

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Byron Union School District

CDS Code: 07-61663

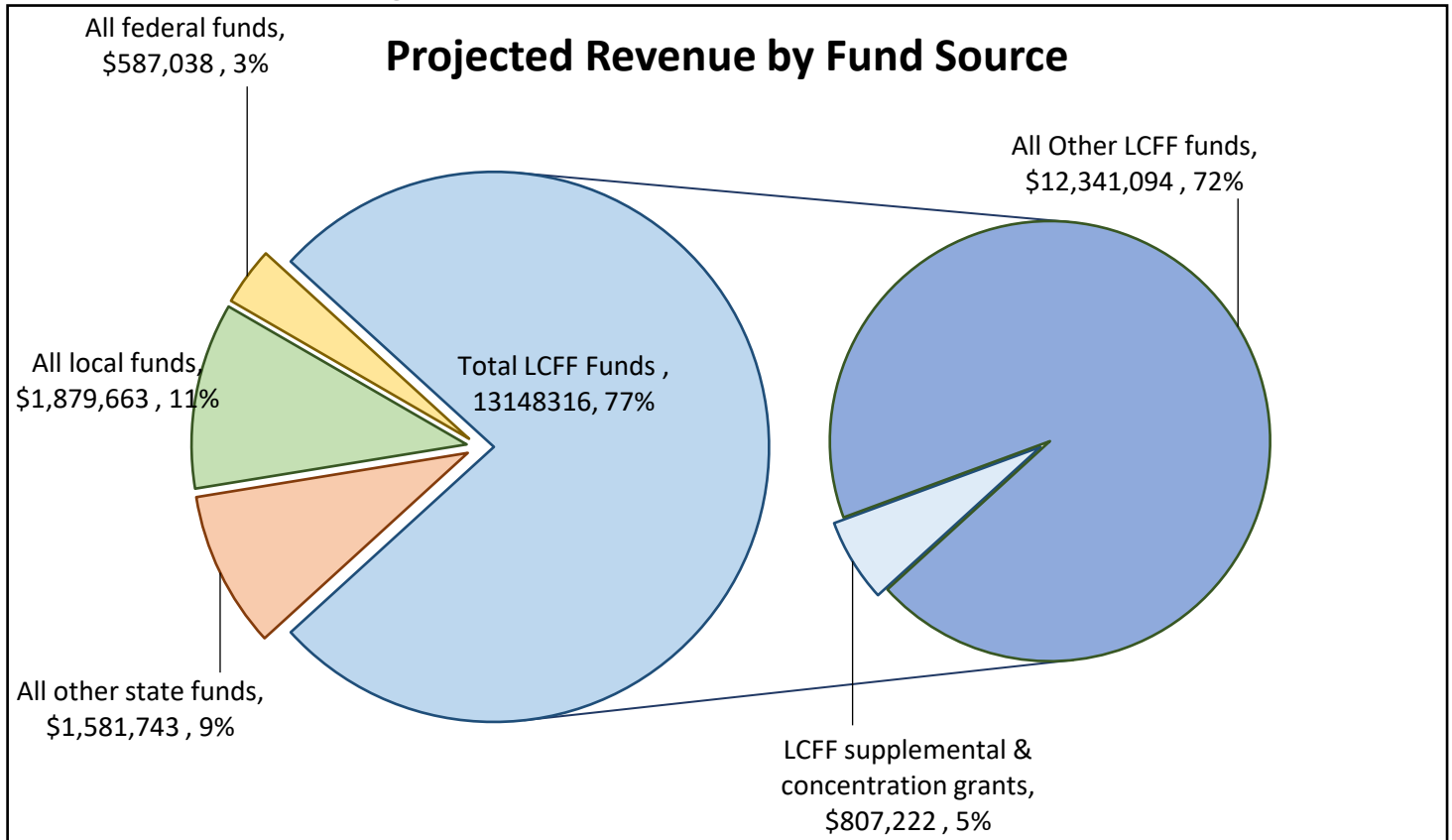
School Year: 2021 – 22

LEA contact information: Reyes Gauna, Superintendent, 925-809-7502

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

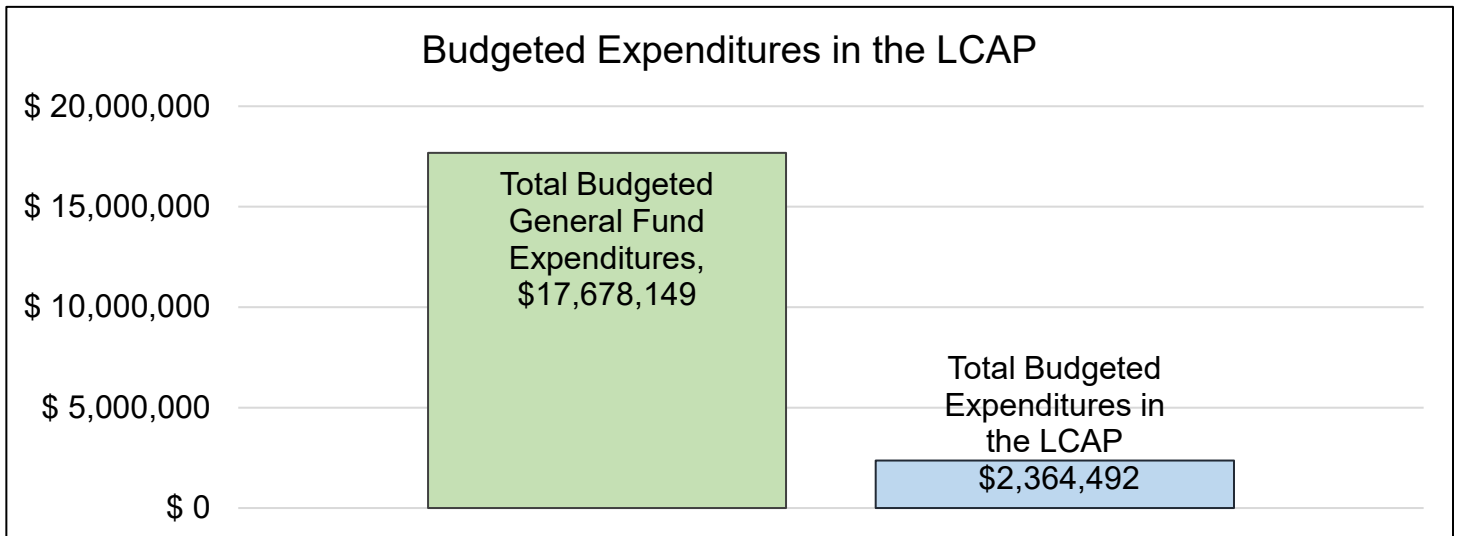


This chart shows the total general purpose revenue Byron Union School District expects to receive in the coming year from all sources.

The total revenue projected for Byron Union School District is \$17,196,760.00, of which \$13,148,316.00 is Local Control Funding Formula (LCFF), \$1,581,743.00 is other state funds, \$1,879,663.00 is local funds, and \$587,038.00 is federal funds. Of the \$13,148,316.00 in LCFF Funds, \$807,222.00 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 Byron Union School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Byron Union School District plans to spend \$17,678,149.00 for the 2021 – 22 school year. Of that amount, \$2,364,492.00 is tied to actions/services in the LCAP and \$15,313,657.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

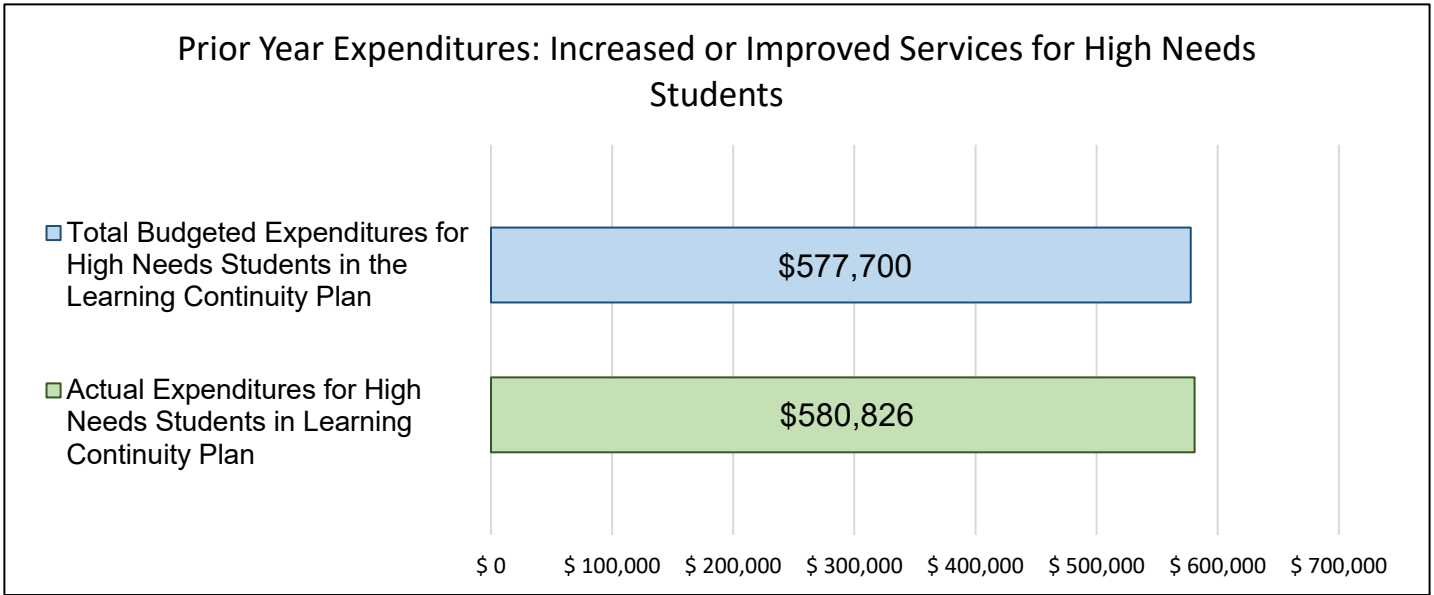
Budget expenditures for Certificate, Classified and Management salaries and benefits and supplies and services that are not related to goals and actions in LCAP

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

In 2021 – 22, Byron Union School District is projecting it will receive \$807,222.00 based on the enrollment of foster youth, English learner, and low-income students. Byron Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Byron Union School District plans to spend \$1,096,166.00 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 Byron Union School District 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 Byron Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Byron Union School District's Learning Continuity Plan budgeted \$577,700.00 for planned actions to increase or improve services for high needs students. Byron Union School District actually spent \$580,826.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Byron Union School District	Reyes Gauna, Ed.D., Superintendent	rgauna@byron.k12.ca.us 925-809-7501

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 English Language Learners will reach high standards, attaining proficiency or better in English Language Arts which includes reading writing, listening, and speaking. Students will benefit from K-8 teachers using common reading, language, and writing mechanics and curriculum. Align instruction and student learning to Common Core State Standards, English Language Development Standards, and English Language Arts Standards.

State and/or Local Priorities addressed by this goal:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator: Statewide Assessments 19-20 Improve student achievement in English Language Arts by moving from the green level to the blue level on the California School Dashboard. Baseline Declined in ELA by 15.5 points in 2016-2017 on CAASPP testing.</p>	<p>Metric Not Met – 2019 Dashboard student achievement in ELA did not improve, it decreased to orange level. The CAASPP was not administered in 2020 due to COVID-19 pandemic.</p>
<p>Metric/Indicator: English Proficiency using ELPAC, District Assessments, and EL reclassification rate. 19-20 Maintain the number of EL students becoming proficient and/or reclassified. 18-19 21 students out of 89 were reclassified as RFEP representing a 24% rate of reclassification. Baseline 10 EL students were reclassified in 2016-2017</p>	<p>Metric Not Available – Due to the school closures from COVID-19 and the ELPAC cancellation, reclassification did not occur during the 2019-2020 school year, but was completed in the Fall of 2020.</p>
<p>Metric/Indicator: Other Pupil Outcomes/Local Assessments 19-20 Comprehensive and balanced assessment developed and implemented. Implement Illuminate assessments as well as other tools to provide formative, progress monitoring and summative information about student progress (P8.a) Baseline Low Dashboard indicators in 2016-2017</p>	<p>Metric Not Met – Comprehensive and balanced assessments were not developed or implemented, but progress toward development was made in formative and progress monitoring assessments.</p>

Expected	Actual
<p>Metric/Indicator: Every pupil in the school district has sufficient access to the standards-aligned instructional materials in ELA. (P1.b) (P2.b)</p> <p>19-20 Continue to provide state aligned course material and staff time to evaluate student assessments for ELA curriculum.</p> <p>Baseline Piloted standards aligned instruction for all students in ELA (including, EL, low income, foster)</p>	<p>Metric Partially Met – 100% of students had access to the state aligned course material. Staff time was not provided to evaluate student assessments in ELA due to school closures in March due to the COVID-19 pandemic.</p>
<p>Metric/Indicator: Facility Inspection Tool -School facilities are maintained in good repair. (P1.c)</p> <p>19-20 Maintain a FIT percentage at average of 95% or higher.</p> <p>Baseline 2016 Facility Inspection Tool (FIT) overall rating Average was 97.40%.</p>	<p>Metric Met – District FIT score from October 2019: average was 96.67%</p>
<p>Metric/Indicators: Promote Parent Involvement and decision making for unduplicated pupils and students with exceptional needs. (P3.a.b & c)</p> <p>19-20 Continue to increase parent education, input and decision making to support understanding of educational programs and support at home. Implement parent seminars that parallel the social and emotional learning curriculum and a Parent Academy. (P3.a.b&c)</p> <p>Baseline A class for parents of unduplicated students and exceptional needs was implemented, as well as a Parent University for all parents.</p>	<p>Metric Met – School Climate Committee, DELAC, ELAC, IEP participation support input and decision making for educational programs. Parent Academy was conducted at all 3 school sites during the fall of 2019.</p>

