

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: BURREL UNION ESD

CDS Code: 10-62042

School Year: 2021-22

LEA contact information:

Elizabeth Runyon

Superintendent

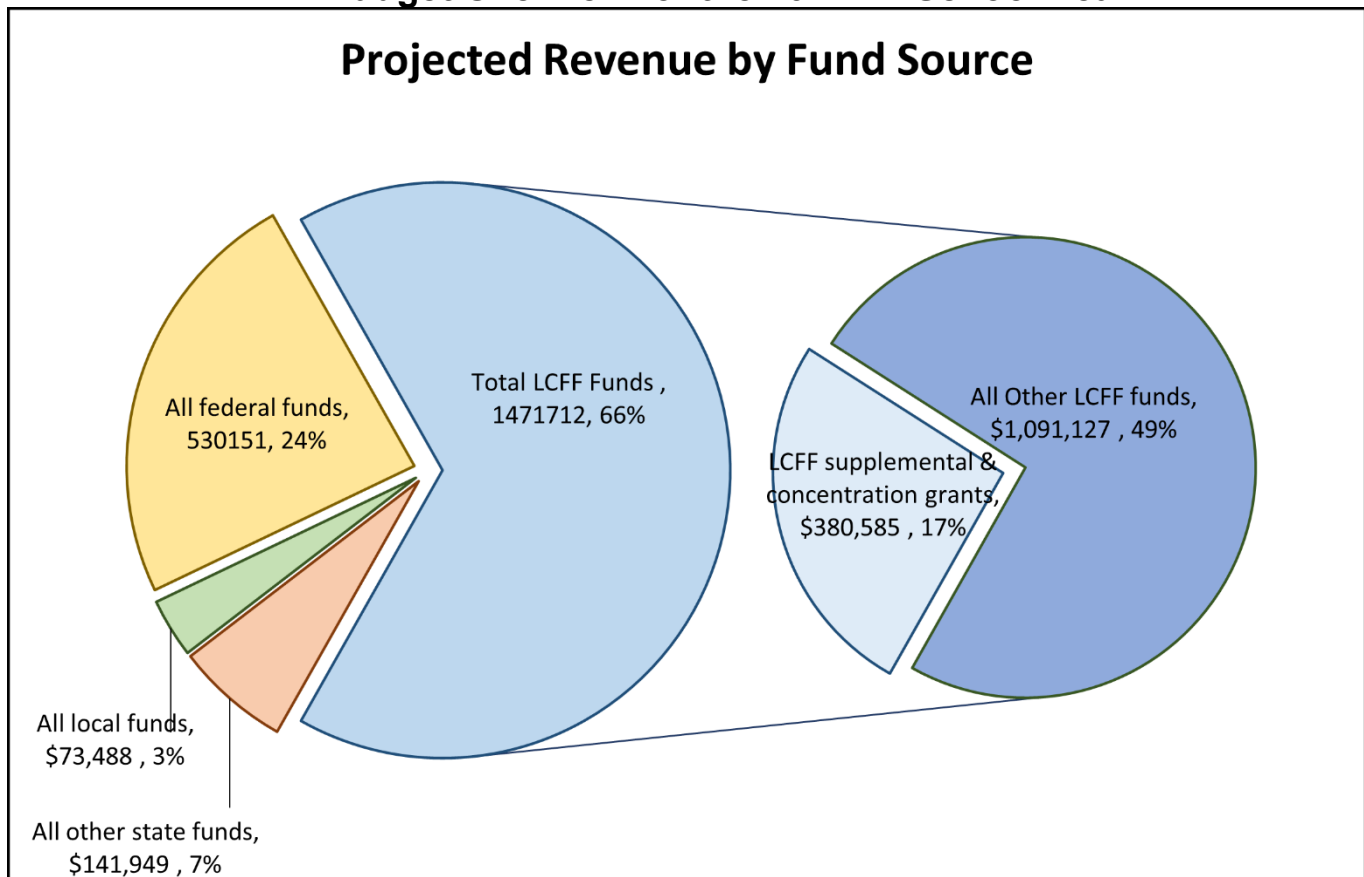
erunyon@buesd.org

559-866-5634

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 2021-22 School Year

Projected Revenue by Fund Source

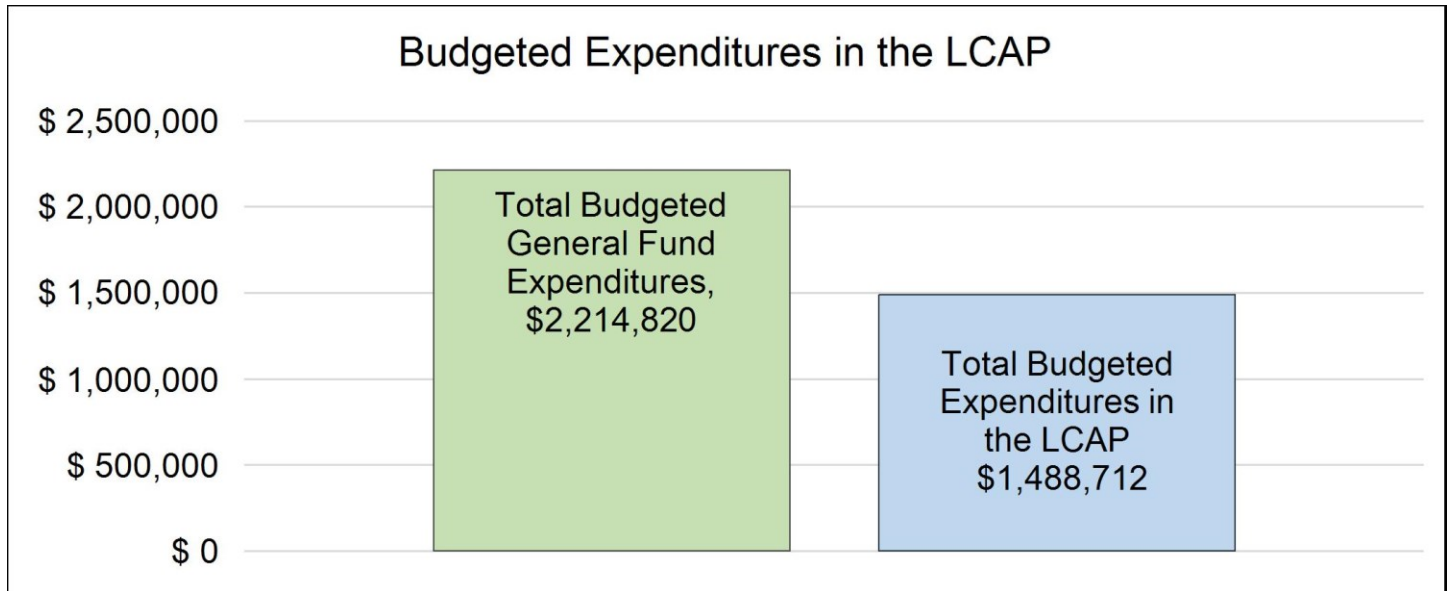


This chart shows the total general purpose revenue BURREL UNION ESD expects to receive in the coming year from all sources.

The total revenue projected for BURREL UNION ESD is \$2,217,300, of which \$1,471,712 is Local Control Funding Formula (LCFF), \$141,949 is other state funds, \$73,488 is local funds, and \$530,151 is federal funds. Of the \$1,471,712 in LCFF Funds, \$380,585 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 BURREL UNION ESD plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

BURREL UNION ESD plans to spend \$2,214,820 for the 2021-22 school year. Of that amount, \$1,488,712 is tied to actions/services in the LCAP and \$726,108 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

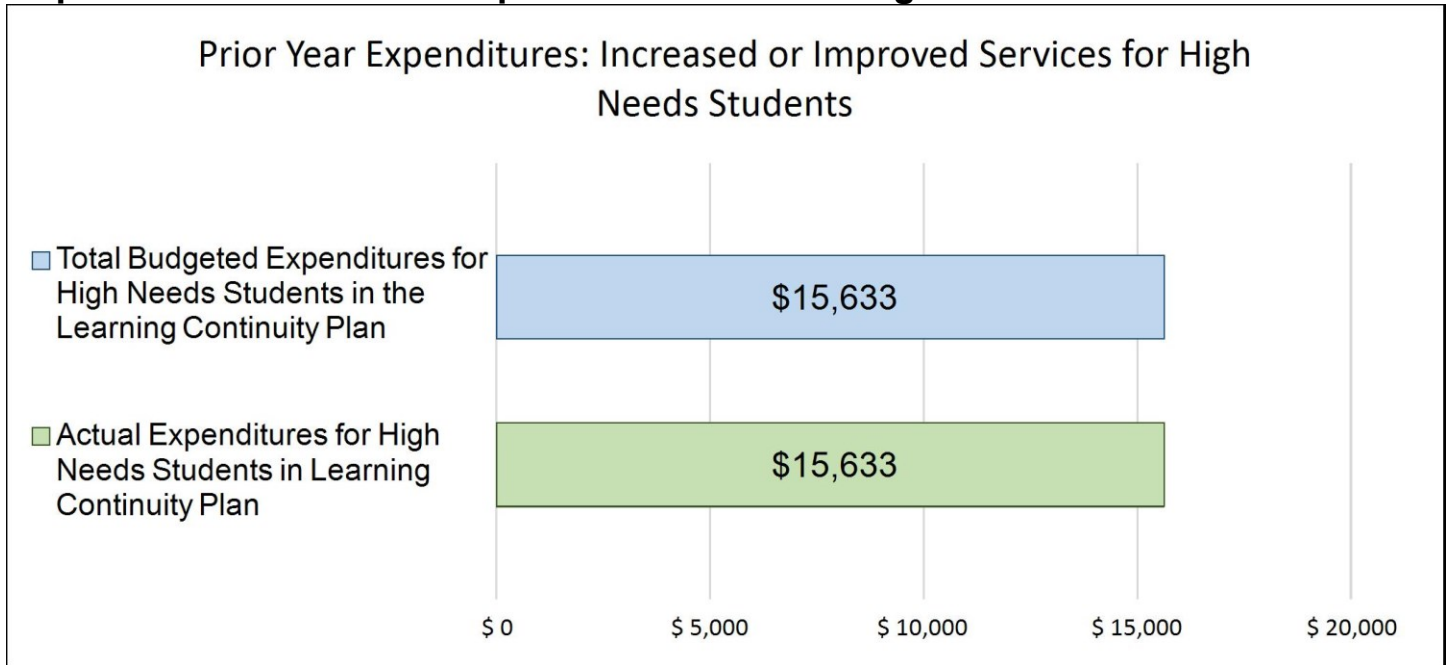
Our AfterSchool Program and Employee salaries to fund half the cost of Office Staff, the full cost of part time Special Education Teacher and the full cost of Superintendent/Principal. This amount includes Unrestricted funds used to cover cost for utilities, copies, copiers, insurances and memberships.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, BURREL UNION ESD is projecting it will receive \$380,585 based on the enrollment of foster youth, English learner, and low-income students. BURREL UNION ESD must describe how it intends to increase or improve services for high needs students in the LCAP. BURREL UNION ESD plans to spend \$380,585 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 2020-21



This chart compares what BURREL UNION ESD budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what BURREL UNION ESD estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, BURREL UNION ESD's Learning Continuity Plan budgeted \$15633 for planned actions to increase or improve services for high needs students. BURREL UNION ESD actually spent \$15633 for actions to increase or improve services for high needs students in 2020-21.

The difference was immaterial and did not impact the services for our High Needs Students.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
BURREL UNION ESD	Elizabeth Runyon Superintendent	erunyon@buesd.org 559-866-5634

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students, including all subgroups, will demonstrate academic growth annually while engaged in a rigorous, CCSS aligned curriculum and equitable instructional practices while engaged in diverse educational experiences.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC Results - ELA % Met/Exceeded</p> <p>19-20 30%</p> <p>Baseline All students ELA Standards Met/Exceeded – 24%</p>	<p>2018-19 SBAC ELA results were 23.92% Met or Exceeded Standards. Actual measurable outcome is not available due to the impact of COVID-19. SBAC testing was suspended in 2019-20.</p>
<p>Metric/Indicator SBAC Results - Math% Met/Exceeded</p> <p>19-20 23%</p> <p>Baseline All students Math Standards Met/Exceeded – 17%</p>	<p>2018-19 SBAC MATH results were 27.18% Met or Exceeded Standards. Actual measurable outcome is not available due to the impact of COVID-19. SBAC testing was suspended in 2019-20.</p>

