 2022: Overall - 0.89% (56 suspensions) Hispanic students - 1.6% SED - 2% EL - 1.3% AA - 5.3%	Overall suspension rates pulled on 4/24/2023: Overall - 1.2% (75 suspensions) Hispanic students - 2.7% SED - 1.8% EL - .9% AA - 8.1%	Overall suspension rates based on 5/15/2024 Overall - 1.36% (89 suspensions) Hispanic - 2.8% SED - 2% EL - 1.4% AA - 8%	Overall - 1% Hispanic - 2% SED - 2% EL - 1% AA - 2%
Expulsion Rates	0.07% (1 expulsion)	Expulsion rates pulled on May 2, 2022: 0.04% (3 expulsions)	Expulsion rate pulled on 4/24/23 0.0164% (1 expulsion)	Expulsion rate as of 5/15/2024 0.015% (1 expulsion)	0%
Panorama Survey results (elementary & middle school students) - safety, sense of belonging, and climate of support for academic learning	1,949 elementary school students (3rd - 5th grade) 73% Self Management 68% Social Awareness 62% Growth Mindset 57% Self-Efficacy 2,241 middle school students (6th - 8th grade) 78% Self Management 66% Social Awareness 63% Growth Mindset	1,593 elementary school students (3rd - 5th) 72% Self Management 67% Social Awareness 61% Growth Mindset 52% Self-Efficacy 1,779 middle school students (6th - 8th grade) 76% Self Management 66% Social Awareness 65% Growth Mindset	Spring 2023 Panorama Survey results 1,811 elementary school students (3rd - 5th) 73% Self Management 68% Social Awareness 66% Growth Mindset 57% Self-Efficacy 1,651 middle school students (6th - 8th grade)	Spring 2024 Panorama Survey results 1,659 elementary school students (3rd - 5th) 72%. Self Management 68%. Social Awareness 68%. Growth Mindset 57%. Self-Efficacy 1,489 middle school students (6th - 8th) 75%. Self Management	1,500 elementary school students (3rd - 5th grade) 80% Self Management 75% Social Awareness 75% Growth Mindset 70% Self-Efficacy 1,500 middle school students (6th - 8th grade) 80% Self Management 75% Social Awareness 75% Growth Mindset

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	55% Self-Efficacy	49% Self-Efficacy	74% Self Management 64% Social Awareness 61% Growth Mindset 47% Self-Efficacy	65%. Social Awareness 65%. Growth Mindset 53%. Self-Efficacy	65% Self-Efficacy
Panorama Survey results (parents) - safety	1,834 family members responded. Baseline data: <ul style="list-style-type: none"> 93% of respondents agreed that their child is safe in the neighborhood and around school. 95% of respondents agreed that their child is safe on school grounds. 	573 family members responded. Spring 2022 survey data: <ul style="list-style-type: none"> 93% of respondents agreed that their child is safe in the neighborhood and around school. 95% of respondents agreed that their child is safe on school grounds. 	Panorama survey for parents was not administered this school year based on feedback.	717 family members responded. Spring 2024 survey data: <ul style="list-style-type: none"> 93% of respondents agreed that their child is safe in the neighborhood and around school. 93% of respondents agreed that their child is safe on school grounds. 	1,500 family members responded. <ul style="list-style-type: none"> 95% of respondents agreed that their child is safe in the neighborhood and around school. 97% of respondents agreed that their child is safe on school grounds.
Safety Plans	100% of school safety plans are current and updated annually.	100% of school safety plans are current and updated annually.	Fall 2022 Safety Plan results 100% of school safety plans are current and updated annually.	Fall 2023 Safety Plan results 100% of school safety plans are current and updated annually.	Continue to update school plans on an annual basis - 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Act	100% of sites passing the Williams Compliance review. Facilities in good repair - as measured by the FIT tool.	100% of sites passing the Williams Compliance review. Facilities in good repair - as measured by the FIT tool.	Data from the 2022 - 2023 school year: 100% of sites passing the Williams Compliance review. Percent of students with sufficient access to the standards-aligned instructional materials. Facilities in good repair - as measured by the FIT tool. (Fall 2022 results)	Data from the 2023 - 2024 school year: 100% of sites passing the Williams Compliance review. Percent of students with sufficient access to the standards-aligned instructional materials. Piedmont MS (ATSI school) - Passed SCCOE Williams visit Facilities in good repair - as measured by the FIT tool. (Fall 2023 results)	100% of sites passing the Williams Compliance review. Facilities in good repair - as measured by the FIT tool.

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.

The majority of the actions that were listed in Goal #1 were implemented during the 2023 - 2024 school year. The focus this school year was to support Tier 1 implementation for Multi Tiered Systems of Support (MTSS) and Positive Behavior Interventions and Support (PBIS) through additional professional development and establishing effective teams for each school site.

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

There was some variation between budgeted expenditures and the estimated actual expenditures. Listed below are the material differences:

1.2 Multi-Tiered Systems of Support (MTSS) - The district continued to focus on MTSS and was able to make significant strides towards Tier 1 implementation. By working with Collective Impact Solutions, all school sites have established MTSS teams and have started meeting at least monthly. While the majority of professional development has been only for administrators, all teachers and staff received a professional development on MTSS. More funds were spent than budgeted due to contracting additional time with Collective Impact Solutions to support district wide MTSS implementation, and PBIS training.

1.3 Positive Behavior programs - We have 4 schools working with the Santa Clara County Office of Education and 5 schools working with Collective Impact Solutions to help support the work of their Positive Behavior Intervention and Support (PBIS) team. Only 3 schools did not receive PBIS training this year. More funds were spent than budgeted due to purchasing Suite 360, a program that allows for other means of correction prior to suspension, and to support PBIS implementation.

1.4 Supporting Students' Social Emotional Well-Being & Student Wellness - A major focus of this school year was supporting our students and families who needed extra support with their social emotional well being. Social Emotional Learning (SEL) curriculum was provided to all teachers. Additionally, we contracted with Care Solace and trained all of our school social workers on how to connect our students and families with outside resources and wraparound services.

1.5 Family Engagement to support students' Social Emotional Well Being - Panorama, the districts survey platform is a multi year contract that was initially thought to have been purchased up front for the full three years. The is was incorrect, the amount paid in 2022-23 was only for the 2022-23 school year and therefore the initial budgeted amount of \$0 was incorrect and needed to be purchased in 2023-24.

1.6 School Social Workers - We spent less money than budgeted due to having a vacant position since October. Once we filled the position, we ended up moving the cost to a community schools funding source, and is now being covered through a grant from the Santa Clara County Department of Behavioral Health.