Expected	Actual
<p>Metric/Indicators: Increased support for unduplicated and exceptional needs students. (P7.b&c)</p> <p>19-20 Programs and services to be continued and provided to unduplicated students and students with special needs. (P7.b&c)</p> <p>Baseline Curriculum and programs are offered based on Teacher recommendation, grades, and assessments.</p>	<p>Metric Met – Programs and services continued through Co-Teaching, academic intervention groups, counseling support programs, EL groups, and afterschool homework club. School closures in March 2020, disrupted some, but not all services.</p>
<p>Metric/Indicator: SARC</p> <p>Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (P1.a)</p> <p>19-20 Maintain within 2% of 100% teachers who are fully credentialed.</p> <p>Baseline 100% of teachers have appropriate credentials</p>	<p>Metric Not Met – 53 out of 59 teachers were appropriately assigned, totaling 90%.</p>
<p>Metric/Indicator: Align curriculum to CCSS and ELD standards. (P2.b)</p> <p>19-20 Further alignment of instructional materials and practices to the CCSS and ELD standards to all teachers and appropriate classified staff as needed. (P2.b)</p> <p>Baseline ELA curriculum to meet the needs of ELD students.</p>	<p>Metric Partially Met – Teacher began to work on deconstructing standards for ELA and Math, but work was interrupted during the school closure for the COVID-19 pandemic.</p>

Expected	Actual
<p>Metric/Indicator: Pupils will have full access to a broad course of study and state aligned instruction materials. (P1.b)(P7.a)</p> <p>19-20</p> <p>Reading, writing, listening, and speaking will continue to be part of each day in every curricular area. Music, art, and drama will remain a focus and a STEM class will be added at EMS. (P1.b) (P7.c)</p> <p>Baseline</p> <p>Each grade level established a curriculum plan. There is a focus on curriculum collaboration with scheduled grade level meetings.</p>	<p>Metric Met –</p> <p>All students had instruction containing reading, writing, listening, and speaking daily within every curricular area. Music, art, drama were offered as electives at EMS. Art was provided at the elementary sites for all classes, and elementary band was held. A STEAM class was implemented at EMS.</p>

Actions / Services Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide professional development supports strategies for differentiation that can be applied in all content areas. Lead teachers will attend a Math Institute that focuses on strategies for differentiation and provide professional development for others on their site.	1000-1999: Certificated Personnel Salaries <i>LCFF Supplemental & Concentration, 3,728</i> 3000-3999: Employee Benefits <i>LCFF Supplemental & Concentration, 790</i>	1000-1999: Certificated Personnel Salaries <i>LCFF Supplemental & Concentration, 2,652</i> 3000-3999: Employee Benefits <i>LCFF Supplemental & Concentration, 483</i>
ELL students will participate in intervention programs in ELA and Math within the day as needed. An ELL extended year academy will be provided. A parent academy will be implemented with parent input in the design. Parent seminars and meetings will have translation services available.	1000-1999: Certificated Personnel Salaries <i>LCFF Supplemental & Concentration, 54,171</i> 3000-3999: Employee Benefits <i>LCFF Supplemental & Concentration, 24,259</i> 1000-3999: Classified Personnel Salaries <i>Title I, 35,729</i> 3000-3999: Employee Benefits <i>Title I, 16,089</i> 4000-4999: Books & Supplies <i>Title I, 180</i> 7000-7439: Other Outgo <i>Title I, 1,721</i> 4000-4999: Books & Supplies <i>Title III, 4,458</i> 7000-7439: Other Outgo <i>Title III, 89</i> 4000-4999: Books & Supplies <i>LCFF Supplemental & Concentration, 120</i> 4000-4999: Books & Supplies <i>Title I, 1,000</i>	1000-1999: Certificated Personnel Salaries <i>LCFF Supplemental & Concentration, 45,773</i> 3000-3999: Employee Benefits <i>LCFF Supplemental & Concentration, 22,073</i> 1000-3999: Classified Personnel Salaries <i>Title I, 36,200</i> 3000-3999: Employee Benefits <i>Title I, 16,247</i> 7000-7439: Other Outgo <i>Title I & III, 2,968</i> 4000-4999: Books & Supplies <i>Title I, 353.26</i>
Implement technology-based resources for ELA and Math interventions at EMS.	4000-4999: Books & Supplies <i>LCFF Base, 19,450</i>	4000-4999: Books & Supplies <i>LCFF Base, 0</i>
Adopt and implement technology-based resources for ELA intervention.	5000-5999: Services & Other Operating Expenditures <i>LCFF Base, 3,070</i>	5000-5999: Services & Other Operating Expenditures <i>LCFF Base, 0</i>

Continue Curriculum Assessment Committee with teachers and administrators from each school.	1000-1999: Certificated Personnel Salaries <i>LCFF Base, 1,050</i> 3000-3999: Employee Benefits <i>LCFF Base, 222</i>	1000-1999: Certificated Personnel Salaries <i>LCFF Base, 0</i> 3000-3999: Employee Benefits <i>LCFF Base, 0</i>
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Goal Analysis

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

Due to the Coronavirus pandemic some actions/services were not implemented. The funds budgeted for those items were reallocated in 20/21 to help support students with technology needs for distance learning, particularly focusing on services for EL, Foster Youth, Homeless, and Low-Income students, as well as Pupils with Unique Needs.

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

The school closures due to COVID-19 on March 13, 2020 had a significant impact on the successes and challenges for implementation of actions and services.

Successes

Implementation of synchronous and asynchronous instruction with the focus on essential standards, an emphasis on maintaining connections and supporting students' mental and physical well-being, and continuation of the district Curriculum Assessment Committee directed on supporting teachers, programs, and services were deemed successes.

Challenges

The 2020 Extended Year program was unable to be conducted due to the school closures from the COVID-19 pandemic. Intervention opportunities and support were another challenge for our EL students. Reduced instructional aides, class offerings at the middle school, and the school closures were obstacles that were not always able to overcome. Only two sections of reading support for students at Excelsior Middle School were offered, which only served a portion of the students who required the extra help and support. Afterschool homework help was provided by the EL teacher, which resulted in only 1 day per school site.

Goal 2

All students will be included in a Multi-tiered System of Support (MTSS) that supports the academic, physical, behavioral, and social and emotional needs of students. Universal screening tools will be used to inform teachers of proficiency levels and to determine appropriate interventions to both support and challenge students. Identification and implementation of a consistent, research based program structure and service model will be implemented to meet the needs of all students. School safety – emotional and physical will be a focus of this goal.

State and/or Local Priorities addressed by this goal:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

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: Parent Engagement, Local Climate Survey, Implementation of Academic Standards, Basics: Teachers,

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator: Attendance rate (P5a)</p> <p>19-20</p> <p>Maintain or Increase attendance rate. (Priority 5. A. and 5. B.)</p> <p>Baseline</p> <p>Currently attendance is 96-98% district wide.</p>	<p>Metric Met –</p> <p>2019- February 2020 attendance rate was 97% district wide. Attendance was not calculated after February due to school closures for COVID-19 pandemic.</p>
<p>Metric/Indicator: Dropout rate (P5C)</p> <p>19-20</p> <p>Maintain intermediate school dropout rate of 0% (Priority 5. C.)</p> <p>Baseline</p> <p>Intermediate school dropout rate of 0%</p>	<p>Metric Met –</p> <p>The intermediate school dropout rate through March 13, 2020 was 0%</p>
<p>Metric/Indicator: Expulsion rate (P6B)</p> <p>19-20</p> <p>Maintain 0% expulsion rate (Priority 6. B.)</p> <p>Baseline</p> <p>BUSD had no expulsions.</p>	<p>Metric Not Met –</p> <p>The expulsion rate was 0.13% as per the SARC report.</p>

Expected	Actual
<p>Metric/Indicator: Chronic Absenteeism (P5B & P3A)</p> <p>19-20</p> <p>Decrease chronic absenteeism rate by 5%. Develop school data teams to identify each student by name and by need and develop specific strategies to address the identified needs of the student. Implement The Byron Institute of Independent Study to provide a long term independent study option as well as a short term option. (P5B) and (P3A)</p> <p>Baseline</p> <p>Byron’s Chronic Absenteeism Rate is 6.2%</p>	<p>Metric Not Met -</p> <p>Chronic Absenteeism Rate for 19-20 did not meet expectations at 9.12%. This represents an increase from the baseline of 2.92</p> <p>The Byron Institute for Independent Study was opened in February 2020, and provided for long-term and short-term learning options.</p>
<p>Metric/Indicator: Universal screening tool for early intervention. (P2.b)</p> <p>19-20</p> <p>Every ELD student will receive appropriate ELA interventions as needed. (Priority 1A and Priority 2A, B)</p> <p>Baseline</p> <p>DIBELS for early interventions for ELD students.</p>	<p>Metric Not Met –</p> <p>Not all ELD students were able to receive interventions and supports. Some of the challenges for this were school closures for COVID-19, transportation, lack of support personnel, and class offerings.</p>

Expected	Actual
<p>Metric/Indicator: CA Healthy Kids Survey (P6C)</p> <p>19-20</p> <p>Implement a PLUS (Peer Leaders Uniting Students) program at Excelsior to survey students and implement directed activities to support social and physical safety. Implement social and emotional learning curriculum (Choose Love) in grades preschool through grade 8. Conduct a pre and post survey to use as a data point. Continue with the implementation of Healthy Kids Survey (P6C)</p> <p>Baseline</p> <p>In 2017-2018, all 5th and 7th grades took the CHKS survey, 81% of 5th graders reported feeling safe, and 75% of 7th graders reported feeling safe.</p>	<p>Metric Partially Met –</p> <p>PLUS program was not implemented at EMS, but exploration and planning were completed.</p> <p>Choose Love Curriculum was implemented for grades Preschool through 8th grade. Program pre-survey was completed, but post-survey was not completed due to school closure in March for COVID-19 Pandemic. Growth was not able to be measured without the post-survey.</p> <p>California Healthy Kids Survey was completed in 2019 showed 81% of 5th graders feel safe at school, which was not an improvement, but 64% of the 7th graders feel safe which is a decline.</p>
<p>Metric/Indicator: Suspension Rates (P6.a)</p> <p>19-20</p> <p>Implement social and emotional learning curriculum to address problem solving strategies and tools to resolve conflicts in peaceful ways. Explore district wide climate and discipline programs that utilize common language and strategies district wide. Implement PLUS program at Excelsior. (P6c)</p> <p>Baseline</p> <p>Current suspension rate at middle school is higher than expected.</p>	<p>Metric Partially Met –</p> <p>Suspension Rate through February, 2020 was 2.3%. No students were suspended after this date.</p> <p>Choose Love was implemented to address problem solving strategies and conflict resolution.</p> <p>Training in Year 1 of Positive Behavior Interventions and Supports (PBIS) was not fully completed due to COVID-19 shelter-in-place.</p> <p>PLUS program was not implemented at EMS.</p>

Expected	Actual
<p>Metric/Indicator: The RTI team will have a program for each individual child based on their needs.</p> <p>19-20</p> <p>Fully implement a MTSS tiered approach to academic, physical, behavior and social and emotional skills of students This blended model will incorporate resource students as well as English Learners. Students will be served by name and by need. (P7.c)</p> <p>Baseline</p> <p>Currently each school has an RTI team. There is also a District RTI team. Students are also discussed at grade level meetings.</p>	<p>Metric Not Met – MTSS model was not fully implemented at all sites, identification, data, and</p>
<p>Metric/Indicator: Promote parent involvement in programs promoted by the District at each site. (P3.b)</p> <p>19-20</p> <p>Continue promoting parent involvement in district sponsored programs at each site. (P3.b&c)</p> <p>Baseline</p> <p>District currently has Coffee with Principal, Superintendent Coffee and DELAC.</p>	<p>Metric Met – Parent involvement included all baseline programs, with the addition of Parent Academies, stakeholder engagements, School Climate Committee, School Finance Committee,</p>
<p>Metric/Indicator: Achieving Students (P7.b)</p> <p>19-20</p> <p>Implement a GATE cluster model at elementary sites and a GATE Team at the middle school. Implement strategies for differentiation to meet students’ needs. (P7.b)</p> <p>Baseline</p> <p>Development of GATE program and implementation.</p>	<p>Metric Not Met – GATE students were serviced through afterschool programs</p>

Actions / Services Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Continue MTSS (Multi-Tiered System of Support) process. A team that includes representation for each site, the TSA, school psychologists and counseling support will help to develop and implement a district wide behavior support program that focuses on school climate, common language and procedures will be a focus of the MTSS process. The health clerk will be available based upon need. The program will address the physical, academic, behavioral and social emotional needs of students.</p>	<p>4000-4999: Books & Supplies <i>Other, 6,000</i></p> <p>5000-5999: Services & Other Operating Expenditures <i>Other, 4,000</i></p> <p>4000-4999: Books & Supplies <i>LCFF Supplemental & Concentration, 5,000</i></p> <p>5000-5999: Services & Other Operating Expenditures <i>LCFF Supplemental & Concentration, 5,000</i></p>	<p>4000-4999: Books & Supplies <i>Other, 1,481</i></p> <p>5000-5999: Services & Other Operating Expenditures <i>Other, 150</i></p> <p>4000-4999: Books & Supplies <i>LCFF Supplemental & Concentration, 1,000</i></p> <p>5000-5999: Services & Other Operating Expenditures <i>LCFF Supplemental & Concentration, 1,000</i></p>

Continue staffing for MTSS (Multi-Tiered System of Support) process. A TSA, lead intervention teachers and Leadership Councils will be used to build site leadership capacity and deliver professional development. The CCCOE will assist with the development and delivery of professional development. Professional development on differentiated instruction using a summer academy model and days designated for professional development during the school year will be implemented and some teachers will participate in outside trainings to be shared in grade level and staff meetings.

Action step 6, 8 and 9 been consolidated into this action.

