

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

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

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

# Goal 1

Improve school readiness

Supporting Goal A:

Provide parent Information Meetings for incoming kindergarteners

Supporting Goal B:

Provide family Literacy and Math Nights

Supporting Goal C:

Connect Parents with Community Resources

Supporting Goal D:

Provide a Kinder Academy

Supporting Goal E:

Provide Expanded Transitional Kindergarten

Supporting Goal F

Focused outreach for 2017 Learning Academy to parents of students with exceptional needs will be provided

Supporting Goal G:

Develop preschool programs and services

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Attendance Sign-in Sheets	Due to the COVID-19 pandemic and the pivot to distance learning for both students and families, parent participation was not measured. However, the attendance at Town Halls and other district-sponsored meetings are not yet where we would like. Still, we were pleased to see an uptick in parents' participation at some events such as Back to School Night. All schools had more than 70 parents in attendance.

Expected	Actual
<p><b>19-20</b></p> <p>Expect a at least 15 parents from each school in attendance at Town Hall meetings where parents and guardians of all students, including the parents of unduplicated students and those with exceptional needs, have input on District decision making as measure by sign in sheets.</p> <p>Expect a at least 70 parents from each school in attendance at information nights and family literacy nights as measure by sign in sheets.</p> <p>A. Parents of incoming kindergarteners will have an improved understanding of the school process and how to support their children. Initial school-home relationships will develop.</p> <p>B. Parents will better understand how to support their children with academics in the home. School-home relationships will be strengthened.</p> <p>C. Parents will have information about how to develop English and computer skills which will support their children with academics in the home.</p> <p>D. Incoming kindergarteners will be prepared separate from caregiver, use bathrooms, attend to teacher in small group, follow simple classroom routines, and use words for assistance in kindergarten. Parents will better understand the importance of regular school attendance beginning in kindergarten.</p> <p>E. Foundational learning skills will be developed in preschool</p> <p><b>Baseline</b></p> <p>Attendance at Town Hall meetings ranges from 0 - 20 parents per school.</p> <p>Attendance at school information nights ranges from 15 to 100 parents per school.</p>	<p>A. All schools held a Kindergarten Meet and Greet to help families understand the expectations for the year and to build relationships with families. All Schools had at least 50% parent attendance.</p> <p>B. The Kindergarten Meet and Greet helped in meeting Goal1.B. In addition, the use of Blackboard Messaging also helped to increase the communication to families significantly.</p> <p>C. Our IT Leadership Team, Larry Black and George Barcenas, attended Principal Coffee Chats to support parent digital/computer literacy.</p> <p>D. Establishing NBCC preschools on all campuses helped kindergarten students to transition to the kindergarten setting much easier since students learn the school culture and also attend preschool on the campus of their elementary school.</p> <p>E. All NBCC preschools help students to learn foundational literacy and math skills.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Schools will purchase supplies for Kindergarten information nights and family literacy and math nights	Supplies 4000-4999: Books And Supplies Supplemental and Concentration 525	Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 533.84
We will develop preschool programs and services in the District.	Classroom supplies 4000-4999: Books And Supplies Base 7500	Classroom Supplies 4000-4999: Books And Supplies LCFF Base 5934.27
We will utilize an automatic dialing system, electronic marquee signs at schools, flyers reaching out to parents of unduplicated students with school information.	Equipment and supplies 4000-4999: Books And Supplies Supplemental and Concentration 11250	Equipment and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 10096.35

## Goal Analysis

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

Overall, parent participation did not improve from our baseline data. However, in many events we noticed that there was greater participation from families as they were able to access meetings via Zoom. As a result, we plan to offer most, if not all meeting opportunities to families via Zoom and in-person in order to make participation accessible to all families.

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

The IT support for families was very successful to all families who participated. This continues to be an area of need and parents have requested more IT support so that they may better support their children's learning and may be more actively engaged. As a result, we will continue to provide learning opportunities to families. We will create a learning hub for the district called the Learning Center where we will provide multiple learning opportunities such as how to create an email, how to access Zoom meetings, how to access the Aeries Parent Portal, and more.

## Goal 2

Decrease the rates of absence and truancy.

Supporting Goal A:

Adjust attendance boundaries.

Supporting Goal B:

Provide Parent Liaison at each school

Supporting Goal C.:

Improve SARB process.

Supporting Goal D:

Develop system for attendance awards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Truancy rate and Attendance rate	Attendance = Not Measured Spring 2020 Chronic Absenteeism = Not Calculated Truancy = Not Calculated  All sites have bilingual Parent Liaisons who call families to check in with them when students are chronically absent. We inquire to understand the root cause of the poor attendance in order to meet the needs of families and students. We also invested in the Attention2Attendance (A2A) to help us better monitor student attendance and support the communication piece to parents. This will be especially helpful when we return to in-person instruction next year. This year as a result of Distance Learning, we followed through on our plan to communicate with all disengaged families in order to support with a return to learning plan.

Expected	Actual
<p><b>19-20</b> Truancy rate:11%, Attendance rate: 98%</p> <p>A. When students miss the home-school transportation (school bus), students can walk to school instead of missing school if the family has no car.</p> <p>B. Consistent outreach and support will be provided to all families regarding consistent school attendance. Families in need of additional assistance will be supported individually, and as necessary, will be connected to community resources.</p> <p>C. All schools will consistently follow up with tardies and absences. The A2A attendance system will be purchased and implemented. The District will follow up with the SARB process at the county level as appropriate.</p> <p><b>Baseline</b> Truancy rate:14%, Attendance rate: 95.5%</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parent Liaison will be provided for each school.	<p>Parent Liaisons 2000-2999: Classified Personnel Salaries Supplemental and Concentration 62554</p> <p>Parent Liaisons 3000-3999: Employee Benefits Supplemental and Concentration 22544</p>	<p>Parent Liaisons 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 53197.85</p> <p>Parents Liaisons 3000-3999: Employee Benefits LCFF Supplemental and Concentration 18022.68</p>
Schools will purchase awards for attendance.	Awards 4000-4999: Books And Supplies Supplemental and Concentration 525	Awards 4000-4999: Books And Supplies LCFF Supplemental and Concentration 525
We will use the A2A attendance reporting system software by SIA..	A2A System 5800: Professional/Consulting Services	A2A System 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures Supplemental and Concentration 5250	And Operating Expenditures LCFF Supplemental and Concentration 5007

## Goal Analysis

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

The services for all budgeted funds were implemented, however due to school closure, implementation was reduced from March -June 2021.