Expected	Actual
<p>Metric/Indicator Other Outcomes of a Broad Course of Study</p> <p>19-20 86%</p> <p>Baseline Classroom Observations show that 80% of the time teachers and students are engaged in 21st Century equitable practices</p>	<p>All students and staff were utilizing Technology for learning during Distant Learning, Hybrid model of Instruction - 100% of the time Teachers and Students are engaged in 21st Century equitable practices.</p>
<p>Metric/Indicator EL Annual growth as measured by State Assessment</p> <p>19-20 63%</p> <p>Baseline 57%</p>	<p>51.2% EL Annual Growth for 2018-19 and remained the same for 2019-20 due to suspension of Summative ELPAC</p>
<p>Metric/Indicator EL Reclassification measured by prior year percent of redesignation</p> <p>19-20 21%</p> <p>Baseline 2016: 15%</p>	<p>0% EL Reclassification in 2019-2020; Summative ELPAC was suspended during COVID-19.</p>
<p>Metric/Indicator Other Pupil Outcomes</p> <p>19-20 Baseline TBD</p> <p>Baseline Reading Fluency as measured by Pre, Mid and Post Dibels assessments - Baseline to be determined in 2019-20</p>	<p>Reading Evaluation iREADY: School-wide Results in Pre-Assessments were 10% @ Tier 1, 44% @ Tier 2, 47% @ Tier 3 Mid- Assessments were 15% @ Tier 1, 44% @ Tier 2, 42% @ Tier 3; Post-Assessment was not available due to COVID-19 school closure.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Our unduplicated students have consistently performed very low on standardized testing. In order to add Professional Learning Community's, which have shown to provide to be effective in increasing student performance on standardized tests, we will add .50 FTE instructional staff which will allow the release time for teachers to develop, implement and monitor an instructional calendar and schedule which will provide at least 3 hours weekly for common teacher collaboration and/or professional development as measured by meeting notes, artifacts, and calendar of collaboration. We expect to see increased students CAASPP and other statewide assessment scores annually. This action is principally directed towards out unduplicated students and effective in meeting their needs and the goals of the LEA.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$25,714</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$9,918</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$25,714</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$9,918</p>
<p>Our unduplicated student population performance in ELA and Math is below target level. To address this need, we will continue to strengthen intervention program for Tier 2 and 3 - by maintaining an Intervention Specialist. By providing this service we expect to see ongoing improvement in ELA and Math results.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$19,391</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,699</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$19,391</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,699</p>
<p>In an effort to close the achievement gap as identified on the CA School Dashboard for our unduplicated students we will utilize pre-,mid- and post-writing scores to monitor student writing proficiency and inform instruction in order to develop intervention, as needed. We anticipate that by providing additional resources and facilitating access to these resources, our unduplicated students will demonstrate growth in core academic areas, principally ELA CAASPP and EL annual growth in redesignation rates.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$500</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$500</p>
<p>Our Intervention Specialist will continue to assume the duties of the Library Technician in order to continue to provide increased access to text rich materials to our most at-risk students, as well as expanded literary services to support student success. This action is principally directed towards our unduplicated students and effective in meeting their needs and the goals of the LEA. We anticipate that by providing additional resources and facilitating access to these resources, our</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$24,238</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$9,624</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$24,238</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$9,624</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>unduplicated students will demonstrate growth in core academic areas, principally ELA CAASPP and EL annual growth in redesignation rates.</p> <p>Our ongoing needs for facilitating teacher collaboration and the use of cycles of inquiry to improve student learning and build capacity in professional learning communities (PLCs) for staff require that we invest in on-site Induction Coaches for our Beginning Teachers. Induction Coaches provide necessary mentorship for our Beginning Teachers of our unduplicated students. This action is principally directed towards our unduplicated students and effective in meeting their needs and the goals of the LEA. Teachers who know the importance of progress monitoring and interventions impact student academic achievement. The Induction Coach serves as facilitator and mentor for our PLCs. We anticipate that by providing support to new teachers our unduplicated students will demonstrate growth in core academic areas, principally ELA CAASPP and EL annual growth in redesignation rates.</p> <p>Provide a Highly Qualified Teacher to each student on campus. Provide sub costs when necessary.</p> <p>Our unduplicated students have shown that they are not meeting state standards on our current standardized test scores. Utilizing Illuminate or other vendor of benchmarks, teachers will continue to develop benchmarks to be used each trimester to monitor student learning and inform instruction. Fund costs associated with Illuminate or other vendor and pay teacher stipends for benchmark development. We expect to see increased students CAASPP scores annually. This action is principally directed towards out unduplicated students and effective in meeting their needs and the goals of the LEA. We expect to realize student gains in standardized testing for ELA, Math, and EL proficiency</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$597</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$196,123.67</p> <p>3000-3999: Employee Benefits LCFF Base \$87,983</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$83,532</p> <p>3000-3999: Employee Benefits LCFF Base \$34,698</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,755</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$597</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$196,123</p> <p>3000-3999: Employee Benefits LCFF Base \$87,983</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$83,532</p> <p>3000-3999: Employee Benefits LCFF Base \$34,698</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,755</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
and a narrowing of achievement gaps between unduplicated pupils and all students.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services planned and mentioned about were all implemented during school year 2019-2020. Most of the afore-mentioned actions/services were based on Certificated or Classified personnel that were continued to be paid based on contract. Progress monitoring continued until school shut down, however, costs remained the same due to the purchase of program for access at the beginning of the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes include:

LEA was on track to make gains in student academic achievement based on our Progress monitoring evaluations (iREADY Pre, Mid Evaluations) that were collected until the impact of COVID-19 and closure of school. Intervention Specialist provided reading supports to all students reading below grade level. Instructional materials were purchased at beginning of school year and utilized throughout the year to support student learning. Teacher collaboration through Professional Learning Communities (PLCs) continued despite impact of COVID-19. During closure of School, Administrator and Teachers utilized Zoom or Google Meet for PLCs and any other necessary Staff meetings. All Staff adapted to changes without complaining - Team Work was amazing!

Challenges include:

We have many needy students. Majority of our students are English Learners. We also had a few Provisional Intern Teachers on staff attempting to obtain Intern Status while providing in-class support to needy students. Academic gains made during the year may have been affected by school closure due to COVID-19. Some students lost learning momentum and had difficulties staying on track. Intervention Specialist had challenges connecting to students during pandemic. Reading intervention material was not created to work virtually. Not all benchmarks were administered and therefore we do not have data to demonstrate gains, maintenance or losses. Library services changed to checkout and distribution of Chromebooks and HotSpot devices for internet connections. Checking out of books was not a priority after school closure.

Goal 2

Burrel Union Elementary Staff and stakeholders will work collaboratively to access materials and resources to help improve and sustain a clean, healthy and safe learning environment for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator State standards implemented as measured by classroom observation data</p> <p>19-20 86% Implementation</p> <p>Baseline 80% Implementation</p>	<p>80% Implementation due to several Beginning teachers still learning State Standards and curriculum</p>
<p>Metric/Indicator Facilities Maintained as measured by annual District FIT tool</p> <p>19-20 All site FIT's scores "good or higher"</p> <p>Baseline Good or higher this past school year</p>	<p>Facilities maintained at 100% "Good" Score based on District FIT Tool despite age of school.</p>
<p>Metric/Indicator Parent engagement as measured by parent attendance at Family Nights</p>	<p>Parent attendance was at 65% during Family Nights 2019-20; Due to School Closure 1/4 of our events were cancelled.</p>

Expected	Actual
<p>19-20 81%</p> <p>Baseline 75% attendance</p> <p>Metric/Indicator Student Attendance Rate</p> <p>19-20 98%</p> <p>Baseline 96.5%</p>	<p>Annual Student attendance for 2019-20 was 95.78%; School Attendance ended in February 2020 due to COVID-19 School closure guidelines for attendance.</p>
<p>Metric/Indicator Student Suspension Rate</p> <p>19-20 3%</p> <p>Baseline 14-15 rates were 6%</p> <p>Metric/Indicator Sufficient core instructional materials as measured by annual Board Resolution of Sufficiency of Instructional Materials</p> <p>19-20 100%</p> <p>Baseline 2016-2017: 100% Sufficient Instructional Materials</p> <p>Metric/Indicator Chronic Absenteeism</p> <p>19-20 Annual reduction of 0.25% with a goal of 0%</p> <p>Baseline 2016-2017: Data Unknown</p>	<p>Student Suspension Rate was 3.6%</p> <p>100% Core Instructional Materials continue to be sufficient</p> <p>Chronic Absenteeism was 6% for 2018-19; Chronic Absenteeism was not reported for 2019-20 due to COVID-19 School Closures</p>

Expected	Actual
<p>Metric/Indicator English Learners access to CCSS and ELD Standards</p> <p>19-20 100% Implementation</p> <p>Baseline 100% Implementation</p>	<p>100% Implementation of English learner access to CCSS and ELD Standards</p>
<p>Metric/Indicator Parent Involvement</p> <p>19-20 75%</p> <p>Baseline 70% Survey return Gathering Parent Input through annual Needs Assessment Survey, LCAP meetings, Monthly Coffee Hours</p>	<p>75% based on returns of Needs Assessment Survey, LCAP meetings, Coffee Hours and Parent Surveys</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Our unduplicated students and families have the least access to basic services given our rural location and distance from any major cities. Because of this we will continue to provide support for families beyond academics; examples of this including support completing documents, locating services outside of the classroom, and outreach. A portion of our staff is dedicated to these services due to our rural location our parents are linked to nearest community resources and supports. Staff assists with identifying appropriate outside resources for our families of unduplicated students. These actions are principally directed to the unduplicated students and effective in meeting the LEA's goals. We expect to see increased attendance and decreased suspensions as a result of this action.</p> <p>Our unduplicated students many times are in combination classes where the individual teacher may struggle with differentiating instructions so in order to remediate this we will continue to increase</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$42,982</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,753</p> <p>1000-1999: Certificated Personnel Salaries LCFF</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$42,982</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,753</p> <p>1000-1999: Certificated Personnel Salaries LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>FTE by 1.0 to provide expanded services and to avoid having an combination class. As a result of this we expect to see students standardized test scores improve. These actions are principally directed to the unduplicated students and effective in meeting the LEA's goals.</p>	<p>Supplemental and Concentration \$43,071 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$18,173</p>	<p>Supplemental and Concentration \$43,071 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$18,173</p>
<p>Maintain self-sufficient transportation services for home to school transportation.</p> <p>To implement action plan and address any facility conditions and maintenance issues, we will continue to support the additional custodial support.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$85,330 2000-2999: Classified Personnel Salaries LCFF Base \$51,167 3000-3999: Employee Benefits LCFF Base \$15,343</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$80,256 2000-2999: Classified Personnel Salaries LCFF Base \$63,075 3000-3999: Employee Benefits LCFF Base \$22,202</p>
<p>Continued implementation of a standardized incentive chart of rewards; purchase rewards to incentivize appropriate attendance and behavior. Purchase resources to support Social-Emotional learning.</p> <p>Continued facilitation of parent engagement strategies. Offer English as Second Language (ESL) parent educational classes with an on site instructor.</p> <p>Our unduplicated students traditionally have the least access to instructional technology. Because of this, we currently provide one to one technology devices and support that is principally directed toward our unduplicated students and effective in meeting their educational needs as identified by our CA Schools Dashboard and other local measures. As an ongoing commitment to providing access to technology to support academic learning for the unduplicated population we will continue to maintain and replace Chromebooks and hardware, as needed. As a result of providing the increased access to technology for learning, we expect to see unduplicated students' standardized test scores improve. These actions are principally directed to the</p>	<p>4000-4999: Books And Supplies Other \$2,000 4000-4999: Books And Supplies Other \$2,000 2000-2999: Classified Personnel Salaries Other \$2,760 3000-3999: Employee Benefits Other \$260 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$13,851</p>	<p>4000-4999: Books And Supplies Other \$2,000 4000-4999: Books And Supplies Other \$2,000 2000-2999: Classified Personnel Salaries Other \$0 3000-3999: Employee Benefits Other \$0 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$13,851</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>unduplicated students and effective in meeting the LEA's goals of improved outcomes for our EL, LI, and FY.</p> <p>Our unduplicated student population has the least access to mental health/social services. This is in large part due to our extreme rural location combined with the extreme poverty. In order to help provide increased access to mental/social health supports and services, we will increase contract for mental health/counseling services .40 FTE. This action is principally directed toward our unduplicated population and, in our research has been effective in increasing positive outcomes for unduplicated students in other area districts in past years. This action should increase student attendance, decrease chronic absenteeism and decrease suspensions. These actions are principally directed to the unduplicated students and effective in meeting the LEA's goals.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$30,855</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$30,855</p>
<p>Maintain MTSS and increase use of restorative practices and Character Education program school wide; proving resources to support Social Emotional needs.</p>	<p>4000-4999: Books And Supplies Other \$3,000</p>	<p>4000-4999: Books And Supplies Other \$3,000</p>
<p>Our unduplicated students have the lowest attendance and chronic absenteeism, therefore we will continue to provide for transportation beyond our base needs to help meet the cost of out of town educational field trips, reduce vehicle (charter bus) rentals and other associated fees. This action should increase student attendance, decrease chronic absenteeism and decrease suspensions. These actions are principally directed to the unduplicated students and effective in meeting the LEA's goals (ASP transportation and beyond field trip experiences)</p>	<p>7000-7439: Other Outgo LCFF Supplemental and Concentration \$7,206</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$5,684</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,713</p>	<p>7000-7439: Other Outgo LCFF Supplemental and Concentration \$7,206</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$7,778</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4,721</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services planned and mentioned about were all implemented during school year 2019-2020. Most of the afore-mentioned actions/services were based on Certificated or Classified personnel that continued to be paid based on annual contract. Psychologist contract was arranged at the beginning of the 2019-20 school year. Socio-Emotional Learning (SEL) needs continued to be used throughout year and during school shut down. SEL material costs remained the same due to purchase for access of online program at

the beginning of the school year. Transportation costs differences were based on COVID-19 impact which changed fuel costs and less transportation of students to and from school. Custodial/Maintenance Staff hours increased during the year due to implementing additional sanitizing processes. ESL classes were not held this year in the Spring due to school closure. There was a slight increase in Transportation costs due to utilizing personnel for additional meal deliveries to homes due to COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes include:

We LOVE our staff and support staff! All Staff came together to make sure our students and families were taken care of during closure. All Teachers and Paraeducators checked in daily with their students to make sure they had support and supplies. Our bilingual Office Staff was utilized throughout the year and definitely needed for support during closure. They made calls for parent surveys, student attendance and solved many family technology issues. Our Psychologist was made available for all students as needed throughout the year and especially during closure. They held many virtual meetings with students, staff and parents. Our AfterSchool Staff became the Extended Learning Program (ELP) and made many calls to students to provide tutoring. They also distributed STEAM activities and materials for students to have FUN at home. Maintenance did a fine job keeping all rooms and surface areas sanitized. Incentives were used to encourage students to log in and complete work

Challenges include:

Our digital desert location! Many of our families were not connected and could not access instruction. We distributed school Chromebooks to ALL students (including TK/Kindergarten), however about a third of our Chromebooks were too old to connect to internet or run instructional programs. We turned to paper and pencil packets and distributed supplies. Struggling students had difficulty completing tasks and were often frustrated - Staff provided moral support when necessary. Sanitizing the school was not an easy task, especially for one custodian. Other support staff were utilized to clean and disinfect surfaces and areas. Parent engagement events were cancelled for the Spring including our annual Spring Carnival (our biggest fund raiser). It is difficult to provide a safe, learning environment for all students when you have no control over the environment!