1000-1999: Certificated Personnel Salaries
LCFF
Supplemental &
Concentration,
210,956

2000-2999: Classified Personnel Salaries
LCFF Supplemental &
Concentration, 31,120

3000-3999: Employee Benefits
LCFF Supplemental &
Concentration, 92,172

4000-4999: Books & Supplies
LCFF Supplemental and
Concentration, 2,846

5000-5999: Services and Other Operating Expenditures
LCFF Supplemental and
Concentration, 5,200

1000-1999: Certificated Personnel Salaries
Title I, 44,680

2000-2999: Classified Personnel Salaries
Title I, 43,164

3000-3999: Employee Benefits
Title I, 23,006

4000-4999: Books & Supplies
Title I, 19,884

5000-5999: Services & Other Operating Expenditures
Title I, 18,000

1000-1999: Certificated Personnel Salaries
LCFF
Supplemental &
Concentration,
182,343

2000-2999: Classified Personnel Salaries
LCFF Supplemental &
Concentration, 31,679

3000-3999: Employee Benefits
LCFF Supplemental &
Concentration, 79,783

4000-4999: Books & Supplies
LCFF Supplemental &
Concentration, 1,846

5000-5999: Services & Other Operating Expenditures
LCFF Supplemental &
Concentration, 3,000

1000-1999: Certificated Personnel Salaries
Title I, 45,342

2000-2999: Classified Personnel Salaries
Title I, 48,986

3000-3999: Employee Benefits
Title I, 24,231

4000-4999: Books & Supplies
Title I, 1,268

5000-5999: Services & Other Operating Expenditures
Title I, 8,986

<p>Implement an intervention model for ELA and Math that utilizes a blended model of support. This includes resource students, ELL and students with special needs. The program will include universal screening, progress monitoring and summative. evaluations to determine the effectiveness of the program.</p>	<p>1000-1999: Certificated Personnel Salaries <i>LCFF Supplemental & Concentration, 117,184</i></p> <p>3000-3999: Employee Benefits <i>LCFF Supplemental & Concentration, 53,563</i></p>	<p>1000-1999: Certificated Personnel Salaries <i>LCFF Supplemental & Concentration, 139,226</i></p> <p>3000-3999: Employee Benefits <i>LCFF Supplemental & Concentration, 49,349</i></p>
<p>Provide professional development and support of instructional support programs in the Least Restrictive Environment-Services provided by SELPA/other.</p>	<p>No Budget</p>	<p>No Cost</p>
<p>Continue to purchase materials to align Special Education with the CCSS. Provide professional development for the effective implementation of these resources.</p>	<p>4000-4999: Books & Supplies <i>Lottery, 5,000</i></p>	<p>4000-4999: Books & Supplies <i>Lottery, 0</i></p>
<p>Implement a GATE cluster model in grades 4/5 and a multi-grade Team format for Excelsior. Differentiated strategy instruction will be a year long focus for professional development. Provide time for 4/5 GATE combo teachers to develop curriculum, attend trainings and purchase resources for the program.</p>	<p>1000-1999: Certificated Personnel Salaries <i>LCFF Supplemental & Concentration, 4,500</i></p> <p>3000-3999: Employee Benefits <i>LCFF Supplemental & Concentration, 957</i></p> <p>4000-4999: Books & Supplies <i>LCFF Supplemental & Concentration, 2,250</i></p>	<p>1000-1999: Certificated Personnel Salaries <i>LCFF Supplemental & Concentration, 3,480</i></p> <p>3000-3999: Employee Benefits <i>LCFF Supplemental & Concentration, 749</i></p> <p>4000-4999: Books & Supplies <i>LCFF Supplemental & Concentration, 0</i></p>
<p>A TSA, Lead intervention teachers and Leadership Councils will be used to build site leadership capacity and deliver professional development. Utilize the CCCOE staff to provide additional training and support.</p>	<p>1000-1999: Certificated Personnel Salaries <i>LCFF Supplemental & Concentration, 14,730</i></p> <p>3000-3999: Employee Benefits <i>LCFF Supplemental & Concentration, 3,119</i></p> <p>1000-1999: Certificated Personnel Salaries <i>Other, 29,460</i></p> <p>3000-3999: Employee Benefits <i>Other, 6,240</i></p>	<p>1000-1999: Certificated Personnel Salaries <i>LCFF Supplemental & Concentration, 39,742</i></p> <p>3000-3999: Employee Benefits <i>LCFF Supplemental & Concentration, 9,684</i></p> <p>1000-1999: Certificated Personnel Salaries <i>Other, 0</i></p> <p>3000-3999: Employee Benefits <i>Other, 0</i></p>

Continue to provide professional development on differentiated instruction.	1000-1999: Certificated Personnel Salaries <i>Title II, 24,500</i> 3000-3999: Employee Benefits <i>Title II, 5,186</i> 4000-4999 Books & Supplies <i>Title II, 750</i>	1000-1999: Certificated Personnel Salaries <i>Title II, 6,860</i> 3000-3999: Employee Benefits <i>Title II, 5,186</i> 4000-4999 Books & Supplies <i>Title II, 750</i>
Continue READ 180 and utilize other programs that are researched based, combined with Goal 1, Action 4.	No Budget	No Cost
Continue DIBELS and utilize other online diagnostic tools that identify specific skill needs and provide progress monitoring.	5000-5999: Services & Other Operating Expenditures LCFF Base 550 Title 1, 450 Low Performing, 2,500	5000-5999: Services & Other Operating Expenditures LCFF Base 550 Title 1, 450 Low Performing, 0
An evidence-based TK-8 Social and Emotional Learning Curriculum, Choose Love Enrichment Program, will be adopted and implemented for all students that includes conflict resolution and anti-bullying strategies and character education. The program includes social and emotional competencies and is aligned to CCSS.	No Budget	No Cost

Goal Analysis

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

Budgeted funds for professional development that were not spent, were reallocated to provide services and programs during distance learning to support EL, Foster Youth, Homeless, and Low-Income students, as well as Pupils with Unique Needs.

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

Successes

BUSD continued the implementation of actions and services to support student achievements. BUSD provided job-embedded professional development for our teachers in implementing California state standards. Instructional technology to support students, teachers, and staff was provided. The Mult-Tiered Systems of Supports (MTSS) with specific supports for student academic achievement, English Learners, and African American students, began to take shape as collaborative site teams.

Challenges

The COVID-19 pandemic required BUSD to close in-person school operations in March 2020. This closure and shift to distance learning impacted the LCAP implementation and related actions for the remainder of the 2019-2020 school year. In 2019-2020 there were no measurable gains in student achievement since the administration of the CAASPP was canceled.

Goal 3

All students will utilize technology in order to meet the demands of the Common Core and prepare for college and career readiness. The goal of technology-infused program is to encourage innovation and creative thinking.

State and/or Local Priorities addressed by this goal:

Priority 1: Basic (Conditions of Learning)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Access to a Broad Course of Study

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator: Technology Implementation – Every student has access to instructional materials. (P1.b)</p> <p>19-20</p> <p>Students will demonstrate critical thinking, problem solving and creativity in technology.</p> <p>Baseline</p> <p>Student access to technology in all classes.</p>	<p>Metric Met – students used technology devices in classrooms to create, evaluate, and synthesize learning experiences.</p>

Expected	Actual
<p>Metric/Indicator: Pupils have access to broad course of study.</p>	
<p>Metric/Indicator: Professional Development 19-20 All staff will continue to receive professional development in the effective integration of technology. (P1.b) Baseline Teachers currently receiving annual PD in technology.</p>	<p>Metric Met – Teachers received on-going PD in technology areas of Schoology, digital courseware, and integration of programs. In March 2020, all teachers attended week-long intensive technology training to support distance learning due to school closures.</p>
<p>Metric/Indicator: Sufficient access to standards aligned materials. (P1.b) 19-20 Students will utilize and master the ELA and math common core state technology standards. Baseline All BUSD have access to standards aligned instructional materials and are enrolled in required core subjects.</p>	<p>Metric Met – Students in grades 3 – 8 utilize technology to access content, practice, and show mastery in the ELA and math common core state standards.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continue access to technology in every classroom. A fiscal plan will be developed to support the replacement of devices and the full implementation of the technology implementation plan.	4000-4999 Books & Supplies <i>LCFF Base, 14,010</i>	4000-4999 Books & Supplies <i>LCFF Base, 14,010</i>
Professional development for teachers and aides will be provided as part of the overall professional development plan. Provided at no cost to the district.	No Budget	No Cost
The goals for technology integration will be developed by the members of the technology committee with input from key stakeholders. They will refine the technology scope and sequence and share this information with the students, staff and the parent community.	1000-1999: Certificated Personnel Salaries <i>LCFF Base, 3,000</i> 3000-3999: Employee Benefits <i>LCFF Base, 639</i>	1000-1999: Certificated Personnel Salaries <i>LCFF Base, 2,750</i> 3000-3999: Employee Benefits <i>LCFF Base, 591</i>
Technology committee will continue.	No Budget	No Cost

Goal Analysis

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

All actions/services were implemented.

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

Successes:

BUSD provide students during distance learning access to a district laptop and Wi-Fi when requested. Our Zoom and Schoology platforms provide students, staff, and guardians a platform that enabled continued communication and academic delivery. Staff was provided professional development to enhance instruction during distance learning.

Challenges:

The pandemic required BUSD to close in-person school operations in March 2020. This closure and shift to distance learning impacted the LCAP implementation and related actions for the remainder of the 2019-2020 school year.

Goal 4

All students will experience a broad course of study which will include the next generation science standards. Math, social studies, technology, art, drama, language, PE, and other subject areas. Math strategy instruction will be a focus in the 19-20 school year.

State and/or Local Priorities addressed by this goal:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Local Priorities: Access to a Broad Course of Study, Basics: Teachers, Instructional Materials, Facilities

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator: Implementation of Academic Content-Services enabling all students including EL students access to CCSS. (P2.a&b)</p> <p>19-20 Continue K-8 CCSS practices in every classroom in the district, as demonstrated by observations from administrators. (P2.a,b)</p> <p>Baseline Collaborative conversation across content areas is part of early release Wednesdays.</p>	<p>Metric Met – Common core curriculum was taught and CC aligned materials were used in all classrooms throughout the district. It was evident in classroom administrator observations, and instructional rounds performed by the administrative team</p>
<p>Metric/Indicator: Other Pupil Outcomes – District Assessments (P8.a)(P4.d)</p> <p>19-20 District, state, and curriculum assessments on Illuminate will be used to measure growth in CCSS for math and ELA.</p> <p>Baseline</p>	<p>Due to COVID-19 school closures, data was not collected.</p>
<p>Metric/Indicator: Course Access (P7)</p> <p>19-20 Maintain program offerings in art, music, drama, and technology.</p> <p>Baseline Teachers currently integrate curriculum with art, music, drama, and technology.</p>	<p>Metric Met – All elementary students received access to courses.</p>

Expected	Actual
<p>Metric/Indicator: Continue Special Academic instruction for special education population. LRE will be continued with more push in support to the special education population. (P7.c)</p> <p>19-20</p> <p>Continue push in training for teachers and paraprofessionals. More access provided to general education for special education students.</p> <p>Baseline</p> <p>Currently provide SAI classes. A push in model has been developed both teachers and paraprofessionals pushing into general education classes.</p>	<p>Metric Met –</p> <p>Co-teaching professional development was provided to the 6th grade team at the beginning of the 19-20 school year to strengthen the model and support inclusion. Professional development was also provided to the Special Education Instructional aides to facilitate increased inclusion in the general education setting through support of academic, social and emotional, and behavioral needs.</p>

Actions / Services Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Implement an Extended Year Boot Camp for unduplicated students that includes parent involvement.	1000-1999: Certificated Personnel Salaries <i>Title III, 3,842</i> <i>LCFF Supplemental & Concentration, 1,050</i> <i>Title I, 2,100</i> 2000-2999: Classified Personnel Salaries <i>Title III, 1,580</i> 3000-3999: Employee Benefits <i>Title III, 1,337</i> <i>LCFF Supplemental & Concentration, 222</i> <i>Title I, 444</i> 7000-7439: Other Outgo <i>Title III, 135</i> <i>Title I, 84</i>	1000-1999: Certificated Personnel Salaries <i>Title III, 0</i> <i>LCFF Supplemental & Concentration, 0</i> <i>Title I, 0</i> 2000-2999: Classified Personnel Salaries <i>Title III, 0</i> 3000-3999: Employee Benefits <i>Title III, 0</i> <i>LCFF Supplemental & Concentration, 0</i> <i>Title I, 0</i> 7000-7439: Other Outgo <i>Title III, 0</i> <i>Title I, 0</i>
Formative and summative data will be used to inform instruction and monitor progress in ELA and Math. Professional development on the use of data will be an element of the year long plan.	1000-1999: Certificated Personnel Salaries <i>LCFF Supplemental & Concentration, 3,500</i> 3000-3999: Employee Benefits <i>LCFF Supplemental & Concentration, 742</i>	1000-1999: Certificated Personnel Salaries <i>LCFF Supplemental & Concentration, 2,652</i> 3000-3999: Employee Benefits <i>LCFF Supplemental & Concentration, 482</i>
Through district committees, continue to explore possible changes/additions to sites and district curriculum programs.	No Budget	No Cost

<p>Pilot of NGSS materials. Purchase materials to support the transition to NGSS and develop a three year implementation plan and budget.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration, 84,102 Title II, 1,152 3000-3999: Employee Benefits LCFF Supplemental & Concentration, 39,118 Title II, 244 4000-4999 Books & Supplies LCFF Supplemental & Concentration, 7,318 Title IV, 6,354 5000-5999: Services & Other Operating Expenditures Title IV, 5,000 7000-7439: Other Outgo Title II, 46 Title IV, 376</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental & Concentration, 72,318 Title II, 1,170 3000-3999: Employee Benefits LCFF Supplemental & Concentration, 25,429 Title II, 155 4000-4999 Books & Supplies LCFF Supplemental & Concentration, 2,211 Title IV, 6,354 5000-5999: Services & Other Operating Expenditures Title IV, 0 7000-7439: Other Outgo Title II, 44 Title IV, 0</p>
<p>BUSD will retain and hire High-Quality Teachers and Educators. Explore the option of providing signing bonuses for hard to fill assignments like moderate to severe special education classes, speech and language pathologists, mental health counselors and school psychologists etc.</p>	<p>No Budget</p>	<p>No Cost</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.

