



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD)

CDS Code: 10-62042

School Year: 2024-25

LEA contact information:

Elizabeth Runyon

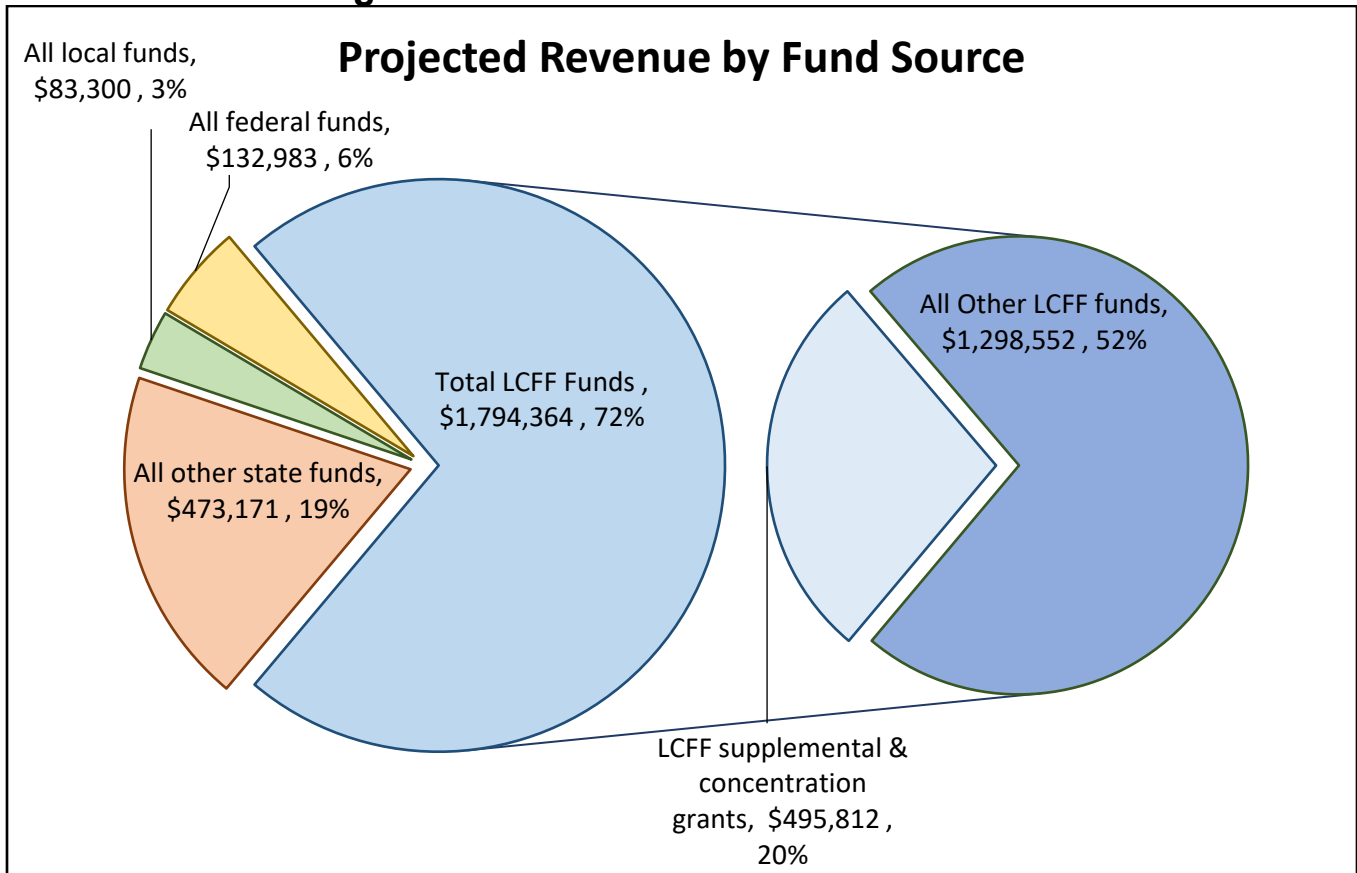
Superintendent

erunyon@buesd.org

559-866-5634

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

Budget Overview for the 2024-25 School Year

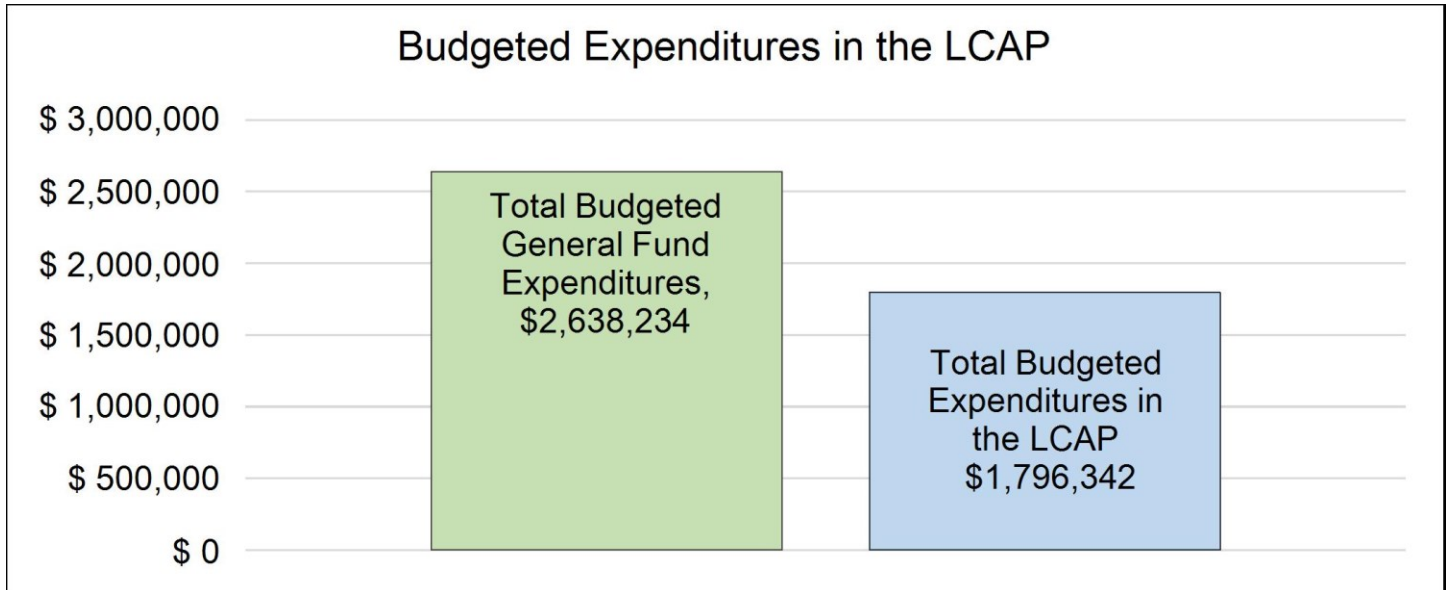


This chart shows the total general purpose revenue BUREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for BUREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) is \$2,483,818, of which \$1,794,364 is Local Control Funding Formula (LCFF), \$473,171 is other state funds, \$83,300 is local funds, and \$132,983 is federal funds. Of the \$1,794,364 in LCFF Funds, \$495,812 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) plans to spend \$2,638,234 for the 2024-25 school year. Of that amount, \$1,796,342 is tied to actions/services in the LCAP and \$841,892 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

There is \$841,892 worth of expenses in the General Fund that are not included in the LCAP. These monies will be used for expenditures related to impacts from COVID and School Closures. These impacts still created needs in Social Emotional learning (SEL) and supports for students and staff, academic support for students, professional development for staff and family resources and facility needs.

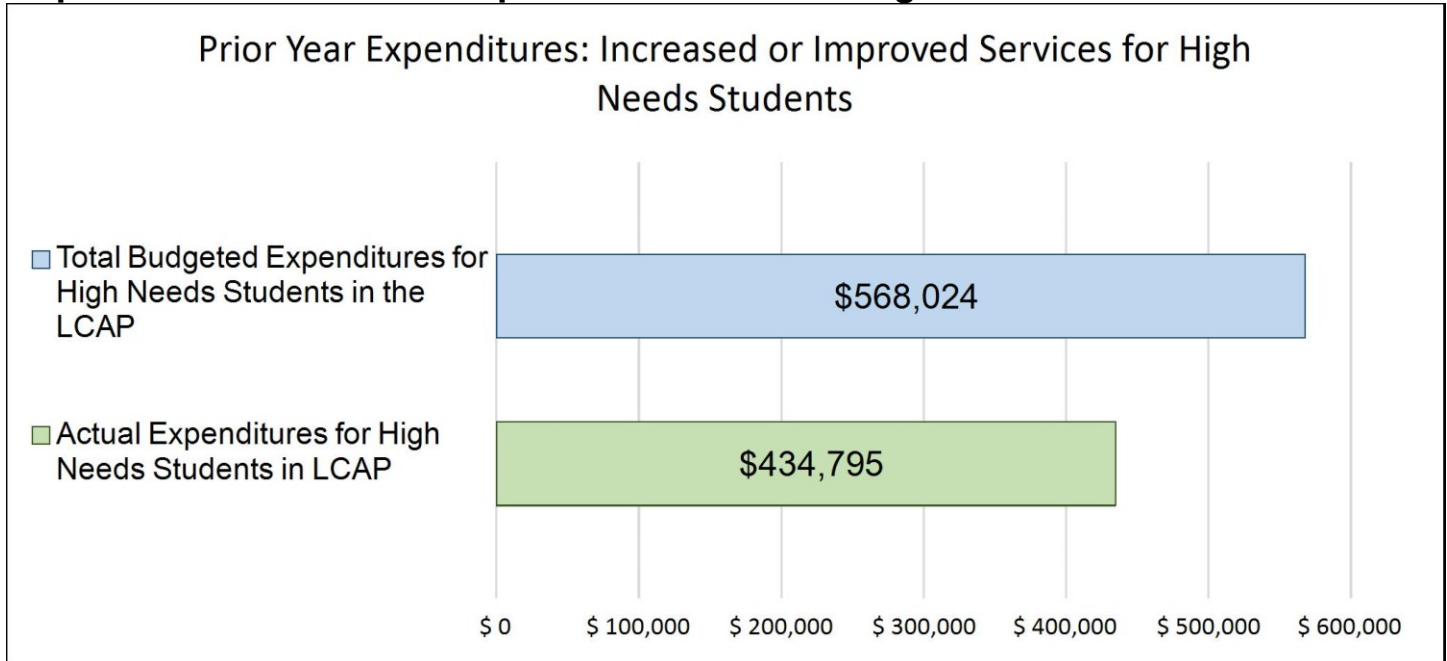
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) is projecting it will receive \$495,812 based on the enrollment of foster youth, English learner, and low-income students. BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) must describe how it intends to increase or improve services for high needs students in the LCAP. BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) plans to spend \$590,382 towards meeting this requirement, as described in the LCAP.

The amount left is less than \$500 and will be used towards instructional supplies for students and staff.

LCFF Budget Overview for Parents

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



This chart compares what BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD)'s LCAP budgeted \$568,024 for planned actions to increase or improve services for high needs students. BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD) actually spent \$434,795 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$133,229 had the following impact on BURREL UNION ELEMENTARY SCHOOL DISTRICT (BUESD)'s ability to increase or improve services for high needs students:

There is a difference of \$133,229 in the total actual expenditures for actions and services to increase or improve services for high needs students. This difference is a result several drops in expenditures including but not limited to: Not filling our Mentor Teacher position,; a reduction in Psychologist Contract ;Classroom Teacher Resignation (added a Combo class); and a Bus Driver Resignation mid-year.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced - ELA	TBD once results become available Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20	Met or exceeded standards: ALL - 18.64% Low-Income (LI) - 16.98% English Learner (EL) - 9.38% Data Year: 2020-21 Data Source: Ed Data	Met or exceeded standards: ALL - 24.05% Low-Income (LI) - 22.54% English Learner (EL) - 12.77% Data Year: 2021-22 Data Source: Ed Data	Met or exceeded standards: ALL - 25.9% Low-Income (LI) - 26% English Learner (EL) - 13.2% Data Year: 2022-23 Data Source: Ed Data	Met or exceeded standards: ALL - 28% Low-Income (LI) - 24% English Learner (EL) - 16% Data Year: 2022-23 Data Source: Ed Data
Smarter Balanced - MATH	TBD once results become available Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20	Met or exceeded standards: ALL - 13.34% Low-Income (LI) - 9.26% English Learner (EL) - 3.23% Data Year: 2020-21 Data Source: Ed Data	Met or exceeded standards: ALL - 25% Low-Income (LI) - 23.61% English Learner (EL) - 14.58% Data Year: 2021-22 Data Source: Ed Data	Met or exceeded standards: ALL - 24.7% Low-Income (LI) - 23.3% English Learner (EL) - 18.4% Data Year: 2022-23 Data Source: Ed Data	Met or exceeded standards: ALL - 28% Low-Income (LI) - 26% English Learner (EL) - 18% Data Year: 2022-23 Data Source: Ed Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to and Enrollment in Broad Course of Study	VAPA Courses: All - 30 min Weekly Data Year: 2020-21 Data Source: Local Indicator Tool	VAPA Courses: ALL - 30 min Weekly Data Year: 2021-22 Data Source: Local Indicator Tool	VAPA Courses: ALL - 30 min Weekly Data Year: 2022-23 Data Source: Local Indicator Tool	VAPA Courses: ALL - 30 min Weekly Data Year: 2023-24 In Progress Data Source: Local Indicator Tool	VAPA Courses: All - 90 min Weekly Data Year: 2023-24 Data Source: Local Indicator Tool
Access to Standards Aligned instructional materials	All - 100% Data Year: 2020-21 Data Source: Local Indicator Tool	ALL - 100% Data Year: 2021-22 Data Source: Local Indicator Tool	ALL - 100% Data Year: 2022-23 Data Source: Local Indicator Tool	ALL - 100% Data Year: 2023-24 Data Source: Local Indicator Tool	All - 100% Data Year: 2023-24 Data Source: Local Indicator Tool
ELA Local Benchmarks - NWEA	Projected Proficiency: All - 21% met Fall-Spring Growth Projections Data Year: 2020-21 Data Source: NWEA	Projected Proficiency: ALL - 15.4% met Fall-Spring Growth Projections Data Year: 2021-22 Data Source: NWEA	Projected Proficiency: ALL - 25% met Fall-Spring Growth Projections Data Year: 2022-23 Data Source: NWEA	Projected Proficiency: ALL - 29.8% met Fall-Spring Growth Projections Data Year: 2023-24 Data Source: NWEA	Projected Proficiency: All - 30% met Fall-Spring Growth Projections Data Year: 2023-24 Data Source: NWEA
MATH Local Benchmarks -NWEA	Projected Proficiency: All - 33% met Fall-Spring Growth Projections Data Year: 2020-21 Data Source: NWEA	Projected Proficiency: ALL - 13.7% met Fall-Spring Growth Projections Data Year: 2021-22 Data Source: NWEA	Projected Proficiency: ALL - 26% met Fall-Spring Growth Projections Data Year: 2022-23 Data Source: NWEA	Projected Proficiency: ALL - 38.5% met Fall-Spring Growth Projections Data Year: 2023-24 Data Source: NWEA	Projected Proficiency: All - 40% met Fall-Spring Growth Projections Data Year: 2023-24 Data Source: NWEA
READING Local Measure	Projected Proficiency: Grade Level Reading All - 10% Data Year: 2020-21 Data Source: NWEA	Projected Proficiency: Grade Level Reading ALL - 15.4% Data Year: 2021-22 Data Source: NWEA	Projected Proficiency: Grade Level Reading ALL - 23% Data Year: 2022-23 Data Source: NWEA	Projected Proficiency: Grade Level Reading ALL - 64.6% Data Year: Fall 2023-24 Data Source: NWEA	Projected Proficiency: Grade Level Reading All - 28% Data Year: 2023-24 Data Source: NWEA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2020-21 Data Source: Local Indicator Tool	Full Implementation Data Year: 2021-22 Data Source: Local Indicator Tool	Full Implementation Data Year: 2022-23 Data Source: Local Indicator Tool	Full Implementation In Progress Data Year: 2023-24 Data Source: Local Indicator Tool	Full Implementation & Sustainability Data Year: 2023-24 Data Source: Local Indicator Tool
EL Students meeting or exceeding standards on Smarter Balanced (ELA/Math) scores	ELA - 16% Math - 5.18% Data Year: 2018-19 Data Source: Ed Data	ELA - 9.38% Math - 3.23% Data Year: 2021 Data Source: Ed Data	ELA - 12.77% Math - 14.58% Data Year: 2022 Data Source: Ed Data	ELA - 13.2% Math - 18.4% Data Year: 2023 Data Source: Ed Data	ELA - 16% Math - 18% Data Year: 2023 Data Source: Ed Data
EL Students making progress toward English Language Proficiency	51.2% - Medium Data Year: 2018 & 19 Data Source: Fall 2019 ELPI	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC: Level 4 - 13.98% Level 3 - 33.66% Level 2 - 32.57% Level 1 - 19.79% Data Year: 2020-21 Data Source: Ed Data	58.8% - Medium Data Year: 2022 Data Source: Fall 2022 ELPI Level 4 - 16.0% Level 3 - 42.7% Level 2 - 22.7% Level 1 - 18.7% Data Year: 2021-22 Data Source: Ed Data	44.6% - Data Year: 2023 Data Source: Fall 2023 ELPI Level 4 - 17.7% Level 3 - 41.2% Level 2 - 25% Level 1 - 16.2% Data Year: 2022-23 Data Source: Ed Data	60% - Medium Data Year: 2023 Data Source: Fall 2023 ELPI; Ed Data
EL Reclassification Rate	1.6% Data Year: 2020-21 Data Source: Ed Data	13.98% Data Year: 2021-22 Data Source: Ed Data	14.3% Data Year: 2022-23 Data Source: Ed Data	18% Data Year: 2023-24 Data Source: Ed Data	18% Data Year: 2023-24 Data Source: Ed Data

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the goal, "Student Academic Achievement - All students, including subgroups, will demonstrate academic growth annually while engaged in a rigorous, CCSS aligned curriculum, equitable instructional practices and will have access to a Broad Course of Study."

Action 1.1 PROFESSIONAL LEARNING COMMUNITIES (PLC) Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 1 supported the overall implementation of the goal by providing Teachers with the time to collaborate with grade level span team in order to improve student academic and behavior achievement. No substantive difference in planned action compared to actual implementation.

Action 1.2 INTERVENTION TEACHER Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 2 supported the overall implementation of the goal by providing additional academic reading intervention for students. No substantive difference in planned action compared to actual implementation.

Action 1.3 BENCHMARKS Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 3 supported the overall implementation of the goal by providing teachers with student progress results and data. No substantive difference in planned action compared to actual implementation.

Action 1.4 LIBRARY CLERK Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 4 supported the overall implementation of the goal by providing students and teachers with the access to literacy and literature based hands-on activities. No substantive difference in planned action compared to actual implementation.

Action 1.5 INDUCTION COACHES/SERVICES FCSS Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 5 supported the overall implementation of the goal by providing coaching support to teachers during Induction process. No substantive difference in planned action compared to actual implementation.

Action 1.6 BASE PROGRAM Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 6 supported the overall implementation of the goal by providing materials, personnel and services to support all students. No substantive difference in planned action compared to actual implementation.

Action 1.7 SPECIAL EDUCATION PROGRAM Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 7 supported the focus on the needs of our Special Education students. No substantive difference in planned action compared to actual implementation.

Action 1.8 ENGLISH LEARNER PROGRAM Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 8 supported the focus on the needs of our English Learners. No substantive difference in planned action compared to actual implementation.

Overall Successes:

- 1.1 PLCs continued to support teacher collaboration focused on needs of students while PE Specialist provided physical activities for all students.
- 1.2 INTERVENTION TEACHER: Teacher provided interventions and monitored student growth focused primarily in reading by building foundational skills in primary grades. Intervention Teacher pulled students out of class.
- 1.3 BENCHMARKS - We continued to administer all 3 monitoring assessments during Fall, Winter and Spring. Students demonstrated growth throughout the year.
- 1.4 LIBRARY CLERK - We provided opportunities for read alouds and hands on learning in the Library.
- 1.5 INDUCTION COACHES/SERVICES FCSS - Our Induction teachers benefit from all support especially from our veteran staff coaches. Most Burrel Inductees will have completed Induction process by end of 2023-24 school year. Next year we expect only one new Inductee, this should reduce cost of Coaches and Services.
- 1.6 BASE PROGRAM - Provided necessary personnel, instructional materials, facilities and transportation for all students. Facilities are finally adequate for to provide all services for our students! Curriculum is cohesive and current.
- 1.7 SPECIAL EDUCATION PROGRAM - Provided necessary support for all SWDs both in and out of classroom. Resource Teacher was provided with a several professional learning opportunities throughout the year, focusing primarily on Reading and Math.

Overall Challenges:

- 1.1 PLCs continued to be challenging due to time constraints, teacher absences and grade level singletons. Still working on creating PLC opportunities with other small school districts. Coordinating days/times for collaboration across districts is definitely a limiting factor.
- 1.2 INTERVENTION TEACHER - Challenges were conflicts in scheduling for pull-outs and teacher turnover in this position.

- 1.3 BENCHMARKS - Challenges were based on pacing guides for content area standards were not aligned and some may lag behind. We believe new teachers are still working through getting familiar with curriculum and may not always spiral learning to support students due to time constraints.
- 1.4 LIBRARY CLERK - Continual staff turnover in this position has been our greatest challenge. A new Library Clerk was hired at the end of 2022-23 school year, then another new clerk at beginning of year 2023-24. The current clerk just informed us that they will not return next year.
- 1.8 ENGLISH LEARNER PROGRAM - Challenges are meeting the needs of our Long Term English Learners (LTELs) on improving proficiency in English towards Reclassification. We need more professional learning for our teachers on how to implement EL strategies across all content areas.

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

- 1.1 PROFESSIONAL LEARNING COMMUNITIES: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
- 1.2 INTERVENTION TEACHER: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
- 1.3 BENCHMARKS: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
- 1.4 LIBRARY CLERK: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
- 1.5 INDUCTION COACHES/SERVICES FCSS: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
- 1.6 BASE PROGRAM: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
- 1.7 SPECIAL EDUCATION PROGRAM: There were material differences between Budgeted Expenditures and Estimated Actual Expenditures. Estimated Actuals were significantly higher due to additional costs needed to support Resource Teacher salary schedule.
- 1.8 ENGLISH LEARNER PROGRAM: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One supported the progress toward meeting the goal, "Student Academic Achievement - All students, including subgroups, will demonstrate academic growth annually while engaged in a rigorous, CCSS aligned curriculum, equitable instructional practices and will have access to a Broad Course of Study."

Action 1.1 PLCs; Action 1.2 INTERVENTION TEACHER; Action 1.3 BENCHMARKS; 1.7 SPECIAL EDUCATION PROGRAM; 1.8 ENGLISH LEARNER PROGRAM

Metrics: CAASPP ELA & MATH; Local Benchmarks ELA , Reading & MATH; Implementation of CCSS standards for ELs; EL making progress based on ELPAC/English Learner Proficiency Indicator (ELPI); Reclassification Rate

Effectiveness of Actions: 3 - Effective

Data Statement: The CAASPP ELA data for LI students is 26% and 13.2% for EL students, although slight increases, still lower than the performance rate for all students at 25.9%. The CAASPP Math data for LI students is 23.3% and 18.4% for EL students, although slight increase in EL, still lower than the performance rate for all students at 24.7%. ELPAC results show ELs slight dip towards proficiency from 58.8% to 44.6% however, slight increase in Level 4 proficiency at 17% and Reclassification Rate has increased to 18%. Our local benchmark data demonstrates increases in Projected Proficiency in ELA at 29.8%, Math at 38.5% and Reading at 64.6%. Special Education student are too few to measure CAASPP, NWEA and ELPAC data.

Analysis Statement: The data demonstrates overall slight increases in proficiency scores, however, we are still below State levels and our ELs are still below anticipated progress for medium status at 60%. This may be due to several reasons: Staff Retention challenges and Staff turnover especially in Intervention position. We anticipate greater success for students due to continued teacher collaboration, teacher retention, knowledge of core standards and implementation of spiraling content as well continuous progress monitoring for students. This action has positively impacted one or more of the goal indicators listed above. Reduction in teacher turnover correlates directly to an increase in all student achievement indicators, especially for English learners and/or low-income students, as they will have more experienced, highly qualified, and trained teachers. Because of the feedback from educational partners, we will continue these actions into the new three-year cycle with some changes to the design (see prompt 4 for any changes).

Action 1.4 LIBRARY CLERK

Metrics: CAASPP ELA, Local Benchmarks ELA and Reading

Effectiveness of Actions: 3 - Effective

Data Statement: CAASPP ELA percent met or exceeded standard increased for both EL and LI students from the 2021-22 to the 2022-23 school year. ELA local benchmark and Reading Measure Scores for All showed increases in Projected Proficiency for ELA (29.8%) and Reading (64.6%).

Analysis Statement: Our Student Achievement Data in ELA for both state and local assessments is increasing. This may be due to Library Clerk providing all students access to literacy and creating reading and hands on opportunities to promote literacy learning for all students. Due of the feedback from Educational Partners, we will continue this action into the new three-year cycle with some changes to the design (see prompt 4 for an explanation of any changes).

Action 1.5 INDUCTION COACHES/SERVICES

Metrics: CAASPP ELA/Math, Implementation of standards for all students and enable ELs access to CCSS and ELD standards

Effectiveness of Actions: 3 - Effective

Data Statement: Though CAASPP Math scores for LI students did not show the improvement we had hoped, ELA for LI and ELA and Math for EL students increased from the 2021-22 school year to the 2022-23 school year, making this action effective. For this action, we were able to measure through observations that the implementation of CCSS and ELD standards remained at 100%.

Analysis Statement: Since the inception of this action, teacher quality and retention at Burrel has improved; however, staff retention is still a challenge for other reasons. Induction Coaching continues to provide support to our Teaching Staff however, impact on Student Achievement is not where we would like it to be. This may be due to challenges in Staff Retention for other reasons. Due of the feedback from Educational Partners, we will continue this action into the new three-year cycle with some changes to the design (see prompt 4 for an explanation of any changes).

Action 1.6 BASE PROGRAM

Metrics: Facilities Maintained in Good Repair (Goal 2)

Effectiveness of Actions: 3- Effective

Data Statement: For this action our data shows all students were provided with necessary safe and sound educational environments in personnel, facilities and transportation.