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

Successes in implementing action/services:

\*BUSD successfully pivoted from in-person learning to a Distance Learning Model one week after school closure.

\*Parent Liaisons were instrumental in supporting communication to and from families and the schools.

\*The Cool School Program shifted to support a continuity of support to students and families.

\*All families received weekly work packets for students until we could transition to a more robust synchronous and asynchronous learning model.

## Goal 3

Improve 3rd grade literacy.

Supporting Goal A:

Provide Literacy Paraprofessional for every K-6th classroom.

Supporting Goal B:

Provide Instructional Assistant for every Transitional Kindergarten (TK) classroom.

Supporting Goal C:

Maintain increased Instructional minutes for K-3rd classrooms

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> CAASPP <b>19-20</b> 3rd Grade Literacy: 55% based on CAASPP  A. Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy. B. Core ELA instruction will be supported with highly trained paraprofessionals to target foundational literacy skills. C. TK classrooms will receive support to improve small group instruction D. K-3rd students will benefit from an additional 100 minutes of instruction with a credentialed teacher every week.	CAASPP not taken in 2020 due to COVID 19 Pandemic, Star Reading assessments will be used for 2021 for grades 3-6.



Expected	Actual
<b>Baseline</b> Preliminary 2017 CAASPP: 40%	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Instructional assistants will be provided for 2 hours in each TK class	Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration 18019  Instructional Assistants 3000-3999: Employee Benefits Supplemental and Concentration 7280	Instructional Assistants 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 7419  Instructional Assistants 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2687
Literacy Paraprofessionals will be provided to help with reading instruction in all general education K-6th classes	Literacy Paraprofessionals 2000-2999: Classified Personnel Salaries Title I 178201  Literacy Paraprofessionals 3000-3999: Employee Benefits Title I 55040  Literacy Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental and Concentration 20650  Literacy Paraprofessionals 3000-3999: Employee Benefits Supplemental and Concentration 8641	Literacy Paraprofessionals 2000-2999: Classified Personnel Salaries Title I 147498  Literacy Paraprofessionals 3000-3999: Employee Benefits Title I 46374  Literacy Paraprofessionals 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 24257  Literacy Paraprofessionals 3000-3999: Employee Benefits LCFF Supplemental and Concentration 9179
Additional prep time for primary teachers will be provided when PE teachers are with their students for PE class	PE Teachers (1/2 of all PE teacher expenses budgeted here and the 2nd half budgeted in Goal 4) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 138847	PE Teachers (1/2 expenses budgeted here; 1/2 budgeted in Goal 4) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 149181

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	PE Teachers 3000-3999: Employee Benefits Supplemental and Concentration 37003	PE Teachers (1/2 expenses budgeted here; 1/2 budgeted in Goal 4) 3000-3999: Employee Benefits LCFF Supplemental and Concentration 45132

## Goal Analysis

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

The services for all budgeted funds were implemented. All of these actions/services were implemented even as we pivoted to distance learning.

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

The Lit Paraprofessionals focused on primary grades to provide strong foundational skills. Students who needed additional support were provided this in in-person small groups and small groups through breakout rooms when in distance learning.

TK has 2 hours of instructional assistant support which allowed for greater individualization.

Interventions for struggling students occurred in all classrooms in the p.m. This was provided by Lit Paras and Teachers.

## Goal 4

Improve consistency of high quality instruction in all classrooms.

Supporting Goal A:

Provide professional development, including Bellevue University

Supporting Goal B:

Develop and use the Bellevue Instructional Model (BIM).

Supporting Goal C:

Develop and use a coherent assessment system.

Supporting Goal D:

Provide an instructional response to student learning data.

Supporting Goal E:

Improve classroom management.

Supporting Goal F:

Implement curriculum maps for core content.

Supporting Goal G:

Provide credentialing support for professional staff

Supporting Goal H:

Develop highly effective teachers.

Supporting Goal I:

Provide planning/preparation time.

Supporting Goal J:

Support and develop Professional Learning Communities (PLCs).

Supporting Goal K:

Avoid combination classes

Supporting Goal L:

Provide a High Quality teaching staff to all students

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1) Range of proficiency movement for cohorts across 4th - 6th classrooms on CAASPP 2) Report on Teacher misassignments 3.) Implementation of aligned CCSS ELA Math and ELD standards textbooks	1) CAASPP not taken in 2020 due to COVID-19 Pandemic. Star Reading and Star Math assessments were used for 2021 for grades 3-6. 2) BUSD had 4 teachers in the "Be A Teacher" NCSOE program and 1 Intern in the Intern Support and Supervision Program. 3) All teachers taught the CCSS ELA and Math curriculum.