Due to the Coronavirus pandemic some actions/services were not implemented. The funds budgeted for those items were reallocated in 20/21 to help support students with distance and in-person instruction, will particular focus to support our EL, Foster Youth, and Low-Income students, as well as our Pupils with Unique Needs.

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

Successes

Teachers worked to pilot and evaluate student achievement assessment programs to have consistent districtwide data that could be used for all students, and the NWEA MAP (Measures of Academic Progress) was selected and approved to begin in the 2020-2021 school year. A Leadership Council was created that included curricular program reviews, analysis, and changes. Grades K-8 selected programs to be piloted for NGSS science materials, but were unable to begin the pilot in March 2020 due to school closures. This

process began the following year. Byron was able to retain High Quality teachers, with only 2 teachers leaving the district through retirement or residence changes. The district was able to secure teachers for the moderate to severe special education classes, mental health counselors, and a school psychologist.

Challenges:

The pandemic required BUSD to close in-person school operations in March 2020. This closure and shift to distance learning impacted the LCAP implementation and related actions for the remainder of the 2019-2020 school year. Due to the closure some data was not available to districts such as state testing (English and Math). NUSD will monitor this data internally until such time it is made available and will be incorporating this metric in alignment with the College/Career Indicator as indicated on the CA School Dashboard.

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

	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>BUSD is committed to offering an in-person learning experience that ensures the health and safety of students and staff when students are allowed to return to campus. While beginning the school year in a full distance learning model, BUSD continues to work on plans to reopen our schools. Once Contra Costa County has been removed from the state’s COVID-19 watch list, BUSD will be ready to transition to an in-person hybrid learning model. Updates and modifications are continuously be added as information and recommendations from Contra Costa Health Services, Contra Costa County Office of Education, California Department of Education, and Centers for Disease Control release updated information and recommendations.</p> <p>BUSD has established protocols and procedures to ensure safety of students and staff in the BUSD Return to School Plan</p>			
<p>Expenditure for PPE supply needs for staff and student return: Face shields, masks, hand sanitizer, gloves for kitchen and custodial staff.</p>	<p>\$133,700</p>	<p>\$149,309</p>	<p>Y</p>

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.

No substantive differences occurred.

Analysis of In-Person Instructional Offerings

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

An analysis based upon local and state data, as well as feedback from stakeholders, successes and challenges for the 20-21 school year were determined.

Successes

Byron Union School District worked diligently throughout the 2020-2021 school year to create a safe learning environment for students to return to in-person learning. On March 8, 2021 TK-1 students returned to campus, with grades 2-8 following them with a return to in-person instruction on March 15, 2022, making BUSD the first East Contra Costa County School to return students to campus. The district installed and implemented successful health and safety measures and protocols to protect students and staff, adding layers of protection above and beyond the county and state guidance, including clear plastic shields for all student desks. All families were accommodated in their choice to return to campus or continue distance learning, with BUSD staff and teachers flexibly changing assignments to provide the options for families. Extra-curricular activities at the middle school such as cross country and drama were successfully completed in an outdoor and safe environment. BUSD provided Grab and Go meals for all students in the district.

Challenges

The greatest challenge for in-person instructional offerings was the timeline for opening, with BUSD not returning to campus until 75% of the school year had elapsed. Transportation was not accessible for students, requiring many students to remain on full distance learning. The hybrid instructional model when students returned to in-person learning held many challenges for teachers, families, and students. To accommodate all requests for full distance or hybrid learning, many students had to change classroom enrollment and teachers were shuffled to new instructional models. In grades Preschool through sixth, some teachers delivered in-person learning only, some teachers delivered distance learning only, and some teachers provided both distance and in-person, proving challenging to all teachers. At the seventh and eighth grade levels, teachers taught both in-person and distance learning in the same instructional day. Teachers worked preparing and delivering both synchronous and asynchronous learning daily. Reduced instructional minutes from SB 98 allowed for the district to utilize an AM/PM hybrid schedule four days a week, but also challenged teachers to provide learning opportunities in a shorter and limited time frame.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional On-Line tools to increase instructional and learning effectiveness. Tools include: Zoom, online subscriptions, and software. Wi-Fi and hotspots and computers have been acquired and provided to students in need to ensure internet and curriculum access to live synchronous learning. Additional technology equipment include Chromebooks, Laptops, document cameras to be used by staff and students.	\$259,000	\$270,145	Y
Staff professional development and curriculum map development and instruction planning time.	\$120,000	\$110,607	Y
Additional Technology Support Hours – Site Technology Leads	\$15,000	\$15,182	Y

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.

Chromebooks, Surface Pros and document cameras were purchased to support both students and staff during the coronavirus pandemic. Actual expenditures above estimated funds were funded by federal monies, including ESSER funds.

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.

The 2020-2021 school year included many successes for Byron Union School District, as well as many challenges. Distance Learning for all students continued for 75% of the school year as students did not transition back to on-campus learning until March 8, 2021. Additionally, 37% of students continued distance learning for the entire school year.

An analysis based upon local and state data, as well as feedback from stakeholders, successes and challenges for the 20-21 school year were determined.

Successes

Byron Union School district had many successes throughout distance learning. In the area of Continuity of Learning, the district was able adhere to the SB 98 guidelines for attendance, engagement, instructional minutes, and modes of instruction via synchronous and asynchronous learning. School sites were able to track student engagement through daily engagement, daily work completion, and daily communication with students and/or families. Teachers in grade levels created and adhered to instructional curriculum maps that focused on the essential/priority standards, to provide district wide cohesive teaching for all students.

Pupils with Unique Needs, EL Learners, and Economically-Disadvantaged students accessed required and optional support through small group Zooms that were held throughout the day to allow students to access support during their asynchronous work time. The use of the district's learning management system, Schoology, created an all-inclusive learning hub for teacher and students that included communication tools, organization of assignments, recorded instructional support, work submittance, assessments, and feedback without students having to access multiple platforms. BUSD was able to successfully complete 4 full days of professional development, 8 focused sessions, and voluntary weekly meetings to provide teachers and paraprofessionals strategies, tools, and supports for the teachers to be successful in their instruction.

In regards to access to Devices and Connectivity, BUSD was able to provide a device and/or a Wi-Fi hotspot for all 100% of students. Teachers, office staff, administrators, technology staff, and district personnel were able to provide technological support to families in the areas of internet connections, software applications, and curricular programs. The district provided 4 Parent Academy nights virtually covering the areas of the learning management system, how to complete and submit work, and how to support and work with student's mental well-being during distance learning.

The focus of student-staff connections and engagement during distance learning contributed to the success of Pupil Participation and Progress within the district. Teachers provided engagement opportunities throughout the traditional school day hours of 8:00am to 3:30pm through a variety of offerings. All students had multiple daily Zoom sessions followed by asynchronous work flexibly built into the day. Teacher office hours, tutorial support, academic instruction, specialized supports for students with IEP and open for all students occurred on a daily basis for any student requiring or requesting assistance. Social-emotional and extracurricular opportunities were provided for all students and included assemblies, field trips, open "hang-out" Zoom sessions, and school wide activities and rallies. During distance learning, the district was able to maintain an attendance rate above 95%.

Distance Learning Professional Development was delivered intensely at the beginning of the school, and remained a constant focus for teachers until students returned to in-person learning in March, 2021. All teachers and paraprofessionals participated in three days of professional development that included training on virtual and remote learning tools, such as Zoom, Schoology, and other tools utilized to provide instruction for students. Teachers were also trained on providing the 5-Step Remote Learning Model and how to support all students through the remote setting.

Staff Roles and Responsibilities were consistently changing throughout distance learning and as Byron Union School District transitioned back to in-person instruction, staff roles and responsibilities changed many times. Teacher had to modify their instruction to adjust to shorter, more focused instructional times, take on new responsibilities to support students and their parents with technology issues and access, and communicate constantly with students and families to maintain student engagement.

Challenges

The two largest challenges in distance learning were Pupil Participation and Progress, and Continuity of Learning. Students who became disengaged struggled to maintain their learning, and declined access to much needed social-emotional support, and mental health. These students missed gaps of instruction and fell behind in learning as compared to their peers. As the distance learning mandate continued into the spring, the district and families struggled to keep students motivated. Students began to attend Zoom classes without turning on cameras, interacting with the teacher and classmates, or even completing a full Zoom session. A decline in work completion happened at all grade levels. Tracking pupil progress for disengaged students provided many challenges since it was very difficult to interact and conduct formative or summative assessments, or evaluate student learning through work. Though multiple daily support opportunities were held for students with unique needs, many of the students, not just the disengaged students, did not attend. Parents were contacted continuously regarding disengagement and lack of work completion through emails, calls, virtual meetings, and home visits.

Access to Devices and Connectivity provided a challenge for BUSD throughout the school year. All students that required a device and/or a Wi-Fi hotspot were provided these at the beginning of the school year. The BUSD limited technology department staff struggled to repair and replace student computers at the rate in which they were breaking. Internet connection for students living in remote areas was a challenge all year, with varying levels of connectivity.

Pupils with Unique Needs, EL students, Foster Youth, and Low-Income students had higher rates of disengagement and low attendance rates. Outreach and family connection remained a focus for these students and families, as well to motivate these students to persevere through distance learning.

Ever-changing Staff Roles and Responsibilities and Mental and social emotional support for staff during distance learning was a challenge as they were challenged by new roles, instructional delivery methods, and having to quickly build their capacity with technology.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Substitute/retired counselors are providing support for students and families.	\$50,000	\$35,583	Y

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.

Counseling services were provided to students and families to help support distance and in-person learning.

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.

An analysis based upon local and state data, as well as feedback from stakeholders, successes and challenges for the 20-21 school year were determined.

Successes

Byron Union School District strived to support all students and provide rich focused content to minimize Pupil Learning Loss during distance and hybrid in-person learning during the school year. This was achieved by meeting instructional minute requirements through flexible, quality lessons provided both synchronously and asynchronously, focusing on mastery of the essential standards, using the NWEA MAP assessments data to drive instruction and needed intervention services, integrating social and emotional learning and focusing on personal connections and mental well-being. English Learner, Students with Disabilities, and Economically Disadvantaged students along with struggling general education students received support Zooms, teacher office hours, intervention software and

programs. Disengaged students were invited and attended on-campus Learning Hubs beginning in November and continuing until students returned to in-person learning.

Challenges

The largest challenge during both distance learning and in-person hybrid learning was engaging and monitoring the growth of our disengaged students. As distance learning continued, student motivation decreased rapidly and the rate of students attending Zoom sessions for instruction or support programs fell significantly. The district continued outreach efforts through calls, emails, Student Study Team meetings, home visits, and incentive programs. Designing and implementing authentic assessment opportunities and evaluation of student work made it difficult to get true data that reflected the actual levels and learning of students.

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.

An analysis based upon local and state data, as well as feedback from stakeholders, successes and challenges for the 20-21 school year were determined.

Successes

Byron Union School District continued to offer virtual Tier 2 and 3 counseling support students throughout the 20-21 school year, and was able to offer in-person counseling when students returned to campus in March. Students requiring counseling services through their Individual Education Plans received minute for minute virtual counseling. Teachers and administrators conducted regular social and emotional well-being check-ins at the beginning of class periods and referred students who were struggling to the Tier 2 counselors, who also provided individual and small group sessions. Teachers and counselors offered open Zoom social time, where students were allowed to gather with their classmates for fun activities and sharing to support social interaction and connections. The middle school offered school-wide social activities through Zoom where students could log-on to interact, play games, and “hang-out” virtually. Elementary schools provided grade level and school wide assemblies, activities, and interactions to combat isolationism during distance learning. Teachers throughout the district implemented the district adopted Choose Love social and emotional curriculum throughout the day and developed lesson plans in alignment with Positive Behavior Interventions and Supports to set norms around expected behaviors in virtual and on-campus environments.

Challenges:

Addressing the mental health and social and emotional well-being of students was a challenge due to the social isolation associated with distance learning mandated by the COVID-19 pandemic and associated public health. In addition, measuring and evaluating students' mental well-being proved extremely difficult in virtual environments. The greatest challenge in addressing mental health and social and emotional well-being was in working with those students whom we lost contact. Logs were maintained on students' attendance and multiple steps including Student Study Teams, home visits, and Sherriff well-child checks were taken to engage students who were not attending school, interacting with teachers and staff, or in learning. However, there continued to be a small number of students and families who were unreachable despite the efforts.

To support staff during distance learning, district counselors provided professional development sessions focused on self-care and stress reduction. Counselors were available to meet with and provide support to all school district staff throughout the year.

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.

An analysis based upon local and state data, as well as feedback from stakeholders, successes and challenges for the 20-21 school year were determined.

Successes

Byron Union School District has worked hard to increase pupil and family engagement and outreach to bridge the disconnect that arose from the mandated distance learning for the majority of the school year. A series of Parent Academies were offered in the fall using Zoom. These Parent academies were hosted by guest instructors including staff and also contracted Board Certified Behavior Analysts and focused on topic including accessing the digital curriculum and information systems during distance learning, setting up structure and routines in the home to support students' learning, strategies to manage challenging behaviors, and supporting social engagement with peers during distance learning. In addition to these academies, support was provided directly to families who were having significant difficulties in managing distance learning by providing individualized behavior management consultation services weekly with families. School site engagement teams met weekly to analyze attendance and engagement of students and followed the designed tiered intervention procedures for family outreach. In November, Byron Union School District opened a learning hub targeting those students who were not engaging in the distance learning format, particularly foster youth, EL students and special education students. For these students, the district offered a five-hour per day learning hub where students could go and log onto virtual classes while getting support from substitute teachers and instructional aides. This greatly improved student access for these students who struggled

to engage in distance learning. This district also opened classrooms for severely handicapped students in November 2020, recognizing that these students faced the greatest challenges to accessing educational opportunities in the on-line format.