1.7 Support for Foster Youth & McKinney-Vento students - The district continues to provide after school tutoring, after school classes/programs, and additional classroom support with the use of Elevo, which is being funded through our Expanded Learning Opportunity Plan money. The district also provides students with transportation through our transportation department or by providing a bus pass to allow students to get to and from school.

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

Based on the data/metrics from this school year, the action items that were most impactful to Goal #1 are listed below:

1.2 - Multi-Tiered Systems of Support (MTSS) - In working with Collective Impact Solutions and the Santa Clara County Office of Education, all of our schools have started laying the foundation of MTSS. Through professional development and the establishment of MTSS teams at each school site, we have started a common language across the district and have started building the foundation for Tier 1 implementation next school year.

1.4 - Supporting Students' Social-Emotional Well-Being & Student Wellness - Care Solace has allowed us to connect students and families with outside resources and agencies to support their social-emotional well being. When students need more mental health services than we are able to provide within the school setting, we are able to connect the students and families with more intensive services by referring them for a "Warm Handoff" through Care Solace.

1.5 - Family Engagement to support students' Social Emotional Well Being - We have offered several parent engagement events throughout this school year. By coordinating with various organizations, we have provided workshops on how parents can support their student with their academics, with anxiety & depression, and how to monitor and teach students how to safely use social media and technology.

1.6 - School Social Workers - We have 9 School Social Workers (SSW) who support all of our schools within the district. Each middle school has a full time SSW, and our elementary schools each have a .5 SSW. In addition, we hired a SSW to be a School Linked Services (SLS) Coordinator who is responsible for working with our students with the highest needs, as well as connecting families to various services and support when needed. The SLS Coordinator also collaborates with the Santa Clara County Behavioral Health Department to provide parent engagement/education opportunities.

1.8 - School Psychologists - Our School Psychologists ensure that students who qualify for Individual Educational Plan (IEP) receive the services needed to access their education. The School Psychologists also work with teachers, parents, students and staff to identify students who may need IEP services, then provide the testing for students when needed.

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.

Changes made for the 2023-2024 LCAP resulting from reflections/data on prior practice are as follows:

1) Student groups were identified for the district's attendance & chronic absenteeism rates. Principals regularly reviewed data to identify students who were truant or chronically absent and made an effort to engage them in school.

2) A coordinator of student services was hired to oversee the student services department (i.e. suspensions/expulsions, Student Attendance Review Board meetings, supporting students who are identified as Foster Youth/Homeless).

3) Positive Behavior Intervention & Support (PBIS) got a reboot this year. Four schools who had never received PBIS training received the training through Santa Clara County Office of Education. Six schools who had already received PBIS training got a refresher training through Collective Impact Solutions.

4) We continued to focus on more professional development on the district's MTSS framework, including Tier 1 foundation of both academic and behavioral supports. This training was provided to all schools and guided by Collective Impact Solutions.

5) We continue to identify and work with students/families who are identified as chronically absent. A big focus was specifically on those students who are chronically absent, but not necessarily truant. With the use of community liaisons and positive outreach, we attempted to reengage those students who were missing more than 10% of the school year.

6) We ended up using the Panorama Survey for Fall 2023 & Spring 2024. The surveys were provided to students in grades 4-8, all families, and all staff.

7) Year 1 outcome has been corrected for the Suspension Metric due to a typo in the SED Suspension Rate. This change was based on the data that was released on the CA Data Dashboard.