Expected	Actual
<p><b>19-20</b>  Decrease the range in cohort growth across classrooms in the district by the following:</p> <p>In 4th grade:  ELA: range &lt;.4  Math: range &lt;.2</p> <p>n 5th grade:  ELA: range &lt;.4  Math: range &lt;.4</p> <p>In 6th grade:  ELA: range &lt;.4  Math: range &lt; .7</p> <p>Maintain Teacher Misassignment rate at 0%, 100% will be appropriately credentialed</p> <p>A: Students' teachers and all District staff will have improved capacity to meet their learning needs.  B. Students' will benefit from consistent expectations and instructional practices in all classrooms  C. Students' academic performance will be assessed on a regular basis so that academic needs can be identified and the appropriate assistance can be provided.  D. Students will benefit from a robust array of academic interventions to meet their learning needs in any classroom  E. Students will benefit from consistent behavioral expectations and supports in every classroom  F. Students will benefit from consistent academic expectations in every classroom at the same grade level.  G. Students will benefit from District staff who are professionally current with credentialing  H. Students will benefit from increased engagement in the learning process in all classrooms  I. &amp; J. Students will benefit from instructional that reflects best practices developed with grade level teams  K: Students will benefit from a single grade level curriculum being taught in the classroom</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Substitute teachers for teachers attending professional development during the school day	<p>Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2000</p> <p>Substitutes 3000-3999: Employee Benefits Supplemental and Concentration 750</p>	<p>Substitutes 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 2000</p> <p>Substitutes 3000-3999: Employee Benefits LCFF Supplemental and Concentration 750</p>
Common prep time for classroom teachers provided by PE teachers during PE classes	<p>PE Teachers (1/2 of PE teachers costs budgeted here and 2nd half budgeted in Goal 3) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 138847</p> <p>PE Teachers (1/2 of PE teachers costs budgeted here and 2nd half budgeted in Goal 3) 3000-3999: Employee Benefits Supplemental and Concentration 37003</p>	<p>PE Teachers (1/2 of PE teachers costs budgeted here and 2nd half budgeted in Goal 3) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 149181</p> <p>PE Teachers (1/2 of PE teachers costs budgeted here and 2nd half budgeted in Goal 3) 3000-3999: Employee Benefits LCFF Supplemental and Concentration 45132</p>
Additional teachers provided to avoid combination classes so no students will be in a class split with a different grade level	<p>Teachers: Crawford, Close, and Gerke 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 226609</p> <p>Teachers: Crawford, Close, and Gerke 3000-3999: Employee Benefits Supplemental and Concentration 67474</p> <p>Teachers: Crawford, Close, and Gerke 1000-1999: Certificated Personnel Salaries Title I 5002</p>	<p>Teachers: Crawford, Close, and Gerke 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 249514</p> <p>Teachers: Crawford, Close, and Gerke 3000-3999: Employee Benefits LCFF Supplemental and Concentration 73025</p> <p>Teachers: Crawford, Close, and Gerke 1000-1999: Certificated Personnel Salaries Title I 5509</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Teachers: Crawford, Close, and Gerke 3000-3999: Employee Benefits Title I 1489	Teachers: Crawford, Close, and Gerke 3000-3999: Employee Benefits Title I 1613
Beginning Teacher support program provided to all new teachers	BTSA 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 40905	BTSA 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 19000
Stipends for teachers attending professional development outside of school day/year will be provided.	Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2000  Stipends 3000-3999: Employee Benefits Supplemental and Concentration 750	Stipends 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 2000  Stipends 3000-3999: Employee Benefits LCFF Supplemental and Concentration 750
Maintain a Highly Qualified Teaching Staff that is appropriately assigned and fully credentialed	Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1287559  Teachers 3000-3999: Employee Benefits Supplemental and Concentration 385972  Teachers 1000-1999: Certificated Personnel Salaries Base 3310866  Teachers 3000-3999: Employee Benefits Base 992500	Teachers 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1507159  Teachers 3000-3999: Employee Benefits LCFF Supplemental and Concentration 444847  Teachers 1000-1999: Certificated Personnel Salaries LCFF Base 3875553  Teachers 3000-3999: Employee Benefits LCFF Base 1143893
Supplies provided for the Bellevue University, an online professional development tool for staff	Badges 4000-4999: Books And Supplies Supplemental and Concentration 500	Badges 4000-4999: Books And Supplies LCFF Supplemental and Concentration 500
Provide a Support and Guidance Program to teachers needing assistance	Consulting Teacher 1000-1999: Certificated Personnel Salaries Title I 89631	Consulting Teacher 1000-1999: Certificated Personnel Salaries Title I 96945

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Consulting Teacher 3000-3999: Employee Benefits Title I 25540	Consulting Teacher 3000-3999: Employee Benefits Title I 27392
Secure an improved assessment system	Renaissance Program 4000-4999: Books And Supplies Lottery 29000	Renaissance Program 4000-4999: Books And Supplies Lottery 27586

## Goal Analysis

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

The services for all budgeted funds were implemented.

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

- \*Substitutes were provided to support teacher learning until March 2020.
- \*PE teachers provided additional prep/planning time for teachers
- \*Combination classes were avoided whenever financially feasible
- \*All beginning teachers were offered support through mentors in the NCSOE beginning teacher support
- \*Compensation for teachers who attend professional development opportunities outside of their contractual day
- \*PBIS was adopted throughout the district. Training was provided to staff.



## Goal 5

Improve 21st century teaching and learning.

Supporting Goal A

Secure and implement 21st Century standards-aligned curriculum

Supporting Goal B:

Provide support for digital teaching and learning.

Supporting Goal C:

Optimize use of library media centers

Supporting Goal D:

Provide support for use of technology.

