

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Bernardino City Uniifed School District

CDS Code: 36 67876 0000000

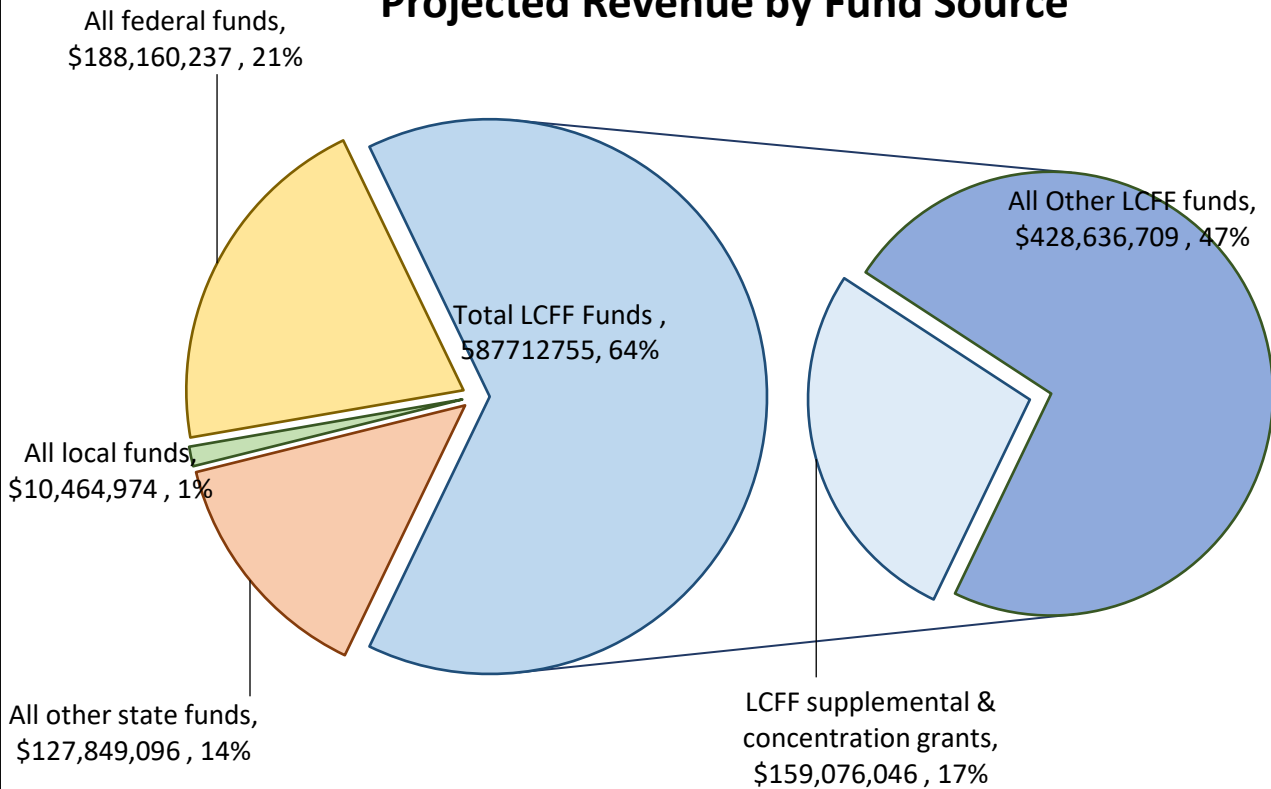
School Year: 2021 – 22

LEA contact information: Janet King: janet.king@sbcusd.k12.ca.us

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

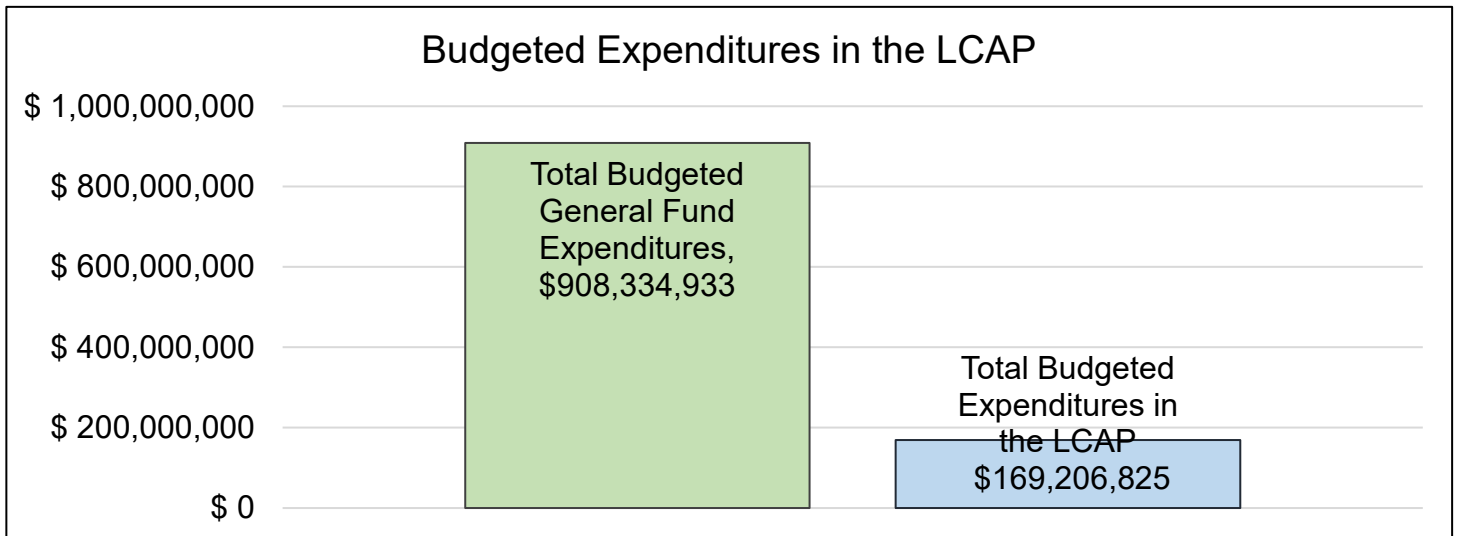


This chart shows the total general purpose revenue San Bernardino City Uniifed School District expects to receive in the coming year from all sources.

The total revenue projected for San Bernardino City Uniifed School District is \$914,187,061.76, of which \$587,712,755.00 is Local Control Funding Formula (LCFF), \$127,849,095.88 is other state funds, \$10,464,974.12 is local funds, and \$188,160,236.76 is federal funds. Of the \$587,712,755.00 in LCFF Funds, \$159,076,046.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Bernardino City Uniifed School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

San Bernardino City Uniifed School District plans to spend \$908,334,932.64 for the 2021 – 22 school year. Of that amount, \$169,206,825.00 is tied to actions/services in the LCAP and \$739,128,107.64 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

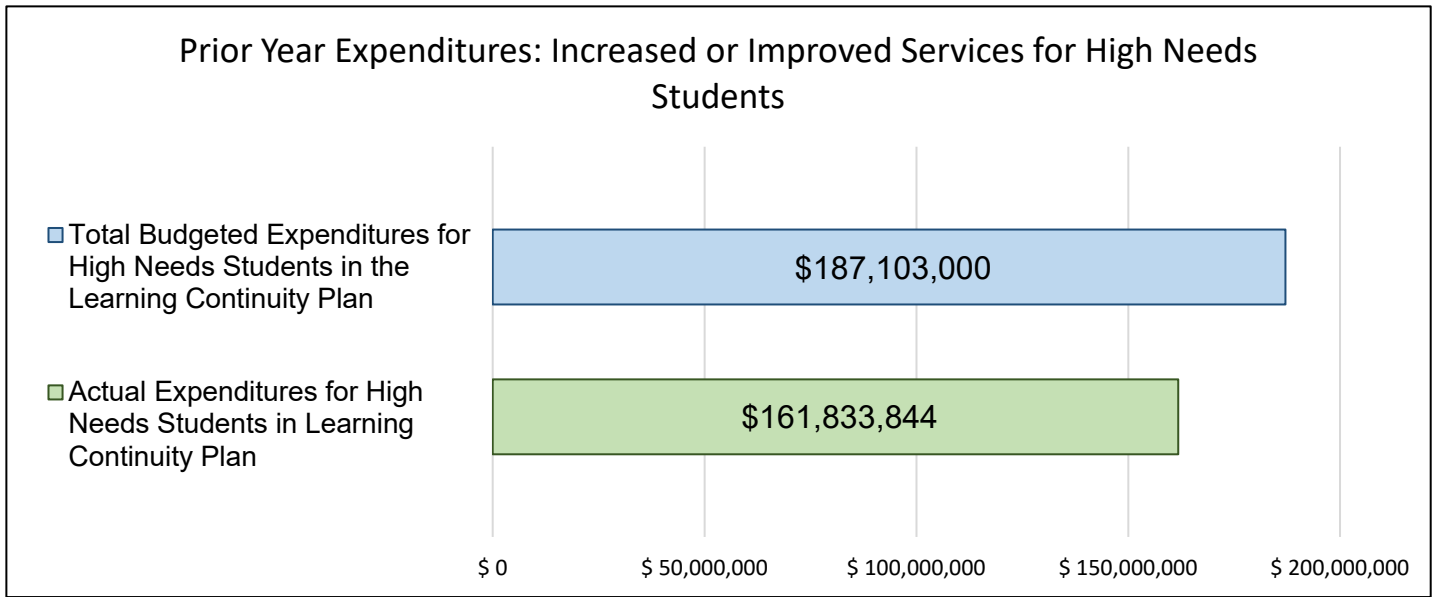
Base programs including site staffing and operational support. Restricted funding is used to support identified purpose