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	Improve student achievement for all students by providing Common Core State Standards (CCSS) instruction with the strategic use of technology and providing professional development for all staff. (State Priorities 1, 2, 4, 5, 6, 7, 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts (ELA) - SBAC Data	SBAC ELA Data: All Students: 29.3 points above standard. SED: 14.9 points below standard. Students with Disabilities: 89.4 points below standard. African American: 35.3 points below standard. Hispanic: 33.5 points below standard.	SBAC tests Administered in the Spring of 2022 - results will be available summer of 2022 SBAC was not administered during the Spring of 2021 based on COVID19.	2021-22 SBAC results SBAC ELA Data: All Students: 34.6 points above standard. SED: 11.3 points below standard. Students with Disabilities: 86.6 points below standard. African American: 52.9 points below standard. Hispanic: 31.5 points below standard. 2021 SBAC - Year 1 outcome should have been Year 2 2022-23 SBAC results as of 6/7/2023 SBAC ELA Data: All Students: 34 points above standard.	2022 - 2023 SBAC results SBAC ELA Data: All Students: 32.5 points above standard. SED: 17.7 points below standard. Students with Disabilities: 87.3 points below standard. African American: 37.1 points below standard. Hispanic: 41.3 points below standard.	SBAC ELA Data: All students: 40 points above standard SED students: At standard Students with Disabilities: 50 points below standard African American students: At standard Hispanic students: At standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>SED:25 points below standard. Students with Disabilities: 94 points below standard. African American: 45 points below standard. Hispanic: 40 points below standard.</p>		
English Language Development (ELD)	<p>2018 - 2019 ELPAC test results 1944 EL students tested Level 4 (Well Developed) = 27.98% Level 3 (Moderately Developed) = 41% Level 2 (Somewhat Developed) = 20.78% Level 1 (Minimally Developed) = 10.13%</p> <p>EL Reclassification Rate = 20.5% Number of EL Students Reclassified = 425</p>	<p>2021 - 2022 ELPAC test results: 1407 EL students tested Level 4 (Well Developed) = 33% Level 3 (Moderately Developed) = 35% Level 2 (Somewhat Developed) = 22% Level 1 (Minimally Developed) = 10%</p> <p>EL Reclassification Rate = 24.9% Number of EL Students Reclassified = 434</p>	<p>2022 - 2023 ELPAC Results as of 6/8/2023 1314 EL students tested Level 4 (Well Developed) = 25% Level 3 (Moderately Developed) = 35% Level 2 (Somewhat Developed) = 22% Level 1 (Minimally Developed) = 18%</p> <p>EL Reclassification Rate = 20.6% (300/1455) Number of EL Students Reclassified = 300</p> <p>2022 CA School Dashboard:</p>	<p>2023 - 2024 ELPAC results were not available until after the board adoption (6/12/24) of the LCAP</p> <p>2022- 2023 ELPAC results. 1319 EL students tested Level 4 (Well Developed) = 25% Level 3 (Moderately Developed) = 35% Level 2 (Somewhat Developed) = 22% Level 1 (Minimally Developed) = 18%</p> <p>EL Reclassification Rate = 14% (181/1327)</p>	<p>ELPAC test results: Level 4 (Well Developed) = 40% Level 3 (Moderately Developed) = 35% Level 2 (Somewhat Developed) = 15% Level 1 (Minimally Developed) = 10%</p> <p>EL Reclassification Rate = 25% Number of EL Students Reclassified = 500</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			50.9% of EL are making progress toward English Proficiency	Number of EL Students Reclassified = 181 2023 CA School Dashboard: 54.3% of EL are making progress toward English Proficiency	
Math - SBAC Data	All Students: 15.3 points above standard. SED: Low, 35 points below standard. Students with Disabilities: 109.2 points below standard. African American: 90.7 points below standard. Hispanic: 69.9 points below standard.	SBAC tests Administered in the Spring of 2022 - results will be available summer of 2022 SBAC was not administered during the Spring of 2021 based on COVID19.	2021-22 SBAC results All Students: 6.7 points above standard. SED: 49.6 points below standard. Students with Disabilities: 115 points below standard. African American: 112.3 points below standard. Hispanic: 81.6 points below standard. 2022-23 SBAC results as of 6/7/2023 All Students: 13 points above standard. SED: 63 points below standard.	2022 - 2023 SBAC results SBAC Math Data: All Students: 11.1 points above standard. SED: 51 points below standard. Students with Disabilities: 105.5 points below standard. African American: 98.3 points below standard. Hispanic: 81.9 points below standard.	SBAC Math Data: All students: 25 points above standard SED students: 10 points below standard Students with Disabilities: 50 points below standard African American students: 50 points below standard Hispanic students: 25 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Students with Disabilities: 112 points below standard. African American: 104 points below standard. Hispanic: 82 points below standard.		
English Language Arts - District Spring Reading Benchmarks	District Spring Reading benchmarks Districtwide Data (K - 8): Participation Rate = 62% Below Grade Level = 22% Approaching Grade Level = 18% Meeting Grade Level = 19% Exceeding Grade Level = 43% Elementary Data (K - 5): Participation rate = 64% Below Grade Level = 30% Approaching Grade Level = 15% Meeting Grade Level = 17%	District Spring Reading benchmarks Districtwide Data (K - 8): Participation Rate = 73.5% Below Grade Level = 17.8% Approaching Grade Level = 18% Meeting Grade Level = 19% Exceeding Grade Level = 43% Elementary Data: Participation rate = 87% Below Grade Level = 20.65% Approaching Grade Level = 10.38% Meeting Grade Level = 18.98% Exceeding Grade Level = 49.99%	Spring 2023 District Spring Reading benchmarks Districtwide Data (K - 8): Participation Rate = 86.05% Below Grade Level = 18.8% Approaching Grade Level = 12.34% Meeting Grade Level = 21.77% Exceeding Grade Level = 47.75% Elementary Data: Participation rate = 86.2% Below Grade Level = 21.06% Approaching Grade Level = 9.39% Meeting Grade Level = 22.64%	Spring 2024 District Reading benchmarks Districtwide Data (K - 8): Participation Rate = 83.8% Below Grade Level = 19.11% Approaching Grade Level = 17.02% Meeting Grade Level = 21.10% Exceeding Grade Level = 42.04% Elementary Data: Participation rate = 80% Below Grade Level = 21.31% Approaching Grade Level = 9.83% Meeting Grade Level = 22.07% Exceeding Grade Level = 45.28%	District Spring Reading benchmarks Districtwide Data (K - 8): Participation rate = 100% Below Grade Level = 10% Approaching Grade Level = 15% Meeting Grade Level = 45% Exceeding Grade Level = 30% Elementary Data (K - 5): Participation rate = 100% Below Grade Level = 10% Approaching Grade Level = 15% Meeting Grade Level = 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Exceeding Grade Level = 38%</p> <p>Middle School Data (6 - 8) Participation rate = 60%</p> <p>Below Grade Level = 14%</p> <p>Approaching Grade Level = 20%</p> <p>Meeting Grade Level = 20%</p> <p>Exceeding Grade Level = 47%</p>	<p>Middle School Data (6 - 8) Participation rate = 60%</p> <p>Below Grade Level = 15.1%</p> <p>Approaching Grade Level = 21.7%</p> <p>Meeting Grade Level = 21.1%</p> <p>Exceeding Grade Level = 42.1%</p>	<p>Exceeding Grade Level = 46.90%</p> <p>Middle School Data (6 - 8) Participation rate = 85.9%</p> <p>Below Grade Level = 15.3%</p> <p>Approaching Grade Level = 21.2%</p> <p>Meeting Grade Level = 20.9%</p> <p>Exceeding Grade Level = 42.6%</p>	<p>Middle School Data (6 - 8) Participation rate = 87.6%</p> <p>Below Grade Level = 17.1%</p> <p>Approaching Grade Level = 23.7%</p> <p>Meeting Grade Level = 20.1%</p> <p>Exceeding Grade Level = 39.1%</p>	<p>Exceeding Grade Level = 30%</p> <p>Middle School Data (6 - 8) Participation rate = 100%</p> <p>Below Grade Level = 10%</p> <p>Approaching Grade Level = 15%</p> <p>Meeting Grade Level = 45%</p> <p>Exceeding Grade Level = 30%</p>