Challenges

The largest challenge for BUSD with pupil engagement and family engagement and outreach occurred with students and families that were or became disengaged. Student attendance decreased for several families, and outreach included multiple staff members, translators, teachers, counselors, administration and district personnel. Families were contacted to provide needed support and services that were required, but making and maintaining contact with families was a struggle. Emails, phone calls, home visits, and well-child checks were completed with families.

Analysis of School Nutrition

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

Successes

Byron Union School District was able to provide Grab and Go style meals for all students during both distance learning and continuing through in-person hybrid instructional days. For the cohorts of students in the Learning Hubs, Food Services provided morning snack and lunch for all students who attended. Meals were delivered consistently by district volunteers for families that did not have transportation and could not come to a school campus for pick-up. Meals are offered throughout the summer at all schools.

Challenges

The biggest challenge in providing school nutrition during the 2021-2022 school year was the ever-changing process and routines for food delivery. The planning, ordering, preparing, and delivering meals processes changed constantly to align with students physically on-campus for Learning Hubs, full distance learning, and students returning to campus in an am/pm hybrid model.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	None	[\$ 0.00]	[\$ 0.00]	
	None	[\$ 0.00]	[\$ 0.00]	

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.

N/A

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.

Many lessons were learned by all members of the Byron Union School District. Feedback and input from all stakeholders regarding distance and in-person learning provided direct impact on the creation of the goals and actions in the 2021-2024 LCAP. Actions and services were targeted with a special focus for Pupils with Unique Needs, EL students, Foster Youth, Homeless, and Low-Income students were targeted. The use and benefit of technology during distance and hybrid learning resulted in the plan to continue and maintain the technology integration goal, Goal 3. Increased technology has also increased the need for additional personnel in the technology department to provide support for the district. The school year has taken a mental toll on students, staff, parents, families, and district membership. The recognition of the need to increase and solidify supports for social and emotional learning, mental health, and a positive school climate impacted the development of Goal 3 and Goal 4, which include increased counseling services, improving and supplementing the social and emotional learning curriculums and the PLUS program, further implementation of Positive Behavior Interventions and Supports throughout the district. The isolationism that many students, staff, and families felt and reported, along with feedback collected resulted in Goal 5 which focuses to bring more engagement and school connectedness between the district and families. The learning loss that has resulted is specifically addressed in Goal 1 to increase student learning and achievement. Actions to support this goal include addition of teachers and paraprofessionals to work directly and accelerate for students, with a focus on

student populations that have shown the largest learning loss; EL students, students with unique needs, and socioeconomically disadvantaged students.

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

Pupil learning loss will continue to be assessed and addressed in the 2021-2024 LCAP through an increase to services and the creation of new services. Increased counseling personnel and services has been added to provide support for students as they transition back to a full day on-campus environment. Additional teaching staff has been added to adjust class sizes, allowing for more direct instruction and teacher differentiation of students to accelerate learning to address learning loss. Professional development for teachers and paraprofessionals has been designed to provide strategies for staff to scaffold learning, increase instructional strategies for English Learning, utilize technology for student targeted instruction and extensions, and create a safe and positive school climate. Student with unique needs will have first placement in intervention, social-emotional, and mental supports.

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.

No substantive differences occurred.

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.

The 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance plan have informed the development of the 2021-2022 through 2023-2024 LCAP in the following ways: recognition of need to replace and upgrade technology; utilization of technology platforms (ex. Zoom and Schoology); increased communication; planning additional services to provide mental health and student well-being support; the need to provide learning loss mitigation; adding new math and ELA support for all school sites; re-establishing Positive Behavioral Interventions and Support (PBIS) programs; and further development of Multiple Tiered Systems of Support (MTSS).

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [LCAP Year]

General Information

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

Byron Union School District is a hidden gem located in east Contra Costa County. It is comprised of two towns, Byron and Discovery Bay, covering approximately 13.5 square miles. Discovery Bay is a close-knit community on the water while Byron is a small rural town with farms and large ranches. High expectations and a commitment to excellence are shared values of both communities. The district draws students from a variety of socioeconomic backgrounds and has a long history of community involvement. The schools of Byron serve as the heart of the community.

Byron Union School District is comprised of Discovery Bay Elementary, Timber Point Elementary, Excelsior Middle School, and Byron Institute for Independent Study. Byron Union schools exist to engage, educate, and empower students to achieve their academic goals. From positive relationships with students, parents, and community, to the ability of our teachers to deliver the best instruction for our students, each day, we are dedicated to preparing students for the challenge of college and careers. The district delivers an academically challenging and technology-infused curriculum. We believe in a well-balanced curriculum that includes the arts. The current enrollment is 1333 students. The district employs 62 certificated staff and 59 classified employees.

Our LCAP/strategic plan will serve as the guiding plan for our district. Our LCAP was accomplished with considerable stakeholder input, which resulted in a new plan that will reflect the goals and priorities of our district, as well as the outcomes we want to see in our students.

The district has 6.7% English Learners, 30.1% Low-Income, 19.1% Students with Disabilities, and 0.3% Foster Youth.

There is a strong sense of community in the school district, with an emphasis on its commitment to excellence. Byron is an evolving school district that values continuous growth and improvement. Timber Point Elementary School and Discovery Bay Elementary School were both California Distinguished Schools. Discovery Bay Elementary and Excelsior Middle School have been Gold Ribbon Award recipients.

Mission:

The Byron Union School District will maintain safe, engaging and vibrant schools that promote a learning environment of continuous academic and personal growth. Knowing that the community has placed its trust in us, we are fully committed to the success of all our children.

Values:

- *Children First – This belief is at the core of all decision making. We encourage and support each child in reaching his or her personal best.
 - *We believe in creating a stimulating, safe and supportive learning environment that addresses the diverse needs of students physically, academically, socially, and emotionally.
 - *We believe in the importance of building a culture of respect that develops integrity, character and civic responsibility.
 - *We believe in fostering a professional learning environment that values the worth and dignity of each person and promotes academic excellence.
 - *We believe that it is essential for our educational system to be nimble – anticipating, planning and reacting to an ever-changing world.
- Our motto is the focus of our work. It states, “It’s Better in Byron – A School Community Committed to Excellence”.

Our Students:

Student Group Data

- *English Learners – 6.7% of total population
- *Foster Youth – 0.3% of total population
- *SocioLow-Income – 30.1% of total population

Race/Ethnicity Data

- *African American – 6% of total population
- *American Indian – 2% of total population
- *Asian – 4% of total population
- *Filipino – 1% of total population
- *Hispanic – 23% of total population
- *Two or More Races – 4% of total population
- *Pacific Islander – 2 % of total population
- *White – 58% of total population

Note: As a TK-8 elementary school district, the following Priorities do not apply: Priority 4B, 4C, 4D – the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU or career technical education sequence or programs of study that align with state board approved career technical education standards and framework; Priority 4G – the percentage of pupils who have passed an advanced placement examination with a score of three or higher; Priority 4H – the percentage of pupils who participate in, and demonstrate college preparation pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness; Priority 5D – high school dropout rate; Priority 5E – high school graduation rate.

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 and local indicators measured by the California Dashboard, California Healthy Kids, Staff and Parents Survey, and local assessment tools and metrics, Byron Union School District is most proud of:

2019 California Dashboard

Note: Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard).

1. Chronic Absenteeism Rate declined by 2% from 12% to 10% for all students, and the color gauges increased from Orange to Green showing a large growth percentage.
2. BUSD met standard for all five local indicators.
3. While Dashboard suspension data was not reported for 2020, internal data showed that suspensions were down in 2019-2020 and continue to be down in 2020-2021 from prior years.

California Healthy Kids, Staff and Parents Survey

1. 86% of parents felt welcome to participate in their child's school, 89% agree or strongly agree the school treats each student with respect, 79% agree or strongly agree that the school provides high quality instruction, 94% agree or strongly agree that the school has teachers who go out of their way to help students, and 80% agree or strongly agree that the school encourages students to care about how others feel.
2. 99% of the staff agree or strongly agree the school motivates students to learn, 84% agree or strongly agree their school is a supportive and inviting place for staff to work, and 93% agree or strongly agree the school uses objective data in decision making.
3. 84% of students report "very much true or pretty much true" that adults in school have high expectations for the students, and 86% report the teachers or other grown-ups at school care about them, and 99% of the teachers believe the students can do a good job.

Local Metrics and Assessments

NWEA Measures of Academic Progress

Note: Assessment in reading and math given to all 2nd through 8th graders in fall remotely during full distance learning, and both on-campus and remotely in the spring during hybrid instruction.

*All grade levels showed growth progress from the fall to spring administrations of the assessment in academic achievement for reading and math, with an average increased RIT (Rasch UnIT score); reading increased an average of 4.97, and math increased an average of 4.61.

Attendance Rate

2019-2020 Attendance rate was measured from August 2019 through the end of February 2020 due to school closures from the COVID-19 pandemic.

*Attendance rate for 2019-2020 school year from August 2019-February 2020 was 97%. This is an increase of 1%

2021 California Healthy Kids Survey (CAHKS)

In the face of shelter-in-place orders due to COVID-19, a particular success was our district's pivot to ensure that every student had the technology and Wi-Fi access needed for distance learning, and to provide professional development for staff in a virtual environment.

In summer of 2019 BUSD began working on the approval process to open an independent study school. The district team worked closely with the California Department of Education to ensure all steps were completed appropriately. On November 17, 2019, BUSD as issued the code for our new school, Byron Institute for Independent Study. The school has provided support for students in all grades and resources when schools closed due to COVID-19 and will continue to serve as an option for students.

Attendance – 2020 – Aeries reports

Using attendance data, learning hubs were created to target engagement for EL, SPED, Foster Youth and Low-Income students during distance learning. Certificated teachers and classified staff supported access to the general education curriculum and related services.

Aide support and teacher office hours to provide support for struggling students with learning concepts.

Through coordinated delivery of school provided meals, families and students received daily breakfasts and lunches.

Technology Integration

BUSD was able to meet the previous LCAP of utilization of technology to meet the demand of common core and college and career readiness during the 2020-2021 school year. 100% of BUSD students had access to the required technology for distance learning including computers, headphones, and internet Mi-Fi devices as needed. Curriculum was delivered over Zoom and assignments were assigned, submitted, reviewed by teachers, and graded using the district wide learning management system, Schoology. Three full days in addition to on-going professional development was attended by staff. Family/parent education nights at each school site were offered to help families to support their students with distance learning, including technology platforms, supporting distance learning in the home setting, and social and emotional health during quarantine.

BUSD successfully returned students to campus, while maintaining an equivalent distance learning instructional program for students who remained at home.

Using 2020-2021 baseline and end-of-year MAP data, BUSD will provide a roadmap to address students who have fallen behind and accelerate learning for fall students. Goals created for the 2021-2024 reflect continuation of technology utilization for student's proficiency with Common Core and college and career readiness. With additional federal funds, goals moving forward will continue to engage our target populations (EL, SPED, foster youth, and Low-Income students) in improving their rates of attendance through continued implementation of Positive Behavior Intervention Supports and social and emotional curriculum.

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.

The California School Dashboard for 2019 shows Byron Union's chronic absenteeism improved from the previous year (12%) to 10.0% scoring an All-Students performance level growth color indicator of "Green", but several student groups scored two or more levels below the All-Student group. Scoring an "Orange" performance growth level was EL students at 11.5%, Hispanic students at 12.7%, Socio-Economically Disadvantaged at 20.7, and Students with Disabilities scoring a "Red" level with 21.1%. BUSD still considers our chronic absenteeism rate to

be an area of need. To address this issue, BUSD will take several steps. We will continue to coordinate site efforts, make home visits, and create action plans for individual students. Next, BUSD will continue to provide social-emotional supports for students as well as provide administrators with training about increasing student attendance. BUSD schools will also include attendance in their School Plans for Student Achievement (SPSA) so that appropriate goals, actions, and expenditures are aligned with the LCAP. Continued implementation of the Positive Behavior Interventions Supports (PBIS) will be a large factor in addressing student absences through creation of a positive school climate.

In 2019, Suspension Rates maintained by 0.2% overall for an All-Student group Suspension Rate of 4.1% that resulted in an “Orange” performance growth level. Four student groups were in the “Red” performance growth level: African Americans with 16.1%, EL students with 8.0%, Socio-Economically Disadvantaged students with 8.8%, and Students with Disabilities with 9.4%. In Spring, schools were closed in March resulting in decreased suspension rates of 2.3%, this rate only represents 75% of the school year. While we are proud of the progress we are making, we still identify this as an area of need. To address this issue, BUSD will increase training for staff in the areas of best first instruction (including classroom management for new teachers and veterans, as needed), and alternatives to suspension. A staff survey during the 2019-2020 school year identified classroom management and student behavior as an overwhelming priority for the district. BUSD will also continue its Professional Learning Communities (PLC) Model to focus on suspension rates through data analysis at the site level and monthly analysis and discussion at the district level through the Principal’s monthly leadership meetings.

The academic areas of English Language Arts and Math continue to be priority area of need for BUSD. In 2019, scores on the CAASPP reflected only 49% of all students scored met or exceeded standard, with the following subgroups scoring significantly lower: Students with Disabilities at 25.9%, EL Learners at 16.7%, and Low-Income at 37.5%. Performance growth level for All-Students in English Language Arts was “Orange”, with 5.2 points below standard, a decline of 7.8 points. The 2019 CAASPP scores for math reflected only 45.7% of all students met or exceeded standard, with the same subgroups again, scoring significantly lower: Students with Disabilities at 24.1%, EL Learners at 17.0%, and Low-Income at 28.1%. Performance growth level for Math was “Yellow”, with 15.2 points below standard, but a maintenance level of - 0.2. To address this issue, BUSD will provide professional development and implementation of PLC data analysis of district benchmark assessments, multi-tiered academic interventions involving differentiated learning for students at the classroom level, focused intervention in ELA and math for struggling students, and after-school tutoring for students far below grade level.