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

In 2021 – 22, San Bernardino City Uniifed School District is projecting it will receive \$159,076,046.00 based on the enrollment of foster youth, English learner, and low-income students. San Bernardino City Uniifed School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Bernardino City Uniifed School District plans to spend \$163,043,149.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what San Bernardino City Uniifed School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what San Bernardino City Uniifed School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, San Bernardino City Uniifed School District's Learning Continuity Plan budgeted \$187,103,000.00 for planned actions to increase or improve services for high needs students. San Bernardino City Uniifed School District actually spent \$161,833,844.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$25,269,156.00 had the following impact on San Bernardino City Uniifed School District's ability to increase or improve services for high needs students:

The impact of the COVID-19 pandemic eliminated the need for some services, such as home-school transportation for in-person learning, and significantly reduced the cost of other services, such as costs associated with providing centralized support to students and staff.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Bernardino City Unified School District	Ana Applegate, Assistant Superintendent – Educational Services	Ana.Applegate@sbcusd.k12.ca.us

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

Academic Achievement

Student academic performance, including English proficiency, will be at a “standards met or greater” level based on rigorous core content standards, resulting in a high school diploma. Emphasis will be placed on A-G coursework and College and Career Pathways.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,7

Local Priorities: 1,3,4,5,7

Annual Measurable Outcomes

Expected	Actual
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1.1 SBCUSD will score in the *Increased* column of the ELA/Math Grades 3-8 5x5 report by gaining 7 scale score points toward “Standard Met”

1.1 CAASPP ELA and Mathematics - Distance from Standard (DFS):

English Language Arts (Smarter Balanced Assessment)

2018-19 Status: Distance from Standard -25.5 points

Change from prior school year: Maintained 0.6 points

Local indicator of potential Smarter Balanced

Assessment Consortium English Language Arts

2019-20 results: Data for the district’s 2019-2020 ELA Standards Aligned Assessments is unavailable.

b. Early Literacy 1 Grade K: 40% Meets/Exceeds

Grade 1: 60.6% Meets/Exceeds

Grade 2: 50.4% Meets/Exceeds

c. Early Literacy 2 Grades 1: 44.5% Meets/Exceeds

Grade 2: 51.2% Meets/Exceeds

Mathematics (Smarter Balanced Assessment)

2018-19 Status: Distance from Standard -61.9 points

Change from prior school year: Maintained 2.1 points

2019-2020 Smarter Balanced Assessment Data is unavailable, due to the state’s elimination of the assessment for the 2019-2020 school year.

Local indicator of potential Smarter Balanced

Assessment Consortium Math 2019-20 results:

	<p>Data for the district's 2019-2020 Math Standards Aligned Assessments is unavailable.</p>
<p>1.2 SBCUSD will score in the <i>Increased</i> column of the Graduation 5x5 report by increasing cohort graduation rate by 3 percent</p>	<p>1.2 Graduation rate:</p> <ul style="list-style-type: none"> • Class of 2020, 88.50% (Decreased 5.1%) • Class of 2019, 93.6% (Increased 2.1%) <p>Local Indicator:</p> <ul style="list-style-type: none"> • Grade 12 Credit Ready Class of Seniors Semester 1 2019-20 79.6% (2410 of the 3027 seniors in the class of 2020)
<p>1.3 SBCUSD will increase the reported ADA rate by 1 percent</p>	<p>1.3 Year-to-date estimate of attendance from Attendance Accountability Office: 94.6% (Growth target 98.6%)</p> <p>2019-20 94.9% as of February 2020</p> <p>Actual Attendance 2018-19 94.4% (Growth target 95.4%)</p> <p>Actual Attendance 2017-18 94.4% (Growth target 97%)</p>

1.4a SBCUSD will increase the reported AP Exam Participation rate by 3 percent.

1.4b SBCUSD will increase the reported AP Exam Passage rate by 8 percent.

1.4 Students that pass Advanced Placement exam with 3 or higher:

- 2019-20, % Pass 11.7%
- 2018-19, % Pass 31.5%
- 2017-18, % Pass 33.8%
- 2016-17, % Pass 27.6%

Local Indicator:

Percentage of A/B Letter Grades earned in first semester Advanced Placement Courses:

- Grade 10: 73%
- Grade 11: 58%
- Grade 12: 55%
- Grade 10-12: 59%

1.5a SBCUSD will increase the reported percentage of students prepared for success after high school as measured by College and Career Index indicator by 5%

1.5b SBAC grade 11 scores serve as the EAP English Language Arts assessment. Target 50.8%

1.5c SBAC grade 11 scores serve as the EAP Math assessment. Target 22.9%

1.6 Target to be established based upon Spring 2018 ELPAC results
(Increase Share of English Learners (ELs) that become English Proficient)

1.5a California School Dashboard College/Career Indicator:

- Class of 2019-20. 36.3% prepared (Decreased 4%)
- Class of 2018-19 40.3% Prepared (Increased 6.2%)
- Class of 2017-18 34.1%
- Class of 2016-17 35.5%

1.5b EAP English Language Arts – SBAC Grade 11 - ELA

- 2019-2020 EAP/CAASPP was suspended due to school closures during the COVID-19 pandemic
- 2018-2019 42% Ready/Conditionally Ready
- 2017-2018 44% Ready/Conditionally Ready
- 2016-2017 42.8% Ready/Conditionally Ready

1.5c EAP English Language Arts – SBAC Grade 11 - Math

- 2019-2020 EAP/CAASPP was suspended due to school closures during the COVID-19 pandemic
- 2018-2019 16% Ready/Conditionally Ready
- 2017-2018 17% Ready/Conditionally Ready
- 2016-2017 14.9% Ready/Conditionally Ready

1.6 Share of English Learners that become English Proficient

2019-2020- 6% Reclassified
2018-19- 23%, Reclassified
2017-18- 16.0%, Reclassified (Growth target 16.0%)
2016-17- 10.0%, Reclassified (Growth target 15%)

1.7a SBCUSD will increase the reported percentage of EL students reclassified by 1%

1.7b SBCUSD will increase the reported percentage of LTEL students reclassified by 1%

1.7a English Learner Reclassification Rate

2019-20: 6%

617 – Number of students Reclassified

2018-19: 23%

2,702 - Number of students Reclassified

2017-18: 16.0%, (Growth target 16.0%)

2,329 - Number of students Reclassified

2016-17: 10.0%, (Growth target 15%)

1,441 - Number of Reclassified students

1.7b Long-Term English Learners (LTELs) Reclassification

2019-20: 23%

617 – Number of students Reclassified

2018-19: 23%, (Growth target 10%)

397 - Number of LTEL students Reclassified

2017-18: 24.2%, (Growth target 21.8%)

537- Number of LTEL students Reclassified

2016-17- 21.8%, (Growth target 15%)

594 - Number of LTEL students Reclassified

<p>1.8 SBCUSD will maintain a Middle School Dropout Rate of less than 1%</p>	<p>1.8 Middle School Drop Out Rate:</p> <ul style="list-style-type: none"> • 2020-21, 0.8% • 2019-20, 0.5% • 2018-19, 0.5% • 2017-18, 0.8% • 2016-17, 0.6%
<p>1.9 SBCUSD will decrease the reported percentage of identified 4-year cohort students by 1%</p>	<p>1.9 High School Dropout Rate</p> <ul style="list-style-type: none"> • 6.0%, 2019-20 • Data is unavailable for 2018-19 • 7.4%, 2017-18 • 9.1%, 2016-17
<p>1.10 SBCUSD will have no finding of teacher mis-assignment</p>	<p>1.10 CA School Dashboard:</p> <p>Fall 2019 – Met, As reported for the 2018-2019 school year, there were no instances of mis-assignment of teachers of English Learners or total instances of teacher mis-assignment.</p>
<p>1.11 SBCUSD will provide 100% of students with standards aligned instructional materials</p>	<p>1.11 CA School Dashboard:</p> <p>100% of students were provided with standards aligned instructional materials.</p>
<p>1.12 SBCUSD will have 100% implementation of CCSS for all students</p>	<p>1.12 CA School Dashboard:</p> <p>Fall 2019 - SBCUSD had 100% implementation of CCSS for all students.</p>
<p>1.13 SBCUSD will provide 100% of all students with access and enrollment in all required areas of study</p>	<p>1.13 CA School Dashboard: Fall 2019 – 100% of students were provided access to enrollment in all required areas of study.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>1.1 Provide before/after school, summer and other learning opportunities to support and enrich student learning for all students.</p> <ul style="list-style-type: none"> a) Develop an after-school enrichment program to support GATE/Advanced Learner students. b) Develop CAPS program to include elementary school sports teams. c) Expand CAPS summer programming. (Reflected of Strategy I: b) <ul style="list-style-type: none"> o Expand middle school and high school intersessions and summer bridge programs to At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners, Reclassified English Learners, African American, and Hispanic/Latino). o Gear Up d) Develop CAPS programming and support e) Implement academic intersession programs targeting At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners, Reclassified English Learners, African American, and Hispanic/Latino). <ul style="list-style-type: none"> o Superintendent's Grad Program <p>Homework Center</p>	\$2,125,000	\$2,205,331
<p>1.2 Implement targeted programs to improve the support and performance of Foster Youth/Homeless Students.</p>	\$256,000	\$246,009
<p>1.3 Develop summer academic enrichment programs to support English Learner students, including Newcomers and Long-Term English Learners.</p>	\$758,544	\$758,721

<p>1.4 Provide increased support for At-Risk Student Groups, including Special Education students, and programs to improve and enhance student learning.</p> <ul style="list-style-type: none"> a) Provide direct support personnel for increased services and interventions to students, and professional learning opportunities and support to build teacher and school administrator capacity. <ul style="list-style-type: none"> i) African-American ii) AVID iii) English Learners iv) GATE v) Latino vi) Tutoring vii) Cal- Safe Unrestricted viii) Community Day Schools ix) Personnel x) School Based Pupil Motivation/Pupil Retention xi) School Site Teaching Allocations/Abe/Dual/Sankofa xii) Youth Court Hearing Panel b) Targeted Support for School Progress (TSSP) <ul style="list-style-type: none"> i. Provide for the continued use of a district Learning Management System that will allow online access to resources, training, and on-line courses for parents, students, teachers, and administration. ii. PowerPoint supplies iii. Support the implementation and development of 1 to 1 take-home technology programs for middle and high schools to allow for learning outside of the regular school day. <p>Remaining TSSP funds to be determined to support identified schools across Goal I strategies.</p>	<p>\$37,913,772</p>	<p>\$34,159,324</p>
<p>1.5 Allocate funds to schools to plan and implement site-based programs to improve student achievement, for Low Income Students that are aligned to the district LCAP.</p>	<p>\$20,917,350</p>	<p>\$19,360,147</p>