<p>Mathematics - District Benchmark (End of Second trimester for elementary schools; End of First semester for Middle Schools)</p>	<p>District Spring Math benchmarks Districtwide Data: Participation Rate = 81%</p> <p>Below Grade Level = 27%</p> <p>Approaching Grade Level = 17%</p> <p>Meeting Grade Level = 21%</p> <p>Exceeding Grade Level = 35%</p> <p>Kindergarten Participation Rate = 91%</p>	<p>District Spring Math benchmarks Districtwide Data: Participation Rate = 93.3%</p> <p>Below Grade Level = 48.85%</p> <p>Approaching Grade Level = 11.20%</p> <p>Meeting Grade Level = 15.28%</p> <p>Exceeding Grade Level = 20.94%</p> <p>Kindergarten Participation Rate = 93.4%</p>	<p>Spring 2023 District Math benchmarks Districtwide Data: Participation Rate = 90.3%</p> <p>Below Grade Level = 40.2%</p> <p>Approaching Grade Level = 11.5%</p> <p>Meeting Grade Level = 14.4%</p> <p>Exceeding Grade Level = 34%</p> <p>Kindergarten Participation Rate = 91.3%</p>	<p>Spring 2024 District Math benchmarks Participation Rate = 81.6%</p> <p>Below Grade Level = 33.8%</p> <p>Approaching Grade Level = 11.9%</p> <p>Meeting Grade Level = 14.9%</p> <p>Exceeding Grade Level = 39.5%</p> <p>Kindergarten Participation Rate = 94%</p>	<p>District Spring Math benchmarks Districtwide Data: Participation Rate = 100%</p> <p>Below Grade Level = 10%</p> <p>Approaching Grade Level = 15%</p> <p>Meeting Grade Level = 40%</p> <p>Exceeding Grade Level = 35%</p> <p>Kindergarten Participation Rate =</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Below Grade Level = 5%</p> <p>Approaching Grade Level = 9%</p> <p>Meeting Grade Level = 14%</p> <p>Exceeding Grade Level = 72%</p>	<p>Below Grade Level = 26.1%</p> <p>Approaching Grade Level = 15.2%</p> <p>Meeting Grade Level = 25.5%</p> <p>Exceeding Grade Level = 33.25%</p>	<p>Below Grade Level = 9.1%</p> <p>Approaching Grade Level = 11.4%</p> <p>Meeting Grade Level = 16.5%</p> <p>Exceeding Grade Level = 63.1%</p>	<p>Below Grade Level = 9.6%</p> <p>Approaching Grade Level = 10.2%</p> <p>Meeting Grade Level = 16.1%</p> <p>Exceeding Grade Level = 64.1%</p>	<p>100% Below Grade Level = 5%</p> <p>Approaching Grade Level = 5%</p> <p>Meeting Grade Level = 15%</p> <p>Exceeding Grade Level = 75%</p>
	<p>1st grade Participation Rate = 90%</p> <p>Below Grade Level = 13%</p> <p>Approaching Grade Level = 9%</p> <p>Meeting Grade Level = 25%</p> <p>Exceeding Grade Level = 53%</p>	<p>1st grade Participation Rate = 88.7%</p> <p>Below Grade Level = 26.1%</p> <p>Approaching Grade Level = 15.2%</p> <p>Meeting Grade Level = 25.5%</p> <p>Exceeding Grade Level = 33.2%</p>	<p>1st grade Participation Rate = 91.5%</p> <p>Below Grade Level = 26.1%</p> <p>Approaching Grade Level = 12.3%</p> <p>Meeting Grade Level = 24.6%</p> <p>Exceeding Grade Level = 37%</p>	<p>1st grade Participation Rate = 92.1%</p> <p>Below Grade Level = 22.8%</p> <p>Approaching Grade Level = 12.8%</p> <p>Meeting Grade Level = 19.1%</p> <p>Exceeding Grade Level = 45.4%</p>	<p>1st grade Participation Rate = 100%</p> <p>Below Grade Level = 10%</p> <p>Approaching Grade Level = 10%</p> <p>Meeting Grade Level = 20%</p> <p>Exceeding Grade Level = 60%</p>
	<p>2nd grade Participation Rate = 90%</p> <p>Below Grade Level = 16%</p> <p>Approaching Grade Level = 8%</p> <p>Meeting Grade Level = 13%</p> <p>Exceeding Grade Level = 63%</p>	<p>2nd grade Participation Rate = 91.7%</p> <p>Below Grade Level = 23.8%</p> <p>Approaching Grade Level = 9.8%</p> <p>Meeting Grade Level = 19.2%</p> <p>Exceeding Grade Level = 47.3%</p>	<p>2nd grade Participation Rate = 92.1%</p> <p>Below Grade Level = 21%</p> <p>Approaching Grade Level = 6.5%</p> <p>Meeting Grade Level = 13%</p> <p>Exceeding Grade Level = 59.3%</p>	<p>2nd grade Participation Rate = 85.9%</p> <p>Below Grade Level = 22.1%</p> <p>Approaching Grade Level = 9.2%</p> <p>Meeting Grade Level = 13.6%</p> <p>Exceeding Grade Level = 55.1%</p>	<p>2nd grade Participation Rate = 100%</p> <p>Below Grade Level = 10%</p> <p>Approaching Grade Level = 10%</p> <p>Meeting Grade Level = 20%</p> <p>Exceeding Grade Level = 60%</p>
	<p>3rd grade Participation Rate = 88%</p>	<p>3rd grade Participation Rate = 91.7%</p>	<p>3rd grade Participation Rate = 93.5%</p>	<p>3rd grade Participation Rate = 94.8%</p>	<p>3rd grade Participation Rate = 100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Below Grade Level = 40% Approaching Grade Level = 18% Meeting Grade Level = 20% Exceeding Grade Level = 22%	Below Grade Level = 29.6% Approaching Grade Level = 17.7% Meeting Grade Level = 24.4 % Exceeding Grade Level = 28.2%	Below Grade Level = 29.5% Approaching Grade Level = 12.9% Meeting Grade Level = 18% Exceeding Grade Level = 39.6%	Below Grade Level= 29.7% Approaching Grade Level= 12.1% Meeting Grade Level= 23% Exceeding Grade Level= 35.2%	Below Grade Level = 10% Approaching Grade Level = 10% Meeting Grade Level = 30% Exceeding Grade Level = 50%
	4th grade Participation Rate = 88% Below Grade Level = 40% Approaching Grade Level = 18% Meeting Grade Level = 20% Exceeding Grade Level = 22%	4th grade Participation Rate = 94.3% Below Grade Level = 51.9% Approaching Grade Level = 17.1% Meeting Grade Level = 14.3% Exceeding Grade Level = 16.8%	4th grade Participation Rate = 94.5% Below Grade Level = 40.1% Approaching Grade Level = 15.2% Meeting Grade Level = 16.9% Exceeding Grade Level = 27.8%	4th grade Participation Rate = 86.1% Below Grade Level: 44.7% Approaching Grade Level: 14% Meeting Grade Level: 15.9% Exceeding Grade Level: 25.5%	4th grade Participation Rate = 100% Below Grade Level = 15% Approaching Grade Level = 15% Meeting Grade Level = 30% Exceeding Grade Level = 40%
	5th grade Participation Rate = 91% Below Grade Level = 64% Approaching Grade Level = 12% Meeting Grade Level = 11% Exceeding Grade Level = 14%	5th grade Participation Rate = 94.9% Below Grade Level = 61.5% Approaching Grade Level = 12.2% Meeting Grade Level = 13.7% Exceeding Grade Level = 12.6%	5th grade Participation Rate = 90.3% Below Grade Level = 39% Approaching Grade Level = 13.9% Meeting Grade Level = 14.9% Exceeding Grade Level = 32.2%	5th grade Participation Rate = 88.7% Below Grade Level = 38.7% Approaching Grade Level = 12.9% Meeting Grade Level = 14.3% Exceeding Grade Level = 34.2%	5th grade Participation Rate = 100% Below Grade Level = 15% Approaching Grade Level = 15% Meeting Grade Level = 35% Exceeding Grade Level = 35%
	6th grade Participation Rate = 75%	6th grade Participation Rate = 93.8 %	6th grade Participation Rate = 86.6 %	6th grade Participation Rate = 92.3%	6th grade Participation Rate = 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Below Grade Level = 32%</p> <p>Approaching Grade Level = 34%</p> <p>Meeting Grade Level = 19%</p> <p>Exceeding Grade Level = 15%</p>	<p>Below Grade Level = 72%</p> <p>Approaching Grade Level = 13.7 %</p> <p>Meeting Grade Level = 10 %</p> <p>Exceeding Grade Level = 4.3%</p>	<p>Below Grade Level = 66.8%</p> <p>Approaching Grade Level = 7.9%</p> <p>Meeting Grade Level = 8.9 %</p> <p>Exceeding Grade Level = 16.4%</p>	<p>Below Grade Level = 39.2</p> <p>Approaching Grade Level = 13.6%</p> <p>Meeting Grade Level = 13.6%</p> <p>Exceeding Grade Level = 33.6%</p>	<p>Below Grade Level = 32%</p> <p>Approaching Grade Level = 34%</p> <p>Meeting Grade Level = 19%</p> <p>Exceeding Grade Level = 15%</p>