Analysis Statement: For this action, our expectation was to continue to find ways to provide services and personnel to meet the educational needs of all students. Although providing the basics for all students, impact on Student Achievement is lower than expected. Because of the feedback from Educational Partners, we will continue this action into the new three-year cycle with some changes to the design

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.

METRICS:

Action 1.8 removed LI and is now a limited EL action only.

Metric section was updated to reflect current data and transparency around data sources.

ACTIONS:

1.2 INTERVENTION TEACHER: May decrease in cost due to freezing position. To keep Intervention sustainable, Teachers and Resource Teacher will be implementing reading interventions within classroom and utilizing pull outs as needed.

1.4 LIBRARY CLERK: May decrease in cost due to hiring a part-time Classified personnel.

1.5 INDUCTION COACHES/SERVICES: May decrease in cost due to requiring less Induction Coaches and Services due to reduction of teachers needing Induction services and supports.

1.8 ENGLISH LEARNER PROGRAM: May increase in cost due to increasing Professional Learning opportunities for Teachers in order to focus on the needs of our ELs and LTELs.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sense of Safety and School Connectedness	Students: 90% (Safety & Connected) Parents: 89% Teachers: 92% Data Year: 2020-21 Data Source: CHKS & Local Needs Assessment Survey	Students: 60% (Safety & Connected) Parents: 90% Teachers: 90% Data Year: 2021-22 Data Source: CHKS & Local Needs Assessment Survey	Students: 70% (Safety & Connected) Parents: 90% Teachers: 90% Data Year: 2022-23 Data Source: Local Needs Assessment Survey	Students: 68% Safety 79% Connected Parents: 84% Safety 69% Connected Teachers: 88% Safety 85% Connected Data Year: 2023-24 Data Source: Local Needs Assessment Survey	Students: 100% Parents: 100% Teachers: 100% Data Year: 2023-24 Data Source: Local Needs Assessment Survey
Facilities Maintained in Good Repair	All Facilities met Good Repair - 100% Maintained Data Year: 2020-21 Data Source: FIT - Dashboard Fall 2020	All Facilities met Good Repair - 100% Maintained Data Year: 2021-22 Data Source: FIT - Dashboard Fall 2021	All Facilities met Good Repair - 100% Maintained Data Year: 2022-23 Data Source: FIT - Dashboard Fall 2022	All Facilities met Good Repair - 100% Maintained Data Year: 2023-24 Data Source: FIT - Dashboard Fall 2023	All Facilities met Good Repair - 100% Maintained Data Year: 2023-24 Data Source: FIT - Dashboard Fall 2024
Seek Parent input & promote parental participation in programs for LI and EL students and students with disabilities (SWD)	Initial Implementation Data Year: 2020-21 Data Source: Local Indicator Tool	Full Implementation Data Year: 2021-22 Data Source: Local Indicator Tool	Full Implementation Data Year: 2022-23 Data Source: Local Indicator Tool	Full Implementation Data Year: 2023-24 Data Source: Local Indicator Tool	Full Implementation and Sustainability Data Year: 2023-24 Data Source: Local Indicator Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	ALL - 94% Data Year: 2019-20 Data Source: P-2	ALL - 93.71% Data Year: 2020-21 Data Source: P-2	ALL - 93.77% ELs - SWDs - LIs - Data Year: 2021-22 Data Source: P-2	ALL - 96.41% ELs - 95.05% LIs - 95.63% Data Year: 2022-23 Data Source: P-2	96% Data Year: 2022-23 Data Source: P-2
Suspension Rate	1.5% Data Year: 2019-20 Data Source: Data Quest	0% Data Year: 2020-21 Data Source: Data Quest	ALL - 2.9% ELs - 2.9% SWDs - 0% LIs - 2.9% Data Year: 2021-22 Data Source: Data Quest	ALL - 2.2% ELs - 2.5% SWDs - 0% LIs - 2.5% Data Year: 2022-23 Data Source: Data Quest	0% Data Year: 2022-23 Data Source: Data Quest
Chronic Absenteeism	6% Data Year: 2019-20 Data Source: Data Quest	1.6% Data Year: 2020-21 Data Source: Data Quest	ALL - 20% ELs - 19% SWDs - 33.3% LIs - 21% Data Year: 2021-22 Data Source: Data Quest	ALL - 23.8% ELs - 19% SWDs - 40% LIs - 22.9% Data Year: 2022-23 Data Source: Data Quest	1% Data Year: 2022-23 Data Source: Data Quest

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two Burrel Union Elementary Educational Partners will work collaboratively to provide a safe and optimal learning environment for all students.

Action 2.1 BILINGUAL SUPPORT STAFF

Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 1 supported the overall implementation of the goal by providing our Spanish speaking parents with the support necessary for communication with school.

No substantive difference in planned action compared to actual implementation.

Action 2.2 ADDITIONAL TEACHER

Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 2 supported the overall implementation of the goal by providing our school students and staff a reduction in the number of grade combination classes.

No substantive difference in planned action compared to actual implementation.

Action 2.3 TRANSPORTATION

Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 3 supported the overall implementation of the goal by providing transportation for home to school transportation.

No substantive difference in planned action compared to actual implementation.

Action 2.4 PSYCHOLOGIST SERVICES

Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 4 supported the overall implementation of the goal by providing social-emotional supports and interventions for All students with focus on LI, EL and SWD students and by providing staff professional development and support.

No substantive difference in planned action compared to actual implementation.

Action 2.5 TECHNOLOGY

Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 5 supported the overall implementation of the goal by providing Chromebooks to ALL students TK-8th grade, older Chromebooks were sent home for additional technology access and supports.

No substantive difference in planned action compared to actual implementation.

Overall Successes:

2.2 ADDITIONAL TEACHER: Teachers each had a single grade to focus on, with the exception of TK/Kinder and 1st/2nd grade Teachers.

2.3 TRANSPORTATION: Students were provided with the necessary home to school transportation.

2.4 PSYCHOLOGIST SERVICES: This year we continued to provide SEL supports utilizing both Psychologist and Clinician. We maintained Classroom Community Circles and Check Ins with all students. We offered dedicated safe spaces for students, parents and support staff by providing services in the new Resource Room.

2.5 TECHNOLOGY: All students had the same newer Chromebooks to begin the school year. We will purchase additional Chromebooks for two of our grade levels (Kindergarten & 4th) in order to gradually update all technology.

Overall Challenges:

- 2.1 BILINGUAL SUPPORT STAFF: According to our Parent local surveys, they feel safe (84%), however Parents surveyed that connectedness due to communication has decreased slightly (69%). This may be due to a reduction of consistent Teacher/Parent communication.
- 2.2 ADDITIONAL TEACHER: Retention and Sustainability for coming years is always a challenge especially with an anticipation of declining enrollment.
- 2.3 TRANSPORTATION: Increases in gas prices, mechanical breakdowns and a shortage of Bus Drivers are never anticipated and can lessen our abilities to offer longer distance field trips for students due to time restraints and impacts on regular Bus Transportation routes.
- 2.4 PSYCHOLOGIST SERVICES: Challenges were definitely SEL supports for our students, parents and sometimes staff. Implementation of services decreased due to several absences of Psychologist due to illness.

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

- 2.1 BILINGUAL SUPPORT STAFF: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
- 2.2 ADDITIONAL TEACHER: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
- 2.3 TRANSPORTATION: There were material differences between Budgeted Expenditures and Estimated Actual Expenditures. Estimated Actuals were lower than expected due to the loss of a Bus Driver mid year.
- 2.4 PSYCHOLOGIST SERVICES: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
- 2.5 TECHNOLOGY: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two supported the progress toward meeting the goal, "Burrel Union Elementary Educational Partners will work collaboratively to provide a safe and optimal learning environment for all students."

Action 2.1 BILINGUAL SUPPORT STAFF

Metrics: CAASPP ELA/Math, Parent Input and Participation, Attendance Rate; Chronic Absenteeism; Parent Surveys

Effectiveness of Action: 3 - Effective

Data Statement: CAASPP ELA and Math scores both showed growth for ELs from the 2021-22 school year to the 2022-23 school year. Our Seek Parent input & promote parental participation in programs for LI and EL students and students with disabilities (SWD) metric remains at Full Implementation. For this action, student attendance for All students maintains at 95% and above however, Chronic Absenteeism remains "very high" at 23.8%. Parent survey results are 69% connected possibly due to lack of Teacher/Parent communication and shortage of Community Events.

Analysis Statement: As the identified metrics to measure effectiveness above show the positive growth that this action has intended, this action has been effective and will continue in the next plan. Since the inception of this action, we have decreased to 69% Parent Connected due to a lack of ongoing Teacher/Parent communication. About 50% of our current Teaching staff speaks English only, hence the need of having Bilingual staff available to better communicate to our Spanish speaking parents. Attendance for students has remained above 95%, our Bilingual Staff continues to provide a Spanish translation of the importance of school attendance and the SARB processes. Due to the fact that our Chronic Absenteeism metric shows an increase, we will continue to rely on the Bilingual staff to provide parents with the assistance and resources towards understanding the impact of Chronic Absenteeism on their student's education. We will continue to explore ways to connect to Parents through hosting Community Events on campus.

Action 2.2 ADDITIONAL TEACHER

Metrics: CAASPP ELA & MATH (Goal 1); Local Measures for ELA & MATH (Goal 1)

Effectiveness of Action: 3 - Effective

Data Statement: The CAASPP ELA data increased for LI students to 26% and 13.2% for EL students, however still lower than the performance rate for all students at 25.9%. The CAASPP Math data shows a slight decrease for LI students to 23.3% and a slight increase 18.4% for EL students, however, still lower than the performance rate for all students at 24.7%. Local measures demonstrated increases in progress towards proficiency for all students in ELA at 29.8% and in Math at 38.5%.

Analysis Statement: For this action our data shows having additional teachers allowed the district to provide single grade level classrooms and avoid additional combination classes. This allowed the teachers to focus on a single grade level's requirements and more effectively individualize instruction for their students, which positively impacted our state and local academic assessment results.

Action 2.3 TRANSPORTATION

Metrics: Student Surveys

Effectiveness of Action: 3 - Effective

Data Statement: For this action our data shows students have sufficient transportation to and from school.

Analysis Statement: For this action, our expectation was to continue to provide transportation for all students. We may be challenged by increase in fuel costs and cost of maintenance for aging Bus fleet. O(ur other challenge in shortage of Bus Drivers.

Action 2.4 PSYCHOLOGIST SERVICES

Metrics: Student Surveys, Attendance Rate, Chronic Absenteeism and Suspension Rate

Effectiveness of Action: 2 - Somewhat Effective

Data Statement: For this action our local survey data shows Students with a slight decrease in safety (68%) and connected (79%), Parents with safety (84%) and connected (69%) as well Staff safety (88%) and connected (85%) possibly due to absences of Psychologist, lack of support for Community Circles in class. Attendance is maintaining at 95%, however Chronic Absenteeism continues to rise slightly (23%).

Analysis Statement: For this action, our expectation was to continue to provide psychologist services and to look for means to improve time on our campus throughout the year. We will continue to provide resources for Parents to support Student well-being to improve Attendance and lessen Chronic Absenteeism.

Action 2.5 TECHNOLOGY

Metrics: CAASPP ELA & MATH (Goal 1); Local Measures for ELA & Math (Goal 1), Student Surveys

Effectiveness of Action: 3 - Effective

Data Statement: For this action our data shows students have increased usage of technology and have access to technology at home.

Analysis Statement: For this action, our expectation was to continue to refresh our supplies of Chromebooks and update technology on a yearly basis.

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.

METRICS:

- Metric section was updated to reflect current data and transparency around data sources.
- Separated survey results into Student, Staff, Parent Safety and Connected data results.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned and Fully Credentialed Teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: Local Indicators Tool 2021	0% Misassignments 0% Vacancies Data Year: 2021-22 Data Source: Local Indicators Tool 2022	0% Misassignments 0% Vacancies Data Year: 2022-23 Data Source: Local Indicators Tool 2023	0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Local Indicators Tool 2024	0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Local Indicators Tool 2024
Staff Development Opportunities	80% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own professional learning Data Year: 2020-21 Data Source: Teacher Surveys & PD Evaluations	80% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own professional learning Data Year: 2021-22 Data Source: Teacher Surveys & PD Evaluations	80% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own professional learning Data Year: 2022-23 Data Source: Teacher Surveys & PD Evaluations	85% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own professional learning Data Year: 2023-24 Data Source: Teacher Surveys & PD Evaluations	85% of all teachers surveyed felt that our professional development was appropriate for their current assignment and for their own professional learning Data Year: 2023-24 Data Source: Teacher Surveys & PD Evaluations
Teacher Exit Interview	66% of all teachers reported that they have chosen to leave Burrel due to the low pay.	33% of all teachers reported that they have chosen to leave Burrel due to the low pay.	20% of all teachers reported that they have chosen to leave Burrel due to the low pay.	10% of all teachers reported that they have chosen to leave Burrel due to the low pay.	10% of all teachers reported that they have chosen to leave Burrel due to the low pay.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-21 Data Source: Teacher Exit Interview Results	Data Year: 2021-22 Data Source: Teacher Exit Interview Results	Data Year: 2022-23 Data Source: Teacher Exit Interview Results	Data Year: 2023-24 Data Source: Teacher Exit Interview Results	Data Year: 2024 Data Source: Teacher Exit Interview Results

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA’s progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress toward meeting the goal, "Burrel Union will provide extended, ongoing professional development opportunities for Teachers and maintain competitive salary schedule for Teacher retention. By taking these staff supportive actions, we anticipate less teacher turnover."