1.6 Provide resources to sites to support on-going services and innovative programs.

- a) Centralized supplemental instructional support
- b) Improve chronically absent students' attendance
- c) Centralized Information Technology support
- d) Personnel (e.g., Counselors)
- e) Class-size reduction (i.e., teachers, instructional aides, etc.)
- f) Centralized personnel (Program Specialist, Counselors and Instructors) to support sites in the areas of GATE, AVID, VAPA, intervention, enrichment, College Career/Linked Learning, after-school programs, to support At-Risk student groups (e.g., English Learners, Hispanic/Latino, Students with Disabilities, African American, Foster Youth, and Special Education students)
- g) Utilize college interns to support student learning
- h) Staff to provide district-wide interpretation translation services to support English Learner parents, community, and students

\$24,529,117

\$23,742,761

1.7 Provide linked-learning opportunities for students about college/careers.

- a. Expand support of College/Career and Linked Learning program in high schools
- b. Provide opportunities for at-risk student groups to connect classroom content to real world applications through academic field trips, college tours, summer conferences, and career experiences
 - i. African American
 - ii. English Learners
 - iii. Foster Youth
 - iv. GATE
 - v. Latino
 - vi. Reclassified English Learners
 - vii. Special Education
- c. Expand College career/Linked Learning, beginning at the elementary level, and develop a program to support a college-going culture
- d. Host college and career fairs
- e. Provide qualified staff to support the college/career and linked learning programs

\$2,742,533

\$2,154,892

1.8 Provide Professional Development for teachers and staff to improve Tier I Instruction, student achievement, and progress monitoring.

- a) Provide professional development for teachers to increase their skills and knowledge in the areas of Academic/Social Emotional Learning to better serve At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and Hispanic/Latino student groups)
- b) Provide professional development for teachers and guest teachers to increase their skill and knowledge of Cultural Proficiency to better service At-Risk groups (e.g. Low Income, Foster Youth/Homeless, Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and Hispanic/Latino student groups)
- c) Provide professional development for site administrators to improve instructional leadership and management skills.
- d) Provide professional development resources such as substitute teacher coverage, guest presenters, materials and compensation, as needed (cost embedded in program allocations)
- e) Provide resources and professional development of AVID strategies to support At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and Hispanic/Latino). (Reflected in Strategy VII: a, b, c, d)
- f) Provide professional development on English Language Development, strategies, intervention, and curriculum for all English Learners. (Reflected in Strategy VIII: a, b, c, and d)
- g) Provide professional development for teachers, administration, and staff to address the need of Reclassified English Learner, Long-Term English Learners, and the needs of all students in Bi-literacy programs. (Reflected in Strategy VIII: a, b, c, d)
- h) Provide professional development on the 21st century classroom and the tenets of Linked Learning (ie. Academic, technical, work-based, and student supports); pathway development, implementation, monitoring, and certification; Program of Study, student learning outcomes, curriculum, and interdisciplinary unit development; communication,

\$14,674,526

\$13,525,128

<p>marketing, recruitment, and orientation; post-secondary and industry connections including seamless transitions, A-G submission, articulation, dual enrollment/credit, and internships. (Reflected in Strategy VIII: a,b,c,d)</p> <ul style="list-style-type: none"> i) Provide on-going professional development for in-district site instructional coaches and other certificated support staff. (\$200,000 Categorical Programs Department Centralized Services) j) Provide training to build teacher and staff knowledge and skills of cultural proficiency. (Reflected in Strategy VIII:i) k) Provide training to build teacher and staff knowledge and understanding of students with special needs. (Reflected in Strategy VIII:i) l) Common Core Demonstration Classroom Teachers m) Employee Assistance Program n) Excellence in Teaching o) Onboarding 		
<p>1.9 Progress monitoring to address the needs of all students.</p> <ul style="list-style-type: none"> a) Conduct regular and on-going progress monitoring and intervention for students beginning in elementary school, to improve preventative supports for At-Risk students. b) Establish an education plan and career map, beginning in elementary school, so that students receive monitoring and additional assistance to improve skills and increase graduation rates. c) Establish a graduation plan for all students beginning in elementary. d) To increase efficacy, provide student assessment data dashboards to principals and teachers, for analysis and determination of next steps. e) Provide training for students and families about the CSU/UC A-G requirements. f) Expand and support independent study options to include virtual learning and other programs/services in high school, to increase graduation rates. g) Recognize student achievement and growth through various events, activities, assemblies, and incentives for good/improved school attendance, behavior, and achievement. 	\$0	\$384,428

<p>1.10 Provide support to the Visual and Performing Arts (VAPA) programs to improve school climate and increase student/parent/community engagement.</p> <p>a. a) Ensure staff, materials, professional development, community partnerships, facilities, and expanded offerings are provided to support the VAPA program.</p>	<p>\$3,238,302</p>	<p>\$3,270,853</p>
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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.

All LCAP actions were implemented during the 2019-2020 school year. Actions and services were implemented with the purpose of supporting the achievement of LCAP goals for specified student groups, with high school graduation being the ultimate goal.

Due to school closures, actions required less money than what was planned. Any unused funds were distributed to school sites to supplement the instructional program for students (including English Learners, Foster Youth, and Low-Income students) in alignment with the district's LCAP. Sites used these funds for additional professional development, supplemental academic support programs, additional opportunities for academic enrichment, and supplemental instructional materials.

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

Significant challenges were presented by the onset of the COVID-19 pandemic in March of 2020, which impacted the district's ability to measure student progress in ELA and Math. Student performance was previously measured by the SBAC, which was suspended in the Spring of 2020 due to school closures. Despite these challenges, SBCUSD was able to put together a distance learning program so students could continue their education while schools were closed. The district considers the building of a robust distance learning program on such short notice a great success.

The graduation rate decreased from 93.6% during the 2018-2019 school year to 88.5% for the 2019-2020 school year, a decline the district attributes to schools closing for nearly three months at the end of the 2019-2020 school year.

The continued implementation of the A-G course schedule at the high schools and an increased counseling staff have allowed for more students to have access to college track courses, which the district considers a success. Additionally,

the continued implementation of the AVID program at elementary schools and employment of AVID Tutors continue to allow increased engagement, work completion, and focus on the importance of daily school attendance.

Based on locally collected data including walkthroughs, observations, and surveys, the district considers the actions and services provided by the district to be effective at making progress toward Goal 1.

Goal 2

School Climate/Campus Environment

In order to support student academic achievement and engagement, all students will be educated in learning environments that are clean, safe, well maintained, drug free, and conducive to learning, with a focus on reducing suspension, expulsion, citation, and chronic absenteeism rates.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,5,6,8

Local Priorities: 2,6,8,9,10

Annual Measurable Outcomes

Expected	Actual
<p>2.1a & 2.1b SBCUSD will increase the reported percentage of student connectedness by 3%</p> <p>2.1c SBCUSD will increase the reported percentage of student engagement by 3%</p>	<p>2.1a SBCUSD Elementary “Connectedness”: Elementary, Grade 5, 2019-20 70% felt “Connected” Elementary, Grade 5, 2018-19 68% felt “Connected” Elementary, Grade 5, 2017-18 72% felt “Connected”</p> <p>2.1b SBCUSD Secondary “Connectedness”: Secondary, Grades 6-12, 2019-20 55% felt “Connected” Secondary, Grades 6-12, 2018-19 68% felt “Connected” Secondary, Grades 6-12, 2017-18 55% felt “Connected”</p> <p>2.1c SBCUSD Local Indicator of student engagement: Students with GPAs at or above 2.0 Middle School Students with GPAs at or above 2.0, Semester 1: 2019-20 This data piece was not collected. The method used to measure student engagement was the Gallup Poll, which was discontinued by the district for the 2019-2020 school year. 2018-19 48% felt “Engaged” 2017-18 75.7% felt “Engaged”</p>

Expected	Actual												
<p>2.2 SBCUSD will maintain a 100% of facilities in good repair</p>	<p>2.2 CA School Dashboard: Fall 2019 – 100% of facilities were maintained in good repair.</p>												
<p>2.3 SBCUSD will score in the <i>Declined</i> column of the Suspension 5x5 report by rate of in/out of school percentages 1%</p>	<p>2.3 In-School and Out-of-School Suspensions (End of the Year)</p> <table data-bbox="1136 472 1843 678"> <tr> <td>2019-20</td> <td>3.7% Suspended (August – March only)</td> </tr> <tr> <td>2018-19</td> <td>5.5% Suspended</td> </tr> <tr> <td>2017-18</td> <td>5.1% Suspended</td> </tr> <tr> <td>2016-17</td> <td>5.7% Suspended</td> </tr> </table> <p>In-School and Out-of-School Suspensions (Semester 1)</p> <table data-bbox="1163 813 1696 889"> <tr> <td>2019-20</td> <td>3.5% Suspended</td> </tr> <tr> <td>2018-19</td> <td>3.3% Suspended</td> </tr> </table>	2019-20	3.7% Suspended (August – March only)	2018-19	5.5% Suspended	2017-18	5.1% Suspended	2016-17	5.7% Suspended	2019-20	3.5% Suspended	2018-19	3.3% Suspended
2019-20	3.7% Suspended (August – March only)												
2018-19	5.5% Suspended												
2017-18	5.1% Suspended												
2016-17	5.7% Suspended												
2019-20	3.5% Suspended												
2018-19	3.3% Suspended												