Supporting Goal E:

Secure and maintain hardware for digital learning

Supporting Goal F:

Build capacity for keyboarding

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1) Level of implementation of Common Core Standards.	100% Implementation of common core academic and performance standards. We also maintained 100% sufficiency of standards-aligned textbooks for all students.  A. Teachers taught to the standards and used Board adopted curriculum.  B. Students were able to quickly pivot to distance learning as a result of the access they were provided prior to the transition. As the year progressed, students were given additional support as all

Expected	Actual
<p><b>19-20</b> 95% Implementation of common core academic and performance standards, Maintain 100% sufficiency of standards-aligned textbooks for all students</p> <p>A. Students will have instructional programs to support 21st Century learning B. Students will be able to fully engage in digital learning C. Students will benefit from optimized time in library media center D. Students will benefit from instructional staff having capacity for digital teaching E. Students will benefit from having consistent &amp; reliable access to internet F: Students will develop capacity for keyboarding</p> <p><b>Baseline</b> 80% Implementation of Common Core Standards</p>	<p>students were given devices and supported in using them by teachers and the IT department.</p> <p>C. Due to budget challenges, we. were unable to re-establish the library media centers.</p> <p>D. Students benefitted greatly as the result of teachers receiving technical training and support through professional development opportunities and the IT department.</p> <p>E. Students did benefit from having consistent and reliable access to internet, especially as we have had to pivot to distance learning in March. Students were provided with consistent and reliable access to internet with hot spots for those students with challenges accessing.</p> <p>F. Students have had more experience with keyboarding this year as a result of the shift to synchronous and asynchronous instruction.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase Instructional Materials & Programs for 21st century learning	Instructional Materials & Programs 4000-4999: Books And Supplies Supplemental and Concentration 40000	Instructional Materials & Programs 4000-4999: Books And Supplies LCFF Supplemental and Concentration 33157
Hire one technology staff to support district	Technology Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 60413	Technology Support 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 64665

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Technology Support 3000-3999: Employee Benefits Supplemental and Concentration 26435	Technology Support 3000-3999: Employee Benefits LCFF Supplemental and Concentration 27611

## Goal Analysis

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

The services for all budgeted funds were implemented.

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

This is one of the areas we are most proud of. Our IT department was busy gearing up for supporting greater use of technology. They provided all teachers support in order to meet the needs of students in a distance learning environment. They proactively identified needs and also responded to these in a timely fashion. With an IT team of two we were able to quickly and successfully pivot to distance learning in March, 2020.

## Goal 6

Ensure all students have opportunities and support to reach their potential.

Supporting Goal A:

Implement a GATE Program.

Supporting Goal B:

Implement visual and performing arts (VAPA).

Supporting Goal C:

Optimize social studies & science instruction

Supporting Goal D:

Improve system for learning supports.

Supporting Goal E:

Optimize before & after school programs.

Supporting Goal F:

Reduce impact of mobility.

Supporting Goal G:

Utilize intersessions for academic support

Supporting Goal H:

Extend the instructional school year

Supporting Goal I:

Individualized ELD instruction for newcomers

Supporting Goal J:

Implement Personalized Learning

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>1) Percentage of students making progress towards English proficiency on CELDT/ELPAC and rate of reclassification</p> <p>2) maintain 100% access to core curriculum and programs for unduplicated students and students with exceptional needs</p> <p><b>19-20</b></p> <p>80% of ELs will meet CELDT growth targets, maintain reclassification rate of 9% or more, maintain access to core curriculum and programs for all students including unduplicated students and students with exceptional needs.</p> <p>A: Students will benefit from a GATE program  B: Students will benefit fro VAPA programming  C: Students will benefit from Social Studies &amp; Science instruction  D: A process will be in place to identify and respond to learning needs  E: Students will benefit from assistance in before and after school programs that help with academic success during the school day  F: Students who move between schools will benefit from the instructional consistency between schools. Students new to the District will benefit from the school's readiness to identify and respond to academic needs.  G: Struggling students will benefit from a focused period of academic assistance  H: Students will avoid the summer learning loss in Math &amp; ELA  I: Beginning English Learners will benefit from individualized instruction in English  J: Students will benefit from competency-based instruction in a Personalized Learning environment</p>	<p>1) In 2018, the California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the English Assessment for California (ELPAC) as the state English Language Proficiency (ELP) assessment. The ELPAC is aligned with the the 2012 California English Language Development Standards.  According to the 2018-19 Summative ELPAC results, 15.83% of our ELs students scored proficient (Overall Level 4).  Our reclassification rate in 2019-20 was 4.5% (45 students), lower than expected by 4.5%.</p> <p>A. BUSD did not have a GATE program.  B. Students benefitted from VAPA programming as they participated in offerings such as violin classes.  C. Students benefitted from Social Studies and Science instruction.  D. Star assessments were used to identify and support students demonstrating a need.  E. As a result of the pandemic, after-school tutorials were not put in to place.  F. BUSD works to create a systematic approach to instruction at all sites.  G. Students benefitted from support from Lit Paras as an additional support.  H. Students did not avoid learning loss over the summer and may have even become greater as a result of the COVID-19 pandemic and the move to distance learning.  I. This did not happen for our Beginning English Learners.  J. This did not come to fruition as a result of the COVID -19 pandemic.</p>

Expected	Actual
<b>Baseline</b> 65% of ELs met CELDT growth targets, we improved our reclassification rate to 9%, and we maintained access to core curriculum and programs for students including unduplicated students and students with exceptional needs.	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase materials and supplies for GATE and VAPA programs & services throughout the district	GATE and VAPA Materials 4000-4999: Books And Supplies Supplemental and Concentration 5000	GATE and VAPA Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5000
Develop science program in Elementary grades	Science Materials 4000-4999: Books And Supplies Lottery 6000	Science Materials 4000-4999: Books And Supplies Lottery 6000
Provide supplemental materials for students needing learning assistance.	Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 5900	Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5900
Provide Personalized Learning environment in elementary grades	Dream Box, Chromebooks 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 68885	Dream Box, Chromebooks 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 68885

## Goal Analysis

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

The services for all budgeted funds were implemented, however most of our unspent funds moved to the purchase of technology equipment to support distance learning.