Goal 3

Burrel Union will provide extended, ongoing professional development opportunities for all staff to ensure a highly qualified staff will provide continuity in facilitating learning for ALL students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Properly Credentialed Teachers with no misassignments nor vacancies</p> <p>19-20 100% properly credentialed with no misassignments or vacancies</p> <p>Baseline 100% properly credentialed with no misassignments or vacancies</p>	<p>100% properly credentialed with no misassignments or vacancies</p>
<p>Metric/Indicator Staff Development Opportunities</p> <p>19-20 86% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own professional learning.</p>	<p>80% of all teachers surveyed felt Professional Development was appropriate for current assignment</p>

Expected	Actual
<p>Baseline 80% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own professional learning.</p>	
<p>Metric/Indicator Teacher Surveys</p> <p>19-20 25%</p> <p>Baseline 100% of all teachers reported that they have chosen to leave Burrel due to the low pay and distance from other area cities; all stated that if the pay was similar they would have continued to serve the community here. In the last three years we have replaced an average of three teachers, from a total staff of nine, as result of this turnover and have had to replace them with interns.</p>	<p>25% of Teacher leaving due to low pay and distance (1 of 4 Teachers who left Burrel)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Given that our unduplicated student population has some of the lowest standardized test scores, and we have a young, inexperienced staff, we need to continue to provide professional development in ELA, ELD, Math and Instructional Technology that is principally directed toward how teachers can improve instructional delivery and thus learning outcomes for unduplicated students. This action is principally directed toward our unduplicated students and research shows it effective in meeting the educational and instructional needs of our unique at-risk unduplicated pupils. We will provide PD opportunities through on-site coaching and other conferences/workshops to provide this service. As a result of providing these supports, we anticipate an increase in ELA and Math SBAC results in student achievement performance.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6,453</p>
<p>Our district is a very rural and remote unincorporated community located in the farming fields about 30 miles southwest of Fresno, CA. In</p>	<p>1000-1999: Certificated Personnel Salaries LCFF</p>	<p>1000-1999: Certificated Personnel Salaries LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>the last five years, we have a total of 9 full-time teachers and experienced a total of 15 teachers leave our staff as a result of our inability to provide a competitive salary schedule. We need to increase our pay in order to be closer to a commensurate and competitive rate with surrounding similar districts.</p> <p>Research has shown that students of poverty often times have some of the most inexperienced teachers. Over the same past three years, we have experienced 15 teachers with one the following status: PIP credentialed, STIP credentialed, Long-Term Substitute. We currently have half of our staff as interns. This is over a 50% rate of non-fully credentialed persons teaching classrooms with a significant majority of unduplicated students. Additionally, 100% of all teachers reported during an exit survey that they had chosen to leave Burrel due to the low pay and distance from other area cities; all stated that if the pay was similar they would have continued to serve the community here.</p> <p>As a result of having a very high percentage of inexperienced teachers, our unduplicated pupils do not have the equality of access to seasoned veteran teachers that most bring the knowledge and experience required to connect with unduplicated students who are the most at-risk learners. It is imperative that Burrel is able to attract and retain qualified teachers that are most able to provide the quality educational experiences required by unduplicated pupils for them to successfully close achievement gaps and experience academic, social, and related success. Provided that our unduplicated population is 94.1%, we will continue to utilize supplemental and concentration dollars to provide for a competitive salary schedule and as a tool to recruit and retain highly qualified teachers. This action is principally directed at our unduplicated students with the intent of providing a service that is effective in meeting their needs and will produce the anticipated outcomes of increasing student scores on standardized tests in ELA and Mathematics, increasing attendance, reducing chronic absenteeism, and increasing the feeling of student connectedness to school.</p>	<p>Supplemental and Concentration \$44,479</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$18,213</p>	<p>Supplemental and Concentration \$30,835</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14,655</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services planned and mentioned about were all implemented during school year 2019-2020. Most of the afore-mentioned actions/services were based on Certificated or Classified personnel that were continued to be paid based on contract. Reduction in Professional Development costs were due to cancellation of conferences. Four of our ten teachers left for various reasons, including salary/benefits, rural location and to seek other opportunities in education.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes include:

We were able to provide some Professional Development opportunities at the beginning of school year 2019-20, especially for our beginning teachers. During School closure, we became resourceful and sought out Professional Development opportunities that were offered virtually and some were FREE! Professional Development in the areas of Technology use were our main search. Although we had four Teachers leave at the end of the year, only one left for money/benefits reasons according to the exit interview information.

Challenges include:

Yearly Plans for Professional Development had to be postponed due to conference cancellations. Four of our Teachers left at the end of the School Year for various reasons: 1 Retired Early; 1 Returned to School to obtain SPED credential; 1 was not able to take the rest of Required Assessments (CSET, RICA) due to closures of Testing Stations; 1 Returned to previous school district (according to exit interview, money was primary reason)

Goal 4

All students will have comprehensive opportunities for overall student development in character, citizenship, student activities and athletics (as appropriate and as interested.)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Expulsion Rates</p> <p>19-20 0% Expulsions</p> <p>Baseline 2019-2017: 0% Expulsions</p>	<p>0% Expulsions reported</p>
<p>Metric/Indicator Access to a Broad Course of Study as measured by review of teacher lesson plans and activities.</p> <p>19-20 100% access to a broad course of study at school</p> <p>Baseline 2016-17 100% access to a broad course of study at school</p> <p>Metric/Indicator Suspension Rate</p> <p>19-20 3% Suspension rate</p>	<p>100% access to Broad Course of Study</p> <p>Suspension rate at 1.5%</p>

Expected	Actual
<p>Baseline 6.3% suspension rate (14-15 data)</p>	
<p>Metric/Indicator School Climate Survey</p> <p>19-20 88% of students feel a high level of connectedness 91% of students feel very safe at school</p> <p>Baseline 2016-2017: 82% of students feel a high level of connectedness 85% of students feel very safe at school</p>	<p>School Climate Survey was not administered during 2019-20 School Year due to impact of COVID-19</p>
<p>Metric/Indicator Middle School Dropout Rate</p> <p>19-20 0%</p> <p>Baseline 2015-2016: 0%</p>	<p>0% Middle School Dropout Rate</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Maintain PBIS/MTSS system of positive discipline and add Character education training in order to further support teachers and students as part of our positive behavior and attendance efforts. Re-stock Restorative Justice, PBIS/MTSS Incentives and Character Counts materials or resources, as needed.</p> <p>Given that our unduplicated count has the least access to real world learning opportunities; we will continue to provide our students with at least one opportunity to participate in an educational field trip and at least one classroom or school presentation/program related to grade</p>	<p>4000-4999: Books And Supplies Other \$2,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>4000-4999: Books And Supplies Other \$2,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
level aligned new state standards curriculum. This action is principally directed toward supporting our unduplicated pupils by providing Transportation costs, and/or fees that will enable at-risk and low-income students who are not able to participate in fundraising events to pay for extracurricular, instructional, non-curriculum based activities and trips due to their inability to fundraiser. We anticipate this action to increase overall attendance, decrease chronic absenteeism and increase the degree to which students feel connected to the school.	Supplemental and Concentration \$8,000	Supplemental and Concentration \$4,866
Offer at least one team sport or special physical activity twice a year. Stipend for coach/coordinator, transportation, materials and supplies.	2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$10,500 3000-3999: Employee Benefits After School Education and Safety (ASES) \$987 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$0 3000-3999: Employee Benefits After School Education and Safety (ASES) \$0	2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$20,643 3000-3999: Employee Benefits After School Education and Safety (ASES) \$6,963 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$0 3000-3999: Employee Benefits After School Education and Safety (ASES) \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services planned and mentioned about were all implemented during school year 2019-2020. Most of the afore-mentioned actions/services were based on Certificated or Classified personnel that were continued to be paid based on contract. Material costs remained the same due to purchase at the beginning of the school year. Some educational field trips did not occur due to cancellation of event, closure of community areas (Chaffee Zoo, Egyptian Museum and school closure. Sporting events continued for the first part of the year, then were cancelled due to COVID-19 School closure. Fresno County Superintendent of Schools (FCSS) took over our AfterSchool Program (ASP) this year but was not fully staffed at first. We had to pay for additional support staff - Paraeducators were used to support AfterSchool Program (ASP).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes were:

Materials for Socio-Emotional Learning were utilized throughout the year even during school closure due to online access. Some educational field trips occurred, including our annual 6th grade camp - GREAT experience for our students! Our AfterSchool Program had an increase in student attendance when FCSS began to operate it. According to student random interviews, the additional creative and interactive activities were the main reasons students attended. Classified Para-Educators were able to support our AfterSchool Program to maintain student access.

Challenges were:

Not all Educational Field Trips were taken. Many of our Educational Field Trips are scheduled in the Spring due to outdoor experiences and potential weather conditions. Our 8th graders missed out on several Educational Field Trips that included College/University Tours and end of year amusement park trip. FCSS AfterSchool Program Staff and Teachers were able to coach sports due to cancellation of competitions with neighboring districts.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal protective equipment (PPE) - for the protection of staff, students, visitors: Masks, Face Shields, Hand Sanitizer, Gloves, Disinfectant Wipes,	5,368.00	5,368.00	No
Thermometers - Digital non-contact for temperature checks Wall Mount	200.00	200.00	No
Plexiglass for Office counters - provide protection and social distance	400.00	400.00	No
Table Plexiglass dividers for staff when working one-on-one with students (18)	500.00	500.00	No
Student Desk Sneeze Guards - to provide protection while student works at desk (150)	3,000.00	3,000.00	No
Suburban Sneeze Guards - to protect drivers/students during transportation	500.00	500.00	No
Handwashing Stations - to provide additional opportunities to wash hands (4)	4,800.00	4,800.00	No
Additional Student supplies - to reduce shared supplies in classroom	10,693.00	10,693.00	No
Quarantine Tent - to provide safe and isolated shelter for sick students and staff	200.00	200.00	No
Portable Shade Canopies - to shade outdoor learning environments	12,600.00	12,600.00	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Outdoor furniture - to provide outdoor learning environments	4,000.00	4,000.00	No
Electronic Marquee - to communicate important information in English and Spanish simultaneously to Parents, Students and Staff	14,300.00	14,300.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We had no substantial differences.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

According to local data, observations and feedback from stakeholders including parents, students, teachers and staff the following information was gathered regarding our In-Person Instruction Offerings.

Our student and family input influenced our LCP by pointing out the need to continue to provide paper learning packets. We also realized that we had a connection issue throughout our community - we ordered hotspots for our families. How to videos for tech support were created in Spanish and posted on our website and Facebook page for family reference. School site technology was upgraded. Our teaching staff utilized bilingual classified staff to support with interpretation and translation of teaching instructions and correspondence sent home.

Success include -

We obtained a waiver for re-opening our school in the Fall 2020 (October 14, 2020). Our school surveyed all parents and provided hybrid learning opportunities for our students. Some of our students came In Person (IP, about 60 of 137) for four days (Monday, Tuesday, Thursday, Friday) and for four hours daily (8:00am-12:00pm). Our special ed students attended IP classes with Resource Specialist and General Education Teachers.

Daily temperature checks and symptom questions were asked of all students and staff. We had very few sick students. Staff worked from home if they were not feeling well.

Transportation was provided for all IP students. The remainder of students continued with Distant Learning (DL). Teachers taught both groups of students simultaneously through symmetric/asymmetric methods. Afternoons were reserved for Science and Social Studies, Project Based Learning and Interventions through small groups and individuals. Wednesdays were dedicated to Teacher Flex Days (prepping materials, assessing students, etc).

Wednesdays were Meal Distribution days. Through deliveries or pick-ups all families received weekly bulk supplies of food. There were no food wastes.

Our local data reflects an improvement in reading capacity for IP Students in Kindergarten-3rd grades. Local evaluations include: School-wide Reading inventories, Reading Corps progress monitoring, teacher evaluations and NWEA benchmark results in ELA and Math. Students in K-3rd grades were able to consistently receive reading support from our Reading Corps Tutors both through In Person and Distant Learning sessions.

Based on our Attendance records, student engagement for all Students remained high due to consistent connectivity through school sponsored internet and hotspots. Another Parent Survey was conducted at the beginning of 2021, halfway through our year. Approximately 20 more students began attending In Person (80 of 137).

Our Teachers sought more resources to support Social Emotional learning for their students. We collaborated with our School Psychologist and Behavioral Health Clinicians to support our students and families through this year. Teachers included a daily check in with their students, both IP and DL.

Our AfterSchool Program transitioned to an Extended Learning Program. Students were invited to participate in fun activities and tutoring both in person or on line. Staff provided families with materials for STEAM learning activities. Teachers communicated student academic needs to ELP Staff in order to focus tutoring sessions. Parents often joined in the FUN!

Challenges include -

Transportation for all IP Students. In order to safely transport students in our school vehicles, we had to limit the amount of students in each vehicle. We had to run several routes to get students to school safely.

Classroom space of 6ft. also placed limits on the amount of IP Students in each class. Furniture had to be removed and stored to make space for distance guidelines. Student to Teacher relationships were difficult to form due to not all students coming in person and teachers not being able to interact closely with IP Students due to 6ft distance guidelines. Interactions between students were not possible and desks were separated by distance and plastic sneeze guards.

Our Cafeteria and Kitchen were not utilized for preparing Breakfast and/or Lunch. Our Cafeteria space is small and limits the capacity of students. We did not serve meals to students on campus. A snack was provided during outdoor breaks. Student meals through family bulk foods were delivered or picked-up on Wednesdays.

Our School Day schedule was reduced from 8am-12pm in order to limit indoor learning time for IP Students and Staff. Content focus was English Language Arts and Mathematics. Once students arrived home, Teachers would resume classes (Science, Social Science, Interventions) in the afternoon. Some IP students did not want to connect after being in school for the morning. Simultaneous teaching of the IP & DL Students was a challenge for our Teachers. They felt awkward having students in class (IP) while teaching on line (DL) - teachers reported being stressed out and "felt bad" for IP students.

Assessing students for progress monitoring was especially challenging for DL students. Students would disconnect or demonstrate off-task behaviors. Often parents or other siblings would assist the student with the assessment questions skewing the test results. According to our NWEA benchmarks, Math results showed a decrease in most of our grade levels. Teachers reported challenges with teaching new Math concepts to some of their students. Re-teaching concepts to students was often difficult due to time constraints and connections.

The lack of Physical Education and activity, as well the increase time at home, caused many of our students to gain weight. Gaining weight can have an affect on Social-Emotional well being and often did for our students.