Expected	Actual
<p>2.4 SBCUSD will decrease the reported percentage of suspended students receiving citations by 1%</p>	<p>2.4 Citations (End of the Year)</p> <p>2019-20 0.09% Citations by Law Enforcement 2018-19 0.02% Citations by Law Enforcement 2017-18 4.7% Citations by Law Enforcement 2016-17 5.5% Citations by Law Enforcement</p> <p>Out-of-School Suspensions, incidents where Law Enforcement was notified (End of the Year)</p> <p>2019-20 26 Total Suspensions-Law Enforcement Notified 2018-19 4 Total Suspensions-Law Enforcement Notified 2017-18 14.3% Law Enforcement was Notified 2016-17 13.8% Law Enforcement was Notified</p> <p>Citations (Semester 1)</p> <p>2019-20 49 Total Citations by Law Enforcement 2018-19 2.8% Citations by Law Enforcement</p>
<p>2.5 SBCUSD will decrease the reported percentage of chronically absent students by 1%</p>	<p>2.5 District Overall Rate of Chronic Absenteeism</p> <p>2019-20 16.1% Chronically Absent 2018-19 14.8% Chronically Absent 2017-18 16.7% Chronically Absent</p>

Expected	Actual
<p>2.6 SBCUSD will maintain an Expulsion Rate of at or below 0.1%</p>	<p>2.6 Out-of-School Expulsions (End of the Year)</p>
	<p>2019-20 0.08% Expelled</p>
	<p>2018-19 0.07% Expelled</p>
	<p>2017-18 0.12% Expelled</p>
	<p>2016-17 0.77% Expelled</p>
	<p>Out-of-School Expulsions (Semester 1)</p>
	<p>2019-20 0.04% Expelled</p>
	<p>2018-19 0.12% Expelled</p>
	<p>2017-18 0.05% Expelled</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>2.1 Provide professional development, in academic, cultural, and social emotional learning to teachers, administrators and staff, to support improved student achievement, which address specific needs of At-Risk student groups (e.g., Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners, Reclassified English Learners, African American, Hispanic/Latino).</p> <p>a) Provide Professional Development for the implementation of a targeted mental health/resilience education program to support At-Risk students.</p> <p>b) Provide professional development for teachers, administrators, staff, Social Emotional Learning (SEL), Positive Behavior Intervention Support (PBIS), Restorative Justice, including Youth Court.</p> <p>c) Implementation of mentoring and case management programs for At-Risk students (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and Hispanic/Latino).</p> <p>d) Implement a program that will improve the self-concept, personal planning and outlook, targeting At-Risk student groups (e.g. Low Income, Foster Youth/Homeless, and Students with Disabilities, English Learners of all levels, Reclassified English Learners, African American, and Hispanic/Latino).</p> <p>e) Belvedere Daycare</p> <p>f) Contribution to Child Development Program</p> <p>g) Full-Day Preschool Kindergarten Program</p>	<p>\$130,952</p>	<p>\$103,625</p>
<p>2.2 Provide support to the athletic programs to improve school climate and increase student/parent/community engagement.</p> <p>a) Implement extra-curricular sports activities for elementary, middle school and high school, including personnel, equipment, and materials.</p>	<p>\$2,414,904</p>	<p>\$2,179,334</p>

<p>2.3 All students will be educated in learning environments that are clean, safe, maintained, drug free, and conducive to learning, with a focus on reducing suspension, expulsion, and chronic absenteeism rates.</p> <p>a) Maintain Facilities (per Williams Act) to ensure safety and security.</p> <p>b) Provide Grounds Maintenance and Operational Support to ensure athletic fields are in good repair.</p> <p>c) Personnel</p> <p>d) Equipment/Technology to ensure a safe environment</p>	<p>\$10,102,925</p>	<p>\$10,058,336</p>

Goal Analysis

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

Actions, services, and funds continue to be distributed to school sites for the purpose of supporting the achievement of LCAP goals for specified student groups, with high school graduation being the ultimate goal for all students. All LCAP actions were implemented. This commitment to the development of staff will be ongoing in the next school year.

Due to school closures, actions required less money than what was planned. Any unused funds were distributed to school sites to supplement the instructional program for students (including English Learners, Foster Youth, and Low-Income students) in alignment with the district’s LCAP. Sites used these funds for additional professional development, supplemental academic support programs, additional opportunities for academic enrichment, and supplemental instructional materials.

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

SBCUSD maintained a high sense of belonging among elementary students, as measured by the “Connectedness” indicator on the Panorama Survey. Based on this survey, 70% of elementary students and 55% of secondary school students feel a sense of “connectedness” to their school site. This continued high rate of “Connectedness” is supported by the district wide implementation of the PBIS and Restorative Justice program. The focus of the programs on reducing suspensions, (5.5% in 2018-19 from 5.1 % in 2017-18), by determining the root causes of behavior that could potentially

result in suspension. Additionally, the commitment to Social Emotional Learning is also impactful in the reduction of the number of suspensions anticipated for 2019-20.

The district also kept 100% of facilities “in good repair,” as evidenced by the 2019-2020 Williams Report.

During the 2019-2020 school year, the district offered a variety of athletic programs for students. SBCUSD’s programs were interrupted by the onset of the COVID-19 pandemic in March of 2020.

School closures resulting from the COVID-19 pandemic interrupted and altered SBCUSD’s professional development program. Prior to school closures, SBCUSD had a wide variety of professional development offerings to address the social emotional wellness and mental health of all students, however the unexpected school closures and subsequent transition to distance learning required the district to shift its professional development focus to improve teacher understanding of digital platforms such as Google Classroom.

Goal 3

Student, Parent and Community Engagement and Support

SBCUSD will engage, educate, and involve students, parents, and the community as partners with a focus on academic achievement, careers, and social services through a network of resources, allies, and alliances.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: 2,5,7

Annual Measurable Outcomes

Expected	Actual
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3.1 SBCUSD will continue to work to improve parent and stakeholder engagement as described in the local data submitted for California School Dashboard Priority 3

3.1 Parent Engagement California School Dashboard

2019-20 The features of this indicator were met, although reporting to the dashboard was not required.

2018-19 Met

2017-18 Met

2016-17 Met

Family Engagement Survey 3rd year of implementation

2019-20 11,036 families participated

2018-19 12,079 families participated

2017-18 9,874 families participated

Survey Topic/2019-20 % of Favorable Responses/Change from 2018-19:

- Barriers to Engagement* / 86% / +1
- Set a Positive Climate / 84% / 0
- Customer Service / 79% / 0
- Monitor Student Success / 79% / 0
- Develop Strong Relationships / 76% / 0
- School Climate / 75% / -1
- Family Support / 72% / 0
- Title 1 / 70% / 0
- Focus on Academics / 67% / 0

Expected	Actual
	<ul style="list-style-type: none">• Set Positive Relations / 65% / 0• Grit / 65% / +1• Establish High Expectations / 65% / -1 <p>*Barriers to Engagement - percentage shows favorable responses-which indicate that they have barriers to engagement.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>3.1 Develop student, parent and Community Partnerships.</p> <ul style="list-style-type: none"> a) Build parent and community partnerships to support student achievement (such as VAPA Partnering with Junior University, CSUSB, Loma Linda, Gallup, etc.). b) Develop linkages and partnerships with local churches and nonprofit organizations to support Foster Youth students and families. c) Maintain partnerships with community organizations that align to district initiatives/plans to support At-Risk African American and Latino students. d) Energy Education Savings 	\$2,118,671	\$3,238,438
<p>3.2 Develop the knowledge and skills of students and parents to support achievement through College/Career Pathways and Linked Learning.</p> <ul style="list-style-type: none"> a) Develop programs to improve 21st century soft skills of families and students. b) Implement programs to support students/parents and increase attendance rates for African American, English Learners, Latino students and Special Education students. c) Prepare and encourage African American students to attend college, and provide on-going training for parent and community engagement. d) Provide parents and community members with training (i.e., AVID, GLAD, ELA and Math skills, parenting classes, bullying classes, PBIS, and College Career Pathways) to support student achievement. 	\$341,482	\$293,145

<p>3.3 Develop Parent Resource Centers to increase parent/community engagement, communication, and collaborative partnerships.</p> <ul style="list-style-type: none"> a) Develop Family Resource Center and Family Engagement Centers at High Schools, including staff, to support family engagement and participation of Latino, African American, Low Income and Special Education families. b) Provide training, workshops, and presentations to build parent capacity. c) Provide computers and internet access support to low income students to support student achievement. d) Develop a system to provide after-hours tech support, for “At-Risk” parents and students with SBCUSD distributed Chromebooks. e) Host informational meetings (i.e. Town Hall, Coffee with the Principal, Donuts with Dad, etc.) to inform parents/community of school and student programs. f) Provide necessary tools and staff to effectively communicate with parents/community (i.e. marquee, phone system, interpreters and translation services, etc. g) Host parent training workshops. h) Community engagement 	<p>\$9,935,487</p>	<p>\$8,741,978</p>
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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.

Actions and services continue to be implemented as planned and funds continue to be distributed to school sites for the purpose of supporting the achievement of LCAP goals for specified student groups with high school graduation being the ultimate goal for all students. All LCAP actions were implemented with a commitment to further development of parent engagement and training, as well as support for student wellness.

Due to school closures, actions required less money than what was planned. Any unused funds were distributed to school sites to supplement the instructional program for students (including English Learners, Foster Youth, and Low-Income students) in alignment with the district’s LCAP. Sites used these funds for additional professional development, supplemental academic support programs, additional opportunities for academic enrichment, and supplemental instructional materials.

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

SBCUSD continues to value the involvement of all stakeholders, and considers stakeholder engagement to be one of the district's highest priorities. The continued implementation of programs that support families with the help of community partnerships is a key success for SBCUSD. The result of this was an increased number of visitations to the Family Engagement Centers. The rate of mid-year visits to the Family Engagement Centers improved from 7,742 in 2017-18, and to 12,079 in 2018-2019, which supports that a connection continues to be built with the community.