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

Some of the VAPA and personalized learning opportunities became disrupted as a result of the move to distance learning. However, our ability to quickly and successfully pivot to distance learning in March was a result of the foresight and support of the district to support students and teacher capacity with technology.

## Goal 7

Maintain and improve facilities.

Supporting Goal A:

Ensure campuses are secure.

Supporting Goal B

Maximize operations of all facilities and equipment

Supporting Goal C:

Renovate Kawana School.

Supporting Goal D:

Optimize outdoor areas

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1) FIT survey 2) perceptual survey from staff	A. All campuses had fences put up to enforce safety.  B. Cooking was done at sites with the exception of Kawana since they did not have a kitchen. SRCS provided.  C. Kawana received a new roof, a new sewer system, and had planning work done for the modernization of the Kitchen/Multipurpose Room  D. Play structures were replaced at Meadow View and Bellevue Elementary as they were the most outdated play structures in the district.



Expected	Actual
<p><b>19-20</b> At least 80% satisfaction rate on Perceptual Survey for students, parents and staff &amp; maintain all good ratings on FIT assessment for Williams</p> <p>A: Students will be safe on campus</p> <p>B. Students will benefit from operational equipment at school &amp; healthy meals being prepared on site.</p> <p>C. Students at Kawana School will benefit from an improved learning environment</p> <p>D. Students will benefit from improved outdoor areas</p> <p><b>Baseline</b> There was a 15% increase (65%) in satisfaction rate on Perceptual Survey for students, parents and staff . We have maintained all good ratings on FIT assessment for Williams</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Upgrade Playground Equipment	Playground Equipment 6000-6999: Capital Outlay Supplemental and Concentration 1500	Playground Equipment 6000-6999: Capital Outlay LCFF Supplemental and Concentration 1500

## Goal Analysis

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

All actions and services budgeted were addressed.

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

Not having students on campus in March through the rest of the summer actually helped to complete some of these actions.

## Goal 8

Improve school-home communication.

Supporting Goal A:

Distribute monthly school newsletters

Supporting Goal B:

Update school marquees.

Supporting Goal C:

Maintain current & useful websites.

Supporting Goal D:

Competency with Spanish will be encouraged with staff

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Perceptual survey of parents  <b>19-20</b> At least 90% satisfaction rate on Perceptual Survey for parents  A. Students' families will be appraised of school events on a monthly basis. B. Students and families will be notified of current events at school. C. Students and families will gain information about the classroom anytime via internet. D. Spanish-speaking students and families will have greater ability to communicate with staff.	District Survey - Parents were surveyed in order to develop the 2020-2023 LCAP that was ultimately postponed to one year out.  A. BUSD effectively communicates with families via Blackboard, Peachjar, Remind, Weekly District Newsletters, Site Newsletters and through Social Media. B. BUSD effectively communicates with families via Blackboard, Peachjar, Remind, Weekly District Newsletters, Site Newsletters and through Social Media. C. BUSD effectively communicates with families via Blackboard, Peachjar, Remind, Weekly District Newsletters, Site Newsletters and through Social Media. D. BUSD effectively communicates with families via Blackboard, Peachjar, Remind, Weekly District Newsletters, Site Newsletters

Expected	Actual
<b>Baseline</b> There was a 15% increase of satisfaction rate (80%) on Perceptual Survey for parents.	and through Social Media. All communication is translated to support engagement of our Spanish-speaking families.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

The. services for all budgeted funds were implemented.

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

BUSD effectively communicates with families via Blackboard, Peachjar, Remind, Weekly District Newsletters, Site Newsletters and through Social Media. All communication is translated to support engagement of our Spanish-speaking families.

## Goal 9

Improve climate to support learning.

Supporting Goal A:

Optimize recess and lunch time

Supporting Goal B:

Support social-emotional learning

Supporting Goal C:

Improve student discipline

Supporting Goal D:

Support school & district pride

Supporting Goal E:

Support after school extra-curricular activities

Supporting Goal F:

Recognize student, staff and community strengths and contributions

Supporting Goal G:

Improve student health.

Supporting Goal H:

Develop and foster a growth mindset

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 6: School Climate (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1) CALPADS suspension & expulsion rates, 2) Ca Physical Fitness Test for body composition of 5th graders, 3) perceptual survey from students, parents and staff.	1) In 2019, BUSD had a 1.9 % Suspension Rate 2) The CA Physical Fitness Test for Body Composition of 5th Graders was not administered in 2019-20 due to the COVID -19 pandemic 3) Perceptual Survey data was not gathered in 2019-20 due to the pandemic.

Expected	Actual
<p><b>19-20</b>  At least 85% satisfaction rate on Perceptual Survey for parents and staff, 35% of 5th graders will be rated as Needs Improvement-High Risk for Body Composition, and maintain 0% expulsion and less than 4% suspension rates</p> <p>A: Students will engage in productive physical activity during recess and lunch time  B: Students will improve their self-regulation and conflict resolution skills  C. Students will benefit from a clearly communicated and consistently enforced discipline plan  D. Students and their families will feel proud of their school and District  E. Students will have the opportunity to participate in after school activities  F. Students, staff and community members will be recognized for strengths and for contributions  G. Students will eat healthy foods and have basic health/safety needs and physical education met at school  H. Students will develop and be recognized for a growth mindset</p> <p><b>Baseline</b>  We maintained a 0% expulsion rate and a 4% suspension rate.</p> <p>37% of 5th graders were rated as Needs Improvement-High Risk for Body Composition.</p> <p>There was a 15% increase of satisfaction rate (70%) on Perceptual Survey for students, parents and staff .</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase supplies for recognition and competitions.	Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1500	Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1500
Purchase supplies and provide professional development for PBIS, our student positive behavior program	Supplies 4000-4999: Books And Supplies Supplemental and Concentration 4000  Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4000	Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 4000  Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4000
Pay stipends for sports coaches.	Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12000  Staff 3000-3999: Employee Benefits Supplemental and Concentration 2200	Stipends 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 12000  Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2200
Provide counselors to support social-emotional learning	Counselors - CalServes 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 166165	Counselors - CalServes 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 99832
Provide active recess at each school	Contract with Napa COE - CalServes 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 72000	Contract with Napa COE - CalServes 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 72000
Provide healthy food for students	Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 55000	Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 55000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Staff 3000-3999: Employee Benefits Supplemental and Concentration 14000  Gardens 4000-4999: Books And Supplies Supplemental and Concentration 5000	Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration 14000  Gardens 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0