Action 3.1 STAFF PROFESSIONAL DEVELOPMENT

Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 1 supported the overall implementation of the goal by providing continuous and necessary professional development for Staff.

No substantive difference in planned action compared to actual implementation.

Action 3.2 TEACHER RETENTION

Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 2 supported the overall implementation of the goal by providing increases in Salary Schedule as a means to retain teachers and remain competitive with other districts of similar size.

No substantive difference in planned action compared to actual implementation.

Action 3.3 MENTOR TEACHER ON SPECIAL ASSIGNMENT

Implementation Status: Not Implemented. This action was not implemented as the Mentor Teacher position was not filled.

Overall Successes:

3.1 STAFF PROFESSIONAL DEVELOPMENT: Teachers were provided with various PD opportunities (Writing, Art, ELD, Positive Discipline) some were held in person and some via online (virtual).

3.2 TEACHER RETENTION: Salary schedules did not increase, however Retention Stipends were welcomed by our teachers and helped to attract new teachers.

Overall Challenges:

3.1 STAFF PROFESSIONAL DEVELOPMENT: Challenges were subs and the online or virtual PDs, these are not always the best way to learn - too many distractions and technical difficulties.

3.2 TEACHER RETENTION: Challenges will be sustainability of Salary schedule increases as our teaching staff moves across the columns in pay on a yearly basis. Although we increased our salary schedule and benefits, we are still considered substantially lower than surrounding districts.

3.3 MENTOR TEACHER ON SPECIAL ASSIGNMENT: Unable to fill position this year. Although needed, the challenge is maintaining this position in the future.

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

3.1 STAFF PROFESSIONAL DEVELOPMENT: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.2 TEACHER RETENTION: There were material differences between Budgeted Expenditures and Estimated Actual Expenditures. Estimated Actuals were lower than expected due to fewer induction teachers needing this service.

3.3 MENTOR TEACHER ON SPECIAL ASSIGNMENT (TOSA): There were material differences between Budgeted Expenditures and Estimated Actual Expenditures. Estimated Actuals were significantly lower than expected due to position remaining unfilled.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three supported the progress toward meeting the goal, "Burrel Union will provide extended, ongoing professional development opportunities for Teachers and maintain competitive salary schedule for Teacher retention. By implementing these actions, we saw a decrease in teacher turnover."

Action 3.1 STAFF PROFESSIONAL DEVELOPMENT

Metrics: Appropriately Assigned and Fully Credentialed Teachers; CAASPP ELA & MATH (Goal 1), Local Benchmarks ELA & MATH (Goal 1), ELPAC, ELPI and Reclassification Rate (Goal 1); Teacher PD Surveys

Effectiveness of Action: 2 - Somewhat Effective

Data Statement: 0% Teacher misassignments and vacancies; CAASPP ELA data increased for LI students to 26% and 13.2% for EL students, however still lower than the performance rate for all students at 25.9%. The CAASPP Math data decreased for LI students to 23.3% and increased 18.4% for EL students, however, this is still lower than the performance rate for all students at 24.7%; ELA local benchmarks indicate an increase towards projected proficiency to 29.8% and Math local benchmarks increased to 38.5. English Learners are showing slight improvements with Reclassification Rates showing 18%, however, ELPI decreased to 44.6% progress towards proficiency. PD teacher surveys show 85% satisfaction with appropriateness of PD opportunities.

Analysis Statement: For this action, our expectation was to continue to provide professional development based on teacher needs identified through observations, collaborations and student data assessment results. Although providing Staff Professional Development is effective, this was slightly challenging this year due to shortage of subs. Most of our Staff Professional Development was held on Non-Instructional Days and by virtual means. We will need to include more English Learner Development professional learning opportunities for staff in an effort to improve EL outcomes on ELPI and Reclassification Rates.

Action 3.2 TEACHER RETENTION

Metrics: ELA and Math Assessment, Appropriately Assigned and Fully Credentialed Teachers, Teacher PD Surveys, Exit Interviews

Effectiveness of Action: 3 - Effective

Data Statement: Though CAASPP Math scores for LI students did not show the desired growth, the percent of students meeting or exceeding standard in ELA for LI and both ELA and Math for EL students increased from the 2021-22 school year to the 2022-23 school year and therefore, this action was effective. 0% teacher misassignments and vacancies; PD teacher surveys show 85% satisfaction with appropriateness of PD opportunities; 10% of teachers indicate leaving Burrel due to salary in exit interviews.

Analysis Statement: For this action, we maintained 0% Teacher misassignments and vacancies by attracting teachers to our district; we continue to survey teachers to gather information regarding appropriate PD opportunities and our salary schedule and incentives were enough to retain the remaining current teachers.

Action 3.3 MENTOR TEACHER ON SPECIAL ASSIGNMENT

Metrics: New Teacher Survey Data, Implementation of CCSS, Appropriately Assigned and Fully Credentialed Teachers, Teacher PD Surveys, Exit Interviews

Effectiveness of Action: 1 - Not Effective

Data Statement: New Teacher Survey Data was not taken this school year as this position was not filled. Implementation of CCSS remained at Full Implementation. This action was not effective due to not filling position this year.

Analysis Statement: For this action, our expectation is to continue to provide necessary mentoring for all intern teachers and/or any new teachers to our district via our Lead Teachers at each Grade Level Span. A strengthened approach will be included in this action as it was ineffective in this school year due to a lack of qualified candidates.

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.

METRICS:

Metric section was updated to reflect current data and transparency around data sources.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rates	0% Data Year: 2020-21 Data Source: Suspended due to Executive Order N-30- 20	0% Data Year: 2021-22 Data Source: DataQuest	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: SIS System	0% Data Year: 2023-24 Data Source: DataQuest
Middle School Dropout	0% Data Year: 2020-2021 Data Source: Suspended due to Executive Order N-30- 20	0% Data Year: 2021-2022 Data Source: DataQuest	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: SIS System	0% Data Year: 2023-24 Data Source: DataQuest
All Grade Levels taking Educational Field Trips	Grade Level Field Trips impacted by COVID Data Year: 2020-21 Data Source: Yearly Grade Level Educational Field Trips booked	100% of Each Grade Level takes at least one Field Trip Data Year: 2021-22 Data Source: Yearly Grade Level Educational Field Trips booked	100% of Each Grade Level takes at least one Field Trip Data Year: 2022-23 Data Source: Yearly Grade Level Educational Field Trips booked	100% of Each Grade Level takes at least one Field Trip Data Year: 2023-24 Data Source: Yearly Grade Level Educational Field Trips booked	100% of Each Grade Level takes at least one Field Trip Data Year: 2023-24 Data Source: Yearly Grade Level Educational Field Trips booked

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Four supported the progress toward meeting the goal, "All students will have comprehensive opportunities for overall student development in character, citizenship, student activities and athletics".

Action 4.1 CHARACTER EDUCATION

Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 1 supported the overall implementation of the goal by providing our School students, staff and families with improvement in character education and supports.

No substantive difference in planned action compared to actual implementation.

Action 4.2 EDUCATIONAL EXPERIENCES TRANSPORTATION

Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 2 supported the overall implementation of the goal by providing students with educational experiences to increase knowledge of the environments outside of their rural community.

No substantive difference in planned action compared to actual implementation.

Action 4.3 TEAM SPORTS

Implementation Status: 5 Full Implementation and Sustainability. This action was implemented. Action 3 supported the overall implementation of the goal by providing students with the ability to improve their physical overall capacities and provided experience with Team collaborations.

No substantive difference in planned action compared to actual implementation.

Overall Successes:

4.1 CHARACTER EDUCATION: This action is so needed every year! We continued to celebrate every win and increased incentives for Student academic achievement and attendance. Classroom Perfect Attendance celebrations were held monthly. We implemented the Positivity Project (P2) in order to focus on individual Character Traits throughout the year. Student Surveys supported the choices of incentives in the Cub Club Room. Cub Club Room was opened during recess to all grade level P2 Ambassadors or students chosen by their demonstration of traits. Staff PD was held virtually. Parent meetings were held in English/Spanish to introduce the P2 implementation.

4.2 EDUCATIONAL EXPERIENCES TRANSPORTATION: Educational Experiences were provided to all students. To reduce transportation costs, grade level span combined trips were scheduled.

4.3 TEAM SPORTS: All regular Sports were offered and the Sports Schedule went from Fall to Spring. Students who did join put in their best efforts. Coaches were mostly Teachers and some Classified Staff.

Overall Challenges:

4.1 CHARACTER EDUCATION: Although we focused on Student Survey for Incentives results, Challenges are always getting students excited about incentives. We need to constantly stay ahead of the student choices. Student Surveys will continue to be administered in the future.

4.2 EDUCATIONAL EXPERIENCES TRANSPORTATION: Gas price increases, transportation breakdowns the loss of Bus Driver created unanticipated challenges.

4.3 TEAM SPORTS: Increases in the cost of Game Officials and higher fuel costs for transportation continue to impact costs for sports.

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

4.1 CHARACTER EDUCATION: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

4.2 EDUCATIONAL EXPERIENCES TRANSPORTATION: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

4.3 TEAM SPORTS: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Four supported the progress toward meeting the goal, "All students will have comprehensive opportunities for overall student development in character, citizenship, student activities and athletics."

Action 4.1 CHARACTER EDUCATION

Metrics: Local Student Surveys (Goal 2), Expulsion Rates, Middle School Dropout

Effectiveness of Action: 2 Somewhat Effective

Data Statement: This action was somewhat effective due to local student survey results *(Goal 2) indicating lower Student Connected (69%).

Suspension rates maintained at 2%, Expulsion rates maintained at 0%, and Dropout rates were 0%. We also included Fred Jones Positive

Discipline professional development for all staff - Certificated, Classified and Extended Learning Program, Implemented P2 Character Traits and continued Community Circles implementation.

Analysis Statement: For this action, our expectation was to continue with positive incentives that encourage our students to be their best and feel connected to their school.

Action 4.2 EDUCATIONAL EXPERIENCES TRANSPORTATION

Metrics: CAASPP ELA/Math, Local Student Surveys (Goal 2), Expulsion Rates, Middle School Dropout, All Grade Levels taking Educational Field Trips

Effectiveness of Action: 3 - Effective

Data Statement: Though LI students did not make the desired growth in Math, the percent of LI students in ELA and the percent of EL students in both ELA and Math increased from the 2021-22 school year to the 2022-23 school year. This action was effective in that all grade level spans took at least one educational field trip. There continues to be increases to the amount of Educational Experiences Field Trips for all grade levels.

Analysis Statement: For this action, our expectation was to provide unique educational experiences for all students outside of their rural community.

4.3 TEAM SPORTS

Metrics: Local Student Surveys (Goal 3), Expulsion Rates, Middle School Dropout

Effectiveness of Action: 3 - Effective

Data Statement: This action was effective in that we had an increase of student participation. Sports Schedule was fully implemented from Fall to Spring Sports.

Analysis Statement: For this action, our expectation was to continue to encourage all students to participate on a Team and build their athletic and team abilities.

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.

METRICS:

Metric section was updated to reflect current data and transparency around data sources.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

Burrel Union Elementary School District located in Riverdale, California is a TK-8 single school district with a rich rural history. The district has been around for more than 100 years; it was established in 1912. Most of our parents are employed by several local family-owned dairies. Most teachers are singletons, meaning there is one teacher per grade level. Due to declining enrollment, we have two combination classes (TK/K and 1st/2nd grades). Current enrollment at our school is 99 students. The latest demographic information released from the California Department of Education is as follows: 92.8% Hispanic/Latino, 4.8% White (not Hispanic) and 2.4% Asian (not Hispanic); 62.4% are English Language Learners (EL). Of our total population, 88% are considered Low-Income (LI) students, as determined by the free or reduced price lunch statistics. Currently we do not have any students considered Foster Youth (FY). However, we have approximately 1.6% students considered Homeless. Our Students With Disabilities (SWD) total is 12.8% and are provided with support both in and out of the general education classroom. Teachers and Specialists work together to meet their goals and needs based on the Individual Educational Plans (IEPs). Burrel Union is a TK-8 school district, therefore, the following required metrics do not apply: A-G, CTE, AP, EAP, High School Dropout and Graduation rates.

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

- We provide a safe environment that encourages academic excellence and social responsibility through a standards-based, technologically enhanced curriculum that is supported by respectful students, parents, staff and community. We are in the developmental stages of creating a Discovery Based Learning (DBL) Center that will provide an outdoor learning environment

focused on life sciences. Our DBL will include a turtle pond, gardens and a chicken pen. We have opened a Community Resource Center (Leoni Building) to provide social emotional learning (SEL) and supports to all students, staff and families. The Center currently houses our Resource Specialist Teacher, Speech and Language Specialist, Psychologist and Clinicians. We created a Cub Club where our students enjoy an alternative environment to outdoor activities.