Some of our DL students demonstrated Social Emotional difficulties while learning from home, in particular our intermediate students (6th-8th grades). Teachers reported students not wanting to turn on cameras or engage in lesson activities. Students would avoid messages and not turn in assignments. Receiving low achievement grades did not phase them. Teachers documented daily observations on all students and Administration would reach out to parents and students to encourage connections. Psychologist and Clinicians increased their time with students one-on-one to meet SEL needs. Although Staff used all means to build relationships with these "disconnected" students, they often felt helpless due to not being able to utilize home visits.

Although still providing support and FUN, our Extended Learning Program had to limit the amount of in person students served at one time due to safety guidelines and constraints.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hotspots and service - to provide families internet connectivity	20,900.00	20,900.00	No
Student Chromebooks - to provide replacements for at-school devices	40,500.00	40,500.00	No
iPads - for teachers/students	4,000.00	4,000.00	No
Additional Access Points - to provide stronger connection throughout school	16,000.00	16,000.00	No
Upgrade Modem/Router - to provide more capacity to run digital programs and curriculum	8,600.00	8,600.00	No
Professional Development - for teachers and support staff in digital platforms, academic programs, interventions and social-emotional learning	4,600.00	4,600.00	No
Guided Reading books - Additional for distant learning	500.00	500.00	No
Headphones - to reduce noise and distractions	450.00	450.00	No
To best support our English Learner, Homeless, Foster Youth and students with Disabilities, who may be at a greater risk of learning loss due to the COVID-19 Pandemic, the LEA will provide additional school supplies for at home materials. This support will assist students with distance learning instructional tasks and meet their needs in response to the Pandemic and support closure of achievement gaps, particularly in ELA, Math and English Language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources and material to these student groups.	10,632.67	10,632.67	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cohort Instructional Aide Support - aide to assist struggling students on class work	3,255.93	3,255.93	No
Doc Cameras - display instruction for guided practice	400.00	400.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

We had no substantial differences.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Our 2020-21 School Year began with Distance Learning for all students until we received our Waiver in October, 2020. We then began our Hybrid model of Learning. According to local data, observations and feedback from stakeholders including parents, students, teachers and staff the following information regarding the Distance Learning Program was gathered.

Successes include:

All Staff, Students and Families followed safety protocols and guidelines set by State and Federal mandates. There was an increase in the use and scheduling of disinfection protocols. When needed, Staff was provided with PPE. Safety guidelines were reviewed and updated at every Staff and Parent meeting. We worked together for the safety of all.

An increase in the use of technology for all - Staff, Students and Parents. All TK-8th grade Students received a Chromebook for learning at home. Although challenging at times, our Kindergarten Students were able to learn how to use Chromebooks and navigate through the Internet. HotSpots were distributed to all Families and homes without Internet. Services were paid by our School though additional State and Federal funding. Vendors provided assistance to make sure our families knew how to connect Chromebook to Internet. Student Chromebooks were repaired and replaced as needed.

Food was provided for all families. Kitchen Manager ordered items in bulk to provide families with meals to last for 7 days or more. Additional refrigeration and storage was utilized to keep bulk items stocked and stored. Wednesdays were designated as Food

Distribution days. Food items were packaged in big bags and were picked up or delivered to community bus stops and individual homes when necessary. All Classified personnel assisted in making this possible. We worked together with Community Food Bank and our Migrant Program to provide additional food items for our Families. We had no left over FOOD!

Teaching became virtual. Our Staff quickly adapted to online platforms (NearPod, Google Classroom, SeeSaw, etc). Icons were included on Google Classroom to make navigation easier and engaging for all students. Websites for resources were added as tabs for students to access via a quick click. All curriculum core materials were distributed and/or utilized via online. Physical Education and Social Emotional Learning activities were included as icons, tabs and were assigned daily. Daily Schedules were posted to Google Classroom. Students learned how to "post" and submit work via Google Forms and other means. Teachers collaborated to create interactive, virtual classrooms. All Teachers used doc cameras and stand up desks to assist when teaching on line. iPads were provided to convert monitors into writable platforms. Teachers were very flexible and made necessary arrangements to work from both School and Home.

All Meetings went virtual. Staff would meet weekly and monthly through PLCs, Staff and Leadership Meetings. Board Meetings were held via Zoom. An increase in Staff and Community participation was observed. Professional Development opportunities were accessed virtually. Many opportunities offered webinar and recorded sessions to access or review at a later time. Staff did not have to utilize a sub or leave home to attend a conference!

SWDOPU (Student Work Drop Off Pick Up) days were scheduled bi-weekly to collect completed student work and distribute new work. Teachers would prepare learning materials on Flex Days. All Parents made arrangements to honor this system.

Communication was increased via School electronic marquee, Website, Facebook page. Our Techs created gmail accounts for all Students and Families. Parents learned how to troubleshoot tech issues at home and Staff learned how to assist via phone or by appointment. Parents learned to join meetings virtually. Bilingual informational meetings, IEPs, parent/teacher conferences and other gatherings were held through Zoom and Google Meet e-vites. Google Classroom provided parents with the ability to check on student learning and know daily schedules.

Parent Education increased - parents reported learning concepts alongside their children at home. They often were seated next to or near students to help keep them focused and engaged. This provided the opportunity for our parents to watch and hear the Teacher teach. Our parents commented that this was improving their understanding of English and math.

The Library went virtual - Students were taught how to request library books via online. Books were returned and picked up during our Wednesday Flex Days/Food Distributions.

AfterSchool program became Extended Learning Program - Working hours of ELP Staff was adjusted to accommodate student needs. Collaboration between ELP Staff and Teachers increased as they worked together to provide academic tutoring for students. An increase in Parent participation and communication was also observed. Parents were observed watching ELP Staff and Guests interact with their children via Google Meet and Zoom. Looks like we all had FUN!

Classified Staff became Flexible! We utilized Classified Staff to serve and support in different ways. Para Educators made parent calls for surveys and student issues. They also assisted in packaging and delivering meals. Bus and School Vehicle Drivers packaged and delivered meals to families. Custodial Staff continued to keep all areas clean and safe.

Online Scholars - Some Students maintained or improved their academic achievement in core subjects. Students with strong parent support demonstrated executive functioning skills like - Organization, Adaptability, Strong Work Ethic, Self-Control, etc. Most of these students were already Self-Motivated, they just got better at it. Go BEARS!

Challenges included:

Digital Desert - Our rural location was not ideal for strong internet connection. Regardless of landline or HotSpot devices, the internet would falter often and leave our students disconnected to school. Some of our Chromebooks were too old to connect to the HotSpots. They had to be switched out for newer ones. We had to purchase two different types of HotSpots and switch them out often. Parents, Students and Staff reported feeling frustrated with connection issues. We treated disconnections as emergencies - all Staff was utilized as Techies! Families took desperate measures by driving to our parking lot with children in order to connect to internet. Not a safe place in the summer heat of August. This became unbearable for all.

School Broadband needed a Boost - We quickly realized that our current Broadband was not enough to support ALL teachers online. We needed to increase classroom airports and purchase a new Mother Board.

Trouble with Technology - Home is not always the safest place for a Chromebook! Although we attempted to teach students and parents how to care for their devices, we had several Chromebook casualties. Students were often observed eating and drinking near their devices while online. Chromebook repairs and replacements increased and depleted our stock. We used additional State and Federal funding to purchase new Chromebooks for every student and even bought spares.

Teaching/Learning Challenges - It was a tough year for Beginning and Veteran Teachers! Beginning Teachers were experiencing a first year experience like no other. They don't prepare us to teach online! Veteran Teachers were struggling with their new education environment and the disorder that came along with it. All their educational experiences and years did not give them an advantage. If anything, they may have been at a disadvantage because of what they knew. We would keep on teaching, but were the students learning? Our academic neediest students became even more needy. Teachers reported challenges in reaching and teaching some of our students, they just weren't into school. Home distractions focused their attention elsewhere. Parents were often difficult to contact or were also experiencing challenges. Keeping their student engaged was not possible at times, especially when both parents were working or busy helping their other children. Student engagement didn't always equate student learning. Based on our NWEA benchmark results a significant group of students lost ground academically in either ELA or Math.

Social Emotional Needs Increased - Academically, we couldn't predict or prepare for the pandemic. Social-emotionally, we definitely were not ready! Staff was asked to stay strong and committed to keep moving learning forward. Families were in crisis and Student

SEL needs took priority over academics for good reasons. Teachers had to incorporate the use of daily check ins and chats, arrange Google meets with class peers, schedule one-on-one counseling time, and develop a keen eye for any signs of depression. We all became counselors and therapists for students and families.

Student Attendance Challenges - Parents of Students often reported disconnection or technical difficulties as the main reason for absences or tardies. Teachers had to learn new way of documenting attendance to include learning the terms and definitions of "synchronous" and asynchronous" instruction. Teachers had to record attendance records both electronically (utilizing system) and by paper/pencil methods. Our Attendance Secretary often had to "override" the electronic attendance to adjust when parents reported technical difficulties absences or tardies. Robocalls confused parents at times when attendance was entered incorrectly, this was evident by the amount of incoming parent calls received during Robocall scheduled times.

Student Attention Varied - When Students and Teachers were working from Home, focus for both parties was often challenging. Home distractions like background noises (dog barks, children crying, sirens, etc) and/or background visual distractors (other people activity, pictures on wall, TV, etc). This was especially difficult with our struggling students. Teachers reported observing students engaged in other activities and not following along with instruction or lesson. Teachers noticed when students were placed into small groups virtually (Google Meets), student attention improved.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Reading Corps Specialist - to provide reading intervention and assessments to K-3 students	3,000.00	3,000.00	No
Intervention Student Materials	2,500.00	2,500.00	No
Amira Reading Program - to provide online diagnostic for Exceptional Needs students and students at risk for learning loss	150.00	150.00	No
To best support our English Learner, Homeless, Foster Youth and students with Disabilities, who may be at a greater risk of learning loss due to the COVID-19 Pandemic, the LEA will provide teaching staff with additional academic intervention and social emotional intervention lessons through Teacher Pay Teacher resources. This support will assist students with distance learning instructional tasks and meet their needs in response to the Pandemic and support closure of achievement gaps, particularly in ELA, Math, English Language acquisition. These lessons will also provide teachers the ability to interact with students and assist with Social-Emotional support. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources and material to these student groups.	1,000.00	1,000.00	Yes
To best support our English Learner, Homeless, Foster Youth and students with Disabilities, who may be at a greater risk of learning loss due to the COVID-19 Pandemic, the LEA will provide Teachers with additional professional development. This support will assist students with in person and/or distance learning instructional tasks and meet their needs in response to the Pandemic and support closure of achievement gaps, particularly in ELA, Math and English Language acquisition. This action increases the level of support to close the opportunity and achievement gap by strengthening the	1,500.00	1,500.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
teacher capacity to provide support through the use of instructional strategies for these student groups. Teacher professional development will be provided in all areas of academics (math, reading, and English Language acquisition).			
To best support our English Learner, Homeless, Foster Youth and students with Disabilities, who may be at a greater risk of learning loss due to the COVID-19 Pandemic, the LEA will provide additional Staff Professional Development in the area of Social Emotional Learning. This support will provide staff with strategies to assist students make stronger in person and/or distance learning social emotional connections to peers and school. Building the capacity of staff to meet student needs in response to the Pandemic particularly in Social Emotional learning. This action increases the level of support to close the opportunity and achievement gap by providing equitable support resources and material to these student groups.	2,500.00	2,500.00	Yes
Nearpod - to provide teacher with digital lessons that align with standards and adopted curriculum	2,500.00	2,500.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We had no substantial differences.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

According to local data, observations and feedback from stakeholders including parents, students, teachers and support staff the following information was gathered.

Successes include:

Building a prevention Model - Utilizing a Reading Corps Tutors to provide additional reading prevention and intervention with our K-3rd students.

Adopting and using Technology platforms (NearPod, Teacher Pay Teacher) to assist in lesson planning and provide a library of resources for lessons on line.

Continuing with Professional development in Social Emotional learning to provide teachers with strategies to use and information about what to look out for in student behaviors. Developing stronger collaboration with our Psychologist and Clinicians to learn better methods to improve Teacher/Student relationships.

Continuing to provide Academic Professional Development for on line platforms in core subjects providing instructional strategies and resources for Teachers.

Stronger collaborations with Extended Learning Program (ELP) Staff and Teachers in the afternoons to provide students (English Learner, Homeless, Foster Youth and students with Disabilities) with Intervention sessions in small groups and individual tutoring.

Our Multi-Tiered System of Support (MTSS) continues to meet weekly to discuss and address school needs in both academic and social-emotional areas for all students with a focus on English Learner, Homeless, Foster Youth and students with Disabilities.

Progress monitoring tools (NWEA, Amira, Reading Assessments) as well as formal and informal assessments were utilized to measure growth or regressions in ELA, Math and Reading for all K-8th grade students. As a result, most students demonstrated growth and progress from Pre to Mid evaluations. Reading Corps tutors who worked with our K-3rd grade students also reported growth in reading as evident through their observations and the comparison of placement and on-going progress monitoring evaluations.

Our LEA administered the ELPAC and SBAC assessments to gather additional information on student academic growth. We hope to see gains, but understand there may be some regression. Not all students participated in the State assessments, with the exception of the ELPAC.

Challenges include:

On Line learning does not work for all students, in particular our most neediest. Our rural location and digital challenges made it difficult to provide uninterrupted learning opportunities for all students. The majority of our Families are considered Socio-Economically Disadvantaged (SED) and have limited resources in their households. Student attendance for intervention sessions was a hit and miss. Some students just didn't want to show! Families were going through tough times and may not have been able to make school a priority.

Although we exhausted all our staff and resources to prevent this, Pupil Learning Loss is not going to be taken care of in one year. Currently, we are preparing to continue to address Pupil Learning Loss throughout the next few years through intervention methods. We are holding Summer School in June 2021 for our neediest students including all SPED students.

Efforts to address Pupil Learning Loss highlighted the need to focus on individual student needs. Our progress monitoring and benchmarks will continue to be used as evaluation tools throughout the year in order to determine effectiveness of interventions and the understanding of core subject materials. Focusing on prevention in Reading strategies will support our efforts to fill gaps as they start. Intervention in mathematics will be provided for all students in grades 4th-8th. A school-wide Intervention/Enrichment Block will be scheduled for next year to provide additional support to all students. Our Extended Learning Program Staff will continue to provide tutoring for individual students. An additional online intervention program to meet individual needs will be provided to all students beyond school hours. Chromebooks/HotSpots will continue to be checked out to families for learning beyond school.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

According to local data, observations and feedback from stakeholders including parents, students, teachers and support staff the following information was gathered in regards to Mental Health and Social Emotional Well-Being.