	<p>7th grade Participation Rate = 81%</p> <p>Below Grade Level = 18%</p> <p>Approaching Grade Level = 22%</p> <p>Meeting Grade Level = 33%</p> <p>Exceeding Grade Level = 27%</p>	<p>7th grade Participation Rate = 92.8%</p> <p>Below Grade Level = 14.3%</p> <p>Approaching Grade Level = 44.2 %</p> <p>Meeting Grade Level = 27.5%</p> <p>Exceeding Grade Level = 14%</p>	<p>7th grade Participation Rate = 88.1%</p> <p>Below Grade Level = 60.9%</p> <p>Approaching Grade Level = 11.6%</p> <p>Meeting Grade Level = 7.5%</p> <p>Exceeding Grade Level = 20.1%</p>	<p>7th grade Participation Rate = 88.9%</p> <p>Below Grade Level = 38.4%</p> <p>Approaching Grade Level = 11.3%</p> <p>Meeting Grade Level = 10.6%</p> <p>Exceeding Grade Level = 39.7%</p>	<p>7th grade Participation Rate = 100%</p> <p>Below Grade Level = 15%</p> <p>Approaching Grade Level = 15%</p> <p>Meeting Grade Level = 40%</p> <p>Exceeding Grade Level = 30%</p>
	<p>8th grade Participation Rate = 71%</p> <p>Below Grade Level = 16%</p> <p>Approaching Grade Level = 26%</p> <p>Meeting Grade Level = 34%</p> <p>Exceeding Grade Level = 23%</p>	<p>8th grade Participation Rate = 92.8 %</p> <p>Below Grade Level = 71.6%</p> <p>Approaching Grade Level = 9.7%</p> <p>Meeting Grade Level = 7.6%</p> <p>Exceeding Grade Level = 11.1%</p>	<p>8th grade Participation Rate = 88.2%</p> <p>Below Grade Level = 70.9%</p> <p>Approaching Grade Level = 11.1%</p> <p>Meeting Grade Level = 8%</p> <p>Exceeding Grade Level = 10.1%</p>	<p>8th grade Participation Rate = 90.7%</p> <p>Below Grade Level = 57.7%</p> <p>Approaching Grade Level = 10.8%</p> <p>Meeting Grade Level = 8%</p> <p>Exceeding Grade Level = 23.5%</p>	<p>8th grade Participation Rate = 100%</p> <p>Below Grade Level = 15%</p> <p>Approaching Grade Level = 15%</p> <p>Meeting Grade Level = 40%</p> <p>Exceeding Grade Level = 30%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriate Teacher Placement data	SARC: 97% appropriately placed With Full Credential: 257 W/O Full Credential: 9	SARC: 98.5 appropriately placed With Full Credential: 274 W/O Full Credential: 4	Data for the 2022.-2023 school year: SARC: 100 appropriately placed With Full Credential: 286	Data for the 2023 -2024 school year With Full Credential: 283 With Out Full Credential: 2	SARC - 100% teachers appropriately placed
Williams Act	100% of sites passing the Williams Compliance review.	100% of sites passing the Williams Compliance review	Data from the 2022 -2023 school year: 100% of sites passing the Williams Compliance review Percent of students with sufficient access to the standards-aligned instructional materials	Data from the 2023 -2024 school year: 100% of sites passing the Williams Compliance review Percent of students with sufficient access to the standards-aligned instructional materials	100% of sites passing the Williams Compliance review.
Student Growth Mindset	Panorama Student Survey Elementary: 57% responded favorably on self-efficacy questions, 62% responded favorably on growth mindset questions Secondary: 55% responded favorably on self-efficacy questions,	Panorama Student Survey from the Spring 2022 administration: Elementary: 57% responded favorably on self-efficacy questions, 62% responded favorably on growth mindset questions	Panorama Student Survey from the Spring 2023 administration: Elementary: 57% responded favorably on self-efficacy questions, 66% responded favorably on growth mindset questions	Panorama Student Survey from the Spring 2024 administration: Elementary: 57% responded favorably on self-efficacy questions, 68% responded favorably on growth mindset questions	Panorama Student Survey Elementary: 65% responded favorably on self-efficacy questions, 70% responded favorably on growth mindset questions Secondary: 65% responded favorably on self-efficacy questions,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	63% responded favorably on growth mindset questions	Secondary: 55% responded favorably on self-efficacy questions, 63% responded favorably on growth mindset questions	Secondary: 47% responded favorably on self-efficacy questions, 64% responded favorably on growth mindset questions	Secondary: 53% responded favorably on self-efficacy questions, 65% responded favorably on growth mindset questions	70% responded favorably on growth mindset questions
Physical Fitness	<p>Grade 5 Healthy Fitness Zone Aerobic Capacity: 78.6% Body Composition: 64.6% Abdominal Strength: 78.3% Trunk Extension Strength: 83.6% Upper Body Strength: 64.7% Flexibility: 83.1%</p> <p>Grade 7 Healthy Fitness Zone Aerobic Capacity: 64.5% Body Composition: 66.6% Abdominal Strength: 89.3% Trunk Extension Strength: 96.1%</p>	<p>Grade 5 Healthy Fitness Zone Aerobic Capacity: 56% Body Composition: Not required this year Abdominal Strength: 74.8% Trunk Extension Strength: 65.4% Upper Body Strength: 55.2% Flexibility: 81.9%</p> <p>Grade 7 Healthy Fitness Zone Aerobic Capacity: 74.6% Body Composition: Not required this year Abdominal Strength: 87.3% Trunk Extension Strength: 92.7%</p>	<p>Data from Spring 2023: Grade 5 Healthy Fitness Zone Aerobic Capacity: 62.9% Body Composition: Not required this year Abdominal Strength: 72.5% Trunk Extension Strength: 65.4% Upper Body Strength: 54.2% Flexibility: 80%</p> <p>Grade 7 Healthy Fitness Zone Aerobic Capacity: 79.7% Body Composition: Not required this year Abdominal Strength: 86.5%</p>	<p>Grade 5 Healthy Fitness Zone Spring 2024 Grade 5 Healthy Fitness Zone Aerobic Capacity: 61% Body Composition: Not required this year Abdominal Strength: 74% Trunk Extension Strength: 66.1% Upper Body Strength: 55% Flexibility: 81.1%</p> <p>Grade 7 Healthy Fitness Zone Aerobic Capacity: 78% Body Composition: Not required this year Abdominal Strength: 88.2%</p>	<p>Grade 5 Healthy Fitness Zone Aerobic Capacity: 80% Body Composition: 70% Abdominal Strength: 80% Trunk Extension Strength: 85% Upper Body Strength: 70% Flexibility: 85%</p> <p>Grade 7 Healthy Fitness Zone Aerobic Capacity: 70% Body Composition: 70% Abdominal Strength: 90% Trunk Extension Strength: 97%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Upper Body Strength: 75% Flexibility: 67.4%	Upper Body Strength: 67.9% Flexibility: 48.5%	Trunk Extension Strength: 94.3% Upper Body Strength: 61.6% Flexibility: 47.8%	Trunk Extension Strength: 94.5% Upper Body Strength: 63.1% Flexibility: 48%	Upper Body Strength: 75% Flexibility: 70%
Middle School Dropout Rate	1 middle school student dropped out of school	0 middle school student dropped out of school	Data from Spring 2023: 0 middle school student dropped out of school	Data from Spring 2024: 0 middle school student dropped out of school	0 middle school students dropped out of school
Alignment of ELD as aligned to the ELA standards	Local Indicators Self-reflection Tool - Initial Implementation	Local Indicators Self-reflection Tool - Initial Implementation	Data from Spring 2023: Local Indicators Self-reflection Tool - Initial Implementation	Data from Spring 2024: Local Indicators Self-reflection Tool - Initial Implementation	Local Indicators Self-reflection Tool - Full Implementation
Access to a broad course of study	Metric was not in place	Metric was not in place	2022 - 2023 BUSD's student information system shows that 100% of students in TK - 8 have access to a broad course of study. This includes English Language Arts, Math, Social Studies, Science, and Physical Education. Students that have an IEP also have access to core subject areas	2023 - 2024 BUSD's student information system shows that 100% of students in TK - 8 have access to a broad course of study. This includes English Language Arts, Math, Social Studies, Science, and Physical Education. Students that have an IEP also have access to core subject areas	100% of TK - 8th grade students will have access to broad course of study as shown in Infinite Campus (Student information system). Local Indicators were used to support this metric.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			determined by IEP goals and services. Local Indicators were used to support this metric.	determined by IEP goals and services. Local Indicators were used to support this metric.	