Stakeholder input, along with the family and staff climate survey, and the California Health Kids Survey (CAHKS) in spring of 2021 completed by 5th and 7th grade students, define the need for improved school climate, support for the mental health of students and staff, and support for students through social and emotional learning. The CAHKS data showed 81% of fifth-grade students reported feeling safe at school, while only 64% of eighth graders reported feeling safe. To address this issue, BUSD will continue, build upon, and improve the social emotional learning curriculum, Choose Love, increase student access to counseling, continue with the PBIS model, and create stronger community connections through assemblies, and parent engagement and education events.

LCAP Highlights

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

Working closely with our stakeholder groups, and in alignment with the Eight State Priorities, the following 3 goals have been developed and adopted throughout LUHSD:

Working closely with our stakeholder groups, and in alignment with the Eight State Priorities, the following five goals have been developed and adopted throughout Byron Union School District.

Goal 1:

All students will demonstrate growth toward meeting or exceeding standards in the areas of English Language Arts and Math, with a focus on closing achievement gaps between student groups.

- *Personnel increase to adjust class sizes for the 2021-2022 school year.
- *Training, support, and retention of high-quality educators to provide best first teaching for all students.
- *Data analysis and stakeholder input to evaluate and guide instruction designed to improve academics.

(State Priorities 1,2,4,7,8)

Goal 2:

Maintain students' utilization of technology to meet the demands of Common Core and prepare for college and career readiness. The goal of the technology-infused program is to encourage innovation and creative thinking.

- *Continuation of technology devices in every classroom and/or assigned to individual students.
- *Digital intervention, supplemental, and extension instructional materials for 21st century learning skills.
- *Upgrading, replacing, and evaluating technology infrastructure to maintain student access to digital learning, innovation, and skills.
- *Training, support, and integration guidance for and by teachers, staff, administration, and district personnel.

(State Priorities 1,7)

Goal 3:

Decrease the percentage of Students with Disabilities in the areas of Chronic Absenteeism and Suspension Rate by 35% by May 26, 2022, as measured by the district's student information system, Aeries. (goal monitors student subgroup due to qualification for Differentiated Assistance by State, but actions support all students)

- *Personnel to support mental, emotional, and social well-being for Students with Disabilities as well as all students: Board Certified Behavior Analyst, Special Education Coordinator.
- *Training for district staff focused on implicit bias, inclusion and designing learning activities that are culturally aware.
- *Student engagement designed to give students a voice and design positive activities to increase all student engagement.

(State Priorities 3,5,6)

Goal 4:

All schools provide positive learning environments with a broad course of study which support the academic, social-emotional, and physical needs of students.

*Personnel, training, and implementation of Positive Behavior Intervention and Support (PBIS) program district wide

*Increase of student opportunities for art, technology, foreign language, music, and Gifted and Talented Education (GATE)

*Increase of counseling services to support the mental and social and emotional well-being of students.

*Adoption of updated instructional materials for science and history

(State Priorities 1,3,5,6,7,8)

Goal 5:

Increase stakeholder involvement by enhancing communication, partnerships, and collaboration among staff, parents, students, and community partners to foster relationships, sharing resources, and develop mutual goals.

*Continuation of district committees to increase stakeholder engagement, input, and feedback opportunities.

*Parent Academies and family engagement nights at school sites for families to provide opportunities of inclusion for families of all students

*Increase of recognition events for students to increase opportunities for family engagement.

(State Priorities 3,5,6)

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.

No schools have been identified for CSI.

Support for Identified Schools

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

No schools fall into this category.

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.

Stakeholder engagement is highly valued in Byron Union. Building upon the feedback that was gathered during the spring of 2020, stakeholder engagement opportunities began on March 8, 2021, and concluded on June 9, 2021. Stakeholder engagement was conducted through 15 virtual meetings including families, communities, district committees, Superintendent coffee hours, local SELPA, Board of Trustees, district Leadership/Administration Team, the local bargaining units of BTA (Byron Teachers Association) and CSEA (California School Employee Association), and the district DELAC. To comply with health and safety guidelines due to COVID-19, meetings were held virtually through Zoom. Meeting notifications were sent to all parents and families in English and in Spanish. In addition, staff, student, parent and family surveys, and hardcopy documents with feedback forms were available at all school sites and the district office. Students in grades 3 through 8 completed a digital survey. Notifications were sent to all parents with meeting dates, times, and locations. Surveys were translated to Spanish and designated meetings were held for our Spanish speaking families. Data and input from meetings and surveys was collated and reviewed by the LCAP Team consisting of District Office staff, teachers, and classified staff. The data was the driving force behind the creation of the goals, and on-going feedback opportunities for input were also available during governing board meetings. During these meeting, preliminary drafts of the goals were presented and open for feedback before creation of the LCAP.

A summary of the feedback provided by specific stakeholder groups.

All stakeholders provided vital feedback, input, and recommendations throughout the multiple opportunities for engagement. This information directly impacted the design of the goals, actions, and services for all students.

1. Parents, Community, Staff, Administration, SELPA, DELAC, Students, BTA, CSEA: Continue implementation of a Multi-Tiered System of Support in order to systemize behavioral, academic, and social-emotional supports for all students.
2. Staff, Parents, Students, SELPA, DELAC, Administration, BTA, CSEA: Increase training for staff in the areas of differentiation to address achievement gaps accrued during distance and hybrid learning, increase in personnel to allow for a smaller student to educator ratio, and provide interventions and supports to close achievement gaps in student groups.
3. Staff, Students, Staff, Administration, DELAC: Continue technology integration and instruction that has become an integral part of instruction.
4. Parents, Students, Staff, Administration, DELAC, BTA, CSEA: Provide a broad course of study available for all students by offering and embedding arts, music, technology, Spanish, and programs to challenge students achieving at or above standards.

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

All input and feedback from all stakeholder groups directly influenced the LCAP goals, actions and services, and expenditures in development of the following: continuing the existing goal of technology integration, increasing elective offerings at the middle school, addition of a part-time elementary music teacher, increased personnel to address learning gaps, additional counseling, academic interventions and supports, and professional development for staff in academic, behavioral, and social-emotional areas.

Goals and Actions

Goal 1

Goal #	Description
1	All students will demonstrate growth toward meeting or exceeding standards in the areas of English Language Arts and Math, with a focus on closing achievement gaps between student groups. (Priorities 1,2,4,7,8)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 1 is a broad goal focused on improving performance across the wide range of metrics listed below. Data reflecting the student subgroups of English Learners, Students with Disabilities, and Low-Income Students show a significant difference in scores on statewide assessments in ELA and Math, resulting in a special focus and supports for these students to close achievement gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase of percentage of students who meet or exceed growth projections in ELA and Math using Other Pupil Outcomes/Local Assessments - NWEA MAP Reading and Math. (P8.a)	<p>May 2021 – “meet or exceeded norm growth projections”</p> <p><u>ELA:</u> All students: 43.8% EL: 38.5% Students with Disabilities: 34.2% Low-Income: 36.5% Foster Youth: 50.0%</p> <p><u>Math:</u> All students: 31.8% EL: 25.1% Students with Disabilities: 30.8% Low-Income: 34.4% Foster Youth: 33.5%</p>				<p>% of students who will meet/exceed norm growth projections</p> <p><u>ELA</u> All Students: 70% EL: 68% Students with Disabilities: 65% Low-Income: 68% Foster Youth: 80%</p> <p><u>Math:</u> All Students: 70% EL: 68% Students with Disabilities: 65% Low-Income: 68% Foster Youth: 70%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of students who are at or above benchmark for Kindergarten and First Grade students using Other Pupil Outcomes/Local Assessments - DIBELS K-1. (P8.a)	<u>May 2021: data of “at or above benchmark”</u> Kindergarten: 28% First Grade: 36%				Kindergarten: 70% First Grade: 70%
Increase the percentage of students who are meeting, or exceeding standards as measured by the CAASPP State Assessments. (P4.a)	<u>ELA: (2018-2019)</u> All students: 49.0% EL Learners: 16.7% Students with Disabilities: 25.9% Low-Income: 37.5% <u>Math: (2018- 2019)</u> All students: 45.7% EL Learners: 17.0% Students with Disabilities: 24.1% Low-Income – 28.1%				<u>ELA:</u> All students – 60% EL Learners – 40% Students with Disabilities – 40% Low-Income – 50% <u>Math:</u> All Students: 60% EL Learners: 40% Special with Disabilities: 40% Low-Income: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of students who are making progress towards English Proficiency as measured by the ELPAC. (P4.e)	<u>2019 Dashboard</u> 47.7% of EL students were making progress towards English language proficiency, Data for 2020 not accessible due to cancellation of ELPAC by the state				60% of students will be making progress toward English language proficiency
Increase the rate of students who are reclassified as Fluent English Proficient using the state reclassification guidelines. (P4.f)	<u>Fall 2020</u> 12% 11 out of 89 students were reclassified				Reclassification Rate of 25% using
Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching, as measured by the CA Dashboard Local Indicator. (P1.a)	<u>2019 Dashboard:</u> Misassignments: 4 Vacant Positions: 1 SARC is used for 2020 data since there is no 2020 Dashboard: Misassignments: 2 Vacant Positions: 0				Misassignments: 0 Vacant Positions: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Implementation of academic content and performance standards aligned instruction, including designated and integrated ELD using the CA Dashboard Priority 2 Reflection Tool.</p> <p>(P2.a) (P2.b)</p>	<p><u>2019 average scores:</u> (out of 5)</p> <p>Professional Development: 2.8</p> <p>Instructional Materials: 4.2</p> <p>Policy and Program Support: 2.6</p> <p>Implementation of Standards: 2.2</p> <p>Engagement of School Leadership: 2.7</p>				<p>Professional Development: 4.0</p> <p>Instructional Materials: 4.8</p> <p>Policy and Program Support: 4.0</p> <p>Implementation of Standards: 4.0</p> <p>Engagement of School Leadership: 4.2</p>
<p>Participation and attendance records for students receiving Tier 2 and Tier 3 interventions or designated services.</p> <p>(Local Metric)</p>	<p><u>2020-2021:</u></p> <p>SST, IEP, and 504 records were kept at 100%, but small group intervention and support attendance records were kept sporadically.</p>				<p>All students receiving Tier 2 and Tier 3 services will be monitored on 6-8 week cycles, and have services adjusted as needed.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development delivery and attendance rates of sessions designed to increase instructional capacity for delivery of the state standards and student subgroups' mastery of the standards. (Local Metric)	2020-2021 No sessions for state standards mastery were held. This was due to the need to support teachers with distance learning technology and strategies for instruction due to school closures for 75% of the school year.				99% attendance rates 8 sessions of focused instructional strategies, programs, or data analysis focusing on student subgroups and the mastery of the state standards

Actions

Action #	Title	Description	Total Funds	Contributing
1	High Quality Teachers	BUSD will hire and retain high-quality teachers to provide best first instruction for all students.	\$261,512	Y
2	Data Analysis Professional Development	Data analysis training for teachers and administrators to use data to guide instruction and improve student learning. Teachers will use the data from district benchmark assessments, grade level formative, and classroom assessments to design appropriate instruction and interventions supports for all students.	\$10,299	N
3	Additional Certificated Staff	A total of 6 additional teachers will be hired for the 2021-2022 school to adjust class sizes in response to addressing Learning Gaps that arose during distance and hybrid learning. (Use of ELO Grant to co-fund action)	\$593,688	N
4	Intervention Support	Hire 3 instructional aides to provide support for students receiving intervention in reading and math. Purchase supplies and programs for intervention.	\$36,740	Y

Action #	Title	Description	Total Funds	Contributing
5	EL Professional Development	English Language Learner professional development for teachers to support and scaffold instruction in all content areas for EL students. The training will provide teachers will strategies and skills to accelerate learning for our English Learner students.	\$500	Y
6	Paraprofessional Professional Development	Professional Development for instructional and special education aides to increase content knowledge and instructional skills. Increased knowledge of standards and what is taught will provide all students groups receiving aide support stronger scaffolds and instruction.	\$5,000	Y
7	Induction Program	First and best instruction provided by well-trained teachers is needed to improve student achievement. To address this need, first and second year teachers will participate in the Far East County Induction program.	\$15,000	N
8	Leadership Council	Teacher representatives from all school sites will meet throughout the school year to guide and improve instruction for all students in the areas of curriculum, data and assessments, and professional development.	\$12,744	N
9	Curriculum Coordinator	The district will employ a curriculum coordinator to district staff and students in content delivery, instructional materials, data, and assessments.	\$127,913	Y
10	English Language Teacher	The district will employ a teacher to work with EL students for language acquisition, support in classes, and to oversee EL programs and family communications.	\$132,548	Y

Goal Analysis [LCAP Year]

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 2022-2023 school year.

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

Analysis of the 2021-22 goals will occur during the 2022-2023 school year.

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 2022-2023 school year.

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 2022-2023 school year.

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

Goal 2

Goal #	Description
2	Maintain students’ utilization of technology to meet the demands of Common Core and prepare for college and career readiness. The goal of the technology-infused program is to encourage innovation and creative thinking. (Priorities 1,7)

An explanation of why the LEA has developed this goal.