- Based on our Educational partner input gathered through surveys and meetings, our parents are appreciative of the resources and opportunities provided to them. Through the attendance of our past English as a Second Language (ESL) classes, our parents have demonstrated an interest in learning. In the past, we have provided all parents with online classes of ESL, Computer Literacy and Business Start Up through an agreement with California State University of Fresno. However, due to low attendance, we have terminated contract. We will be working on a solution for ESL classes. We are providing families with positive parenting education which includes social-emotional learning through the use of our Psychologist and Clinician - All 4 Youth Wellness Center in Riverdale, California. We communicate with Educational partners regularly through recorded messages, bulletins, electronic marquee, website and Facebook page printed in both English and Spanish.
- Teachers meet regularly to analyze data with the sole purpose of driving instruction to meet our students' needs. They collaborate and share best practice strategies through Professional Learning Communities (PLCs) within grade level spans (TK-2; 3-5; 6-8). We focus on professional development (PD) that supports the common core state standards (CCSS), student engagement, differentiated instruction, English language development and social-emotional needs. We are in the process of building grade level collaborations with neighboring rural single school districts.
- Our Bilingual staff provide support to our students and families acting as interpreters assisting with conferences, registration, etc. Our Maintenance and Grounds staff keep our facilities and grounds clean and safe for all.
- We have maintained our Multi-Tiered System of Support (MTSS) to identify student academic and social-emotional needs. Our Team consists of the Psychologist, Resource/Intervention Teacher, Social Emotional Support Teacher, Speech and Language Specialist, Administrator and Clinicians. We meet regularly to discuss concerns about individual student needs, monitor their progress and create plans to provide support.

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

- English Learners' have been making slow to no progress in the area of academic achievement based on state and local metrics. Supporting EL students and our teachers with materials and professional development that focuses on reading, writing and language acquisition must be prioritized.
- Students with Social Emotional Learning (SEL) challenges are a priority. We continue to provide safe places to learn, counseling through Psychologist and Clinician and education for our staff and families on how best to positively interact with our students. We have had several students in crisis in the past, however, our preventive approach to SEL needs have resulted in a decrease of students in crisis and the need to call a 5150. Supporting students and families through these times of hardship continues to be challenging due to lack of local resources.

- Any student requesting or needing instruction through Independent Study (IS), we continue to encounter several barriers. Our families do not have stable internet available. Hotspots continue to be provided; however, the connections are not reliable. Our rural location is not conducive to supplying consistent and reliable internet. As a result, our IS consists of paper/pencil assignments.
- Teacher Retention is also a challenge for several reasons - Teacher Salary is not competitive and Distance to rural location can be a factor. The majority of our Teachers have less than 5 years experience, which can have an impact on the quality of instruction. A few of our Teachers are considered Beginning Teachers - Provisional (PIP), Short Term (STSP) or Interns need mentoring and support.

No Schools in the LEA receive Equity Multiplier funding.

Reflections: Annual Performance

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

Successes:

Based on a review of performance on the state (2022-23) and local academic assessments (2023-24) and local performance indicators during the 2023-24 School Years, Burrel Union Elementary has seen positive progress toward LCAP goals. According to our Educational Partners input, we are proud of the following:

- Schoolwide and Individual grade levels demonstrating increases in ELA and MATH SBAC scores and progress toward proficiency on Local Assessments Benchmarks
- All local performance indicators were met
- Maintaining a high level of parent engagement as well as increased partnerships across the community to improve services
- Local Assessments (Reading Inventories, ELA, Writing & Math Benchmarks) indicated individual student growth impacting grade level and schoolwide growth
- Teachers continue to utilize strategies to support EL and LI students in their classrooms
- Parent meetings were held with In-Person and Virtual Google Meets options while utilizing district offered Chromebooks and Hotspots
- ELA curriculum is rigorous and contains English Language Development (ELD) lessons
- Multi-Tiered System of Support (MTSS) met monthly to discuss student needs and progress
- Consolidation of Services Team (COST) met every trimester with Teachers to discuss student concerns
- Social Emotional Learning (SEL) through individual and weekly whole class (Community Circles) support sessions

Many of our LCAP actions from the previous years have resulted in maintaining or slightly improving student achievement, school climate, and parent engagement. As a result and after considering Educational Partner input, the goals and actions identified in the previous years' plan will be maintained and expanded. In order to continue progressing towards our goals, we will increase services to meet the needs of EL

and LI students who are not meeting grade level expectations, as measured by English Language Proficiency Assessment California (ELPAC), Smarter Balanced Assessment Consortium (SBAC), local data and Local School Staff and Student Surveys. The actions will include:

- o Restorative practices
- o Professional development in the area of planning and delivering instruction using best practices
- o Student engagement and connectivity
- o Social-emotional and academic interventions
- o Providing rigorous Common Core instruction
- o Created an Intervention for English Learners
- o Working towards Reclassifying all our English Learners by the 8th grade
- o Develop a uniform PLC Template that would identify focus areas, monitor the progress and develop next steps
- o Improve on Classroom Observations and monitor Professional Development needs
- o Monitor student growth by utilizing a LEA-wide Dashboard
- o Focus on Student Engagement and Comprehension during Instruction

Challenges:

According to State indicators of 2022-23 School Year, Burrel Union has increased slightly from previous results in areas of Academics - English Language Arts (ELA) and decrease slightly in Mathematics. This may have been the result of maintaining ELA curriculum and professional development and working with new curriculum in Mathematics. According to the California Dashboard, ELA and Mathematics scores are still considered to be "low". According to our P2 Attendance Report, our Attendance is at 96.41% and our Chronic Absenteeism is at 23.8% for 2022-23. According to the California Dashboard, our Chronic Absenteeism is registering as "red". This may have been a result of continued COVID cases and/or parent awareness of changes in the necessary amount of quarantine days. At Burrel, All means All student groups - EL and LI are the majority of our students. What impacts one, impacts our entire school. Our data indicates the following:

- Our ELA CAASPP results for all students is low on the Dashboard. who met/exceeded standards is 25.9%; EL students who met/exceeded standards is at 13.2%.
- Our Mathematics CAASPP results for all students is low on the Dashboard. who met/exceeded standards is 24.7%; EL students who met/exceeded standards is at 18.4%; and LI students who met/exceeded standards is at 23.3%.
- Our Chronic Absenteeism is very high (red) on the Dashboard for the all-student group, having increased significantly to 23.3% chronically absent. The Hispanic and low-income student groups are also red on the Dashboard. This may be the result of still having COVID-19 outbreaks in families and staff and quarantine times that changed.
- Our English Learner Progress (ELPI) our status is very low (red) at 44.6% on the Dashboard.

Addressing our Challenges:

Academic areas of greatest need, will be addressed in the following ways:

- Interventions in Reading and Mathematics will be provided. An Intervention block will be scheduled within the instructional day for all grade levels. Additional opportunities for interventions in reading and math will be provided in the After School/Extended Learning Program (ELP).
- A stronger focus on prevention will be priority in K-3rd grades. Professional Development will be focused in the areas of guided reading and intensive reading strategies, utilizing the Orton-Gillingham and Fontas and Pinnel Guided Reading methods for all K-3rd grade teachers. Resource Teachers will push in for additional support to all K-3rd students identified as reading at or below grade level. All Teachers and support staff will utilize frequent monitoring and reading inventories to measure student progress. Student Study Team Meetings and Multi-Tiered Systems of Support Team Meetings will be held as needed to identify individual academic and behavioral student needs.
- Supplemental support materials will be provided to all teachers in order to enhance ELA, Writing and Math Common Core lessons. This will include a focus on reading and math fluency and comprehension.
- Supplemental support materials will be provided to all teachers in order to align Writing throughout all grade levels.
- Professional Development in the areas of Reading, Writing, Technology and Mathematics will continue for all instructional staff - Teachers and Para-Educators.
- Teachers will increase the use of technology during lessons and incorporate technology throughout all content to keep student interest.
- Instructional Staff will utilize student engagement techniques to keep focus on learning by doing.
- Time will be provided during and after instructional day for Teacher collaborations (PLCs) within grade level groups and with same grade teachers at other small school districts. The PLC focus will be to discuss data results, student needs, create plans for student support and to build teacher capacity in research based instructional strategies. Resource Specialists and Intervention Support will be part of all grade level PLCs.
- Resource Teacher at grades 4th-8th will be provided to support all students who are struggling with math competencies and math fact fluency. Math core curriculum will be updated and professional development will be provided.
- Teachers will use Backwards Mapping to identify priority standards in ELA, Writing and Mathematics across all grade levels. Pacing guides and benchmarks will be developed to keep us on track and monitor student progress. A LEA-wide Dashboard will be created to monitor data from state and local assessments focused on measuring student progress and identifying areas of need. Focus standards will be identified, taught and assessed to ensure essential standard mastery for all students.
- Technology will be provided for students to use beyond the instructional day during ELP or while at home. The LEA will provide technology programs based on additional supports and focused on individual learning abilities in the areas of ELA, ELD and Mathematics.
- Evaluations to measure progress in all academic areas (ELA, Reading, Writing and Mathematics) will be administered every Trimester. Reading Inventories will be administered more frequently for struggling readers in all grades.
- Through cycles of inquiry during PLCs, teachers and administrator will review and discuss data in order to decide next steps.
- The LEA will continue to identify students through the Multi-Tiered System of Support (MTSS) bi-weekly meetings. The LEA will hold Student Study Team (SST) Meetings with Teachers and Parents to provide intervention plans for student support.

- Teachers and Resource Specialists will collaborate often to monitor the progress of SWD students. Teachers will be provided with PD in best teaching practices to support the needs of students. Specialists will be pushing in or pulling out to provide support to students and resources to teachers.
- Early education opportunities will be available for all children turning four years of age (as of September 1) through our Universal Pre-Kindergarten (UPK)/Universal Transitional Kindergarten (UTK) classroom.

All Red Performance Areas -

- English Learners Progress will be addressed in the following ways:
 - A part-time teacher to provide specialized instruction support in English language acquisition.
 - An English Learner Bootcamp to focus specifically on the domains of the ELPAC assessment. According to the results of the ELPAC, deficits in Reading and Writing domains continue to keep our students from reclassification status and impacts their overall progress.
 - Professional Development will be provided to all teachers with an emphasis on integrated and designated ELD, focus on reading and writing
 - Supplemental support materials will be provided to all teachers in order to enhance ELD lessons
- Chronic Absenteeism will be addressed in the following ways:
 - Parents will be contacted within the day and when students are absent.
 - Bilingual office staff and our automated phone system will inform parents of student absences.
 - Necessary home visits and conferences to avoid having to use more intense methods of the SARB process.
 - Perfect attendance will be celebrated by providing tangible rewards and fun activities as incentives.
 - Parent meetings and workshops will be held to increase awareness of the importance of school attendance.
 - Bilingual informational bulletins, best practice articles and guidelines will be posted on our Marquee, Website and FaceBook page.

Reflections: Technical Assistance

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

Not Applicable

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.

Not applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principals/Administration	This is a single school district with a combined Superintendent/Principal position and therefore consultation with the Administration and Principal happened automatically.
Teachers	The LEA provided Teacher Surveys (3x yearly- November, March, May); Teacher Meetings were held monthly November 2023-May, 2024; Nature of Meetings were LCAP Engagement; Topics included - Goals & Metrics Review, Actions & Budget Discussions. Groups included All Teachers :TK-8th grades, Resource, Intervention, Librarian and Physical Education.
Other School Personnel	The LEA provided Other Staff Surveys (3x yearly-November, March, May); Classified Meetings were held monthly November 2023-May 2024; Nature of Meetings were LCAP Engagement; Topics included - Goals & Metrics Review, Actions & Budget Discussions. Groups included Office, Para Educators, Kitchen, Grounds, Custodial, Transportation, Expanded Learning Program (ELP) Director and Classified Management.
Certificated and Classified Bargaining Units	LEA does not have any Certificated or Classified Bargaining Units
Parents	The LEA provided Parent Surveys (2x yearly- March, May); Parent Meetings were held monthly August, September 2023 & April 2024; Nature of Meetings were LCAP Engagement; Topics included - Goals & Metrics Review, Actions & Budget Discussions. Groups included All parents in attendance for Back to School, Title I Meeting & Open House.

Educational Partner(s)	Process for Engagement
Students	The LEA provided Student Surveys (3x yearly- November, March, May); Student Council Meetings were held monthly March-May 2024; Nature of Meetings were LCAP Engagement; Topics included - Goals & Metrics Review, Actions & Budget Discussions. Survey Groups included Students from 3rd-8th grades, Student Council Representatives 6th-8th grades.
SELPA	The LEA consulted with Fresno County SELPA monthly; Teacher Meetings were held monthly November 2023-May 2024; Nature of Meetings were LCAP Engagement; Topics included - Goals & Metrics Review, Actions & Student needs Discussions.
Submission to PAC	Presentation Date: April 25, 2024; PAC was provided a complete draft of the LCAP and the opportunity to submit questions and input. No input and no written input were provided and therefore no written response from the Superintendent was required.
Submission to DELAC	Presentation Date: April 25, 2024; DELAC was provided a complete draft of the LCAP and the opportunity to submit questions and input. No input and no written input were provided and therefore no written response from the Superintendent was required.
Public Comment	May 7 to May 17, 2024 - The Public Hearing was held to consider the draft of the LCAP.
Public Hearing	May 7, 2024 @ 4:00pm - The Public Hearing was held to consider the draft of the LCAP.
Adoption by the Board	June 25, 2024
Budget Adoption and Local Indicator Report to Governing Board	June 25, 2024

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

As a result of all Educational partner input, it is determined that Burrel's LCAP goals are still a reflection of our community's needs. The Goals and Actions will continue to include: Providing Beginning teacher support, Teacher retention, Maintaining support for EL students in language acquisition, Character Education, Providing social emotional (SEL) support from contracted Psychologist and continuing educational field trips for all students. We will be looking to increase our Community Events to at least one per Trimester.