One of the key challenges in implementing the services to achieve Goal 3 arose when the district had to close all 72 schools to protect the community from COVID-19. Informing families of the transition to distance learning, and training families on how to effectively utilize technology provided by the district in order to access student curriculum presented a challenge, however, the district was able to successfully distribute devices to students, to provide meals during school closures, and to train families on technology usage.

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
The district will provide PPE and disinfectant supplies for students and staff to ensure safety	\$ 11,500,000	\$11,500,000	N
Maintenance and Operations will modify school settings to promote physical distancing when schools reopen (i.e. plexiglass, dividers, floor markers, signage, temperature check-in stations), for the safety of students and staff	\$ 8,500,000	\$8,500,000	N

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

No differences exist.

Analysis of In-Person Instructional Offerings

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

In-person instruction was not provided to students during the 2020-2021 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district will provide devices and hot spots for all students, including low income, foster youth, students experiencing homelessness, English learners, and staff, in order to ensure access to distance learning opportunities	\$ 47,300,000	\$47,764,405	Y
The district will provide English language development support to students, in order to support language acquisition	\$ 3,700,000	\$3,364,811	Y
Provide tutoring, software/licenses, internet connectivity, direct staff support, and other resources to support foster youth and students experiencing homelessness	\$ 956,000	\$899,692	Y
Provide contracted services from speech therapists, psychologists, and behavior support professionals, and curriculum programs, licenses, manipulatives, devices, and interpretation services to principally support Low Income students with disabilities (96.4%).	\$ 7,900,000	\$7,069,407	Y
Provide classroom/instructional materials to support teachers during on-line instruction.	\$900,000	\$900,00	Y
Provide internet connectivity support to support teachers during on-line instruction.	\$547,000	547,000	N
Professional Development support (e.g., staff support to teachers/administrators' efficacy and skills/knowledge, contract services to support SEL and leadership development; substitute costs, additional duty hours, virtual conferences)	\$19,242,000	\$16,571,936	Y

Student Support to include direct staff support, music enrichment, interns, tutoring, technology, software/licenses, contracts to support professional development, student mentoring, and parent engagement (LCAP priority areas include: Equity and Targeted Student Achievement, Visual and Performing Arts, Gifted and Talented Education, Advancement Via Individual Determination, Latino Student Achievement, Targeted Instructional Improvement Grant, Tech Implementation, College and Career, Smaller Secondary Class Sizes, District-wide Program Support - staff, licenses/software, instructional materials)	\$27,491,000	\$23,758,581	Y
Counselors will provide social-emotional support to promote wellness strategies for students and staff	\$13,870,000	\$12,747,003	Y
Site-based allocation of supplemental/concentration and Title I funds (e.g., activities include site-based funded staff to support students/parents, interns, technology, supplemental online programs/software/licenses, vendor service to support professional development, parent engagement, mentors, instructional materials, and related costs)	\$41,300,000	\$38,094,370	Y
CAPS will provide before/after school learning opportunities to support and enrich learning for all students including vendor supported services and programming	\$ 1,259,000	\$1,213,273	Y

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

Due to the severity of the COVID-19 pandemic in San Bernardino County, as well as within San Bernardino City Unified School District boundaries, the Board of Education made the decision to keep all SBCUSD schools closed for the 2020-2021 school year. The impact of the pandemic resulted in a need for the district to transition from a physical environment to an entirely virtual environment, which created a shift in how support services, professional development, trainings, field trips, physical materials, etc. were implemented, distributed, and deployed. This significantly impacted costs in some areas, as listed above.

Further, the influx of stimulus funds may have impacted the use of local funds by the district, due to the extremely tight timeframe to spend the dollars, with the risk of losing them otherwise.

Lastly, cost savings experienced by the district due to stay-at-home orders specifically impacted supplemental and concentration expenditures, including transportation, additional duty hours, conferences/travel, and substitute teacher costs.

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.

Continuity of Instruction

No in-person instruction was offered during the 2020-2021 school year however, a variety of instructional resources were developed and made digital to ensure continuity of instruction in the event that in-person learning opportunities became available. Those resources included (but were not limited to) curriculum guides jointly developed by Elementary Instruction, Secondary Education, Multilingual Programs, and Special Education departments, and resources such as Wonders English Language Arts curriculum, Pearson Math, Pearson Social Studies, and Pearson Science curriculums, and MyOn Digital Library.

Access to Devices and Connectivity

In June of 2020, SBCUSD successfully implemented a “Refresh and Replenish Plan” for technology devices, including the purchase of 30,000 devices to replace devices that were distributed to students in the spring of 2020, as well as an additional 30,000 devices to ensure the availability of technology for every student during the 2020-2021 school year. Through the implementation of this plan, SBCUSD became a 1:1 district (one iPad or laptop and one hotspot is available for each district student). By December of 2020, SBCUSD had distributed 47,907 devices and 20,899 hotspots to district students.

Consistent with stakeholder feedback, the information Technology department also put an IT helpline telephone and email system into place, so parents could request device distribution and repair, as well as technology support.

A key challenge in this area was maintaining access to fast, reliable, and affordable broadband to withstand the heightened amount of online activity resulting from Distance Learning. Similarly, the demand for devices increased nationwide due to school closures across the country, so devices were backordered for a period of time.

Feedback from staff and the SBCUSD community collected through surveys and townhall meetings expressed challenges surrounding access to devices and connectivity. These challenges included the need to quickly increase technology staff to maintain and support the doubling of devices and other technology in the district, and the need to implement training for teachers, staff, and technology personnel on short notice. Additionally, SBCUSD device damage rates were higher than the national average, and finding replacements during a time of high demand proved challenging.

Pupil Participation and Progress

During Distance Learning, SBCUSD teachers used the state-provided template to complete a weekly engagement record for each student, documenting online live sessions, and independently completed assignment participation for each day of distance learning. Special Education teachers teaching in self-contained classrooms used the attendance logs assigned to them by the Special Education department. RSP teachers used the Service Tracker in SEIS to keep track of attendance.

Attendance became a major challenge during Distance Learning. Overall Chronic Absenteeism increased from 16.1% in 2019-2020 to 22.6% in 2020-2021. Vulnerable student groups demonstrated higher rates of Chronic Absenteeism than the Overall rate. Chronic Absenteeism rates for vulnerable student groups in K-8th grades between August 2020 and April 2021 are as follows:

Overall: 20.8%

African American: 34.7%

English Learner: 16.7%

SPED: 26.1%

Homeless: 32.1%

Foster Youth: 23.4%

The Positive Youth Development department implemented a Tiered Re-Engagement Plan to address this issue. The plan included district and site teams that conducted a range of interventions including home visits, needs assessments, and wrap around services. Another component of the plan to re-engage students who were chronically absent during Distance

Learning included the implementation of Operation Student Recovery (OSR). Over 200 student homes were visited during OSR in December of 2020 and February of 2021. During OSR, many students who were dropped due to attendance were re-enrolled into SBCUSD and neighboring districts. The plan to re-engage chronically absent students resulted in a 1.3% decrease to overall chronic absenteeism during the 2020-2021 school year.

Distance Learning Professional Development

SBCUSD considers the training of district teachers in a virtual environment to be a major success. Some teachers and staff experienced device connectivity issues during Distance Learning, which presented a challenge. The Information Technology department mitigated these issues by providing technology support.

The following professional development was available for teachers and staff during the 2020-2021 school year:

- Google Suite
- Illuminate Assessment
- Peardeck
- Screen Castify
- Teacher Clarity
- Units of Study
- CORE ELA & CORE Math
- GATE Certification Training Empowering Families
- Gap-Closing Teaching: A Brain Based Approach to African American Student Achievement
- Accelerating Academic Achievement
- Discipline Guide
- Bullying Response
- COVID Safety
- Elementary Writing Series
- Google Classroom
- Career Technical Education (CTE) Department Chair Trainings
- School Site Testing Coordinator
- Backwards Planning
- Growth Mindset
- Coaching and Co-Teaching
- Content Area Trainings
- African American Parent Advisory Councils: A Model for
- Panorama Family Survey Data Analysis
- Tiered Attendance & Attendance Re-Engagement
- Customer Service
- Literacy Instruction Support
- UCLA Math Trainings

-Educational Rights for Students in Homeless situations and Foster Care

-Visual and Performing Arts Standards

Staff Roles and Responsibilities

The entirety of the SBCUSD workforce transitioned to working remotely during March of 2020 and maintained that remote working status through the 2020-2021 school year. Despite moving from working on site at schools and district buildings to a 100% work-from-home model, SBCUSD employees were able to execute the responsibilities of their jobs with fidelity and at the highest quality.

Teachers instructed students using virtual platforms such as Zoom and Google Meet. Administrators shifted their focus to supporting educators, students, and families with overcoming the digital divide. District-level staff (department managers, program specialists, etc) continued to deliver services to the schools they were tasked to support through online methods such as video calls, and email communication.

Some challenges included difficulty building relationships virtually, keeping staff from feeling isolated, keeping staff informed with new information, ensuring staff had comfortable and efficient work from home stations, setting clear boundaries between work time and personal time, and Zoom/Google Meet fatigue.

SBCUSD experienced success in converting staff training to online platforms, creating multiple ways to communicate amongst staff, implementing regular check-ins, persistence and determination in finding ways to meet the many needs of students and families, and completion of all work assigned to district-level and site-level staff members.

Supports for Pupils with Unique Needs

During school closures, the Multilingual Programs Department, Special Education Department, and Specialized Programs Departments coordinated supports and services for students with unique needs (including English learners, students with disabilities, students in foster care, and students in homeless situations).