## Goal Analysis

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

All funds budgeted for actions/services that were not implemented this year will be completed in the next school year.

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

We maintained a 0% expulsion rate and our suspension rate dropped. Having to pivot to distance learning in March with little warning posed many challenges. Among those challenges was the ability to give the fitness test to our 5th graders and to survey and gather parent data.



## Goal 10

Develop citizenship and democratic values.

Supporting Goal A:

Provide leadership and service learning opportunities

Supporting Goal B

Provide information about college & career awareness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: Citizenship and democratic values

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Perceptual survey of Parents, students and staff. <b>19-20</b> At least 85% positive ratings about citizenship and democratic values on Perceptual Survey for parents, students and staff.  A: Student s will have an opportunity for leadership and experience service learning.  B. Students will learn about post-secondary pathways.  <b>Baseline</b> There was a 15% increase (70%) of satisfaction rate on Perceptual Survey for students, parents and staff .	Student Councils at all sites.  6th grade students also took the survey.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase supplies for Career Day and College Information Night	Supplies 4000-4999: Books And Supplies Supplemental and Concentration 550	Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 550
Provide staff support for ASB	Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4000  Staff 3000-3999: Employee Benefits Supplemental and Concentration 750	Stipends 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 4000  Staff 3000-3999: Employee Benefits LCFF Base 750
Provide supplies for service learning.	Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1000	Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1000

## Goal Analysis

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

These activities were in the works when we had to pivot to distance learning instruction. Most resources not used shifted to meeting the needs of staff and students in order to continue our educational program.

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

Between PF&E Shutoff Days and the pandemic, BUSD did not get to organize and put on the College and Career Nights.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Plexiglass for the front office and for small group instruction	5000	9678	Yes
Signage	5000	35184	Yes
Procurement of personal protective equipment (face coverings, soap, hand sanitizer, etc.)	50000	67097	Yes
Additional cleaning tools and supplies (disinfectant, gloves, goggles, etc.).	50000	67097	Yes
Custodial Support	50000	50000	Yes

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

In FY2020/21 the District utilized the Coronavirus Relief Act Fund (Resource 3220) to support the actions related to in-person instructional offerings. Expenditures in signage, PPE, and cleaning tools and supplies exceeded projections.

### Analysis of In-Person Instructional Offerings

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

#### SUCSESSES AND CHALLENGES

BUSD was challenged with Sonoma County designated in the Purple Tier which allowed for Distance Learning for the first 7 months of instruction. Most of BUSD schools (Taylor Mountain, Bellevue, & Meadow View are located in the 95407 area code, one of the most COVID impacted areas of Sonoma County. Consequently, BUSD did not return to in-person instruction until April 12, 2021. Even with many of the challenges experienced this school year, BUSD has much to be proud of. Below are some of the most significant

outcomes from the 2020-2021 school year:

- All staff and students had a 1:1 device. All TK-K students had ipads while the rest of our Grade 1-6 students were given Chrome Books. All teachers were given 13"MacBooks for hosting teleconferencing and multimedia creation , ipads to use as document cameras, a 70" television to display instruction to remote students or to present to in-person students.

BUSD's Early Learning Center (North Bay Children's Center) opened June 15, 2020, with small, stable groups and all safety measures in place. A total

- Bellevue opened 8/17/20 of 31 preschool-aged children attended in person. Only 1 closure due to COVID since June 15, 2020.
- TM opened 9/01/20
- Cool School Day Care opened August 17, 2020. There were 183 students served in this program. As a result of their safety measures and protocols, this group grew from 133 students to 183. This allowed our families who were essential workers to continue to work with the peace of mind that students would be supported academically while being safe. Even with all safety measures in place, however, we were forced to close 4 cohorts in December during the surge. Parents were responsive and supportive through it all.
- Preschool Special Education Special Day Class Cohort opened February 22, 2021. This too was successful as a result of offering parent education and ensuring all safety precautions were in place and followed.
- All staff at every site followed safety protocols and supported students to do the same.
- BUSD created a successful hybrid concurrent learning model of concurrent instruction that maximized instructional time and student learning opportunities. This model was challenging for teachers, however, as the demands of the "roomers" and "Zoomers" was often difficult to manage. It required great teacher effort and we commend our teachers for their relentless dedication to their students.
- Although the vast majority of our families were able to access the distance learning provided to them through the wifi available to them, many were not so lucky. BUSD jumped to action to purchase hotspots for these families, and although no time was wasted ordering these, receiving them was a greater challenge as these were in high demand and back ordered.
- The majority of students returned to in-person instruction 4 days per week beginning on April 12, 2021.
- The use of technology allowed students to benefit from in-person direct instruction as well as through the use of computer programs such as Accelerated Reader and Dreambox.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase additional computers, ipads, and headsets to ensure all teachers have the proper tools to support distance learning	115000	492515	Yes
Purchase a device and headset for all students to engage in the distance learning from home.	440000	645034	Yes
Provide MiFis for students without internet access	15000	22449	Yes
Provide Zoom accounts for all staff members	10000	7500	Yes
Provide Illuminate to gather assessment data and to support grading in the report card	15000	12887	Yes
Provide professional development opportunities to support both the academic and social emotional needs of students.	35000	60154	Yes
Supplemental Reading Materials for Guided Reading	60000	49570	Yes

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

In FY2020/21 the District utilized the Coronavirus Relief Act Fund (Resource 3220) to support the actions related to in-person instructional offerings. These additional resources allowed the District to invest substantially more than budgeted expenditures in technology purchases to support student learning.