All actions are to be implemented and any extra expenditures are to be shifted to cover other expenses in particular additional transportation costs due to rising fuel costs.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced ELA Met or Exceeded Standard	All: 25.9% EL: 13.2% LI: 26% Data Year: 2022-23 Data Source: Dataquest			All: 30% EL: 18% LI: 30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Smarter Balanced Math Met or Exceeded Standard	All: 24.7% EL: 18.4% LI: 23.3% Data Year: 2022-23 Data Source: Dataquest			All: 28% EL: 22% LI: 27%	
1.3	Access to and Enrollment in a Broad Course of Study	Students served in VAPA courses All 100% EL 100% LI 100% Data Year: 2023-24 Data Source: CALPADS Fall 2			Students served in VAPA courses All 100% EL 100% LI 100%	
1.4	Access to Standards Aligned instructional materials	All - 100% Data Year: 2023-24 Data Source: Local Indicator Tool			All - 100%	
1.5	ELA Local Benchmarks - NWEA	Projected Proficiency: All - 43% met Fall-Spring Growth Projections EL - 47% LI - 43% Data Year: 2023-24 Data Source: NWEA			Projected Proficiency: All - 48% met Fall-Spring Growth Projections EL - 50% LI - 48%	
1.6	MATH Local Benchmarks -NWEA	Projected Proficiency: All - 48% met Fall-Spring Growth Projections EL - 41%			Projected Proficiency: All - 50% met Fall-Spring Growth Projections	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI - 44% Data Year: 2023-24 Data Source: NWEA			EL - 45% LI - 49%	
1.7	READING Local Measure	Projected Proficiency: Grade Level Reading All - 64.6% Data Year: 2023-24 Data Source: NWEA			Projected Proficiency: Grade Level Reading All - 68%	
1.8	California Science Test (CAST) Met or Exceeded Standard	All: 8.82% Data Year: 2022-23 Data Source: Dataquest			All: 12%	
1.9	EL Students making progress toward English Proficiency (ELPI)	44.6% Data Year: 2023 ELPI Data Source: Dashboard			50%	
1.10	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation Data Year: 2023-24 Data Source: Local Indicators Tool			Full Implementation & Sustainability	
1.11	EL Reclassification Rate	18% Data Year: 2023-24 Data Source: Ed Data			25%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	PROFESSIONAL LEARNING COMMUNITIES	The district will provide teacher release time for collaboration through PLCs by adding Physical Education (PE) personnel.	\$25,000.00	Yes
1.2	INTERVENTION TEACHER	The district will provide an Intervention Teacher to support reading interventions and monitor student progress. This Teacher will improve student outcomes through targeted support based on individual student academic needs by supporting students one-on-one and in small groups. Intervention Teacher will provide support during the instructional day, collaborating with staff to ensure grade-level reading targets are met.	\$12,000.00	Yes
1.3	BENCHMARKS	The district will provide pre-, mid- and post- benchmarks in ELA, Math and Writing.	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	LIBRARY CLERK	The district will provide a Library Clerk to facilitate access to literary and technology resources for our students and to increase accessibility of literature for our EL students. In our experience, access to high interest literature and technology have improved student academic abilities.	\$20,000.00	Yes
1.5	INDUCTION COACHES/SERVICE S FCSS	The District will provide an Induction Coach to act as a mentor for new teachers going through the Induction process to obtain their credentials.	\$6,000.00	Yes
1.6	BASE PROGRAM	Burrel Union Elementary School District will provide highly qualified teachers and support staff, maintain our facilities, provide core curriculum, provide transportation and serve nutritious meals to support students. Included with the base program described, the district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs).	\$931,179.00	No
1.7	SPECIAL EDUCATION PROGRAM	In order to provide the necessary support to students who are eligible or who may become eligible for Special Education Services, Burrel Union Elementary School District will employ a SPED Teacher, contract for a Speech Pathologist for 1 day a week, an Occupational Therapist also for 1 day a week and contract for a School Psychologist for 1 day a week. In addition, the District will provide supplemental materials and supports necessary to appropriately meet student goals and services, as indicated on student Individualized Education Plan (IEP) Goals and Assessment Plans. Through a pre-planning of the scope and sequence of the standards, educators can be assured that content and assessments target foundational skills, loop learning cycles, and create continuity across the system in a way that supports equity for Low Income, Foster Youth, and English Learners students. In order to increase academic achievement, the District will contract services to disaggregate data and assist with data analysis and review in order to target specific foundational skills. Through the skilled and purposeful use of the identified student learning data, educators will be better able to target the learning needs of each student and differentiate needs accordingly.	\$78,948.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	ENGLISH LANGUAGE ACQUISITION SUPPORT	<p>The district will provide supplemental English language instruction provided by certificated and/or classified staff to support English Learners and Long-term English Learners through individualized and small group remediation.</p> <p>This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard: English Learner Progress (ELPI).</p>	\$20,133.00	Yes
1.9	ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS	The district will provide a comprehensive integrated and designated English language development program for our English learners (ELs) and long-term English Learners (LTELs). Additionally, professional development specific to addressing the specific needs of English learners and long-term English learners (LTELs) will be provided.	\$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Burrel Union Elementary Educational Partners will work collaboratively to provide a safe and optimal learning environment for all students.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Sense of Safety and School Connectedness	<p>Connectedness Students 79% Parents 69% Teachers 85%</p> <p>Safety Students 68% Parents 84% Teachers 88%</p>			<p>Connectedness Students 84% Parents 74% Teachers 89%</p> <p>Safety Students 72% Parents 88% Teachers 92%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 Data Source: Local Survey, Kelvin Pulses				
2.2	Facilities Maintained in Good Repair	All Facilities met Good Repair - 100% Maintained Data Year: 2023-24 Data Source: FIT Dashboard Fall 2023			All Facilities met Good Repair - 100% Maintained	
2.3	Seek Parent input & promote parental participation in programs for Unduplicated students and students with Exceptional Needs	Seek Parent Input: Full Implementation Promote Parental Participation (Unduplicated): Full Implementation Promote Parental Participation (Exceptional Needs): Full Implementation Data Year: 2023 Data Source: Local Indicator Tool			Seek Parent Input: Full Implementation & Sustainability Promote Parental Participation (Unduplicated): Full Implementation & Sustainability Promote Parental Participation (Exceptional Needs): Full Implementation & Sustainability	
2.4	Attendance Rate	All: 96.41% LI: 95.63% EL: 95.05% Data Year: 2022-23 Data Source: P-2			All: 98% LI: 97% EL: 97%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Suspension Rate	All: 2.2% LI: 2.4% EL: 2.4% HISPANIC: 2.4% Data Year: 2023 Data Source: Dashboard			All: 0% LI: 0% EL: 0% HISPANIC: 0%	
2.6	Chronic Absenteeism	All: 23.8% LI: 22.7% HISPANIC: 23.8% EL: 18.8% Y Data Year: 2022-23 Data Source: DataQuest			All: 13% LI: 12% HISPANIC: 12% EL: 9%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	BILINGUAL SUPPORT STAFF	We will provide Bilingual Support Staff and resources beyond academics in order to provide bilingual communication and support for completing documents, locating services outside of the classroom, and connecting to community supports and outreach for our families.	\$90,000.00	Yes
2.2	ADDITIONAL TEACHER	The district will increase Staff by 1.0 FTE teacher to expand services and avoid having combination classes.	\$73,227.00	Yes
2.3	TRANSPORTATION	District will maintain self-sufficient transportation services for home to school transportation.	\$163,700.00	No
2.4	PSYCHOLOGIST SERVICES	In order to help provide increased access to mental/social health supports and services that will positively impact Attendance, Chronic Absenteeism and Suspensions, we will maintain a contract for mental health/counseling services by utilizing a school psychologist at .20 FTE.	\$42,075.00	Yes
2.5	TECHNOLOGY	The district will commit to providing access to technology to support academic learning of the identified students by maintaining and replacing Chromebooks, devices and technical support, as needed.	\$27,957.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

<p>Burrel Union Elementary teacher retention rates have increased. According to our exit interview data gathered during the school years of 2019-20, 2020-21 and 2021-22 the teachers who left Burrel stated a primary reason for departure is due to our Salary Schedule. Educational Partners have identified a need to provide teacher training in order to support Low Income (LI) English Learners (EL) and Students with Disabilities (SWD) and to increase efforts to retain qualified teachers to meet the diverse needs of our students.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Appropriately Assigned and Fully Credentialed Teachers	100% Clear Credentials Data Year: 2023 Data Source: Dashboard			100% Clear Credentials	
3.2	Staff Development Opportunities	83% of all teachers surveyed felt that our professional development was appropriate for their current assignment and			100% of all teachers surveyed felt that our professional development was appropriate for their current	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for their own professional learning Data Year: 2023-24 Data Source: Teacher Surveys & PD Evaluations			assignment and for their own professional learning	
3.3	Teacher Exit Interview	20% of all teachers reported that they have chosen to leave Burrel due to the low pay. Data Year: 2023-24 Data Source: Teacher Exit Interview Results			10% of all teachers reported that they have chosen to leave Burrel due to the low pay.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	STAFF PROFESSIONAL DEVELOPMENT	The district will provide various professional development opportunities through on-site academic coaching or virtual professional development that are aligned with common core state standards, English Language Development (ELD), and best practices that support LI and EL students.	\$8,000.00	Yes
3.2	TEACHER RETENTION	The district will continue to re-assess teacher salary schedules, providing competitive pay in order to retain teachers.	\$179,624.00	Yes
3.3	MENTOR TEACHER ON SPECIAL ASSIGNMENT	The District will provide a Teacher on Special Assignment (TOSA) to act as a mentor for new teachers on Provisional Internship, Short Term Staff and Internship Permit programs in order to obtain their credentials.	\$25,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Expulsion Rates	0% Data Year: 2022-23 Data Source: DataQuest			0%	
4.2	Middle School Dropout Rate	0% Data Year: 2023-24 Data Source: CALPADS Fall 1			0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	All Grade Levels taking Educational Field Trips	100% Grade Level Field Trips Data Year: 2022-23 Data Source: Yearly Grade Level Educational Field Trips booked			100% Grade Level Field Trips	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	CHARACTER EDUCATION	The district will maintain PBIS/MTSS system of positive discipline by providing Teacher training and Resources in Character Education, Restorative Justice,	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Community Circles, and Social-Emotional Learning.</p> <p>The 2023 Dashboard indicates Chronic absenteeism for the following student groups: All: 23.7%, LI: 22.7%, Hispanic: 23.8%</p> <p>Analysis of LEA-level and subgroup data revealed a common need for the all-student, Low-Income, and Hispanic subgroups in Chronic Absenteeism. One root cause of poor attendance we have identified is that the rural location of our community is a lack of access to mental health services for our students experiencing poverty and for families that require bilingual support in accessing mental health services.</p> <p>In our experience, providing Character Education, understanding and support, and access to mental health services to our students and families increases connections to school and improves positive relationships between families and staff, leading to improved attendance. The school psychologist will meet with identified students to provide mental health counseling, teach ongoing social-emotional learning lessons for students, workshops for parents, and connect families to other mental health and support resources, to support positive relationships between students, families, and staff to decrease the Chronic Absenteeism rate among All-students, low-income, and Hispanic student groups.</p> <p>This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard: Chronic Absenteeism for All-students, Hispanic, and Low-Income students.</p>		
4.2	EDUCATIONAL EXPERIENCES TRANSPORTATION	<p>The district will provide our students with at least one opportunity to participate in an educational field trip and at least one classroom or school presentation/program related to grade-level aligned curriculum. We will provide transportation costs, and/or entrance fees that will enable LI and EL students who are not able to participate in fundraising events to pay for extracurricular, instructional, non-curriculum based activities and trips due to their inability to fundraise in small rural communities.</p>	\$48,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	TEAM SPORTS	All students will be the opportunity to participate in at least one team sport or special physical activity twice a year. Stipends will be provided for coach/coordinator, transportation, materials and supplies.	\$12,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$495,812	\$64,223