Based on data from the Learning Continuity Plan, stakeholder consultation, and the demands of school closures with the COVID-19 pandemic, this Goal and subsequent Actions are planned to maintain the previously attained goal of students utilizing technology for the task of achieving the required educational standards and skills. Goal 2 is a maintenance goal designed to continue and improve technology integration for all students and staff in BUSD to increase innovation, creative thinking in students and prepare them for high-school, college and/or careers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Technology Implementation – Board Resolution (Local Metric)	All students have access to technology devices in order to access standards aligned instructional materials.				TK – 5: All students will have a computer available in every classroom. Grade 6-8: All students will have an assigned device.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development Delivery and Attendance aligned to integration of technology, enhanced usage of technology to support student learning. (Local Metric)	<u>2020-2021:</u> 100% of teachers attended 3 days of Professional Development sessions on August 3 rd – 5 th				Attendance rate of staff at 99% at sessions. 4 Professional Development Sessions before or during the school year
Course Offerings per Master Schedules – Students will have access to broad course of study that included courses designed for innovation and creativity. (P7.a)	<u>2020 – 2021:</u> Middle School: technology, STEAM Elementary: no offerings				Middle School: Increase amount of course offerings to inspired innovation and creativity by 20%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue access to technology in every classroom.	Students will have access to a technology device in every classroom to provide the needed tools to access curriculum, extend learning, receive interventions, access world knowledge, and gain skills necessary for success in high school and beyond. Co-funded with ESSER III funds.	\$80,000	N
2	Instructional Materials	Digital intervention, supplemental, and extension instructional materials including digital software will be purchased to close the achievement gap, challenge, and support students.	\$20,550	Y

Action #	Title	Description	Total Funds	Contributing
3	Technology Support Technician	The district will hire and employ a 0.5 Technology Support Technician that will support the district. With increase of technology devices and digital curriculum, additional support is needed to support the district's use of technology.	\$33,795	N
4	Technology Maintenance	Increased use of student and staff technology devices requires on-going replacement of devices. Co-funded with ESSER II and III funds.	\$119,200	N
5	Professional Development for Teachers	Teachers will attend professional development training to continue integration of digital platforms.	\$2,919	N
6	Technology Committee	Technology committee will continue to guide integration creating a scope and sequence. The technology members who are site leads will continue to support staff with new programs and hardware. They will gather input from key stakeholders, analyze usage data, and make recommendations for digital software and curriculum	\$3,654	Y

Goal Analysis [LCAP Year]

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 2022-2023 school year.

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

Analysis of the 2021-22 goals will occur during the 2022-2023 school year.

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 2022-2023 school year.

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 2022-2023 school year.

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

Goal 3

Goal #	Description
3	Address the disproportionate rates of Chronic Absenteeism and Suspension Rate for Students with Disabilities by May 26, 2022, as measured by the district’s student information system, Aeries. (Priorities 3,5,6)

An explanation of why the LEA has developed this goal.

Based on the Chronic Absenteeism and Suspension Rate Indicators for Students with Disabilities, the Byron Union School District is currently eligible for Level 2 Differentiated Assistance in the California System of Support. This goal is designed to prioritize efforts based on our eligibility for Differentiated Assistance and explicitly address the disparities in performance for our disproportionate rate of Chronic Absenteeism. The actions below will serve to increase the engagement and school climate for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rates measured through the Dashboard Indicator. (P5.b)	<u>2019 Dashboard</u> All Students: 10% Students with Disabilities: 21.1%				All Students: 6.5% Students with Disabilities: 9.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion and Suspension Rates through the Dashboard Indicator. (P6.a) (P6.b)	<u>2019 Dashboard:</u> <u>Suspension</u> All Students: 4.3% Students with Disabilities: 9.4% <u>Expulsion</u> All Students: 0.1% Students with Disabilities: 0.1%				<u>Suspension</u> All Students: 2.8% Students with Disabilities: 4.2% <u>Expulsion</u> All Students: 0.0% Students with Disabilities: 0.0%
Tracking of student referrals and at-risk student supports using Aeries, measured monthly through Aeries, and monitored through PBIS. (Local Metric)	<u>2020-2021:</u> School administration and staff report pattern of behavioral incidents for recurring students. District is at the beginning stage of implementation. No data was collected.				Monthly behavior referrals will be tracked by site PBIS lead, and interventions and supports will be provided to each student for which it is needed.
Attendance logs for parent education events for families of Students with Disabilities. (P3.c)	<u>2020-2021:</u> 3 events held with a total of 20 parents representing of unduplicated students attending,				Increased attendance of families of Students with Disabilities by increasing number of attendees by at least 50%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Board Certified Behavior Analyst	The district will hire and employ a Board-Certified Behavior Analyst (BCBA) to support students mental, emotional, and social well-being.	\$107,005	N
2	PLUS Program	Implementation of the class for Peer Leaders Uniting Students at EMS. This program is designed to give students a voice and to design positive activities that will increase student engagement.	\$6,371	N
3	Special Education Coordinator	Continue the Coordinator of Special Education position. This supports the academic, social and emotional needs of Students with Disabilities, supports staff, and ensures state and federal compliance, and works with families and community outreach.	\$140,508	Y
4	Diversity Professional Development	BUSD employees will participate in professional development trainings focused on implicit bias, inclusion, and designing learning activities that are culturally aware.	\$4,000	Y
5	Parent Engagement Events	Virtual and in-person events designed to help parents support their student's learning and their connectedness to their schools.	\$3,000	N

Goal Analysis [LCAP Year]

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 2022-2023 school year.

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

Analysis of the 2021-22 goals will occur during the 2022-2023 school year.

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 2022-2023 school year.

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 2022-2023 school year.

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

Goal 4

Goal #	Description
4	All schools provide positive learning environments with a broad course of study which support the academic, social-emotional, and physical needs of students. (Priorities 1,3,5,7,8)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data, the district identifies this goal and subsequent actions as priorities for the district. Goal 4 is a broad goal focused on improving school climate, students social-emotional, mental and physical well-being across the wide areas of metrics listed below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintenance of school facilities in good repair will be measured with the Facility Inspection Tool. (FIT) (P1.c)	<u>October 2020:</u> district overall rating was 96.67				Maintain FIT percentage at average of 95% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Students have access to standards aligned instructional materials and are enrolled in all required core subject areas and a broad course of study. (P1.b)(P7.c)</p>	<p><u>October 2020:</u> All BUSD students (including students with disabilities) have access to standards aligned materials, and are enrolled in all required core subject areas and a broad course of study.</p>				<p>Maintain all students (including students with disabilities) have access to standards-aligned materials and are enrolled in core subject areas and a broad course of study.</p>
<p>Increase student mental well-being, school climate and student behaviors using the CA Healthy Kids Survey (P6.c)</p>	<p><u>2019:</u> 7th graders - Students feeling social and emotional distress: 30% 5th graders – Students who report feeling happy to be at their school most or all of the time: 57%</p>				<p>7th graders – Students feeling social and emotional distress: 10% 5th graders – Students who report feeling happy to be at their school most or all of the time: 80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully implement student social and emotional well-being measurement tool with Choose Love pre-post surveys. (P8.a)	<u>2019 – 2020:</u> No data was processed. Pre-assessment completed in less than 30% of classrooms, and post-assessment was not completed due to COVID-19 school closure				Full implementation in grades 2-8 for Choose Love surveys
Student attendance rate as measured by Aeries. (P5.a)	<u>Aug 2019 – Feb 2020:</u> 97% Full year attendance rate was not calculated due to halt in state reporting due to school closures for COVID-19 pandemic				Student attendance rate will be at or above 98%
Middle school dropout rate using Aeries. (P5.c)	<u>2019-2020</u> 0%				Maintain 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Course Offerings per Master Schedules – Students will have access to broad course of study content and state standards. (P7.a)</p>	<p><u>2020-2021</u> Students have access to all core subjects, minus health, and elective offerings in middle school of technology, art, drama, yearbook, leadership, PE elective, STEAM. Students in RSP or support classes do not get elective.</p>				<p>Students have access to all core subjects and middle school electives will be accessible to 100% of students regardless of support classes scheduled.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase in elective/optional courses and student enrollment for unduplicated students in courses by using Enrollment records for elective/optional courses or school-provided clubs or activities. (P7.a) (P7.b)</p>	<p><u>2020-2021</u> 7th and 8th grade students' total: 331 Total number of elective options: 10 All student enrollment in elective classes: 315 Unduplicated student enrollment in elective classes: % of student body: 95 (no elective due to RSP, Intervention) 2020-2021 Elective course enrollment numbers for unduplicated students is a new metric so Baseline data is not available.</p>				<p>7th and 8th grade students' total: Total number of elective options: 18 Enrollment in elective classes: % of student body: 100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>California Healthy Kids Parent Survey – statements academic and social and emotional well-being (Local Metric)</p>	<p><u>2021</u> (agree or strongly agree)</p> <p>School promotes academic success for all students: 22%</p> <p>My child’s teacher is responsive to my child’s social and emotional needs: 68%</p> <p>This school provides quality counseling or other ways to help students with social or emotional needs: 27%</p> <p>This school is a supportive and an inviting place for students to learn: no data collected due to COVID-19 school closures</p>				<p>School promotes academic success for all students: 70%</p> <p>My child’s teacher is responsive to my child’s social and emotional needs: 70%</p> <p>This school provides quality counseling or other ways to help students with social or emotional needs: 70%</p> <p>This school is supportive and an inviting place for students to learn: 75%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counselor Services	Counseling services to total 1.0 to cover all 3 school sites. Counselors will provide social and emotional counseling via small groups, individual counseling, and academic and overall school support.	\$96,633	Y
2	PBIS Implementation and Training	School site teams will complete year 2 and year 3 of PBIS implementation training. This program will institute consistent behavior expectations, positive reinforcements, and restorative practices.	\$10,000	Y
3	0.5 PBIS Coach	Hire a 0.5 PBIS coach for the district to further implement and develop PBIS programs at all sites, collect and analyze data, and provide training and awareness for staff and families.	\$36,946	Y
4	Band Equipment	Repair and replacement of band equipment.	\$5,000	N
5	Foreign Language Access	Excelsior Middle School will employ a teacher to provide foreign language elective courses to broaden the scope of enrichment opportunities for students and update instructional materials.	\$128,000	N
6	District Elementary Science Teacher 1.0	0.5 elementary science teacher for Discovery Bay and 0.5 science teacher for Timber Point.	\$109,414	Y
7	GATE Program	Gifted and Talented Education programs will be offered at each school site.	\$10,075	Y
8	Social-Emotional Program	Continuation of Choose Love curriculum and research, evaluation and purchase of supplemental materials to provide varied opportunities for social and emotional learning experiences.	\$1,000	Y
9	0.5 Elementary Music Teacher	Hire a part-time music teacher to provide music instruction and appreciation at both elementary school sites, increasing student opportunities at the elementary level for a broad course of study.	\$40,068	Y
10	Art Instructional Materials	Instructional and student materials for visual and performing arts courses, and enrichments at all three school sites.	\$1,775	N
11	History and NGSS Instructional Materials	Grades 6-8 will pilot and purchase state-approved history instructional materials, grades K-5 will pilot and purchase state-approved NGSS instructional materials	\$140,000	N

Action #	Title	Description	Total Funds	Contributing
12	District Licensed Vocational Nurse	Hire a full-time LVN to provide health and wellness for students and staff at all three school sites.	\$57,805	Y

Goal Analysis [LCAP Year]

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 2022-2023 school year.

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

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

Goal 5

Goal #	Description
5	Increase stakeholder involvement by enhancing communication, partnerships, and collaboration among staff, parents, students, and community partners to foster relationships, sharing resources, and develop mutual goals. (Priorities 3,5,6,8)

An explanation of why the LEA has developed this goal.

Byron Union School District recognizes the importance of the school-family partnerships as it increases the likelihood that children will have positive school experiences and better school outcomes, school-family collaboration leads to improved student achievement, better behavior, better attendance, higher self-concept and more positive attitudes toward school and learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Parent and Staff Surveys (Local Metric)	Initial Implementation of climate surveys for staff and families were developed by District Climate Committee.				Full implementation with comparable data on growth of positive climate culture as perceived by staff, students, and families.
Maintain percentage of parents reporting involvement in the special education process using IEP records. (P3.c)	<u>2020 CDE Report:</u> 100%				100% of families report involvement in
Increase attendance for parents of low income, English Learner, and Foster Youth pupils, and Students with Disabilities, at parent engagement activities, events, and meetings by keeping and evaluating attendance logs and logs of offering. (P3.b) (P3.c)	<u>2020-2021:</u> Parent attendance numbers for unduplicated and all students is a new metric so Baseline data is not available.				Average 35% of parents/families at engagement nights

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Full implementation of practices for family engagement using CA Dashboard Priority 3 Reflection Tool. (Local Metric)	<p><u>2019 Dashboard:</u> (out of 5)</p> <p>Building Relationships Between School Staff and Families: 2.75</p> <p>Building Partnerships for Student Outcomes: 3.50</p> <p>Seeking Input for Decision-making: 2.75</p>				<p>Increase of 30%</p> <p>Building Relationships Between School Staff and Families: 4.0</p> <p>Building Partnerships for Student Outcomes: 4.25</p> <p>Seeking Input for Decision-making: 4.0</p>
Promoting attendance for parents of Low Income, English Learners, Foster Youth pupils by using live streaming. (P3.a) (P3.b)	<p><u>2020-2021:</u> 20 out of 20 meetings held over Zoom:</p> <p>100% of meetings were held over Zoom, recorded and posted for future access.</p>				Maintain 100% of meetings to be streamed and recorded for future access.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Stakeholder Committees	Continuation of District Committees, such as School Climate Committee, Finance Committee, and Safety Committee to give stakeholders meaningful opportunities to provide input and give feedback for district initiatives, goals, and directions.	0	N
2	Student Recognition Events	District will host a variety of recognition events for students and families, including but not limited to, English Learner Reclassification, students showing progress, as an opportunity to connect with our families and celebrate successes.	\$300	Y
3	Communication	Schools and district will communicate programs and activities, with information focusing on climate surveys, LCAP development and updates, committees, family events, and parent education programs at least twice a month. Communication will through emails, flyers, social-media alerts.	\$1,000	Y
4	Parent Academies	District will host parent academies designed to provide content and strategies to support student's learnings and bridge the home-school gap.	\$8,000	N
5	Parent Engagement Nights	Each site will host family engagement nights to increase opportunities for family involvement.	\$1,500	N

Goal Analysis [LCAP Year]

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.80%	\$807,220

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.