BUESD recognized the impact COVID-19 and our school closure had on our students, staff and families. BUESD valued the need to prioritize the social-emotional well being of our students, families and staff. As a result, BUESD focused on the support of the student, their families and staff via surveys, social-emotional learning lessons and frequent parent and staff check ins. Our parent and student surveys included questions regarding the well-being of our students, parents and family members. Our LEA collaborated with Fresno County Superintendent of Schools Mental Health Services as well as Fresno County Behavioral Health Department in order to provide assistance as needed. Maintaining everyone's well-being while building resiliency was our top priority this year.

First and foremost, our parent surveys were the stepping stone to our approach in supporting our BUESD community. The data gathered via our surveys was used to prioritize the emotional supports and resources we provided. Parent input was vital in understanding our pupils' academic, social-emotional and physical well-being. Teachers and school staff continued to play an essential role via constant communication with students and parents. Teachers and support staff made phone contacts and scheduled Google meetings with students at least once weekly if not more as needed to check on their academic and emotional needs. The School Administrator also made phone calls and home visits with teachers. Through the course of distance learning, if and when students social-emotional and academic needs demonstrated to benefit from more than weekly phone contacts and Google Meets, the administrator and teachers conducted home visits in an effort to re-engage the student. The district Liaison was involved in an effort to make parent contact and often the family was connected with any community resources that would come to the benefit of the student and/or the family.

Successes include:

We valued the need for social-emotional well being of all our students, families and staff. All teachers created opportunities for daily student check-in surveys to determine any social-emotional needs in students. Teachers provided students with additional resources and supports via their Google Classroom site. Opportunities for one-on-one discussions gave our teachers insight into student social-emotional status. We collaborated with Fresno County Superintendent of Schools and Behavioral Mental Health Services to provide all students and families with mental health assistance and wrap-around services. Clinicians were provided to serve on our students and families via virtual or in person meetings. Home visits were conducted as needed by our school psychologist, clinicians, teachers and administrator.

Our Multi-Tiered System of Support (MTSS) Team continued to meet weekly to discuss student needs and collaborate on how best to provide support. Plans of support were communicated to teachers, students and parents for implementation. Meetings with staff and parents were conducted virtually or in person.

Teachers provided social-emotional activities and lessons via virtual or in person. Google Hangouts were created to allow students to socialize with peers at certain times of the day. Teachers made frequent phone calls to students and parents to keep communication strong.

Several parent surveys were created to gather information on the needs of the family and their students. Bilingual Support Staff made personal calls to families to administer surveys throughout the year. Changes to schedules were communicated to all families via personal phone calls. Teachers kept logs to contact absent students and when providing additional social-emotional support. All families were allowed to meet virtually or in person with our teachers, support staff, administrator, school psychologist or clinicians. We all had open door policies for our families and students.

Challenges include:

Difficulties knowing a student's social emotional status when they were distant learning from their homes. Teachers were often challenged by student behaviors or lack of focus occurring during virtual instruction - distractions were inevitable. Intermediate students were often too embarrassed to turn on cameras and show their faces. Clinicians and school psychologist had several "no shows" when meeting with students virtually. Internet disconnections were problematic during social-emotional sessions with SEL support.

Parents communicated not knowing what to do when their students were not wanting to connect to class or complete assignments. Parents shared frustrations with teachers and support staff about their student's diet or lack of hygiene.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

According to local data, observations and feedback from stakeholders including parents, students, teachers and staff the following information was gathered in regards to our Pupil and Family Engagement and Outreach.

BUESD teachers took attendance daily and kept anecdotal notes on student engagement and time logged onto distant learning. All teachers and support staff communicated student engagement progress or issues with parents through Class DOJO, Remind app or phone contacts. Teachers documented all attempts to contact students or parents. Attendance Secretary and Administration monitored student engagements and contacted parents through the student information system (SIS) portal utilizing daily robocalls. Conferences and/or home visits with parents were scheduled by the Administrator to discuss student absences and to provide necessary student and family supports which included in-person instruction, SEL support, school psychologist check ins, community resources or referrals to All 4 Youth clinician.

The following Tiered Re-Engagement Plan strategies were implemented:

- 1) Students who are not logged in or engaged in distant learning were considered unengaged. Robocall were initialized and sent to parent in either English or Spanish. Teacher or support staff attempted to contact student or parent within the day. If no contact is made, Attendance Secretary or Administrator attempted to make contact. All attempts were noted. Bilingual support staff were utilized when needed for our Spanish speaking families.
- 2) If student continued to remain absent or unengaged for 3 days, even after contacts had been made, teacher and administrator made a home visit to assess the situation. In-person appointments to provide instruction were created. Informal contact attempts continued with parents in order to remedy the situation. If necessary, bilingual support staff accompanied the team.
- 3) If after the home visit, the student still failed to attend or engage in school, there was a determination as to whether the student is enrolled in the appropriate program - distant learning, learning packets or in-person/hybrid. A conference was held to determine which program would meet the student's needs. An interpreter was provided for our Spanish speaking families.
- 4). If the problem persisted, an SST was held to discuss the issues, interventions and plan to support student's behavior or social-emotional well being. The SST meeting consisted of student, parents, teacher, administrator, resource specialist and psychologist. Referrals to All 4 Youth clinician or any other community outreach services were made if necessary. Meetings included a bilingual support staff to provide interpretation in Spanish, all materials shared with parents were provided in English and Spanish.
- 5). If student continued to be unengaged or absent, administration consulted with Fresno County Superintendent of Schools to begin SARB (School Attendance Review Board) process.

Successes include:

Teacher kept a close eye on student attendance and reported any concerns to Attendance Secretary and Administration. Google Classroom sites provided engaging resources for all students. Class DOJO, Remind app and phone calls were utilized by Teachers frequently in order to stay in touch with families. All teachers understood and followed the Tiered Re-Engagement plans and strategies. Teachers focused on building positive relationships with students and families. Teachers provided frequent affirmations when communicating with students during lessons to encourage participation. Professional development in the area of increasing student engagement was provided for all teachers.

ELP Staff encouraged student attendance and often invited struggling students to participate in virtual activities. The ELP Staff provided additional assistance with homework and lesson concepts. They were always looking for ways to make students laugh and smile.

Teachers and Administration collaborated often with our clinicians and psychologist to identify best practices when working with students and families. SSTs were held virtually to share student plans in academic and social-emotional interventions.

Parent were provided with options to attend meetings virtually or in person. Families were given the choice to have student attend school in person or remain on distant learning throughout the school year.

Challenges include:

Distractions from home often impeded student focus and impacted their learning. Teachers could not manage the environment when teaching virtually. Students were not always socially connecting to their friends and peers. Some students were left alone at home and therefore not monitored.

Some parents shared they were often over-whelmed by the amount of attention they were receiving especially when various phones calls by different individuals were made concerning the same issues. We may have cared a little too much.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

According to local data, observations and feedback from stakeholders including parents, students, teachers and staff the following information was gathered in regards to School Nutrition.

Successes include:

Due to our day being short, no meals were served from our cafeteria. All In Person students received a small snack during their break/recess.

Meals were distributed and delivered weekly. Parents provided input and were generally pleased with the amount and types of food they were receiving. Food items were purchased by bulk orders. Our Kitchen Manager utilized support staff to prepare and pack bulk items into large sacks. Families returned sacks weekly in order to receive the next bulk order.

Seamless Summer Feeding program provided meals to our families beyond the school year. EBT Cards were also provided and sent to all families for the purchase of additional food items. Migrant Department program food was delivered to our campus, pre-packaged and ready for parent pick-up and delivery.

Buses and other district vehicles were used to deliver food items to families. All support staff assisted in loading and unloading meal sacks and other food items from vehicles.

Challenges include:

Hot meals were not prepared or served to students. The cafeteria was utilized as an assembly line for the packing of food items in the sacks. All meals were provided and delivered weekly to family homes.

Some families would forget to pick up their sack of food for the week. Bulk food items left behind required storage in our refrigerators.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Not applicable.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Health and Safety Considerations -

- Staff and student health and safety will continue to be monitored. Staff will be expected to call in sick when not feeling well. Parents will be asked to keep sick children at home, especially when running a fever. We will be using additional COVID monies to create safer school environments for all.

Distance Learning -

- Technology was very critical to student learning and communication. Internet access was essential for student to school connection. We will maintain student home tech access by providing Chromebooks to all families. The programs and techniques utilized during Distance Learning will continue to be used by our Teaching staff.

Monitoring and Supporting Mental Health and Social Emotional Well-Being -

- Supporting our students, staff and families in social-emotional, mental health is a priority. We will continue to maintain Psychologist and Clinician supports. SEL curriculum and PBIS, MTSS will all be maintained and monitored as needed.

Engaging Pupils and Families -

- School held Events and activities continue to be a priority for student, staff and family engagement. We will continue to hold on campus activities and events while considering safety and health for all.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

All of the actions of the BUESD Learning Continuity and Attendance Plan were developed in order to better serve the highly at risk and population of English Learners (EL), Socio-economically disadvantaged (SED) and Foster Youth (FY) students.

Assessment of pupil learning loss for all students will continue to be monitored via benchmarks, grade level assessments, progress monitoring tools and teacher observations. This will include weekly reading progress monitoring from Reading Corps for all K-3rd grade students.

All actions and expenditures of funds will contribute to increased or improved services and were developed specifically to focus on the needs of our unduplicated populations based on a careful analysis of data and input from our stakeholders. These actions will be principally directed towards our unduplicated student population to help BUESD to be more effective in meeting the needs of the the unduplicated student population. Actions will be principally directed to close achievement gaps and to meet the BUESD goals of academic progress and language proficiency. Since our unduplicated student population count is 92% all actions and services are being performed on a schoolwide or districtwide basis in order to increase efficiency delivery and effectiveness of actions and services for all. We will maintain communication and collaboration for all agencies to provide support towards pupil learning loss especially for:

- Low Income Students
- English Learners
- Special Education Students
- Foster Youth
- Homeless Youth

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All descriptions of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement have been written in the following sections: In-Person Instruction, Distance Learning Program, Learning Loss or Additional Actions.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Reading and Math Intervention/Prevention systems for K-8th grade students has been an ongoing need of our LEA. We will implement and support the following practices/programs in an effort to meet these needs: Reading Corps, Math Corps, Intervention Block periods, Progress monitoring tools to measure effectiveness (Reading evals, NWEA), MTSS biweekly meetings with Resource.

Our Staff continues to need ongoing Teacher Professional Development for student support in areas of English language development (ELD), Reading and Math. We provided and will continue to implement instructional practices that support student learning such as: Orton Gillingham (K-3, SPED), Backwards Mapping, Problem Based English Language Development, and other self-paced online PD.

In order to keep highly qualified Teachers to support our student learning and progress, we understand that Teacher Retention is of utmost importance for our LEA. We will continue to monitor salary schedule, provide professional development and training, provide mentorship for Interns and Inductees, and continue to build systems that support learning for all.

Maintaining a positive school climate and culture is essential to student achievement. This year has taught us that Social Emotional Learning (SEL) and Support is necessary for all - students, parents and staff. We will continue to provide services and supports utilizing the following: School Psychologist, All 4 Youth Clinicians, maintain Multi-Tiered Systems of Support (MTSS) and SEL curriculum. We are committed to implementing more SEL supports in the form of: Community Circles, Restorative Practices, Mindful Walks and outdoor learning through our Discovery Based Learning Center,

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	953,099.67	961,110.00
After School Education and Safety (ASES)	11,487.00	27,606.00
LCFF Base	554,176.67	567,869.00
LCFF Supplemental and Concentration	375,416.00	356,635.00
Other	12,020.00	9,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	953,099.67	961,110.00
1000-1999: Certificated Personnel Salaries	439,548.67	425,904.00
2000-2999: Classified Personnel Salaries	113,093.00	134,478.00
3000-3999: Employee Benefits	228,961.00	240,986.00
4000-4999: Books And Supplies	23,351.00	23,351.00
5000-5999: Services And Other Operating Expenditures	140,940.00	129,185.00
7000-7439: Other Outgo	7,206.00	7,206.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	953,099.67	961,110.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	279,655.67	279,655.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	159,893.00	146,249.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	10,500.00	20,643.00
2000-2999: Classified Personnel Salaries	LCFF Base	51,167.00	63,075.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	48,666.00	50,760.00
2000-2999: Classified Personnel Salaries	Other	2,760.00	0.00
3000-3999: Employee Benefits	After School Education and Safety (ASES)	987.00	6,963.00
3000-3999: Employee Benefits	LCFF Base	138,024.00	144,883.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	89,690.00	89,140.00
3000-3999: Employee Benefits	Other	260.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	14,351.00	14,351.00
4000-4999: Books And Supplies	Other	9,000.00	9,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	85,330.00	80,256.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	55,610.00	48,929.00
7000-7439: Other Outgo	LCFF Supplemental and Concentration	7,206.00	7,206.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	509,772.67	509,772.00
Goal 2	349,148.00	364,923.00
Goal 3	72,692.00	51,943.00
Goal 4	21,487.00	34,472.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$56,561.00	\$56,561.00
Distance Learning Program	\$109,838.60	\$109,838.60
Pupil Learning Loss	\$13,150.00	\$13,150.00
Additional Actions and Plan Requirements		\$0
All Expenditures in Learning Continuity and Attendance Plan	\$179,549.60	\$179,549.60

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$56,561.00	\$56,561.00
Distance Learning Program	\$99,205.93	\$99,205.93
Pupil Learning Loss	\$8,150.00	\$8,150.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$163,916.93	\$163,916.93

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$10,632.67	\$10,632.67
Pupil Learning Loss	\$5,000.00	\$5,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$15,632.67	\$15,632.67



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
BURREL UNION ESD	Elizabeth Runyon Superintendent	erunyon@buesd.org 559-866-5634

Plan Summary [2021-22]

General Information

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

Burrel Union Elementary School District located in Riverdale, California is a K-8 single school district with a rich rural history. The district has been around for more than 100 years; it was established in 1912. Most of our parents are employed by several local family-owned dairies. All teachers are singletons, meaning there is one teacher per grade level. Current enrollment at our school is 133 students. The latest demographic information released from the California Department of Education is as follows: 94.7% Hispanic/Latino, 3.8% White (not Hispanic) and 1.5% Asian (not Hispanic); 58.7% are English Language Learners (ELs). Of our total population, 92% are considered socio-economically disadvantaged (SED) students, as determined by the free or reduced price lunch statistics. Currently we do not have any students considered Foster Youth. However, we have approximately 4% students considered Homeless. Our Students With Disabilities (SWD) are provided with support both in and out of the general education classroom. Teachers and Specialists work together to meet their goals and needs based on the Individual Educational Plans (IEPs). Burrel Union is a K-8 school district, therefore, the following required metrics do not apply: A-G, CTE, AP, EAP, High School Dropout and Graduation rates.