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.778%	8.155%	\$104,450.15	48.933%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: PROFESSIONAL LEARNING COMMUNITIES</p> <p>Need: According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA.</p>	<p>These opportunities for teacher collaboration to analyze student data and make timely instructional decisions are key to meeting the needs of our identified students.</p> <p>We expect that the CAASPP ELA scores for our ELs and Math scores for LI and EL students will increase, as the program is designed to meet the needs most associated with the stresses and experiences of LI and EL students. However,</p>	<p>CAASPP ELA</p> <ul style="list-style-type: none"> All-students English Learners <p>CAASPP Math</p> <ul style="list-style-type: none"> All-students Low-Income English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>A local needs assessment shows that Professional Learning Communities (PLCs) are needed to improve student academic performance by focusing on data results, student needs and best instructional practices.</p> <p>Scope: LEA-wide</p>	<p>because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	
<p>1.2</p>	<p>Action: INTERVENTION TEACHER</p> <p>Need: According to CAASPP ELA assessment data, our EL students underperform the all-student group in ELA.</p> <p>In our experience, we have found that in order to improve Reading proficiency for our students, it is important to maintain an intervention program for Tier 2 and Tier 3 needs facilitated by a trained teacher who can monitor student needs and provide differentiated reading intervention strategies.</p> <p>Scope: LEA-wide</p>	<p>The district will provide an Intervention Teacher to support reading interventions and monitor student progress. This Teacher will provide targeted support based on individual student academic needs by supporting students one-on-one and in small groups. The Intervention Teacher will provide support during the instructional day, collaborating with staff to ensure grade-level reading targets are met.</p> <p>We expect that the CAASPP ELA scores for our ELs will increase, as the program is designed to meet the needs most associated with the stresses and experiences of EL students, including the needs for personalized instruction based on their unique deficits and language needs. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	<p>CAASPP ELA</p> <ul style="list-style-type: none"> • All-students • English Learners
<p>1.3</p>	<p>Action: BENCHMARKS</p>	<p>The district will provide pre-, mid- and post-benchmarks in ELA, Math and Writing.</p> <p>These benchmarks will monitor student proficiency and inform teacher instruction. Providing more</p>	<p>CAASPP ELA</p> <ul style="list-style-type: none"> • All-students • English Learners <p>CAASPP Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA.</p> <p>A local needs analysis shows the need to monitor the progress of our students on an ongoing basis and consistently throughout the year to quickly identify achievement gaps. The district will utilize pre-, mid- and post-benchmarks in ELA, Math and Writing.</p> <p>Scope: LEA-wide</p>	<p>frequent assessments to consistently monitor students allows teachers to get the results and information necessary to guide instruction. Teachers will continue to utilize the data to backwards map and course pacing to ensure the mastery of content standards for the identified students.</p> <p>We expect that the CAASPP ELA scores for our ELs and Math scores for LI and EL students will increase, as the program is designed to meet the needs most associated with the stresses and experiences of LI and EL students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	<ul style="list-style-type: none"> • All-students • Low-Income • English Learners
1.4	<p>Action: LIBRARY CLERK</p> <p>Need: According to CAASPP ELA assessment data, our EL students underperform the all-student group in ELA.</p> <p>Educational partner feedback during our local needs assessment revealed that our students need more access to a text-rich environment due to limited rural home and community resources, contributing to low reading proficiency. In our experience, access to high interest literature and technology have improved student academic abilities.</p>	<p>The district will provide a Library Clerk to facilitate access to literary and technology resources for our students and to increase accessibility of literature for our EL students. In our experience, access to high interest literature and technology have improved student academic abilities.</p> <p>To increase accessibility to literature for our EL students, we will provide a Library Clerk to facilitate access to literary and technology resources for our students.</p> <p>The Library Clerk will support our school by ensuring access to varied literary resources and facilitating technology instruction. Our Students, Staff and Community will have access to the library during and after instructional day,</p>	<p>CAASPP ELA</p> <ul style="list-style-type: none"> • All-students • English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>increasing exposure to reading materials and promoting the literacy of students.</p> <p>We expect that the ELA CAASPP Scores for EL students to improve as the access provided in this action is designed to close the accessibility gap for the identified student groups. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	
<p>1.5</p>	<p>Action: INDUCTION COACHES/SERVICES FCSS</p> <p>Need: According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA.</p> <p>Due to Teacher retention challenges, we have had a significant number of Beginning teachers. Teacher survey feedback indicates that beginning teachers benefit from the mentorship and support of experienced teachers who support them in best meeting the needs of the most at-risk student groups.</p> <p>Since the inception of this action, the quality of teachers who remained at Burrel has improved; however, teacher retention is still a challenge.</p>	<p>The District will provide an Induction Coach to act as a mentor for new teachers going through the Induction process to obtain their credentials.</p> <p>This mentoring support for teachers will include training on classroom management, student engagement and best instructional practices to meet the needs of EL students.</p> <p>Classroom observation data shows that Teachers who are mentored typically use best practices in their classrooms to implement Common Core Standards, which result in better academic outcomes for EL students</p> <p>We expect that the CAASPP ELA scores for our ELs and Math scores for LI and EL students will increase as this action is designed to meet the needs most associated with LI and EL students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	<p>CAASPP ELA</p> <ul style="list-style-type: none"> • All-students • English Learners <p>CAASPP Math</p> <ul style="list-style-type: none"> • All-students • Low-Income • English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.1</p>	<p>Action: BILINGUAL SUPPORT STAFF</p> <p>Need: According to CAASPP ELA and Math assessment data, our EL students underperform in comparison to our all-student group in Math and ELA.</p> <p>As identified in the metrics section, Parent Input and Participation are in the Initial Implementation as measured by the Local Indicator Tool.</p> <p>According to Educational partner feedback and Parent Surveys indicate that parents of EL students demonstrate a greater need for communication in Spanish. Often times parents and families of EL students need assistance with bilingual communication and support for completing documents, locating services outside of the classroom, and connecting to community supports and outreach for our families. They also need to communicate student academic needs to English-only teaching staff.</p> <p>Scope: LEA-wide</p>	<p>We will provide Bilingual Support Staff and resources beyond academics in order to provide bilingual communication and support for completing documents, locating services outside of the classroom, and connecting to community supports and outreach for our families.</p> <p>Our bilingual support staff is dedicated to providing information and support during Parent/Teacher conferences in Spanish so that our parents can be informed of their student needs. Our parents may be informed of and linked to the nearest community resources and supports. Staff assists with communicating and identifying appropriate community resources for our families of EL students. Stronger communication with our Spanish-speaking parents may build open and trusting relationships.</p> <p>As a result of our parents building trusting relationships with bilingual staff and communicating student academic needs, we expect to see CAASPP ELA/Math metrics improve for EL students due to better parent/teacher communication for student academic. We expect that parent input and participation will increase to full implementation and sustainability as measured by the Local Indicator Report. However, because all students may benefit from the additional support staff included in this action, it is being provided on an LEA-wide basis.</p>	<p>CAASPP ELA</p> <ul style="list-style-type: none"> • All-students • English Learners <p>CAASPP Math</p> <ul style="list-style-type: none"> • All-students • English Learners <p>Local Indicator Tool</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.2</p>	<p>Action: ADDITIONAL TEACHER</p> <p>Need: According to CAASPP ELA and Math assessment data, our EL students underperform in comparison to our all-student group in Math and ELA.</p> <p>Local data indicates that due to our small population of students, our EL students may be learning in combination classes where teachers may struggle with differentiating instruction due to teaching standards from two different grade levels.</p> <p>Educational Partner input recommends we provide focused and rigorous instruction based on grade level expectations.</p> <p>Scope: LEA-wide</p>	<p>The district will increase Staff by 1.0 FTE teacher to expand services and avoid having combination classes.</p> <p>To improve academic achievement for our EL students, it is important to provide optimal learning environments.</p> <p>This action will allow EL students to have focused grade level instruction designed to meet their specific needs by eliminating the use of combination classes.</p> <p>Because EL students are at a greater need for differentiated instruction by a dedicated single grade-level teacher, we expect that the CAASPP ELA and Math scores for EL students will increase. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	<p>CAASPP ELA</p> <ul style="list-style-type: none"> • All-students • English Learners <p>CAASPP Math</p> <ul style="list-style-type: none"> • All-students • English Learners
<p>2.4</p>	<p>Action: PSYCHOLOGIST SERVICES</p> <p>Need: According to the metrics section, student attendance is lower and Chronic Absenteeism is higher for EL and LI students in comparison to the All-student group. Additionally, the suspension rate for ELs is also higher than the all-student group.</p>	<p>In order to help provide increased access to mental/social health supports and services that will positively impact Attendance, Chronic Absenteeism and Suspensions, we will maintain a contract for mental health/counseling services by utilizing a school psychologist at .20 FTE.</p> <p>The school psychologist will meet with identified students to provide mental health counseling, teach ongoing social-emotional learning lessons for students, workshops for parents and connect</p>	<p>Attendance Rate</p> <ul style="list-style-type: none"> • All-students • English Learners • Low-Income <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> • All-students • English Learners • Low-Income <p>Suspension Rate</p> <ul style="list-style-type: none"> • All-students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>According to Educational partner input during our local needs assessment, the rural location of our community makes access to mental health services an even greater need for our students experiencing poverty and for families that require bilingual support in accessing mental health services. In our experience, providing SEL support to our EL students and families increases connections to school and improves positive relationships between families and staff.</p> <p>Scope: LEA-wide</p>	<p>families to other mental health and support resources.</p> <p>As the action is designed to meet the needs most associated with the stresses and experiences of LI and EL students, we expect Attendance and Chronic Absenteeism data to improve for LIs and ELs, and Suspension data to improve for ELs. However, because we expect that ALL students will benefit, this action is provided on an LEA-wide basis.</p>	<ul style="list-style-type: none"> English Learners
2.5	<p>Action: TECHNOLOGY</p> <p>Need: According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA.</p> <p>Our experience tells us that our LI and EL students traditionally have the least access to instructional technology at home and school and need this access to utilize our current curriculum and instruction which includes supplemental digital opportunities that can enhance the educational experience and are typically utilized and accessible to students through technology. Our needs assessment</p>	<p>The district will commit to providing access to technology to support academic learning of the identified students by maintaining and replacing Chromebooks, devices and technical support, as needed.</p> <p>Providing and maintaining access to technology devices and connection to the internet, we can connect students' to 21st Century learning practices and improve access to online instruction and programs specific to the needs of LI and EL students.</p> <p>Because this action is meant to meet the unique needs of the identified student groups to better connect them with the technology needed to fully access the supplemental instruction and curriculum, we expect that the CAASPP ELA and math scores for EL students will increase significantly. However, because we expect that all</p>	<p>CAASPP ELA</p> <ul style="list-style-type: none"> All-students English Learners <p>CAASPP Math</p> <ul style="list-style-type: none"> All-students Low-Income English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>indicates our LI and EL need one-to-one technology devices and internet support</p> <p>Scope: LEA-wide</p>	<p>students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	
<p>3.1</p>	<p>Action: STAFF PROFESSIONAL DEVELOPMENT</p> <p>Need: According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA.</p> <p>The district conducted a root cause analysis to determine the focus on our upcoming professional development. It concluded that it is important to provide the best first instruction which requires well-trained and supported teachers. Our experience shows that one of the most effective practices a district can implement to improve student learning outcomes is to provide ongoing professional development for teachers designed to help low-income students achieve proficiency in academic subjects and English Learners make progress towards English language proficiency.</p> <p>Scope: LEA-wide</p>	<p>The district will provide professional development and coaching opportunities to ensure that teachers can meet professional learning standards and implement rigorous, common core-aligned academic and ELD standards.</p> <p>This professional development is designed to meet the identified instructional needs of our teachers and will include but not be limited to:</p> <ul style="list-style-type: none"> • Academic Coaching • Onsite PD • Virtual PD <p>We expect that the CAASPP ELA scores for our ELs and Math scores for LI and EL students will increase, as the program is designed to meet the needs most associated with the stresses and experiences of LI and EL students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	<p>CAASPP ELA</p> <ul style="list-style-type: none"> • All-students • English Learners <p>CAASPP Math</p> <ul style="list-style-type: none"> • All-students • Low-Income • English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.2</p>	<p>Action: TEACHER RETENTION</p> <p>Need: According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA.</p> <p>According to the data collected from Teacher Exit Interviews and surveys, teacher retention due to salary schedule is an ongoing challenge. As demonstrated in the metric section above, 20% of teachers noted low pay as a reason for leaving. This reason for leaving has been decreasing, however, Burrel is still challenged by Teacher Retention for this and other reasons, like rural location.</p> <p>Classroom observation data suggest that highly trained and experienced teachers are better able to provide best first instruction, including instructional strategies designed to meet the needs of EL students, having a direct impact on their academic achievement.</p> <p>Scope: LEA-wide</p>	<p>The district will continue to re-assess teacher salary schedules, providing competitive pay in order to retain teachers.</p> <p>These Certificated Salary Schedule increases provide teachers with incentives to remain at Burrel and in effect build an experienced teaching staff, trained to provide differentiated instructional strategies based on the needs of EL students.</p> <p>By providing and retaining experienced and supported teachers we anticipate that their increased capacity in providing differentiated targeted instruction as experienced teachers will best meet the needs of the identified student groups in closing the achievement gap.</p> <p>We expect that the CAASPP ELA scores for our ELs and Math scores for LI and EL students will increase, as the program is designed to meet the needs most associated with the stresses and experiences of LI and EL students as well as the Teacher Exit Interview data showing a decrease in the percentage of teachers leaving due to salary. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	<p>CAASPP ELA</p> <ul style="list-style-type: none"> • All-students • English Learners <p>CAASPP Math</p> <ul style="list-style-type: none"> • All-students • Low-Income • English Learners <p>Teacher Exit Interview</p>
<p>3.3</p>	<p>Action: MENTOR TEACHER ON SPECIAL ASSIGNMENT</p>	<p>This mentoring support for teachers will be designed to include training and onsite coaching for classroom management, student engagement, and best instructional practices to implement the</p>	<p>CAASPP ELA</p> <ul style="list-style-type: none"> • All-students • English Learners <p>CAASPP Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA.</p> <p>Due to Teacher retention challenges, we have had 7 beginning teachers out of 11 total teachers. Teacher survey feedback indicates that beginning teachers benefit from the mentorship and support of experienced teachers. Also, as identified in the metrics section above, teacher mis-assignments remain at 0 and we are able to accomplish this by hiring teachers with Provisional Internship (PIP), Short Term Staff (STSP) and Internship Permit programs who do not qualify for induction coaching and support.</p> <p>Classroom observation data shows that Teachers who are mentored typically use best practices in their classrooms to implement Common Core Standards, which result in better academic outcomes for students.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>CCSS, each of which is a crucial component to meeting the needs of LI and EL students.</p> <p>Due to a lack of qualified candidates in the previous school year, this action was ineffective and therefore requires a strengthened approach. Burrel Union will open this mentoring position as an in-house position for current staff to increase our chances of providing this service to new teachers.</p> <p>We expect that the CAASPP ELA scores for our ELs and Math scores for LI and EL students will increase and that the implementation of CCSS will remain at 100% as measured by classroom observation data. This action is designed to meet the needs most associated of LI and EL students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	<ul style="list-style-type: none"> • All-students • Low-Income • English Learners <p>Implementation of standards for all students and enable ELs access to CCSS and ELD standards</p>
4.2	<p>Action: EDUCATIONAL EXPERIENCES TRANSPORTATION</p>	<p>The district will provide our students with at least one opportunity to participate in an educational field trip and at least one classroom or school presentation/program related to grade-level aligned curriculum. We will provide transportation</p>	<p>CAASPP ELA</p> <ul style="list-style-type: none"> • All-students • English Learners <p>CAASPP Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: According to CAASPP ELA and Math assessment data, our LI and EL students underperform in comparison to our all-student group in Math, and our EL students underperform the all-student group in ELA.</p> <p>Educational partner input as part of a local needs assessment, has indicated that LI and EL students are more likely to have a greater need due to limited resources and means to travel outside of their small rural communities due to funding and transportation challenges.</p> <p>Scope: LEA-wide</p>	<p>costs, and/or entrance fees that will enable LI and EL students who are not able to participate in fundraising events to pay for extracurricular, instructional, non-curriculum based activities and trips due to their inability to fundraise in small rural communities.</p> <p>In our experience, one of the most effective practices we can implement to have an impact on learning opportunities and ultimately improve academic achievement for our LI and EL students is to broaden their understanding by providing educational field trips.</p> <p>We expect these educational experiences will provide greater access to learning outside of our rural community which can be a key to meeting the academic needs of LI and EL students. To increase educational opportunities for these students, it is necessary to provide educational experiences/field trips. We expect that the CAASPP ELA scores for our ELs and Math scores for LI and EL students will increase, as the program is designed to meet the needs most associated with the stresses and experiences of LI and EL students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	<ul style="list-style-type: none"> • All-students • Low-Income • English Learners