Students identified as below benchmarks are the first students the district focuses on. The majority of students served are unduplicated students (40%) and the actions and services identified in the LCAP will best serve ALL students, including ALL subgroups, Low-Income students, Foster Youth, students with Disabilities, and English Learners by providing increased/improved/targeted actions and services outlined in the previous pages.

All actions indicated in this LCAP to increase and/or improve services for English Learners, Foster Youth, and/or Low-Income students have been developed based on state and local data, identified need, and stakeholder feedback. After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that there are academic performance gaps, attendance gaps, and behavioral gaps. EL students (32.5 points below standard) and Low-Income Students (39.6 points below standard) scored below All-Students in ELA (5.2 points below standard) in ELA. In Math, EL students (46.1 points below standard) and Low-Income students (52.2 points below standard) scored below the All-Students group (15.4 points below standard). The following actions and services are other intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school.

Goal 1:

Action 1 and 5: High Quality Teachers and EL Professional Development - English Learner Reclassification dropped by 55% during the 2020-2021 school year, and the 2019 Dashboard shows EL students and Low-Income students scored significantly lower in ELA and math academic achievement. EL scored 37.5% met or exceeded standard in ELA and 28.1% in Math. EL students scored 16.6% in ELA and 16.9% in math. Through hiring teachers with experience, and with a focus on professional development for teachers that provides them valuable tools to differentiate instruction, incorporate in EL strategies, and scaffold grade level content for student success.

Action 4 and 6: Intervention Support and Paraprofessional Development – District Instructional and EL Aides work directly with EL, Foster Youth, and Low-Income students in classrooms and intervention programs. Additional staff and increased knowledge and training in the ELA and Math Common Core State Standards benefits these unduplicated students directly. Paraprofessional support is targeted to struggling students in these subgroups first and increasing the capacity of the instructional and EL Aides. EL students (32.5 points below standard) and Low-Income Students (39.6 points below standard) scored below All-Students in ELA (5.2 points below standard) in ELA. In Math, EL students (46.1 points below standard) and Low-Income students (52.2 points below standard) scored below the All-Students group (15.4 points below standard). The following actions and services are other intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school.

Action 9: Curriculum Coordinator – The position is funded and designed to address some of the causes of lack of academic achievement, including identifying essential standards for core courses, creating common assessments, analyzing results in collaborative teams to identify students in need of additional support and inform professional practice. These actions are being provided on an LEA-wide basis and we expect that all students will benefit, however, because of the significantly lower academic achievement of unduplicated students, and because the actions meet needs most associated with our subgroups, we expect the academic achievement of these groups to increase significantly more.

Action 10: English Language Teacher – The EL teacher oversees the district English Learner population at all three school sites. 2019 Dashboard data shows only 47.75% of EL students were making progress toward to English Language Proficiency. The intent of the EL teacher is to directly analyze EL student data, program administration, and support for the students. The EL teacher completes all state ELPAC testing, provides small group language acquisition instruction to students, and assigns and monitors the EL students in interventions and supports. This person is the family and community liaison for the EL students and connects students and families to needed services and programs.

Goal 2

Action 2: Instructional Materials – Our Low-Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Intervention curriculum is needed to support the academic

progress of unduplicated students. The district will purchase and provide intervention curriculum with an aim to provide academic growth. This action is principally directed toward unduplicated students.

Action 6: Technology Committee – This committee is funded and designed to address the increasing use of technology of students, both in classrooms and at home. The committee oversees digital software programs and curriculum for academic growth and achievement gap closures. In addition, the committee works to design plans for families of Low-Income, English Learner, Students with Disabilities, and Foster Youth, to have equal access to digital curriculum and programs at home.

Goal 3

Action 3: Special Education Coordinator – This position oversees all areas of Special Education, in addition to social-emotional and school-climate programs in the district. 2019 Dashboard data shows Students with Disabilities score significantly lower in the areas of Academic Performance and Academic Engagement. In ELA, Students with Disabilities scored 66.2 points below standard as compared to the All-Students group that scored 5.2 points below standard. In Math, Students with Disabilities scored 83.6 points below standard as compared to All-Students at 15.4 points below standard. The Chronic Absenteeism (21.1%) and Suspension Rate (9.4%) for Students with Disabilities were higher than the All-Students group of (10.0% and 4.3%). The coordinator monitors the MTSS and RTI general education processes with the focus on our Low-Income, Foster Youth, and Homeless students. Data collected for subgroups on all district assessments, climate surveys, and social-emotional programs, is analyzed, monitored, and acted upon to provide the correct services and supports for the unduplicated students.

Action 4: Diversity Professional Development – After analyzing stakeholder feedback and input into the root cause analysis of the over identification of African American students who were 3.1 more times likely to be identified as having a specific learning disability. Through the CCEIS process, we learned there is implicit bias among our staff that has affected referral rates to special education, disciplinary actions including suspensions and expulsions, and chronic absenteeism. The need to provide district staff understanding of and skills to work with students from diverse backgrounds, both ethnically, and socio-economically will reduce the suspension and chronic absenteeism rates for the unduplicated students.

Goal 4

Action 1 and 8: The California Dashboard in 2019 showed increased Chronic Absenteeism for unduplicated student groups. Students with Disabilities were in the red indicator, English Learners and Low-Income students scored in the orange indicator, while the All Student group scored in the green indicator. The district has increased the focus to support unduplicated students' mental and social emotional well-being. To provide this support, the District has increased counseling services to cover all school sites. Another key factor is the Choose Love curriculum and opportunities for social emotional study, integration in learning experiences and opportunities.

Action 2 and 3: PBIS Implementation Training/0.5 PBIS Coach – 2019 Dashboard data shows unduplicated students have an increased Chronic Absenteeism rates of EL students at 11.5% and Low-Income students at 20.7%, as compared to the district rate of 10.0%. By

creating a positive school culture, climate, and behavior intervention system district-wide, the expected result is that students will engage more in campus, and enjoy attending school. Increased attendance results directly with increased academic achievement.

Action 6, 7, and 9: District Elementary Science Teacher, GATE Program, and Elementary Music Teacher – Our Low-Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Maintaining full access to all content area standards, courses, programs, and will ensure that unduplicated students are given an equitable opportunity for a broad course of study.

Action 12: District Licensed Vocational Nurse – After stakeholder input from all groups, BUSD learned there is an overwhelming need for a licensed nurse with a focus on providing health monitoring, community connections and supports, and a district resource focused on working with the Low-Income, Foster Youth, and English Learner students in the district. This is need has been magnified by the COVID-19 pandemic.

Goal 5

Action 2 and 3: Communication and Student Recognition Events – After input from all stakeholder groups, BUSD learned there is an engagement gap between the parents of unduplicated students and that of the parents of all students. Communication and parent contact in home languages is an integral piece of student and family engagements. To provide increased interactions, a focus on communication through emails, flyers, social-media events, and translators will be implemented. Also, we will provide additional opportunities for our families of unduplicated students to engage with school environments and work to support their students. Families requested additional opportunities to be a part of student activities and the district data shows an increase of attendance at student recognition and social-emotional activities on campuses.

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

Data-based, stakeholder feedback, and targeted decision-making is at the heart of the LCFF to improve outcomes for students with the greatest needs. It is clear that the examples above indicate, that with nearly 40% of students meeting the definition of unduplicated students, the most effective use of funds in the Byron Union School District is to provide increased and improved actions and services on a school-wide and district-wide basis. Additional money has been allocated to increase services and supports to foster youth, English learners, and Low-Income students. Intervention supports to these student groups have been increased in the areas of ELA and Math, social emotional supports, staff professional development to provide supports, increased student engagement opportunities, increased parent engagement and support opportunities, and school connectedness actions.

In addition, BUSD recognizes the need to implement a 24 month Learning Recovery and Pandemic Response plans to support all students, especially our unduplicated students and students with unique needs as we return to full in-person instruction. Both of these supplemental actions impact all students, especially unduplicated students and students with unique needs with targeted academic supports, social and emotional supports, and health supports.

2021-2024 Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,144,730	\$ 845,693	\$ -	\$ 374,069	2,364,492	\$ 1,930,694	\$ 433,798

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	High Quality Teachers	All	\$ 261,512	\$ -			\$ 261,512
1	2	Data Analysis Professional Development	All		\$ -	\$ -	\$ 10,299	\$ 10,299
1	3	Additional Certificated Staff	All	\$ -	\$ 593,688	\$ -		\$ 593,688
1	5	EL Professional Development	English learner	\$ -	\$ -		\$ 500	\$ 500
1	4	Intervention Support	All	\$ 36,740				\$ 36,740
1	6	Paraprofessional Professional Development	English learner, Fos		\$ 5,000	\$ -		\$ 5,000
1	7	Induction Program	All				\$ 15,000	\$ 15,000
1	8	Leadership Council	All				\$ 12,774	\$ 12,774
1	9	Curriculum Coordinator	All	\$ 127,913				\$ 127,913
1	10	English Language Teacher	English learner	\$ 69,588			\$ 62,960	\$ 132,548
2	1	Continue access to technology in every class	All				\$ 80,000	\$ 80,000
2	2	Instructional Materials	All	\$ 550			\$ 20,000	\$ 20,550
2	3	Technology Support Technician	all	\$ 33,795				\$ 33,795
2	4	Technology Maintenance	All	\$ 19,200			\$ 100,000	\$ 119,200
2	5	Professional Development for Teachers	All	\$ -			\$ 2,919	\$ 2,919
2	6	Technology Committee	All	\$ 3,654				\$ 3,654
3	1	Board Certified Behavior Analyst	Student with Disabil		\$ 107,005			\$ 107,005
3	2	PLUS Program	All				\$ 6,371	\$ 6,371
3	3	Special Education Coordinator	Student with Disabil	\$ 140,508				\$ 140,508
3	4	Diversity Professional Development	English Learner Lov				\$ 4,000	\$ 4,000
3	5	Parent Engagement Classes	All	\$ 250			\$ 2,750	\$ 3,000
4	1	Counselor Services	All	\$ 96,633				\$ 96,633
4	2	PBIS Training	All				\$ 10,000	\$ 10,000
4	3	0.5 PBIS Coach	All				\$ 36,946	\$ 36,946
4	4	Band Equipment	All	\$ 5,000				\$ 5,000
4	5	Foreign Language Access	All	\$ 128,000				\$ 128,000
4	7	GATE Program	All	\$ 10,075				\$ 10,075
4	6	District Science Teacher Elementary 1.0	All	\$ 109,414				\$ 109,414
4	10	Art Instructional Materials	All	\$ 1,775				\$ 1,775
4	11	Instructional Materials	All		\$ 140,000			\$ 140,000
4	12	License Vocational Nurse	All	\$ 57,805				\$ 57,805
4	10	0.5 Elementary Music Teacher	All	\$ 40,068				\$ 40,068
4	9	Social-Emotional Program	All	\$ 500	\$ -	\$ -	\$ 500	\$ 1,000
5	1	Stakeholder Committees	All					\$ -
5	2	English Learner Reclassification recognition	English learner	\$ 250			\$ 50	\$ 300
5	3	Communication	All	\$ 1,000				\$ 1,000
5	4	Parent Academies	All	\$ 250			\$ 7,750	\$ 8,000
5	5	Parent Engagement Nights	All	\$ 250			\$ 1,250	\$ 1,500
								\$ 2,364,492

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 956,210	\$ 1,096,166
LEA-wide Total:	\$ 956,210	\$ 1,096,166
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	High Quality Teachers	LEA-wide	English Learner Low Income	All	\$ 261,512	\$ 261,512
1	4	Intervention Support	LEA-wide	English Learner Low Income	All	\$ 36,740	\$ 36,740
1	5	EL Professional Development	LEA-wide	English Learners	All	\$ -	\$ 500
1	6	Paraprofessional Professional Development	LEA-wide	English Learners, Low Income,	All		\$ 5,000
1	9	Curriculum Coordinator	LEA-wide	English Learners,Low Income	All	\$ 127,913	\$ 127,913
1	10	English Language Teacher	LEA-wide	English Learners	All	\$ 69,588	\$ 132,548
2	2	Instructional Materials	LEA-wide	English Learners,Low Income	All	\$ 550	\$ 20,550
2	6	Technology Committee	LEA-wide	English Learners,Low Income	All	\$ 3,654	\$ 3,654
3	3	Special Education Coordinator	LEA-wide	English Learner Low Income	All	\$ 140,508	\$ 140,508
3	4	Diversity Professional Development	LEA-wide	English Learners,Low Income	All		\$ 4,000
4	1	Counselor Services	LEA-wide	English Learners,Low Income	All	\$ 96,633	\$ 96,633
4	2	PBIS Training	LEA-wide	English Learner, Low Income	All		\$ 10,000
4	3	0.5 PBIS Coach	LEA-wide	English Learner, Low Income	All		\$ 36,946
4	6	District Science Teacher Elementary 1.0	LEA-wide	English Learner Low Income		\$ 109,414	\$ 109,414
4	7	GATE Program	LEA-wide	English Learner Low Income	All	\$ 10,075	\$ 10,075
4	8	Social-Emotional Program	LEA-wide	English Learner Low Income	All	\$ 500	\$ 1,000
4	9	0.5 Elementary Music Teacher	LEA-wide	English Learner Low Income	All	\$ 40,068	\$ 40,068
4	12	License Vocational Nurse	LEA-wide	English Learner Low Income	All	\$ 57,805	\$ 57,805
5	2	English Learner Reclassification recognition	LEA-wide	English Learners	All	\$ 250	\$ 300
5	3	Communication	LEA-wide	English Learner Low Income	All	\$ 1,000	\$ 1,000

\$ 1,096,166

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-Low-Income 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.