Support for English learners: Additional support for English learners was provided during the 2020-2021 school year, including (but not limited to): Curriculum guides/scope and sequences for designated and integrated ELD, supplemental English Language Development classes on Google Classroom for secondary students, virtual trainings for teachers in accessing support for English learners, access to resources and technology for Seal of Biliteracy candidates, components

to mirror all resources available for English-speaking students, virtual credit recovery options for English learner students in 11th and 12th grades, and the continuation of progress monitoring through English Learner portfolios.

The challenges to providing supplemental support for English learner students included mass rostering students classified as English learners to the digital ELD platform, and consistency of participation in professional development and ELD committees across district school sites.

Support for Students with Disabilities: Students in SBCUSD's Mild-Moderate and RSP Special Education programs were provided with all services outlined in their IEPs through the Distance Learning model. In-home one-on-one support continued to be provided during school closures through the district partner, Maxim. COVID-19 restrictions made the deployment of those services challenging at different times throughout the pandemic. It was also challenging to get a hold of some parents so that they could accept tutoring services for their students.

Community Special Education Advisory Committee (CAC) meeting attendance continued to be high throughout the 2020-2021 school year. Family engagement is one of the district's top priorities, so virtual meeting attendance during school closures is considered a major success.

In-home support materials were purchased for all students with "Specific Learning Disabilities" and those materials were distributed to families through "grab-and-go's."

Valdez tutoring provided in-home and virtual support, depending on parent's comfort level. Students received 6 weeks of additional tutoring as part of the MTSS process at sites. Consistent implementation of the MTSS process across sites proved challenging.

Professional development surrounding accessibility tools and accommodations was provided to teachers.

Support for Students in Foster Care and Students Experiencing Homelessness: SBCUSD worked with community partners to provide tutoring and mentoring services, specifically targeting students living in motels and shelters. A.T.L.A.S. liaisons supported students by providing access to community resources and services. SBCUSD prioritized offering hotspots to students experiencing homelessness to ensure they had access to Distance Learning opportunities. Stay-at-home orders interrupted the district's ability to conduct home visits and deliver physical resources to families. Maintaining consistent communication with students and families, and identifying families in need of services proved challenging throughout the 2020-2021 school year. However, housing referrals were provided to local community organizations,

students were provided with referrals to counseling, and they received support services for basic needs. Additionally, portable solar chargers were purchased for students in unsheltered situations to give them the ability to charge devices needed for Distance Learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Conduct diagnostic assessments to identify pupil learning loss for all students, primarily Low Income, Foster Youth, and English learners (IXL, Renaissance, TELL)	\$ 1,166,000	\$1,143,270	Y
Provide interventions for all students who are not making appropriate academic progress, Positive Youth Development	\$ 2,508,000	\$967,731	Y
Family outreach, community engagement, and parent/community communication	\$6,011,000	\$6,024,270	Y

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

The impact of the pandemic resulted in a need for the district to transition from a physical environment to an entirely virtual environment, which created a shift in how support services were implemented, distributed, and deployed. All materials used for intervention were digital, and all interventions were implemented in a virtual setting. This significantly reduced the cost needed to deploy interventions, as listed above.

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.

Assessment

SBCUSD developed a comprehensive assessment matrix to identify, monitor, and intervene when students demonstrated gaps in learning due to school closures. SBCUSD utilized universal screeners for math and English Language Arts, and administered these three times during the 2020-2021 school year for grades TK-5. The district utilized Star Renaissance screeners for ELA and Math for grades 6-8. Standards aligned assessments were also administered across the district to grades 3-12. SBCUSD faced some technology challenges administering assessments remotely, but continued to work hard to provide consistent assessment and collect accurate data throughout the 2020-2021 school year. There were also some instances of older siblings helping their younger siblings complete assessments, which may have skewed assessment data in some areas.

Tutoring and Small Group Instruction

Feedback collected from the SBCUSD community through a survey revealed support for implementation of tutoring programs to support students during Distance Learning. Tutoring programs were offered through Elementary Instruction, Secondary Education, and Special Education departments. Many students needed academic support after contracted work hours for staff, presenting somewhat of a challenge with securing tutoring services. To help alleviate this issue, the district utilized contracted tutoring services to provide additional student support.

Resident substitute teachers were hired at all district elementary sites to provide small group instruction to students in support of literacy, as well as to provide Tier 1 and Tier 2 supports.

Support for Vulnerable Student Groups

English Learners – SBCUSD’s professional development offerings included training on providing effective Tier 1 “first instruction” to students classified as English Learners. While the building and delivery of that professional development was a success, it was challenging to get consistent participation across school levels (elementary, middle, high). SBCUSD was able to transition ELD curriculum and student resources to a digital platform, and provided English Learners with supplemental curriculum and small-group tutoring.

Students with Exceptional Needs – SBCUSD’s Special Education department provided tiered support for students to keep them on track with meeting the goals outlined in their IEP’s. Among the successes SBCUSD accomplished in this

area were parent advisory group engagement (C.A.C. meeting attendance did not decrease during the transition to a virtual platform), an upgraded Special Education department website to provide digital resources to families and staff, and the distribution of care packages consisting of sensory items and school supplies to all students receiving SBCUSD Special Education services. Additionally, professional development was adapted to meet the needs of teachers during Distance Learning, and individual site support was provided by Program Specialists in the Special Education department. In home tutoring support was made available for some students through Valdez tutoring, along with in-home one-on-one support for the most vulnerable students with IEP's. Some challenges faced during this time were COVID restrictions, which made it difficult to deliver in-home services at some points during the pandemic, the need to quickly train new staff on protocols for delivering services, and training parents on how to use digital resources.

Foster Youth and Students Experiencing Homelessness – SBCUSD prioritized Foster Youth and Students Experiencing Homelessness in the distribution of mobile hotspots and electronic devices to improve their ability to access curriculum and instruction. Solar charging stations were purchased and made available to students in unsheltered living situations. Backpacks and other school supplies were also provided. Hazel Health free tele-healthcare was available during school closures, as well as free counseling services that were made available both through schools, and through Victor Community Services. Individual and small-group tutoring was offered, and district liaisons supported Foster Youth and Students Experiencing Homelessness by connecting them to wrap around services both through the district and community partners. When Stay At Home orders were issued during the pandemic, district liaisons had to temporarily suspend the delivery of hotspots to families who had limited transportation resources. Those orders also caused home visits to stop at a certain point in the pandemic. Identifying and communicating with students and families in need of services also proved challenging in a virtual setting.

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.

The Student Wellness and Support Services (SWSS) department developed several new offerings to support staff and student social-emotional learning (SEL) and mental health. These offerings included (but were not limited to): Youth Mental Health First Aid for all certificated and classified staff, Mental Health First Aid for administrators, Gaggie supports training for administrators, counselors, police dispatchers, and program facilitators, and Scope and Sequence of SEL direct instruction for elementary counselors and teachers. SEL was embedded into instruction for the 2020-2021 school

year to address increased student and staff distress resulting from the pandemic. SWSS continued to support sites with developing and sustaining safe and welcoming school climates during Distance Learning.

Mental Health First Aid trainings helped educate certificated and classified staff on the warning signs and risk factors of mental health concerns in students. Counseling and mental health services, including therapy, were provided virtually. Additionally, the SWSS department successfully streamlined the process for referrals to mental health services to make it easier for site staff to refer students for supports.

SBCUSD developed a responsive service protocol for students at risk of self-harm. This protocol included the involvement of site administrators, health professionals, counselors, nurses, psychologists, SWSS department staff, and district police (to conduct wellness checks on students as needed). Therapy services were made available through the district's HEART Team, Victor Community Support Services, Uplift Family Services, and IEHP Behavioral Health.

Monthly professional development sessions were held for counselors to help them establish online supports and increase student access, identify underserved student populations, and conduct annual calendar planning to work toward closing achievement gaps. Site and district support staff were trained on Hazel Health and Inland Empire Health Plan (IEHP) Navigator supports for family referrals to health services. Training was also provided on the virtual version of the District Crisis Intervention Team process.

Identifying and addressing the mental health needs of SBCUSD students during the 2020-2021 school year has been challenging, mainly because of the lack of in-person, face-to-face daily interaction between students and staff that allows staff to identify students in need of social, emotional, and mental health support. Some district students were hesitant to engage in therapy from their home environments, due to privacy concerns.

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.

SBCUSD implemented tiered re-engagement strategies for students and families who did not meet participation requirements for Distance Learning throughout the course of the 2020-2021 school year.

The first tier of the district's re-engagement strategy required sites to implement schoolwide processes to encourage consistent student attendance. These processes included (but were not limited to) establishing a positive school culture, ensuring that all student contact information is accurate, offering incentives for good attendance, and monitoring attendance trends.

The second tier of the district's re-engagement strategy provided targeted support to students with 3 or more absences, and those who were missing 60% of instruction within a week. The district worked with sites to identify students who needed additional interventions and were not responsive to strategies implemented in Tier 1. Tier 2 interventions included (but were not limited to) phone calls home, home visits, postcards mailed home with positive messages, Student Attendance Review Team (SART) meetings, and referrals to Hazel Health and other outside support services.

The third tier of the district's re-engagement strategy focused on students missing 20% or more of the school year. This tier targeted students who showed an ongoing pattern of attendance issues and unresponsiveness to the strategies in Tiers 1 and 2. The district collaborated with site staff to layer additional re-engagement strategies onto the strategies offered through Tiers 1 and 2. These strategies included (but were not limited to) intensive monitoring at the district level, Youth Court referrals, and referrals for wraparound services (mental health support, alcohol/drug intervention, etc).

SBCUSD developed comprehensive plans to address student and family attendance and engagement during the 2020-2021 school year, however, some student and family circumstances fell outside of the scope of the plan, leading the district to seek guidance from state resources. A challenge the district faced involved a lack of definitive and clear guidance from the state in such situations.

While it was challenging for a district as large as SBCUSD to develop and implement consistent processes for coding attendance across 72 sites during Distance Learning, the Positive Youth Development department was able to collaborate with site leaders to clearly outline best practices to ensure the accuracy of student attendance data.