We are very proud of our school and the unique programs we have to offer.

- We provide a safe environment that encourages academic excellence and social responsibility through a standards-based, technologically enhanced curriculum that is supported by respectful parents, staff and community. We are in the developmental

stages of creating a Discovery Based Learning (DBL) Center that will provide an outdoor learning environment focused on life sciences.

- Based on our Stakeholder input gathered through surveys and meetings, our parents are appreciative of the resources and opportunities provided to them. Through the attendance of our past English as a Second Language (ESL) classes, our parents have demonstrated an interest in learning. We are in the process of providing families with positive parenting education which includes social-emotional learning. We communicate with them regularly through recorded messages, bulletins, website and Facebook page printed in both English and Spanish.
- Teachers meet regularly to analyze data with the sole purpose of driving instruction to meet our students' needs. They collaborate and share best practice strategies through Professional Learning Communities (PLCs) within grade level spans (K-2; 3-5; 6-8). We focus on professional development that supports the common core state standards (CCSS), student academic (differentiated instruction, English language development) and social-emotional needs. We are in the process of building grade level collaborations with neighboring rural single school districts.
- Our Bilingual staff provide support to our students and families acting as interpreters assisting with conferences, registration, etc. Our maintenance staff keep our facilities clean and safe for all.
- We have maintained our Multi-Tiered System of Support (MTSS) to identify student academic and social-emotional needs. Our Team consists of the Psychologist, Resource Teacher, Administrator and Clinicians. We meet regularly to discuss concerns about student special needs, monitor their progress and create plans to provide support.

Our most recent challenges have been with connectivity, capacity and keeping qualified teachers.

- While providing instruction to our students through a distant learning (DL) model, we encountered several barriers. Our families did not have internet available, therefore Hotspots were provided; however, the connections were not stable. Our rural location was not conducive to supplying consistent and reliable internet.
- Burrel is fortunate to have additional staff that provide resources for academic and social-emotional support services. However, we play musical chairs with spaces. Our small school buildings do not provide the rooms to house these supports.
- Teacher Retention is also a challenge for several reasons - Teacher Salary is not competitive and Distance can be a factor. The majority of our teachers continue to be interns which can impact the quality of instruction. Teachers who are considered Interns (Provisional (PIP), Short Term (STSP) or Internship need mentoring and support.

Reflections: Successes

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

Based on a review of performance on the state indicators in the Dashboard for 2018-19 and local performance indicators during the 2019-21 School Years, Burrel Union Elementary has seen slight positive progress toward LCAP goals. According to our stakeholder input, we are proud of the following:

- Individual grade levels demonstrated increases in ELA and MATH SBAC scores
- All local performance indicators were met
- Maintaining a high level of parent engagement as well as increased partnerships across the community to improve services
- Local Assessments (Reading Inventories, DiBels, Writing & Math Benchmarks) indicated individual student growth
- English Learner Progress Indicator (ELPI) showed a Medium progress level with 51.2% are making progress towards English Language proficiency
- Suspensions maintained a Yellow Status at 1.5% as measured and reported by California School Dashboard
- Teachers continue to utilize strategies to support English Learners in their classrooms
- ELA curriculum is rigorous and contains English Language Development lessons
- Created an English Learner bootcamp
- Multi-Tiered System of Support met weekly to discuss student needs and progress
- . Reading data from Reading Corps Tutors demonstrated increases across all K-3rd reading scores

Many of our LCAP actions from the previous years have resulted in maintaining or slightly improving student achievement, school climate, and parent engagement. As a result, and after considering stakeholder input, the goals and actions identified in the previous years' plan will be maintained and expanded.

In order to continue progressing towards our goals, we will increase services to meet the needs of English Learners and under-performing students who are not meeting grade level expectations, as measured by English Language Proficiency Assessment California (ELPAC), Standards Based Assessment Consortium (SBAC), local data and California Healthy Kids School Climate Survey (CHKS). The actions will include:

- o Restorative practices
- o Professional development in the area of planning and delivering instruction using best practices
- o Student engagement and connectivity
- o Social-emotional and academic interventions
- o Providing rigorous Common Core instruction
- o Created an Intervention for English Learners
- o Working towards Reclassifying all our English Learners by the 8th grade

- o Develop a uniform PLC Template that would identify focus areas, monitor the progress and develop next steps
- o Improve on Classroom Observations and monitor Professional Development needs

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on State indicators of 2018-2019 School Year, Burrel Union has maintained or slightly decreased in areas of Academics - English Language Arts (ELA). Mathematics and Attendance.

- Our ELA CAASSP results for all students is in the Orange status, 23.92% of our students Met or Exceeded Standards. There has been a decrease of 10.3 points.
- Our Mathematics CAASSP results for all students is in the Orange status, 27.18% of our students Met or Exceeded Standards. This is still considered 50.3 points below standard.
- Our Chronic Absenteeism has increased slightly to 6% chronically absent.

At Burrel, All means All student groups - English Learners, Hispanic, and Socioeconomically Disadvantaged are the majority of our students. What impacts one, impacts our entire school. In order to address the Academic areas of greatest need, the LEA will increase the following services and supports to all students:

- Interventions in Reading and Mathematics will be provided. An Intervention block will be scheduled within the instructional day for all grade levels. Additional opportunities for interventions in reading and math will be provided in the After School/Extended Learning Program (ELP).
- A stronger focus on prevention will be priority in K-3rd grades. Professional Development will be focused in the areas of guided reading and intensive reading strategies, utilizing the Orton-Gillingham methods for all K-3rd grade teachers. Reading Corps Tutors will be on-site for additional support to all K-3rd students identified as reading at or below grade level. All Teachers and support staff will utilize frequent monitoring and reading inventories to measure student progress.

- Supplemental support materials will be provided to all teachers in order to enhance ELA, English Language Development (ELD) and Math Common Core lessons.
- Professional Development in the areas of Reading, Writing, Technology and Mathematics will continue for all instructional staff - Teachers and Para-Educators.
- Teachers will increase the use of technology during lessons and incorporate technology throughout all content to keep student interest.
- Instructional Staff will utilize student engagement techniques to keep focus on learning by doing.
- Time will be provided during and after instructional day for Teacher collaborations (PLCs) within grade level groups and with same grade teachers at other small school districts. The PLC focus will be to discuss student needs, create plans for student support and to build teacher capacity in research based instructional strategies. Resource Specialists and Intervention Support will be part of all grade level PLCs.
- Math Corps Tutors at grades 4th-8th will be provided to support all students who are struggling with math competencies and math fact fluency.
- Teachers will use Backwards Mapping to identify priority standards in ELA, Writing and Mathematics across all grade levels. Pacing guides and benchmarks will be developed to keep us on track and monitor student progress.
- Technology will be provided for students to use beyond the instructional day during ELP or while at home. The LEA will provide technology programs based on additional supports and focused on individual learning abilities in the areas of ELA, ELD and Mathematics.
- Evaluations to measure progress in all academic areas (ELA, Reading, Writing and Mathematics) will be administered every Trimester. Reading Inventories will be administered more frequently for struggling readers in all grades.
- Through cycles of inquiry during PLCs, teachers and administrator will review and discuss data in order to decide next steps.

- The LEA will continue to identify students through the Multi-Tiered System of Support (MTSS) bi-weekly meetings. The LEA will hold Student Study Team (SST) Meetings with Teachers and Parents to provide intervention plans for student support.
- Teachers and Specialists will collaborate often to monitor the progress of SWD students. Teachers will be provided with PD in best teaching practices to support the needs of students. Specialists will be pushing in to provide support to students and resources to teachers.

Chronic Absenteeism will be addressed in the following ways:

- Parents will be contacted when students are absent.
- Bilingual office staff and our automated phone system will inform parents of student absences.
- Necessary home visits and conferences to avoid having to use more intense methods of the SARB process.
- Perfect attendance will be celebrated by providing tangible rewards and fun activities as incentives.
- Parent meetings and workshops will be held to increase awareness of the importance of school attendance.
- Bilingual informational bulletins, best practice articles and guidelines will be posted on our Website and FaceBook page.

Due to high turnover of Teaching Staff it can be challenging to maintain systems of support when well-trained teachers leave our site. We will address this challenge with the following:

- Support will be provided for Interns and newly credentialed Teachers through mentoring and Induction Coaching.
- The LEA will continue to seek ways to attract and retain Teaching Staff through salary schedule increases and recruiting locally.
- We will make it a priority to prevent combination grade classes from occurring.

LCAP Highlights

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

The LCAP Goals will be focused in the areas of: Student Academic Achievement, School Climate, Teacher Retention, Parent Education and English Learner Proficiency. These Goals and Actions were identified by our Stakeholders for the previous LCAP and during recently collected Stakeholder input which demonstrated the need to continue to maintain these goals and actions. This year, we will be adding a goal and subsequent actions that focus on English Learners to provide additional support and measure their progress in English language acquisition and academic achievement.

The Actions will include:

- Teacher training in the area of planning and delivering instruction using best practices, English language development, differentiated instruction, student engagement, restorative practices, socio-emotional and academic interventions/preventions and in providing rigorous Common Core instruction while increasing the use of technology.
- Maintaining a positive school culture by utilizing our PBIS, MTSS, Extended Learning Program (ELP), STEAM learning opportunities, Psychologist and Clinicians, Custodial Staff, and educational field experiences. We will Increase course access such as STEAM Electives, increase opportunities for students to explore college and career readiness pathways, and increase access to technology for all students and families.
- Services to improve parent communication and involvement by continuing monthly Coffee Hours and Informational Meetings, Recorded bilingual messages, emails and text, Parent Education that includes English as a Second Language and Positive Parenting classes. Virtual parent meetings will be offered to all families.

Our Expected Annual Measurable Outcomes (AMOs) include the following:

- Increase in Student Academic Achievement as measured by the individual progress of scores on Smarter Balanced Assessments, NWEA Benchmarks and Reading Inventories.
- Increase in English Learner language acquisition and reclassification
- Increase in Student Attendance and decrease in Chronic Absenteeism
- Decrease in Student Suspensions and office referrals
- Increase in Parent involvement based on sign in sheets at events and activities
- Increase of Teacher Retention based on teacher surveys and letters of intent

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.

At this time, our single school in the LEA is not 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.

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

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

Our stakeholders include:

- Parents: Public Hearing section of BUESD Board Meeting; Several Parent surveys went out on the following days - September, November 2020; January, March, 2021
- PAC/SSC/DELAC Committees; Meetings were held monthly
- Students: Student Council; CHKS; Student Surveys went out on the following days: January, April 2021
- Teachers: BUESD does not have a Bargaining Unit for the Teachers; Teacher meetings were held Bi-Monthly; Teachers were provided with Needs Assessment Surveys
- Classified Employees: BUESD does not have a Bargaining Unit for the Classified Employees; Classified Meetings were held monthly; Surveys were provided to solicit input
- Community: PTC, Social Services, Foster Youth Services, Local Homeless Services, SELPA: Superintendent collaborates with all Community agencies to gather input
- Superintendent consulted with the County SELPA to collect input regarding actions for students with disabilities (SWD)

The Burrel Union Elementary Superintendent/Principal has presented detailed information to and requested input from the Burrel Union Board of Trustees, all staff, students and parents/community at scheduled meetings. LCAP input was gathered year round from public and trustees. From the Board of Trustees on the first Tuesday of each month; from the Parent Teacher Club (PTC) on third Thursday of each month; and our School Site Council, DELAC and Parent Advisory Committee on the third Tuesday of each month.

Students, including sub-group representation excluding Foster Youth due to a lack of enrollment, met virtually through Student Council meetings. Student input was also gathered through surveys.

Our School Site Council (SSC) , District English Learners Advisory Committee (DELAC) and Parent Advisory Committee (PAC) met virtually monthly to discuss progress towards our goals as well as provide feedback on how effective they felt our actions were in meeting our student's needs. The feedback gathered was to keep the Goals and Actions in the LCAP.

The Burrel Superintendent/Principal developed materials for presentations to stakeholders sharing data from Dashboard and updating our actions towards goals. The Superintendent/Principal developed a presentation of the district's current financial obligations that are non-negotiable. This information was presented to the stakeholder groups prior to seeking input from each of these groups.

There have been no written or oral comments presented to the Superintendent, from any of our stakeholder groups, so no written responses were required. Surveys, community priorities were referenced to establish current LCAP goals. All agendas, minutes and surveys are housed

in the Superintendent's office. Meetings were announced bilingually using website postings, Facebook page posting, personal invitations to stakeholders and automated calls. The LCAP meetings were held virtually and at varying times of the day to provide the opportunity for maximum participation. Spanish translation was provided at each meeting.

A draft of the LCAP was presented to the DELAC and PAC in May, 2021. No comments were presented to Superintendent.

The final draft LCAP was presented at a Public Hearing on June 8, 2021. Public Notice was published in the Fresno Bee and also posted on our school website, Facebook page. All stakeholders input was and will continue to be considered. The LCAP final draft was revised accordingly and presented to the Governing Board of Burrel Union Elementary for final approval prior to submission to the Fresno County Office of Education on June 29, 2021. During the meeting of the final Board adoption, the LEA budget and local indicator outcomes were also presented. At the stakeholder involvement processes, a power point presentation was provided to inform attendees about the Local Control Funding Formula. The intent of the LCAP was presented to those in attendance with time for questions. Summary pages and the student achievement metric, the district budget/expenditure and LCAP goals were provided as additional hand-outs. Stakeholder groups were asked to give specific input and recommendations as they reflected on the eight state priorities with metrics that Burrel Union has made towards each. Public input notices were given using Burrel website page with LCAP link, automated calls inviting all stakeholders, and a backpack flyer. The public comments dates were June 8th-June 29th, 2021.