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.8</p>	<p>Action: ENGLISH LANGUAGE ACQUISITION SUPPORT</p> <p>Need: According to ELPI data, there is an opportunity to increase our EL students' language acquisition achievement. The 2023 CA Dashboard shows that 44.6% of English Learners are making progress towards English Language Proficiency (ELPI).</p> <p>The district conducted a needs assessment to determine the specific needs of our English learners (ELs) and long-term English learners (LTELs) that indicated the need for supplemental English language instruction for our highest need ELs and LTELs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The district will provide supplemental English language instruction provided by certificated and/or classified staff to support English Learners and Long-term English Learners through individualized and small group remediation.</p> <p>Our certificated/classified staff will provide the following supports including but not limited to:</p> <ul style="list-style-type: none"> • Specific practice with oral English language development skills • Supplemental focused instruction on English grammar • Focused instruction on English morphology • Support for differentiated areas of need as indicated by ELPAC results <p>We expect that the ELPI will increase through the implementation of this action.</p>	<p>ELPI</p>
<p>1.9</p>	<p>Action: ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS</p> <p>Need: According to ELPI data, there is an opportunity to increase our EL students' language</p>	<p>The district will provide staff, supplemental curriculum, supplemental supplies, and designated and integrated instruction. The district will provide instructional staff with aligned professional development to support English language development for all ELs and LTELs.</p> <p>The following design attributes are some but not</p>	<p>ELPI</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>acquisition achievement. The 2023 CA Dashboard shows that 44.6% of English Learners are making progress towards English Language Proficiency (ELPI).</p> <p>The district conducted a root cause analysis (RCA). It determined that our English learners (ELs) and long-term English learners (LTELs) need for implementing a comprehensive system of EL and LTEL-specific professional learning that aligned with our designated and integrated English language acquisition programs</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>all of the specific supports provided to enhance and support English Language development:</p> <ul style="list-style-type: none"> • Specialized instruction including speaking, writing, listening and reading skills, morphology, grammar, syntax, sentence structure, and similar required instruction. • All teachers will provide integrated EL instruction for reclassified RFEP students. <p>Students not yet reclassified will receive dedicated designated ELD instruction.</p> <ul style="list-style-type: none"> • LTEL students will receive Designated instruction in addition to supplemental supports for language acquisition • Instructional staff will be provided with professional development to support targeted instructional strategies such as scaffolding techniques, culturally responsive teaching practices, language acquisition theory, and data-driven instructional, and best practices in addressing the unique challenges faced by ELs and LTELs. <p>We expect that the ELPI will increase through the implementation of this action.</p>	

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

N/A

Additional Concentration Grant Funding

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

We will provide an Intervention Teacher to provide direct services and support to EL and LI students.
This is located in Goal 1, Action 2 .

We will provide additional support in language acquisition for EL and LTELs
This is located in Goal 1, Action 8.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,215,884	495,812	40.778%	8.155%	48.933%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,695,261.00	\$12,000.00	\$58,377.00	\$30,704.00	\$1,796,342.00	\$1,338,132.00	\$458,210.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	PROFESSIONAL LEARNING COMMUNITIES	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$12,500.00	\$12,500.00	\$25,000.00				\$25,000.00	0
1	1.2	INTERVENTION TEACHER	English Learners	Yes	LEA-wide	English Learners	All Schools		\$12,000.00	\$0.00	\$12,000.00				\$12,000.00	0
1	1.3	BENCHMARKS	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	0
1	1.4	LIBRARY CLERK	English Learners	Yes	LEA-wide	English Learners	All Schools		\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	0
1	1.5	INDUCTION COACHES/SERVICES FCSS	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$4,000.00	\$2,000.00	\$6,000.00				\$6,000.00	0
1	1.6	BASE PROGRAM	All	No			All Schools		\$693,075.00	\$238,104.00	\$931,179.00				\$931,179.00	0
1	1.7	SPECIAL EDUCATION PROGRAM	Students with Disabilities	No			All Schools		\$78,948.00	\$0.00			\$58,377.00	\$20,571.00	\$78,948.00	0
1	1.8	ENGLISH LANGUAGE ACQUISITION SUPPORT	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$11,664.00	\$8,469.00	\$10,000.00			\$10,133.00	\$20,133.00	0
1	1.9	ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$10,000.00	\$5,000.00	\$15,000.00				\$15,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	BILINGUAL SUPPORT STAFF	English Learners	Yes	LEA-wide	English Learners	All Schools		\$90,000.00	\$0.00	\$90,000.00				\$90,000.00	0
2	2.2	ADDITIONAL TEACHER	English Learners	Yes	LEA-wide	English Learners	All Schools		\$73,227.00	\$0.00	\$73,227.00				\$73,227.00	0
2	2.3	TRANSPORTATION	All	No			All Schools		\$94,007.00	\$69,693.00	\$163,700.00				\$163,700.00	0
2	2.4	PSYCHOLOGIST SERVICES	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$42,075.00	\$42,075.00				\$42,075.00	0
2	2.5	TECHNOLOGY	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$27,957.00	\$27,957.00				\$27,957.00	0
3	3.1	STAFF PROFESSIONAL DEVELOPMENT	English Learners	Yes	LEA-wide	English Learners	All Schools		\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	0
3	3.2	TEACHER RETENTION	English Learners	Yes	LEA-wide	English Learners	All Schools		\$179,624.00	\$0.00	\$179,624.00				\$179,624.00	0
3	3.3	MENTOR TEACHER ON SPECIAL ASSIGNMENT	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools		\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	0
4	4.1	CHARACTER EDUCATION	All	No			All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	0
4	4.2	EDUCATIONAL EXPERIENCES TRANSPORTATION	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$24,087.00	\$24,412.00	\$48,499.00				\$48,499.00	0
4	4.3	TEAM SPORTS	All	No			All Schools		\$10,000.00	\$2,000.00		\$12,000.00			\$12,000.00	0

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,215,884	495,812	40.778%	8.155%	48.933%	\$590,382.00	0.000%	48.556 %	Total:	\$590,382.00
								LEA-wide Total:	\$565,382.00
								Limited Total:	\$25,000.00
								Schoolwide Total:	\$25,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	PROFESSIONAL LEARNING COMMUNITIES	Yes	LEA-wide	English Learners Low Income	All Schools	\$25,000.00	0
1	1.2	INTERVENTION TEACHER	Yes	LEA-wide	English Learners	All Schools	\$12,000.00	0
1	1.3	BENCHMARKS	Yes	LEA-wide	English Learners Low Income	All Schools	\$8,000.00	0
1	1.4	LIBRARY CLERK	Yes	LEA-wide	English Learners	All Schools	\$20,000.00	0
1	1.5	INDUCTION COACHES/SERVICES FCSS	Yes	LEA-wide	English Learners Low Income	All Schools	\$6,000.00	0
1	1.8	ENGLISH LANGUAGE ACQUISITION SUPPORT	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,000.00	0
1	1.9	ENGLISH LEARNER LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT PROGRAMS	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	BILINGUAL SUPPORT STAFF	Yes	LEA-wide	English Learners	All Schools	\$90,000.00	0
2	2.2	ADDITIONAL TEACHER	Yes	LEA-wide	English Learners	All Schools	\$73,227.00	0
2	2.4	PSYCHOLOGIST SERVICES	Yes	LEA-wide	English Learners Low Income	All Schools	\$42,075.00	0
2	2.5	TECHNOLOGY	Yes	LEA-wide	English Learners Low Income	All Schools	\$27,957.00	0
3	3.1	STAFF PROFESSIONAL DEVELOPMENT	Yes	LEA-wide	English Learners	All Schools	\$8,000.00	0
3	3.2	TEACHER RETENTION	Yes	LEA-wide	English Learners	All Schools	\$179,624.00	0
3	3.3	MENTOR TEACHER ON SPECIAL ASSIGNMENT	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$25,000.00	0
4	4.2	EDUCATIONAL EXPERIENCES TRANSPORTATION	Yes	LEA-wide	English Learners Low Income	All Schools	\$48,499.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,776,984.00	\$1,565,838.53

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	PROFESSIONAL LEARNING COMMUNITIES	Yes	\$19,162.00	\$42,630.44
1	1.2	INTERVENTION TEACHER	Yes	\$25,442.00	\$44,407.17
1	1.3	BENCHMARKS	Yes	\$8,000.00	\$2,037.00
1	1.4	LIBRARY CLERK	Yes	\$18,697.00	\$20,249.92
1	1.5	INDUCTION COACHES/SERVICES FCSS	Yes	\$9,000.00	\$7,574.49
1	1.6	BASE PROGRAM	No	\$931,179.00	\$869,699.00
1	1.7	SPECIAL EDUCATION PROGRAM	No	\$78,948.00	\$112,143.54
1	1.8	ENGLISH LEARNER PROGRAM	No	\$10,133.00	\$10,683.06
2	2.1	BILINGUAL SUPPORT STAFF	Yes	\$76,717.00	\$73,484.62
2	2.2	ADDITIONAL TEACHER	Yes	\$73,227.00	\$71,272.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	TRANSPORTATION	No	\$163,700.00	\$118,423.67
2	2.4	PSYCHOLOGIST SERVICES	Yes	\$35,063.00	\$29,062.50
2	2.5	TECHNOLOGY	Yes	\$27,957.00	\$9,871.82
3	3.1	STAFF PROFESSIONAL DEVELOPMENT	No	\$8,000.00	\$8,012.92
3	3.2	TEACHER RETENTION	Yes	\$179,624.00	\$111,400.19
3	3.3	MENTOR TEACHER ON SPECIAL ASSIGNMENT	Yes	\$46,636.00	\$0
4	4.1	CHARACTER EDUCATION	No	\$5,000.00	\$2,427.59
4	4.2	EDUCATIONAL EXPERIENCES TRANSPORTATION	Yes	\$48,499.00	\$22,805.58
4	4.3	TEAM SPORTS	No	\$12,000.00	\$9,652.90

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$539,246	\$568,024.00	\$434,795.85	\$133,228.15	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	PROFESSIONAL LEARNING COMMUNITIES	Yes	\$19,162.00	\$42,630.44	0	0
1	1.2	INTERVENTION TEACHER	Yes	\$25,442.00	\$44,407.17	0	0
1	1.3	BENCHMARKS	Yes	\$8,000.00	\$2,037.00	0	0
1	1.4	LIBRARY CLERK	Yes	\$18,697.00	\$20,249.92	0	0
1	1.5	INDUCTION COACHES/SERVICES FCSS	Yes	\$9,000.00	\$7,574.49	0	0
2	2.1	BILINGUAL SUPPORT STAFF	Yes	\$76,717.00	\$73,484.62	0	0
2	2.2	ADDITIONAL TEACHER	Yes	\$73,227.00	\$71,272.12	0	0
2	2.4	PSYCHOLOGIST SERVICES	Yes	\$35,063.00	\$29,062.50	0	0
2	2.5	TECHNOLOGY	Yes	\$27,957.00	\$9,871.82	0	0
3	3.2	TEACHER RETENTION	Yes	\$179,624.00	\$111,400.19	0	0
3	3.3	MENTOR TEACHER ON SPECIAL ASSIGNMENT	Yes	\$46,636.00	\$0.00	0	0
4	4.2	EDUCATIONAL EXPERIENCES TRANSPORTATION	Yes	\$48,499.00	\$22,805.58	0	0

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,280,804	\$539,246	0.00%	42.102%	\$434,795.85	0.000%	33.947%	\$104,450.15	8.155%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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