A notable success was the implementation of Operation Student Recovery, during which SBCUSD staff conducted home visits to re-enroll students and to provide information about school attendance and engagement. Over 1000 homes were visited during Operation Student Recovery, and resources were provided in languages other than English.

Analysis of School Nutrition

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

During the 2020-2021 school year, SBCUSD continued to provide free meals to all students under 18 years of age in San Bernardino. Grab-and-Go Meals were provided to students twice a week, with enough food to sustain them for the duration of the week. To make meal distribution accessible to students in all areas of the city, SBCUSD began the year distributing meals at 15 school sites across the district. Based on community input gathered through surveys, town hall meetings, and Board meetings, SBCUSD expanded meal distribution to 25 sites across the district to improve the community's ability to access available meals.

Periodically throughout the pandemic, family participation in the meal distribution service program dropped, leading the Nutrition Services department to evaluate and adapt the menu and meal distribution service times. This analysis led to the district moving meal distribution to one day a week, with enough food provided in bulk to sustain each family until the next week's meal distribution. The evaluation of the district's menu, which included gathering feedback from families, led to the implementation of a new menu. The new menu included bulk pantry items such as 5lbs of rice, cans of fruits and vegetables, a dozen hamburger buns, quarts of juice, half gallons of milk, and 5lbs of cooked chicken. This modification allowed families to make foods more likely to be received by their children. This change led to an increase in meal distribution participation by families, so wait times increased, and some items became unavailable. To address this issue, SBCUSD's Nutrition Services department modified procedures to improve the speed of distribution, and to adjust meal counts.

In February of 2021, SBCUSD began distributing 20lb boxes of seasonal produce to further support student and family nutrition. Assessing the demand for these boxes proved challenging, and some sites ran out. To address this issue, meal counts were continuously evaluated and adjusted to ensure each family receives seasonal produce boxes in the future.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Learning	Student Transportation	\$13,500,000	\$1,315,095	Y

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.

Due to the severity of the COVID-19 pandemic in San Bernardino County, as well as within San Bernardino City Unified School District boundaries, the Board of Education made the decision to keep all SBCUSD schools closed for the 2020-2021 school year. The impact of the pandemic resulted in a need for the district to transition from a physical environment to an entirely virtual environment, which nearly eliminated the need for home-school transportation and busing for students. The significant reduction in the use of busing and student transportation due to the lack on in-person learning opportunities during the 2020-2021 school year is reflected in the difference between budgeted funds and actual

expenditures, as listed above. Funds allocated to transportation that were not spent during the 2020-2021 school year fell to fund balance and remain unspent.

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.

While SBCUSD did not implement in-person learning during the 2020-2021 school year, the implementation of the district's Distance Learning program provided key information about student and community needs that informed the development of the 2021-2024 LCAP.

To address health and safety considerations as a part of the ongoing response to the COVID-19 pandemic, SBCUSD LCAP Goal 2 Action 1 was dedicated to physical wellness and health supports, which includes a health coordinator, and additional nurses and health aides to improve students' physical wellness.

Stakeholder feedback collected throughout the 2020-2021 school year (including feedback provided by school site staff members) expressed a high need for increased mental health services and social-emotional support to ensure the well-being of students as the return to in-person learning. Trauma informed care and instruction are themes that emerged from stakeholder feedback that was collected through surveys and community meetings. The impact of this feedback is reflected in the development of the 2021-2024 LCAP Actions, including an increase in the number of district counselors, the addition of a health coordinator to oversee health services, and increased numbers of nurses to support students, staff, and the community.

Transitioning fully to digital platforms for the 2020-2021 school year provided SBCUSD with new opportunities to engage parents, families, and the community, outside of traditional methods. The Family Engagement department held workshops and trainings for parents to increase their skill and capacity for assisting their students with academic assignments, as well as their social-emotional wellbeing and progress. The continuation of the district's commitment to engage all members of the SBCUSD community as partners remains a priority in the 2021-2024 LCAP, and is overwhelmingly supported by stakeholder input gathered through LCAP Community Meetings, surveys, and the Thought Exchange virtual feedback platform.

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

SBCUSD has embedded assessment, intervention, and additional support for students with unique needs into actions included in the 2021-2024 LCAP. As referenced in the LCAP, SBCUSD will implement a Service Delivery Model that features ongoing assessment of student academic progress. Through this model, gaps in student learning will be identified and addressed through the delivery of academic interventions including tutoring and wrap-around services.

SBCUSD's 2021-2024 LCAP places an emphasis on the acceleration of learning due to school closures as a priority through Goal 1: "Student academic performance, including English proficiency, will be at a "standards met" or greater level based on rigorous core content standards, resulting in a high school diploma. Emphasis will be placed on learning acceleration related to the COVID-19 pandemic, A-G coursework, STEAM (Science, Technology, Engineering, Arts, and Technology), college and career pathway access, and vocational skills opportunities.

SBCUSD integrated metrics into the 2021-2024 LCAP that require the district to use locally collected data including attendance data, content area achievement data, and standards aligned assessment data to monitor student progress.

For the 2021-2024 LCAP cycle, SBCUSD included actions intended to address ongoing student needs, including the need to fill any gaps in learning that resulted from school closures and the lack of in-person instruction during the 2020-2021 school year. Such actions include (but are not limited to) additional tutoring support, smaller class sizes, library aides to support literacy, attendance improvement interventions, and bilingual support.

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.

Due to the severity of the COVID-19 pandemic in San Bernardino County, as well as within San Bernardino City Unified School District boundaries, the Board of Education made the decision to keep all SBCUSD schools closed for the 2020-2021 school year. The impact of the pandemic resulted in a need for the district to transition from a physical environment to an entirely virtual environment, which created a shift in how support services, professional development, trainings, field trips, physical materials, etc. were implemented, distributed, and deployed. This significantly impacted costs in some areas. The significant reduction in the use of busing and student transportation due to the lack on in-person learning opportunities during the 2020-2021 school year led to the biggest source of substantive difference between budgeted and actual expenditures for contributing actions.

Additionally, the influx of stimulus funds may have impacted the use of local funds by the district, due to the extremely tight timeframe to spend the dollars, with the risk of losing them otherwise.

Lastly, cost savings experienced by the district due to stay-at-home orders specifically impacted supplemental and concentration expenditures, including transportation, additional duty hours, conferences/travel, and substitute teacher costs.

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.

SBCUSD analysis of student performance throughout the 2019-2020 and 2020-2021 school years, as well the analysis of input provided by stakeholders over a two-year period, led to the formation of LCAP goals that have been revised for the 2021-2024 LCAP cycle. The 2021-2024 LCAP goals that reflect those revisions are as follows:

Goal 1: Academic Achievement – Student academic performance, including English proficiency, will be at a “standards met” or greater level based on rigorous core content standards, resulting in a high school diploma. Emphasis will be placed on learning acceleration related to the COVID-19 pandemic, A-G coursework, STEAM (Science, Technology, Engineering, Arts, and Mathematics), college and career pathway access, and vocational skills opportunities.

Goal 2: School Climate/Campus Environment – In order to support student academic achievement and engagement, all students will be educated in welcoming learning environments that are safe, well-maintained, drug-free, and conducive to learning. Emphasis will be placed on social-emotional learning and positive relationships to reduce suspension, expulsion, citation, and chronic absenteeism rates.

Goal 3: Student, Family, and Community Involvement and Support – SBCUSD will engage, educate, and involve students, families, caregivers, and the community as partners. Emphasis will be placed on enhancing academic achievement, careers, and social services through a network of resources, allies, and alliances.

SBCUSD’s monitoring of students during the implementation of the Learning Continuity and Attendance Plan made clear the impact of the COVID-19 pandemic on the San Bernardino City community, including SBCUSD students and families. This monitoring led to the development of new additions to the LCAP, including increasing the district’s nursing staff, and the addition of a health coordinator to oversee the deployment of physical health services. Further, SBCUSD will prioritize mental health and social-emotional wellness during the new LCAP cycle, to provide supports for students in their recovery from trauma suffered during school closures and the pandemic.

Data analysis and input provided by stakeholders including students, families, parent advisory groups, staff, and community members revealed inequities surrounding the suspension rate and attendance rate. This analysis of student data and stakeholder feedback impacted the district's decision to focus on reducing the suspension rate, and improving the attendance rate overall, for African American students, and for Students with Disabilities.

SBCUSD will continue to focus on academic achievement, mental health, school climate, and family engagement throughout the duration of the 2021-2024 LCAP cycle, for the benefit of the entire SBCUSD community.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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.

Actions/Services

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.

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- 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.

Analysis of Pupil Learning Loss

- 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.

California Department of Education
January 2021

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
San Bernardino City Unified School District	Ana Applegate - Assistant Superintendent - Educational Services	ana.applegate@sbcusd.k12.ca.us (909) 473-2060

Plan Summary [2021-2022]

General Information

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

San Bernardino City Unified School District (SBCUSD) is located in the city of San Bernardino, which is the 17th largest city in California. Geographically, the area features the beautiful San Bernardino Mountains and National Forest, Little Mountain, and Perris Hill.

SBCUSD was established in 1964, and is currently the sixth largest school district in the state with 72 schools, pre-K through high school, including 50 elementary schools, 11 middle schools, 6 comprehensive high schools, 3 alternative schools, and 2 continuation high schools to serve our diverse group of students. There are also 12 state funded charter schools in SBCUSD that are required to create their own Local Control and Accountability Plan (LCAP).

SBCUSD is made up of 48,755 students, with 90% Low-Income, 21.5% English Learners, 0.8% Foster Youth, 10.6% Students Experiencing Homelessness, 12.4% Students receiving Special Education services, and 12.5% students identified as Gifted and Talented (GATE). The Unduplicated count of students classified as Low-Income, English Learners, and Foster Youth is 90.4%.