## Analysis of the Distance Learning Program

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

### SUCCESSSES AND CHALLENGES

BUSD was challenged with Sonoma County designated in the Purple Tier which allowed for Distance Learning for the first 7 months of instruction. Most of BUSD schools (Taylor Mountain, Bellevue, & Meadow View) are located in the 95407 area code, one of the most COVID impacted areas of Sonoma County. Consequently, BUSD did not return to in-person instruction until April 12, 2021. Even with

many of the challenges experienced this school year, BUSD has much to be proud of. Below are some of the most significant outcomes from the 2020-2021 school year:

- All staff and students had a 1:1 device. All TK-K students had ipads while the rest of our Grade 1-6 students were given Chrome Books. All teachers were given 13"MacBooks for hosting teleconferencing and multimedia creation, ipads to use as document cameras, a 70" television to display instruction to remote students or to present to in-person students.

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- Bellevue opened 8/17/20 of 31 preschool-aged children attended in person. Only 1 closure due to COVID since June 15, 2020.
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- Cool School Day Care opened August 17, 2020. There were 183 students served in this program. As a result of their safety measures and protocols, this group grew from 133 students to 183. This allowed our families who were essential workers to continue to work with the peace of mind that students would be supported academically while being safe. Even with all safety measures in place, however, we were forced to close 4 cohorts in December during the surge. Parents were responsive and supportive through it all.
- Preschool Special Education Special Day Class Cohort opened February 22, 2021. This too was successful as a result of offering parent education and ensuring all safety precautions were in place and followed.
- All staff at every site followed safety protocols and supported students to do the same.
- BUSD created a successful hybrid concurrent learning model of concurrent instruction that maximized instructional time and student learning opportunities. This model was challenging for teachers, however, as the demands of the "roomers" and "Zoomers" was often difficult to manage. It required great teacher effort and we commend our teachers for their relentless dedication to their students.
- Although the vast majority of our families were able to access the distance learning provided to them through the wifi available to them, many were not so lucky. BUSD jumped to action to purchase hotspots for these families, and although no time was wasted ordering these, receiving them was a greater challenge as these were in high demand and back-ordered.
- The majority of students returned to in-person instruction 4 days per week beginning on April 12, 2021.
- The use of technology allowed students to benefit from in-person direct instruction as well as through the use of computer programs such as Accelerated Reader and Dreambox.
- Another challenge of distance learning was tracking student engagement and holding students to a higher standard than the state for attendance.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Host Family Tech Support Nights in English and Spanish	1000	1000	Yes
Added extra time to our Parent Liaisons to support families	10000	10000	Yes
Illuminate	35000	12887	Yes
Investigate and purchase supplemental leveled readers to provide reading material at the students' proximal zone of development	50000	206053	Yes
Remind	15000	12852	Yes

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

IN FY2020/21 the District utilized the Coronavirus Relief Act Fund (Resource 3220) to support the actions related to in-person instructional offerings. In this category, the District notably invested additional funds in supplemental readers to support student development.

## Analysis of Pupil Learning Loss

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

The state's criteria for counting student attendance in a distance learning environment created some obstacles to holding students accountable for attendance. This was a great challenge for us in addressing pupil learning loss. Despite efforts, all schools reported a number of students who were regularly disengaged. Returning to in-person instruction helped teachers to provide greater support and Lit Paras also contributed to the support to students by pulling small groups for SIPPS instruction. However, because in-person instruction only occurred for a very brief timespan, students will need even greater supports in the years to come.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

Each site had a .50 FTE Counselor that met with parents and students to offer support with issues they were dealing with either in the home or in-school. All sites' school counselors pushed in to support students and teachers in classroom meetings both virtually and in-person. The district also had a MTSS district committee to identify areas of support for students. This year it became clear that BUSD would benefit from an SEL Curriculum, preferably one that supports trauma-informed strategies. The MTSS District committee will be investigating curricular options to support this area of need for our students.

## **Analysis of Pupil and Family Engagement and Outreach**

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

Communication was critical during distance learning. Site and District staff checked in daily with families for a variety of reasons. Many teachers shared that greater relationships with families were formed as a result of the need for the strong collaboration between the school and home. BUSD also employed many meaningful ways of communicating with families. This was done through the many platforms provided to sites such as Blackboard, Remind, Peachjar, Zoom, Google Meet, etc. In addition, district newsletters went to parents and staff regularly keeping all abreast of the current COVID situation as it pertained to our schools and students. Town Halls were held, and social media posts were made to keep information at the forefront. All communication shared with parents and all meetings were translated for our Spanish speaking families which facilitated their engagement.

Each school also had a .5 FTW Parent Liaison that was instrumental in keeping the lines of communication open and constant between the school and home.

## **Analysis of School Nutrition**

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

Each site continued to provide school lunches in a "grab and go" format, with parents driving through twice per week. When the District returned to in-person "hybrid" instruction, it was necessary to scale back to a once-per-week pickup (that included 5 days worth of meals). All meals were provided at no cost to all families that wanted them.