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.

2.2. In addition to the planned professional development and walkthroughs focused on Culturally Sustaining Pedagogy, the District continued the support and provision of professional development for the cadre of Strategy Keepers. The Strategy Keepers supported the implicit bias training provided by Dr. Niki Elliott of Mindful Leaders Project. for new cohorts of certificated and classified staff members.

2.3 Collaboration time through securing substitutes did not take place due to the limited number of substitutes available. In place of release time, teachers engaged in data analysis and collaborative planning during staff meetings or site professional development.

2.5 During the 2024-35 school year, 4th & 5th grade teachers at our Mandarin Immersion school (Cherrywood) completed their 2nd year of Sobrato Early Academic Language (SEAL) training, a model of high leverage EL pedagogy for Integrated & Designated ELD. This will ensure students in the dual immersion program experience continuity of high quality instruction based on language acquisition research. In addition, 4th-6th grade teachers from Toyon, Laneview, and Sierramont participated in their first year of SEAL training. All middle school ELD teachers received training to deepen their implementation of Houghton Mifflin Harcourt (HMH) Read 180/English 3D to provide high quality Designated ELD. All elementary teachers received professional development to deepen their implementation of Benchmark's Designated ELD. Rigor, a newcomer curriculum, was purchased for all Elementary sites.

2.6 The Middle School Math assessment team that was established in 2022-2023 order to develop a districtwide math benchmark for middle school and plan cross site collaboration and professional learning for the math departments continued to meet this year to refine the math benchmark assessment and begin the development of second assessment. We contracted with Santa Clara County Office of Education (SCCOE) to support this work. The Math Leadership Team did not meet as outlined in the LCAP. Due to the release of the state's new math framework, we did not look into possible math adoption. We began work to plan for unpacking and providing professional learning related to the new math framework through the support of SCCOE.

2.7 Math intervention programs and Math Screeners were not purchased because of impending new Math Framework.

2.8 The district is no longer supporting Mystery Science since FOSS Next Generation curriculum was adopted and purchased for K-5 Science and implemented in 2022-2023. To support the development of a coherent and effective implementation plan, the district contracted with SCCOE to support and guide the development of an implementation plan. The Elementary Science Implementation team met monthly to identify and help problem solve implementation needs as well as provide input on professional development.

2.10 The district is no longer using the Alludo platform for professional development.

2.13 One elementary school did not continue to provide Advancement Via Individual Determination (AVID) and opted to vertically align related practices and strategies for TK-5 through implementation of SEAL.

2.14 A curriculum review committee engaged in a comprehensive process to identify and recommend curriculum for Comprehensive Sexual Health Education (CSE) for seventh grade students. Teen Talk Middle School, by Health Connected, was recommended by the committee and approved for adoption by the BUSD Board of Education. Curriculum materials were purchased and training provided for implementation for the program in the spring of 2024. Teachers new to 5th grade, were trained in the Human Growth and Development curriculum, Positive Prevention Plus.

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

There was some variation between budgeted expenditures and the estimated actual expenditures. Listed below are the material differences:

2.2 Culturally Responsive Teaching & Implicit Bias training - More fund were spent than budgeted. This is due to providing additional training to new cohorts than initially planned due to high interest from BUSD teachers and classified staff. The work of Strategy Keepers also expanded in order to build capacity and sustainability with in house

staff being able to support and train staff in the future. Mindful Leaders total contract is \$205k only \$10k budgeted in 2022-23

2.4 English Language Arts (ELA) Intervention (Tier 2 & Tier 3) - More funds were spent than budgeted. Three additional IAs were added and updated hours due to higher than estimated enrollment for TK. The district opened three new TK classes, which necessitated the hiring of additional staff.