A summary of the feedback provided by specific stakeholder groups.

Parent surveys revealed the following: Parents would like to have the choice to possibly continue with Distant Learning; Needs Assessment Survey indicated the following results: About half of our families want to remain on Distance Learning (DL); 60% believe Students are thriving on DL; 75% would like to continue to provide parent choice for DL, Hybrid and/or In Person (IP) instructional practices.

Student input from virtual Student Council Meetings and Surveys showed that they really miss educational field trips and athletic events.

Certificated Staff Meeting input felt this was a very unusual year; It was difficult to connect with students at times due to internet issues; It was tough managing DL and IP students simultaneously; Hoping for a "normal" year next year; Would like to provide Summer School for students this year.

Classified Staff Meeting input provided the following input - Instructional Aides missed working in the classroom however enjoyed assisting with food distributions, student temperature checks, calling student and parent for surveys and assisting via virtual platforms. Bus Drivers were utilized for food deliveries with the Cafeteria Staff.

PAC/SSC/DELAC input via virtual meetings showed that they are appreciative of the teacher connections to their students during DL; they would like parents to have choices for DL or IP in following year; besides wanting to return to ESL classes, they expressed a need for Positive parenting classes; they commented that the virtual meetings should always be an option for families.

As a result of Stakeholder input, it was determined that Burrel's LCAP goals were still a reflection of our community's needs. The Goals and Actions include: Maintaining an Intervention Teacher for struggling students, PBIS/MTSS systems of positive discipline, providing social emotional support from contracted Psychologist, and educational field trips.

Due to the pandemic, not all actions were implemented and expenditures were shifted to cover other expenses in particular additional transportation costs. Despite distant learning or hybrid instructional models, all teacher schedules reflected a broad course of study.

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

Information was collected from Stakeholder surveys and meetings prior to updating the LCAP. Key areas identified by this data indicate a need to maintain or address the following:

- A majority of Stakeholders were content with school involvement; whereas most of school staff were in agreement that Burrel Elementary seeks parent input into decisions related to their child's education.
- Our discussions offering English as a Second Language (ESL) classes for parents resulted in identifying a need in the areas of Positive Parenting and Technology use. Parents also requested to continue our Math and Literacy Nights.
- Student input resulted in transforming our aging Science Educational Center into a new Discovery Based Learning Center. Students also requested to have more engaging opportunities to learn, such as art education, out-of-town educational field trips and an increase of tech usage.
- A majority of parents, staff and students agreed that our facilities here at Burrel are clean, safe and in good condition for its age. However, capacity challenges exist. Modernization projects are in the works.
- Our teachers and parents have shown support in the hiring of an Intervention Teacher for reading intervention. They would also like to continue to have a Librarian to support literacy in all grades.
- Many of our parents wanted Summer School opportunities for their students. Although our current budget does not support Summer School costs, we were able to fund Summer School with emergency State and Federal monies during the 2020-21 school year.
- A majority of our staff and community agreed that retaining and recruiting highly qualified teachers was one of their highest priorities. Based on this feedback, we made decisions to allocate LCFF dollars to provide increases to the teacher salary schedule.
- Teachers have requested to continue providing bi-weekly release time for PLC collaboration while utilizing a PE Teacher. Would also like to have PLC opportunities with other small, rural school districts.
- All Stakeholders agreed that maintaining a Psychologist and adding Clinician services has provided necessary social-emotional supports for our students, staff and parents.

Goals and Actions

Goal

Goal #	Description
1	Student Academic Achievement - All students, including subgroups, will demonstrate academic growth annually while engaged in a rigorous, CCSS aligned curriculum, equitable instructional practices and will have access to a Broad Course of Study.

An explanation of why the LEA has developed this goal.

The Goal of Student Academic Achievement and its Actions were developed by the input received from Burrel's stakeholders - Administration, Staff, Parents and Students. Student achievement is an on-going concern. Longitudinal data results from annual state assessment (SBAC) demonstrate that our students are making little to no progress year to year. Longitudinal academic data shows Burrel's English Learners are underperforming the English Only students in both the ELA and Math SBAC scores. Significant achievement Gaps have been increasing yearly and the Reclassification rates are stagnant. Although our local data results and progress monitoring show improvements in student academic achievement, these increases do not have an impact on end of year state results. Through a Problem of Practice utilizing Improvement Science we will explore "Why" - why are students demonstrating growth on local assessments, but it is not transferring to the SBAC & ELPAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced - ELA	TBD once results become available Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20				TBD once results become available

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced - MATH	TBD once results become available Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20				TBD once results become available
Broad Course of Study	VAPA Courses: All - 30 min Weekly Data Year: 2020-21 Data Source: Walk throughs and Lesson Plans				VAPA Courses: All - 90 min Weekly Data Year: 2023-24 Data Source: Walk throughs Lesson Plans
Access to Standards Aligned instructional materials	All - 100% Data Year: 2020-21 Data Source: Dashboard Fall 2021				All - 100% Data Year: 2023-24 Data Source: Dashboard Fall 2024
ELA Local Benchmarks will be used until Smarter Balanced ELA Results become available	Met or exceeded standards: All - 21% met Fall-Spring Growth Projections Data Year: 2020-21 Data Source: NWEA				Met or exceeded standards: All - 30% met Fall-Spring Growth Projections Data Year: 2023-24 Data Source: NWEA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MATH Local Benchmarks will be used until Smarter Balanced MATH Results become available	Met or exceeded standards: All - 33% met Fall-Spring Growth Projections Data Year: 2020-21 Data Source: NWEA				Met or exceeded standards: All - 40% met Fall-Spring Growth Projections Data Year: 2023-24 Data Source: NWEA
READING Local Measure	Met or exceeded Grade Level Reading All - 10% Data Year: 2020-21 Data Source: NWEA				Met or exceeded Grade Level Reading All - 15% Data Year: 2023-24 Data Source: NWEA
Implementation of CCSS instruction for all students	Initial Implementation Data Year: 2020-21 Data Source: Walk Throughs & Teacher Evaluations				Full Implementation & Sustainability Data Year: 2023-24 Data Source: Walk Throughs & Teacher Evaluations
EL Students meeting standard on ELA SBAC scores	118.6 points Below Std in ELA SBAC Data Year: 2018-19 Data Source: CA Dashboard				90 points Below Std in ELA SBAC Data Year: 2023-24 Data Source: CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Students making progress toward English Language Proficiency	51.2% - Medium Data Year: 2018-19 Data Source: CA Dashboard English Learner Progress				56% - High Data Year: 2023-24 Data Source: CA Dashboard English Learner Progress
EL Reclassification Rate	1.6% Data Year: 2020-21 Data Source: CA Dashboard ELPAC				10% Data Year: 2023-24 Data Source: CA Dashboard ELPAC

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROFESSIONAL LEARNING COMMUNITIES	According to Smarter Balanced ELA, Math and ELPAC assessment data, our unduplicated students have consistently performed very low resulting in having scores of Nearly Met and Not Met for most of them. ELPAC data demonstrates slow progress towards English Language proficiency and significant achievement gaps in SBAC ELA scores. Professional Learning Communities (PLCs) have been shown to be an effective method for improving student academic performance by focusing on data results, student needs and best instructional practices. The district will therefore provide teacher release time for collaboration through PLCs by adding PE Personnel These opportunities for collaboration will provide greater educational access and are key to meeting the needs of our unduplicated students, hence we anticipate an increase in Smarter Balanced ELA & Math scores, increases in English language proficiency for ELs and support for SWDs. Since the inception of this action, we have seen an increase	\$10,507.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on Local assessment data and expect to see these increases reflected on SBAC and ELPAC data results.		
2	INTERVENTION TEACHER	According to Smarter Balanced ELA, ELPAC and local Reading Inventories assessment data, our unduplicated students show a need for improvement in the area of Reading when compared to all students. To improve Reading proficiency for our students, it is important to maintain an intervention program for Tier 2 and Tier 3 needs. One of the most effective practices a district can implement to improve student learning outcomes is to give targeted support based on individual student academic needs. Therefore the district will provide an Intervention Teacher to support reading interventions and monitor student progress. This will contribute to greater educational access in order to meet the needs of our unduplicated students and SWDs, hence we anticipate an increase in Reading proficiency. Since the inception of this action, we have seen an increase on Local Reading assessment data and expect to see these increases reflected on SBAC ELA, Math and ELPAC data results.	\$26,460.00	Yes
3	BENCHMARKS	The CA School Dashboard has identified an achievement gap in our unduplicated students' academic data results. In order to close this achievement gap, we need to monitor the progress of our students. The district will utilize pre-, mid- and post- benchmarks in ELA, Math and Writing. These benchmarks will monitor student proficiency and inform teacher instruction. We anticipate that this action will help our unduplicated students demonstrate growth in core academic areas. Since the onset of developing Benchmarks, we have seen an inconsistency throughout the grade levels, therefore we will focus on backwards mapping to develop more consistent benchmarks to monitor student progress and guide instruction. We expect to see a stronger correlation of local measures to SBAC ELA, Math and ELPAC data results.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	LIBRARY CLERK	Our students do not have access to a text rich environment due to limited rural home and community resources. To increase accessibility to literature for our unduplicated students, we will maintain our Library. We will provide a Library Clerk to facilitate access to literary and technology resources for our students. Studies have shown that access to literature and technology have increased student academic abilities. By providing more literary resources, our unduplicated students will demonstrate growth in core academic areas, principally ELA, Reading, Writing and ELD. During to the pandemic school closures, students were provided access through a virtual Library via Chromebooks. In person instruction will now allow the opportunity for students to have access at school and at home for virtual and tangible books.	\$15,761.00	Yes
5	INDUCTION COACHES/SERVICES FCSS	Due to Teacher retention challenges, we have a significant number of beginning teachers. Our ongoing needs to retain highly qualified teachers requires that we invest in supporting and mentoring beginning teachers. To improve academic achievement for our students, it is imperative to provide the best first instruction which requires well-trained and supported teachers. It is known that Teachers who are mentored typically use best practices in their classrooms which result in better academic outcomes for students. The District will provide an Induction Coach to act as a mentor for beginning teachers. This mentoring support for teachers will provide access to better instruction in order to meet the needs of our unduplicated. Since the inception of this action, the quality of teachers who remained at Burrel has improved; however, teacher retention is still a challenge for other reasons.	\$3,816.00	Yes
6	READING/MATH CORPS TUTOR	According to Smarter Balanced ELA, Math and ELPAC assessment data, our unduplicated students show an achievement gap when compared to all students. To improve academic achievement for our	\$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, it is important to provide intervention at the earliest grades possible. Research shows one of the most effective practices a district can implement to improve student learning outcomes is to develop a strong support program in primary grades K-3rd as a prevention to intervention. The district will therefore provide Reading Corps and Math Corps Tutors for grades K-3rd. These Tutors will provide Reading and Math intervention leading to greater educational access to meet the needs of our unduplicated students, hence we anticipate an increase in Smarter Balanced ELA and math assessment scores.		
7	BASE PROGRAM	Burrel Union Elementary School District will provide highly qualified teachers and support staff, maintain our facilities, provide core curriculum, provide transportation and serve nutritious meals to support students.	\$1,010,127.00	No

Goal Analysis [2021-22]

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

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

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

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

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

An explanation of how effective the specific actions were in making progress toward the goal.

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

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.

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

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

Goals and Actions

Goal

Goal #	Description
2	Burrel Union Elementary Stakeholders will work collaboratively to provide a safe and optimal learning environment for all students.

An explanation of why the LEA has developed this goal.

Input from Stakeholders indicates that our students need a safe and supportive environment to promote learning. Due to our rural location, there is limited access to community resources such as, Mental Health, Health Services, Language Support, Parent Education and Technology. Our large population of students who are considered Socio-Economically Disadvantaged (SED) require that we provide access to educational experiences. In addition, to further support an efficient learning environment, we recognize the need to reduce the number of combination classrooms.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sense of Safety and School Connectedness	Students: 90% Parents: 89% Teachers: 92% Data Year: 2020-21 Data Source: CHKS & Local Survey				Students: 100% Parents: 100% Teachers: 100% Data Year: 2023-24 Data Source: CHKS & Local Survey
Facilities Maintained in Good Repair	All Facilities met Good Repair - 100% Maintained Data Year: 2020-21				All Facilities met Good Repair - 100% Maintained Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Dashboard Fall 2021				Data Source: Dashboard Fall 2024
Seek Parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2020-21 Data Source: Dashboard Fall 2021				Full Implementation & Sustainability Data Year: 2023-24 Data Source: Dashboard Fall 2024
Attendance Rate	94% Data Year: 2019-20 Data Source: P-2				96% Data Year: 2023-24 Data Source: P-2
Suspension Rate	1.5% Data Year: 2019-20 Data Source: DataQuest				1% Data Year: 2022-23 Data Source: DataQuest
Chronic Absenteeism	6% Data Year: 2019-20 Data Source: CALPADS EOY 3				3% Data Year: 2022-23 Data Source: CALPADS EOY 3

Actions

Action #	Title	Description	Total Funds	Contributing
1	BILINGUAL SUPPORT STAFF	Due to our rural location and distance from major cities, our unduplicated students and families have the least access to basic services. To improve services for our families, we will continue to provide support and resources beyond academics; examples of this include providing bilingual communication and support for completing documents, locating services outside of the classroom, and connecting to outreach. A portion of our staff is dedicated to provide information and support during SSTs, IEPs, conferences in Spanish so that our parents can be informed of their rights and student needs. Our parents may be informed of and linked to nearest community resources and supports. Staff assists with communicating and identifying appropriate community resources for our families of unduplicated students. Stronger communication with our Spanish-speaking parents may build open and trusting relationships. Since the inception of this action, we have seen a stronger connection with our parents and community based on local surveys. As a result of our parents trusting and communicating student needs, we expect to see increased student attendance and decreased suspensions as a result of this action.	\$67,644.00	Yes
2	ADDITIONAL TEACHER	According to Smarter Balanced ELA and Math assessment data, our unduplicated students have the most potential to meet standards. To improve academic achievement for our students, it is important to provide optimal learning environments. Due to our small population of students, our unduplicated students many times are in combination classes where teachers may struggle with differentiating instruction. Stakeholder input recommends we provide focused and rigorous instruction based on grade level expectations. The district will therefore increase FTE by 1.0 teacher to expand services and avoid having combination classes. This will provide greater educational access and is key to meeting the needs of our unduplicated students and SWDs, hence we anticipate an increase in Smarter Balanced ELA and math assessment scores as well progress towards IEP goals.	\$69,327.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Since the inception of this action, we have seen a continued increases in state ELA and math scores with a goal of reaching the green performance level.		
3	TRANSPORTATION	District will maintain self-sufficient transportation services for home to school transportation.	\$81,000.00	No
4	PSYCHOLOGY SERVICES	Our unduplicated student population has the least access to mental health/social services when compared to al students. This is in large part due to our extreme rural location combined with the extreme poverty. In order to help provide increased access to mental/social health supports and services, we will increase contract for mental health/counseling services .40 FTE. This action is principally directed toward our unduplicated population and SWDs - in our research has been effective in increasing positive outcomes for unduplicated students in other area districts in past years. This action should increase student attendance, decrease chronic absenteeism and decrease suspensions. Since the inception of this action, we have seen continued increases in students and families utilizing mental health support.	\$30,855.00	Yes
5	TECHNOLOGY	Our unduplicated students traditionally have the least access to instructional technology. To improve access to technology for our students, it is imperative that we supply one to one technology devices and support. One of the best ways to connect students 21st Century learning practices and improve access to online instruction and programs is to provide technology devices. The district will commit to providing access to technology to support academic learning by maintaining and replacing Chromebooks, devices and technical support, as needed. This increase to technology will provide greater	\$16,166.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educational access and can meet the needs of our unduplicated students, hence we anticipate an increase in Smarter Balanced ELA and math assessment scores. Since the inception of this action, we have seen a slight increases on local academic achievement scores with a goal of transferring increases to Smarter Balanced ELA and Math assessment scores.		