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	Purchase Remind to maintain lines of communication with parents.	5000	5000	Yes
Stakeholder Engagement	Additional hours for Parent Liaisons to support families with distance learning and to keep them engaged and informed.	10000	10000	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Provide professional development to support students' academic and language proficiency levels	10000	10000	Yes
Pupil Learning Loss	Provide additional support time, paying teachers to support students needing more time and guidance in language arts or math.	15000	15000	Yes

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

## Overall Analysis

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

IN FY2020/21 the District utilized the Coronavirus Relief Act Fund (Resource 3220) to support the actions related to in-person instructional offerings. No substantive difference between planned actions and budgeted expenditures were noted.

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

All students will be assessed every trimester using the following common assessments:  
TK-K - ESGI

1-2 - Early Star Reading & Star Math  
3-6 Star Reading & Star Math

All grade levels will be provided professional learning collaboration time to identify learning targets of the essential standards and to identify common formative assessments and rubrics to more consistently and regularly analyze student data in order to better support students learning. Adaptive software programs were purchased to support student learning over the summer (June 2021) and these licenses will continue to be available to students throughout the following school year (e.g. Lalilo, Freckle Reading and Freckle Math).

The 2021-24 LCAP includes additional personnel to support students learning. These include additional LIt Paras, a TOSA per site, and increased hours for the Parent Liaison.

Teachers will also receive additional professional development in order to build their capacity for meeting the needs of their diverse learners, with special attention to our large number of English learners.

Ellevation was purchased as a tool to help us better monitor the needs and growth of our English Learners as well as our RFEP students.

After-school tutorials and expanded learning time will also be supported at all sites.

Supplemental reading and math materials will be provided to teachers in order to differentiate instruction for students.

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

Costs were higher than expected in some areas due to the prolonged and unexpected time spent in distance learning. Specifically, there were increased costs in securing items such as hotspots for families and other technology needs such as the need for tech support for teachers and families, which required us to hire a temporary Resource Technician.

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

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

Bellevue Union School District had limited data to analyze. This lack of sufficient data informed the development of the 2-22 through 23-24 LCAP as we identified the need for more robust assessment tools such as adding the Developmental Reading Assessment (DRA),

The limited data we did have indicated that the majority of our students were below grade level in reading and math. In addition, BUSD reclassified 88 students in 2020-2021. This information prompted us to look at how we could provide more professional development to teachers to provide greater support to our English Learners in order to help students with their language acquisition and content learning. As a result, Guided Language Acquisition Design (GLAD) training was planned and budgeted for the 2021-2022 school year. We also were challenged with progress monitoring our English learners and reclassified students. In order to meet this need, we planned and budgeted for Ellevation, a program to help us with this important work. In addition, it was determined that students will need more support as a result of the interrupted learning they experienced. To address this we added more Lit Para hours and a Student Support Coordinator at each site. The goal is to provide a more robust learning experience for all students, but more specifically for our unduplicated students.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

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

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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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





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

## Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	7,774,524.00	8,680,942.99
Base	4,310,866.00	0.00
LCFF Base	0.00	5,026,130.27
LCFF Supplemental and Concentration	0.00	3,295,895.72
Lottery	35,000.00	33,586.00
Supplemental and Concentration	3,073,755.00	0.00
Title I	354,903.00	325,331.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	7,774,524.00	8,680,942.99
1000-1999: Certificated Personnel Salaries	5,217,361.00	6,053,042.00
2000-2999: Classified Personnel Salaries	394,837.00	352,036.85
3000-3999: Employee Benefits	1,685,371.00	1,903,357.68
4000-4999: Books And Supplies	118,250.00	102,282.46
5000-5999: Services And Other Operating Expenditures	351,955.00	263,717.00
5800: Professional/Consulting Services And Operating Expenditures	5,250.00	5,007.00
6000-6999: Capital Outlay	1,500.00	1,500.00
	1,500.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	7,774,524.00	8,680,942.99
1000-1999: Certificated Personnel Salaries	Base	3,310,866.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	3,875,553.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	2,075,035.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,811,862.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	94,633.00	102,454.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	204,538.85
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	216,636.00	0.00
2000-2999: Classified Personnel Salaries	Title I	178,201.00	147,498.00
3000-3999: Employee Benefits	Base	992,500.00	0.00
3000-3999: Employee Benefits	LCFF Base	0.00	1,144,643.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	683,335.68
3000-3999: Employee Benefits	Supplemental and Concentration	610,802.00	0.00
3000-3999: Employee Benefits	Title I	82,069.00	75,379.00
4000-4999: Books And Supplies	Base	7,500.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	5,934.27
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	62,762.19
4000-4999: Books And Supplies	Lottery	35,000.00	33,586.00
4000-4999: Books And Supplies	Supplemental and Concentration	75,750.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	263,717.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	351,955.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	5,007.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	5,250.00	0.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	1,500.00
6000-6999: Capital Outlay	Supplemental and Concentration	1,500.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	19,275.00	16,564.46
Goal 2	90,873.00	76,752.53
Goal 3	463,681.00	431,727.00
Goal 4	6,644,397.00	7,672,349.00
Goal 5	126,848.00	125,433.00
Goal 6	85,785.00	85,785.00
Goal 7	1,500.00	1,500.00
Goal 8	0.00	0.00
Goal 9	335,865.00	264,532.00
Goal 10	6,300.00	6,300.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$160,000.00	\$229,056.00
Distance Learning Program	\$690,000.00	\$1,290,109.00
Pupil Learning Loss	\$111,000.00	\$242,792.00
Additional Actions and Plan Requirements	\$40,000.00	\$40,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,001,000.00	\$1,801,957.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$160,000.00	\$229,056.00
Distance Learning Program	\$690,000.00	\$1,290,109.00
Pupil Learning Loss	\$111,000.00	\$242,792.00
Additional Actions and Plan Requirements	\$40,000.00	\$40,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,001,000.00	\$1,801,957.00