2.5 English Language Development (ELD) - More funds were spent than budgeted due to higher costs than estimated for SEAL Release Days as well as HMH and Benchmark PD for Middle School ELD teachers

2.6. Math Tier 1 - More funds were spent than budgeted due to the cost of services from SMVI came in a little higher as well as the need to purchase curriculum resources for elementary math for grades 3-5. Consumables and licenses needed to be purchased due to the end of our addition with SAVVAS (Envision Math).

2.7 Math Intervention (Tier 2 & Tier 3) (VMath) - Less funds were spent than budgeted due no materials or supplies purchased

- 2.8 Next Generation Science Standards (NGSS) -More funds were spent than budgeted due to the need to purchase TK Materials and supplies for newly formed classes.
- 2.9. Social Studies - More funds were spent than budgeted due to a higher need for elementary and middle school curriculum materials than initially estimated
- 2.11 Visual And Performing Arts (VAPA) - More funds were spent than budgeted due to a stipend negotiated for music teachers as well as a higher cost employee than initial budget
- 2.13 Advancement Via Individual Determination (AVID) - Less funds were spent than budgeted due to not hiring the total projected AVID tutors
- 2.14 Physical Education and Health- More funds were spent than budgeted due to the adoption and purchase of Health Connected curriculum for 7th Grade Comprehensive Sexual Health Education instruction.
- 2.15 Site Allocations to support Tiers 2 and Tier 3 - Less funds were spent than budgeted due to sites not using all of their site allocations

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

Based on the data/metrics from this school year, the action items that were most impactful to Goal #2 are listed below:

2.2 - As a result of the intensive "Strategy Keepers" program, we now have more staff who have been trained with a deeper understanding of Culturally Sustaining Pedagogy and Implicit Bias. Due to their heightened awareness and understanding, the district will benefit the cadre of educators in infusing strong practice across the district.

2.3 - The district will continue to work toward strengthening MTSS. All students received Tier 1 ELA instruction daily, using CCSS instructional materials. We continued to focus on and support small group Tier 1 instruction. At the elementary level, professional development on assessment and literacy practices was provided by Principals and instructional coaches on Thursday Professional Development Days.

2.4 - Tier 2 and 3 curriculum purchased to support addressing specific skill gaps and literacy needs for general education and special education students. Additional training is needed to support teachers' with implementation. Instructional Associates for Transitional Kindergarten and Kindergarten continue to support teachers to meet students varied needs. Imagine Learning continues to be available to all teachers and students K-8. Usage remains relatively low across the district.

2.5 - SEAL implementation is going well. In addition to the 4th-6th grade teachers on their training journey, coaches collaborated to align SEAL units with our newly adopted Foss (science) curriculum. TK-3 teachers new to the district also engaged in training in the SEAL model to ensure articulation & alignment across grades and sites. All instructional coaches completed their SEAL training in order to support implementation of high quality Integrated & Designated ELD across sites. In the middle schools, English Learners received Designated ELD one period a day in homogeneous groups based on their English proficiency using Houghton Mifflin's System 44/Read 180/English 3D. Teachers had access to professional development to provide targeted technical assistance in their implementation. Implementation data

shows consistent usage and students are progressing. Middle School teachers received PD this year on supporting Newcomers in content area classes.

2.6.- Professional development opportunities continue to be available for certificated staff through the Silicon Valley Math Initiative (SVMI).

2.7 - Additional Vmath and Passport materials were purchased for our special education students for use during Extended School Year (ESY). Special Education teachers had access to the programs during the school year as well. Silicon Valley Education Foundation supports teachers with after school math support for students in grades 3-5.

2.8 - The second year of implementation of FOSS Science for grades TK-5 ensures rigorous and effective Science instruction, aligned to NGSS for all elementary students. All curriculum and technology components were purchased in support of this goal. Professional development was provided for all elementary teachers and principals. Amplify continues to be used for Science instruction at middle schools and ensures instruction aligned to NGSS. Teachers have access to all components of the program and materials and supplies used for labs are replenished yearly.

2.9 - All students receive CCSS standards aligned Social Studies instruction through adopted curriculum and materials: K-5 Studies Weekly Social Studies and 6-8 TCI

2.10 - Technology resources and applications aligned with our core programs continue to be implemented in all classrooms. Additional technology applications and programs are provided at the site level based on student needs.

2.13 - AVID continues to be offered at middle schools as an elective and is currently at three elementary sites. The AVID Director supports the program and AVID tutors across the district.

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.

Anticipated changes for the upcoming year LCAP include:

Expand Transitional Kindergarten to eleven classes. Nine of our elementary schools will have a TK program on campus. An Instructional Coach will serve as a support with program and professional development needs.

2.2. - To continue deepening Culturally Responsive Pedagogy, we have planned to engage the Santa Cruz/Silicon Valley New Teacher Project to lead our administrators and coaches in guided walk throughs centered on Zaretta Hammond's Ready for Rigor Framework. Administrators and coaches will be equipped to support their site in deeper implementation of Culturally Responsive Pedagogy.

2.4 - Reading Tutors will be hired to support reading intervention at each of our elementary schools. Training and ongoing support from Instructional Coaches will be provided.

2.6 - The district will continue with the support from SCCOE to refine our Middle School Math Assessments. To increase the focus on Math instruction aligned to the newly adopted state framework, we plan to engage the Silicon Valley Math Initiative (SVMI) to provide professional development for site principals and to provide professional development for Middle School Math teachers.

2.7 - Vmath will be purchased for our Special Education Classes.

2.8 - The Elementary Science Implementation team, with support from SCCOE will continue to guide the FOSS implementation and professional development in the 2024-2025 school year.

2.12 - In 2024-25, the Mandarin Immersion program will extend into 7th grade at Sierramont Middle School. Teachers will need professional development in SEAL/Integrated & Designated ELD and curriculum will be purchased.