Goal Analysis [2021-22]

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

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

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

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

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

An explanation of how effective the specific actions were in making progress toward the goal.

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

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.

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

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

Goals and Actions

Goal

Goal #	Description
3	Burrel Union will provide extended, ongoing professional development opportunities for Teachers and maintain competitive salary schedule for Teacher retention.

An explanation of why the LEA has developed this goal.

Burrel Union Elementary teacher retention rates have increased. According to our exit interview data gathered during the school years of 2019-20 and 2020-21, a two-thirds of our teachers who left Burrel stated a primary reason for departure is due to our Salary Schedule. Stakeholders have identified a need to provide teacher training in order to support English Learners (EL) and Students with Disabilities (SWD) and to increase efforts to retain qualified teachers to meet the diverse needs of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned and Fully Credentialed Teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: Dashboard Fall 2021				0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Dashboard Fall 2024
Staff Development Opportunities	80% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own professional learning				85% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own professional learning

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-21 Data Source: Teacher Surveys & PD Evaluations				Data Year: 2023-24 Data Source: Teacher Surveys & PD Evaluations
Teacher Exit Interview	66% of all teachers reported that they have chosen to leave Burrel due to the low pay. Data Year: 2020-21 Data Source: Teacher Exit Interview Results				50% of all teachers reported that they have chosen to leave Burrel due to the low pay. Data Year: 2024 Data Source: Teacher Exit Interview Results

Actions

Action #	Title	Description	Total Funds	Contributing
1	STAFF PROFESSIONAL DEVELOPMENT	According to Smarter Balanced ELA ,Math and ELPAC assessment data, our unduplicated students show an achievement gap when compared to statewide data of students. To improve academic achievement and English language proficiency for our students and EL students, it is important to provide the best first instruction which requires well-trained and supported teachers. Research shows one of the most effective practices a district can implement to improve student learning outcomes is to provide ongoing professional development for teachers. The district will therefore provide a variety of professional development aligned with common core state standards, English Language Development (ELD), and best practices that support Students with Disabilities (SWD) through on-site academic coaching or virtual professional development. These	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>professional development and coaching opportunities will provide greater educational access and are key to meeting the needs of our unduplicated students, hence we anticipate an increase in Smarter Balanced ELA, Math assessment, English language proficiency progress and Reclassification counts. Since the inception of this action, we have seen improvements in local ELA and Math scores with a goal of transferring increases to Smarter Balanced ELA, Math and ELPAC assessment scores and an increase in Reclassification rates.</p>		
2	TEACHER RETENTION	<p>According to the data collected from Teacher Exit Interviews and surveys, teacher retention due to salary schedule is an ongoing challenge. To improve academic achievement for our students, it is important to provide the best first instruction which requires retaining well-trained and supported teachers. Research shows one of the most effective practices a district can implement to improve student learning outcomes is to provide and retain fully credentialed teachers. The district will continue to re-assess teacher salary schedules in order to retain teachers. These Certificated Salary Schedule increases to remain competitive to provide Teacher incentives to remain at Burrel and in turn provide greater educational access and meet the needs of our unduplicated students. By providing well maintained and supported teachers we hence we anticipate an increase in ELA and math assessment scores. Since the inception of this action, we have seen a slight increases in local ELA and Math assessment scores with an anticipation of transferring increases to Smarter Balanced ELA and Math assessments and English Language proficiency. District will anticipate the effectiveness of Teacher Retention by measuring the years of service.</p>	\$84,310.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

An explanation of how effective the specific actions were in making progress toward the goal.

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

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.

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

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

Goals and Actions

Goal

Goal #	Description
4	All students will have comprehensive opportunities for overall student development in character, citizenship, student activities and athletics.

An explanation of why the LEA has developed this goal.

Burrel is a small, rural school in an unincorporated area of Fresno County. Our location is very isolated without immediate access to services and/or educational experiences such as libraries, zoos, museums, city/county services, city recreation programs etc. Surveys of students, staff and parents identify a need to bring experiences to them or to take the students to the services/activities (fire department, zoo, county library, etc.). Extending student access and participation in extra-curricular activities provides students with opportunities to explore their communities and grow in character and citizenship.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rates	0% Data Year: 2020-21 Data Source: Suspended due to Executive Order N-30-20				0% Data Year: 2023-24 Data Source: DataQuest
Middle School Dropout	0% Data Year: 2021 Data Source: Suspended due to Executive Order N-30-20				0% Data Year: 2023-24 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All Grade Levels taking Educational Field Trips	Each Grade Level takes at least one Field Trip Data Year: 2021-22 Data Source: Yearly Grade Level Educational Field Trips booked				100% Grade Level takes at least one Field Trip Data Year: 2023-24 Data Source: Yearly Grade Level Educational Field Trips booked

Actions

Action #	Title	Description	Total Funds	Contributing
1	CHARACTER EDUCATION	Maintain PBIS/MTSS system of positive discipline by providing Teacher training and Resources in Character Education, Restorative Justice, Community Circles, and Social-Emotional Learning.	\$5,000.00	No
2	EDUCATIONAL EXPERIENCES TRANSPORTATION	Our unduplicated students have the least access to real world learning opportunities. To increase educational opportunities for our students, it is necessary to provide educational experiences/field trips. Research shows one of the most effective practices a district can implement to have an impact on learning opportunities and ultimately improve academic achievement for students is to broaden their understanding by providing educational field trips. The district will provide our students with at least one opportunity to participate in an educational field trip and at least one classroom or school presentation/program related to grade level aligned curriculum. We will provide transportation costs, and/or entrance fees that will enable at-risk and low-income students who are not able to participate in fundraising events to pay for extracurricular, instructional, non-curriculum based activities and trips due to their inability to fundraise in small rural	\$35,239.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>communities. These educational experiences will provide greater connection to school and access to learning outside of our rural community which can be a key to meeting the academic needs of our unduplicated students, hence we anticipate an impact on Local and State ELA and Math assessment scores. Since the inception of this action, we have seen increases on local academic scores with a goal of transferring increases to state assessment scores.</p>		
3	TEAM SPORTS	<p>All students will be the opportunity to participate in at least one team sport or special physical activity twice a year. Stipends will be provided for coach/coordinator, transportation, materials and supplies.</p>	\$12,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

An explanation of how effective the specific actions were in making progress toward the goal.

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

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.

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
37.47%	380585

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Burrel Union ESD will continue to provide the same Goals and Actions in the LCAP for 2021-2024. Although our state assessments were postponed, our local data demonstrates slight improvements in serving the needs of English Learners (EL), Students with Disabilities (SWD) and low-income students (SED). Benchmark data shows slight increases in both ELA and Mathematics from the Fall 2020 to the Spring 2021. Reading progress has improved demonstrated by NWEA Reading evaluations done in the Spring 2021 as compared to evaluations done Spring 2020. Kindergarten through 3rd Grade Students were provided with Reading Corps Tutors and showed overall improvements in reading scores of phonemic awareness, fluency and comprehension as noted in the progress monitoring results from Fall 2020 to Spring 2021. When analyzing our local assessment data, we have determined that these Goals and Actions were effective in meeting the outcomes.

Using the calculation tool provided by the state, Burrel Union Elementary School District has calculated that it will receive \$380,585 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Goal 1:

Action 1 - 0.5 FTE to allow teachers time to participate in PLC's that are principally directed toward supporting learning for unduplicated pupils and SWDs;

Action 2 - Provide an Intervention Teacher to support unduplicated students struggling in reading strategies;

Action 3 - Utilize pre, mid, post Benchmarks to monitor academic growth of unduplicated students ;

Action 4 - Provide a Library Clerk principally directed toward supporting access to learning materials for unduplicated students;
Action 5 - Provide induction Coaches/Services for beginning teachers in order to better support unduplicated students;
Action 6 - Provide Reading/Math Corps Tutors to support unduplicated students struggling in reading in grades K-3rd;

Goal 2:

Action 1 - Provide Bilingual Support Staff for community and parent outreach services that principally focus on unduplicated students and their parents to support their engagement in school and increase positive outcomes on metrics for this population;
Action 2 - Provide a 1.0 FTE teacher to avoid having a combination class that is principally directed toward providing increased instructional differentiation to unduplicated pupils and SWDs;
Action 4 - Provide a 0.4 FTE contracted personnel for increased mental health/social supports that is principally directed toward unduplicated pupils;
Action 5 - Provide and monitor access to Technology in school and home in order to support learning and provide access to internet and to core for unduplicated pupils;

Goal 3:

Action 1 - Teacher Professional Development in the area of Common Core Instructional Materials and in the areas of ELA, Mathematics, ELD, Reading and Instructional Technology;
Action 2 - Provide competitive salary schedule to Recruit and Retain highly qualified teachers;

Goal 4:

Action 2 - Extracurricular enrichment activities and educational field trips principally directed toward unduplicated pupils focused on broadening their life knowledge and experiences;

All of these actions were developed in order to better serve the highly at risk and mobile population of English Learners, Students with Disabilities, Socio-economically disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Burrel Union Elementary School District be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Burrel Union Elementary School District. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Since our unduplicated student population count is 92.82%, all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services. In addition, using the same calculation tool, the proportionality percentage has been calculated at 37.47%. Burrel Union Elementary School District has demonstrated that it has met the 37.47% proportionality percentage by expending \$380,585 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$380,585 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 37.47%. Our LEA has demonstrated that it has met the 37.47% proportionality percentage by planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,471,712.00	\$12,000.00		\$5,000.00	\$1,488,712.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,122,529.00	\$366,183.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	PROFESSIONAL LEARNING COMMUNITIES	\$10,507.00				\$10,507.00
1	2	English Learners Foster Youth Low Income	INTERVENTION TEACHER	\$26,460.00				\$26,460.00
1	3	English Learners Foster Youth Low Income	BENCHMARKS	\$5,000.00				\$5,000.00
1	4	English Learners Foster Youth Low Income	LIBRARY CLERK	\$15,761.00				\$15,761.00
1	5	English Learners Foster Youth Low Income	INDUCTION COACHES/SERVICES FCSS	\$3,816.00				\$3,816.00
1	6	English Learners Foster Youth Low Income	READING/MATH CORPS TUTOR	\$7,500.00				\$7,500.00
1	7	All	BASE PROGRAM	\$1,010,127.00				\$1,010,127.00
2	1	English Learners Foster Youth Low Income	BILINGUAL SUPPORT STAFF	\$67,644.00				\$67,644.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	ADDITIONAL TEACHER	\$69,327.00				\$69,327.00
2	3	All	TRANSPORTATION	\$81,000.00				\$81,000.00
2	4	English Learners Foster Youth Low Income	PSYCHOLOGY SERVICES	\$30,855.00				\$30,855.00
2	5	English Learners Foster Youth Low Income	TECHNOLOGY	\$16,166.00				\$16,166.00
3	1	English Learners Foster Youth Low Income	STAFF PROFESSIONAL DEVELOPMENT	\$8,000.00				\$8,000.00
3	2	English Learners Foster Youth Low Income	TEACHER RETENTION	\$84,310.00				\$84,310.00
4	1	All	CHARACTER EDUCATION				\$5,000.00	\$5,000.00
4	2	English Learners Foster Youth Low Income	EDUCATIONAL EXPERIENCES TRANSPORTATION	\$35,239.00				\$35,239.00
4	3	All	TEAM SPORTS		\$12,000.00			\$12,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$380,585.00	\$380,585.00
LEA-wide Total:	\$380,585.00	\$380,585.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	PROFESSIONAL LEARNING COMMUNITIES	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,507.00	\$10,507.00
1	2	INTERVENTION TEACHER	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,460.00	\$26,460.00
1	3	BENCHMARKS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	4	LIBRARY CLERK	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,761.00	\$15,761.00
1	5	INDUCTION COACHES/SERVICES FCSS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,816.00	\$3,816.00
1	6	READING/MATH CORPS TUTOR	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	\$7,500.00
2	1	BILINGUAL SUPPORT STAFF	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$67,644.00	\$67,644.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	ADDITIONAL TEACHER	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,327.00	\$69,327.00
2	4	PSYCHOLOGY SERVICES	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,855.00	\$30,855.00
2	5	TECHNOLOGY	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,166.00	\$16,166.00
3	1	STAFF PROFESSIONAL DEVELOPMENT	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	\$8,000.00
3	2	TEACHER RETENTION	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,310.00	\$84,310.00
4	2	EDUCATIONAL EXPERIENCES TRANSPORTATION	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,239.00	\$35,239.00

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.