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	Increase parent and community involvement and education. (State Priorities #3 & 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Survey (Parent)	<p>The Panorama Survey LCAP baseline data key findings:</p> <ul style="list-style-type: none"> 92% of respondents agree that climate of support for academic learning is a priority 94% of respondents agree that knowledge and fairness of discipline, rules and norms is a priority. 63% of respondents agree that increasing parent and 	<p>The Panorama Survey LCAP baseline data key findings:</p> <ul style="list-style-type: none"> 90% of respondents agree that climate of support for academic learning is a priority 93% of respondents agree that knowledge and fairness of discipline, rules and norms is a priority. 93% of respondents agree that increasing parent and 	<p>Metric retired - Panorama parent survey was not administered during the 2022 - 2023 school year.</p>	N/A	<ul style="list-style-type: none"> 95% of respondents agree that climate of support for academic learning is a priority 95% of respondents agree that knowledge and fairness of discipline, rules and norms is a priority. 75% of respondents agree that increasing parent and community

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>community involvement is a priority</p> <ul style="list-style-type: none"> • 49% of respondents agree that increasing the number of parent workshops to learn how to support their children is a priority • 60% of respondents agree that there should be a variety of communication mechanisms 	<p>community involvement is a priority</p> <ul style="list-style-type: none"> • 52% of respondents agree that increasing the number of parent workshops to learn how to support their children is a priority • 58% of respondents agree that there should be a variety of communication mechanisms 			<p>involvement is a priority</p> <ul style="list-style-type: none"> • 60% of respondents agree that increasing the number of parent workshops to learn how to support their children is a priority • 70% of respondents agree that there should be a variety of communication mechanisms
Panorama Survey (Student)	<p>The Panorama Survey LCAP baseline data key findings:</p> <ul style="list-style-type: none"> • 92% of respondents agree that climate of support for academic 	Metric retired due to initial inclusion error.	Metric retired due to initial inclusion error.	N/A	<ul style="list-style-type: none"> • 95% of respondents agree that climate of support for academic learning is a priority

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>learning is a priority</p> <ul style="list-style-type: none"> 94% of respondents agree that knowledge and fairness of discipline, rules and norms is a priority. 				<ul style="list-style-type: none"> 97% of respondents agree that knowledge and fairness of discipline, rules and norms is a priority. <p>(Metric retired due to initial inclusion error.</p>
School Site Council (SSC) and District English Learner Advisory Committee (DELAC) training, representation and participation	<p>School Site Council members were not trained at beginning of school year.</p> <p>School representation varied between 7-12 parent representatives at DELAC meetings.</p>	<p>School principals were given a Power Point in order to train their School Site Council members.</p> <p>School representation varied between 7-12 parent representatives at DELAC meetings.</p>	<p>Data from Fall 2022: School principals were given a Power Point in order to train their School Site Council members.</p> <p>School representation varied between 7-12 parent representatives at DELAC meetings.</p>	<p>Data from Fall 2023 Site principals were given a Power Point presentation in order to train the School Site Council members.</p> <p>School representation varied between 7 - 12 parent representatives at the DELAC meetings.</p>	<p>All School Site Council members will be trained at the beginning of each school year by the site administrator.</p> <p>School representation will be 100% (all 13 sites represented) at DELAC meetings.</p>
Communication - Parent Newsletter	<p>A district-wide newsletter will be sent out two times a month through the superintendent's office.</p>	<p>Parent Newsletters are sent out twice a month. Translations are available upon request.</p>	<p>Data from 2022 - 2023 school year: Parent Newsletters are sent out twice a month. Translations are available upon request.</p>	<p>Data from the 2023 - 2024 school year: Parent newsletters are sent out twice a month. Translations are available upon request.</p>	<p>A district-wide newsletter will continue to be sent out twice a month. Translations in Spanish and</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Vietnamese will be provided.
Parent Educational workshops, etc. (Via ZOOM)	Tracking parent attendance through ZOOM.	Four parent workshops were offered by the district. The sessions were held via zoom. Three sessions focused on Human Growth and Development. Attendance at these sessions ranged from 80- 100 parents. A family literacy night was held for our three CCEIS schools. The focus was on strategies and activities to support students' reading in the summer. There were 41 in attendance.	Data from 2022 - 2023 school year: Three workshops were offered by the district over Zoom. The topic of these sessions was family literacy continuing our work from last school year. Three sessions focused on Human Growth and Development. Attendance at these sessions ranged from 75 - 100 parents.	Data from the 2023 - 2024 school year: Two workshop series (4 workshops per series) were offered to elementary parents & middle school parents. The topic of these sessions were how to work with your child. These sessions were in person and were well attended (50 parents at each of the series).	Increase parent attendance at Parent Educational workshops by offering meetings to be broadcast via ZOOM.
Intake EL survey (EL Newcomer)	Create an Intake EL survey for EL Newcomers in order to support them during the school year.	An intake EL survey for EL Newcomers was not created this school year.	An intake EL survey for EL Newcomers was not created this school year.	An intake EL survey for EL Newcomers was not created this school year.	Increase EL Newcomer support for parents throughout the school year.

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.

3.1 Parent Communication - The district continued to provide translations/interpretations for parents whose primary language is other than English. These staff are actively engaged during parent/teacher conferences and at the beginning/end of the school year, when parents have a lot of concerns about the next grade level. In addition, the district still uses an outside agency to supplement these services based on the needs of our school district community.

3.2 Parent Engagement - School site principals created a Parent Engagement Goal in their Single Plan for Student Achievement (SPSAs) that aligned to our LCAP Goal #3. The purpose was to ensure that all sites were providing opportunities to all parents, guardians, and community members. The focus was on providing a welcoming environment and to develop awareness and skills in order to support student learning. In addition, the district provided opportunities for parents to participate in several advisory groups: Berryessa District Advisory Committee (BDAC), District English Language Advisory Committee (DELAC), Local Control Accountability Plan (LCAP) Committee, and School Site Councils. The district provided multiple opportunities for parents to engage in parent workshops (virtual and in-person) throughout the school year. School sites also offered several Parent Education Nights.

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

There were some differences between budgeted expenditures and the estimated actual expenditures. Listed below are the material differences:

3.2 Parent Engagement - We spent more than budgeted due to providing additional parent engagement workshops through a contract with the Santa Clara County Office of Education (SCCOE).

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

3.1 Parent Communication - The district employs 3 translators/interpreters for the three languages of highest needs. In addition to on call support, services are provided at IEP meetings, parent-teacher conferences, SARB meetings, and SST meetings. For other languages, the district contracts with Commuicaid to provide services.

3.2 Parent Engagement - The additional parent engagement opportunities helped support parents working with/understanding how to support their children. Hopefully, this action will help support their children attending school more regularly and engaging while at school.

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.

3.1 - Parent Communication - The district will be purchasing ParentSquare for more effective communication with parents. Feedback was given that each school site, teacher, and district office use different platforms to communicate and parents do not always know how to navigate these different platforms.

3.2 - Parent Engagement - Additional parent engagement workshops with the Santa Clara County Office of Education (SCCOE) will be offered next school year. The district had a very good turnout of parents for the "How to Support your Child" series that we offered in the Spring of 2024.

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
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