The student population is made up of a variety of ethnicities with 80.8% of the students identifying as Hispanic or Latino, 10.1% African American, 4.9% White, 1.4% Asian, 1.5% Two or more races, and 1.8% identify as another race. While the majority of students who classify as English Learners speak Spanish, there are many languages spoken by

students throughout the district, including Vietnamese, Khmer, Arabic, Filipino, Samoan, Hindi, Punjabi, Hmong, and Thai.

SBCUSD students and the community of SBCUSD are served by a thoughtfully developed Community Engagement Plan, with which all other district plans are aligned. The alignment of all district plans allows for a focus on the following:

- A rigorous, well-rounded, Tier I instructional program
- Professional learning designed to improve the quality of instructional leadership and student access to high-level, engaging lessons
- Direct services including before and after school programs, transportation, and counseling
- Safe, secure campuses and positive learning environments
- Authentic family engagement workshops and community engagement opportunities
- Monitoring achievement of student groups through Key Performance Indicators and the California Dashboard

San Bernardino City Unified School District's LCAP reflects support for programs and services such as:

- Advancement Via Individual Determination (AVID)
- Gifted and Talented Education (GATE)
- Visual and Performing Arts (VAPA)
- Creative Before and After School Programs for Success (CAPS)
- College and Career Pathways, and Linked Learning
- Before and after school enrichment and intervention
- Centralized support for sites, facilities, and operations
- Athletic Strategic Plan
- Social Emotional Learning and mental health support services
- Positive Behavior Intervention Support (PBIS) and Restorative Justice
- A-G requirements for acceptance to 4-year colleges and universities
- Professional development

The global COVID-19 pandemic and the guidance of state and local officials led the SBCUSD's Board of Education to close all district schools in the interest of community safety. SBCUSD schools remained closed from March 19, 2020, through the end of the 2019-2020 school year, as well as the entire 2020-2021 school year. The district implemented a Distance Learning Program for the duration of school closures. Aspects of the shift in the district's learning model are reflected in the 2021-2024 LCAP.

Reflections: Successes

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

Since the 2013-2014 implementation of the Local Control Funding Formula (LCFF), and the Local Control and Accountability Plan (LCAP), the San Bernardino City Unified School District (SBCUSD) has been able to systemically align LCFF resources and LCAP accountability within the district's Community Engagement Plan (CEP). The inclusive and collaborative stakeholder engagement process has served as an instrumental element of the CEP.

Due to the global COVID-19 pandemic that began in March of 2020, reporting to the California Dashboard was suspended. School closures affected the district's ability to collect certain state verifiable data, including data surrounding ELA and Math CAASPP performance, suspension rates, and chronic absenteeism. Prior to school closures during the 2019-2020 school year, SBCUSD saw a reduction in suspension rates for African American students, Native American students, Students with Disabilities, and Hispanic/Latino students. SBCUSD also demonstrated growth in graduation rates. In the coming years, SBCUSD will build upon successes surrounding suspension reductions by continuing to implement PBiS at the site level, and by providing staff with training around best practices and restorative approaches to school discipline. The district will continue to support increased graduation rates by focusing on delivering strong first instruction at the classroom level, and by providing students with wrap-around services to remove barriers to educational access.

While the measurement of some traditional indicators was affected by school closures, SBCUSD still saw successes tied to the district's commitment to providing a high-quality education to all students, whether virtually or in person.

A key success was the building of a robust Distance Learning program in response to school closures at the beginning of the COVID-19 pandemic. SBCUSD implemented a 100% virtual Distance Learning Program for all schools, incorporating the use of technology devices, hotspot internet, Google Classroom, and other digital platforms. SBCUSD teachers provided live instruction (synchronous learning) and designed online independent assignments for students (asynchronous learning). Additionally, SBCUSD was able to provide each district student with an electronic device to increase access to the Distance Learning program. In preparing to implement the district's Distance Learning program, over 2,250 teachers were trained in Google Suite usage. Over 680 teachers completed support sessions led by Demonstration Teachers, and over 2,770 teachers participated in virtual office hour sessions where they received guidance from Demonstration Teachers. Further, 288 Special Education teachers participated in training of Don Johnston Accessibility Tools. Special Education teachers also received curriculum guide support training, and

professional development on Google Classroom that was structured specifically for Special Educators. SBCUSD will maintain the use of the Distance Learning program by transitioning it into a Virtual Academy, which will serve as alternative education program for students who would like to continue learning from home. The Virtual Academy will act as its own school in order to provide families with flexible learning options.

During Distance Learning, the Family Engagement Department held trainings for parents around AERIES, digital resources for home use, and Google Classroom. The Family Engagement Department will continue to provide trainings and resources to district families.

SBCUSD continues to leverage LCFF, federal resources, and supplemental COVID relief funds to continue implementing programs that have proven to benefit the SBCUSD community such as Advancement Via Individual Determination (AVID), Creative Before and After School Programs (CAPS), Gifted and Talented Education (GATE), and Visual and Performing Arts (VAPA). The District will also leverage all available resources to increase student access to Expanded Learning Opportunities, A-G coursework, Linked Learning opportunities, and college and career pathways.

Reflections: Identified Need

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

The COVID-19 pandemic that began in 2020 significantly altered SBCUSD's ability to collect data that was previously reported to the California Dashboard. During school closures that resulted from the pandemic, SBCUSD's various departments made a concerted effort to collect local data.

Prior to school closures resulting from the COVID-19 pandemic, SBCUSD identified chronic absenteeism and suspension as areas of critical need. A-G completion and CTE completion, and student academic achievement in English Language Arts (ELA) and math are also locally identified needs.

Chronic Absenteeism

SBCUSD collected student attendance data from August 2019 to March 2020, before the data collection process was interrupted by school closures. At that time, 16.1% of district Kindergarten - 12th grade (K-12) students were chronically absent.

The 2021-2022 school year was conducted in a 100% virtual format, which undoubtedly contributed to an increase in chronic absenteeism. Data collected from August 2020 to April 2021 showed 22.6% of SBCUSD K-12 students chronically absent, meaning they had 18 or more absences during Distance Learning.

In looking at individual student groups that are most affected by chronic absenteeism, African American students, students experiencing homelessness, Students with Disabilities, and Foster Youth stand out with rates of 34.7% of African American students, 32.1% of students experiencing homelessness, 26.1% of Students with Disabilities, and 24.4% of Foster Youth chronically absent during the 2020-2021 school year, as of April. In terms of individual student group data, the district measures chronic absenteeism rates for students in grades Kindergarten-8th grade.

SBCUSD is committed to equity and meeting the needs of all students. The district has developed an Attendance and Re-engagement plan to address disproportionalities in student attendance and chronic absenteeism rates. The Positive Youth Development Department works in collaboration with the Equity and Targeted Student Achievement, Specialized Programs, and Special Education departments to implement tiered efforts to re-engage chronically absent students. This plan includes daily, biweekly, and monthly checkpoints from site-level attendance teams, education for site staffs surrounding causes for student absenteeism, home visits, and improving communication between the district and families of chronically absent students. Additionally, targeted professional development will be delivered to address the unique issues affecting the attendance of specific student groups.

Suspension Rate

While no students were suspended after schools closed in March of 2020, locally collected data from August-March of the 2019-2020 school year, and state data from the 2018-2019 school year helped SBCUSD identify suspension as an area of need. Between August of 2019 and March of 2020, there were 3,001 suspensions (3.7% overall suspension rate). There were 799 suspensions for the African American student group, and 811 suspensions for the Students with Disabilities student group. The rate of suspensions that year were lower than for the previous year, due to school closures. The district did not suspend any students once SBCUSD transitioned to Distance Learning.

The last year of uninterrupted, in-person instruction was the 2018-2019 school year, and suspension data for that year provides a more comprehensive look at the district's suspension rates. During the 2018-2019 school year 5.5% of students were suspended (in school and out of school suspensions).

To address the suspension rate, SBCUSD will implement Positive Behavior Intervention Supports (PBIS) at sites, as well as restorative practices. Students will also receive character education and social-emotional learning lessons, information about conflict management, to provide alternatives to suspendable offenses.

ELA and Math Achievement

The CAASPP was eliminated for the 2019-2020 school year. During the 2020-2021 school year, districts were given the option to administer the CAASPP or to postpone its administration until the following school year. Consultations with stakeholders, including staff, led to SBCUSD's decision not to administer the CAASPP for the 2020-2021 school year. For this reason, data that is typically collected surrounding student academic performance in ELA and Math is unavailable. The district implemented the STAR assessment as a summative measure of student academic performance in ELA and Math for the 2020-2021 school year.

Based on most recent CAASPP data available (from the 2018-2019 school year), SBCUSD identified student ELA and Math performance as an area of need. At the time the most recently available data was collected, SBCUSD placed 25 points below standard in English Language Arts, and 61.9 points below standard in math.

To address this issue, the district will offer students additional access to tutoring and small-group instruction. Professional development will be delivered to staff surrounding teacher clarity, content area knowledge, and tiered math interventions. District teams will collaborate across departments to offer programs and services to support student literacy (including English Language Development). Specialized trainings to support individual student group needs will also be offered (such as training to support increases to African American student achievement through culturally responsive teaching in ELA).

LCAP Highlights

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

SBCUSD's 2021-2024 LCAP is driven by Key Performance Indicators (KPIs) that are aligned with state and local performance indicators, and measure progress toward meeting three major goals and related actions:

1. Academic Achievement

Student academic performance, including English proficiency, will be at a "standards met" or greater level based on rigorous core content standards, resulting in a high school diploma. Emphasis will be placed on learning acceleration

related to the COVID-19 pandemic, A-G coursework, STEAM (Science, Technology, Engineering, Arts, and Mathematics), college and career pathway access, and vocational skills opportunities.

- The district will provide enrichment opportunities such as GATE, IB, and magnet programs to support the achievement of advanced learners
- The district will build staff capacity in best practices for educating African American students through personnel who will coordinate professional development and progress monitoring
- The College and Career Readiness Department will support increases to student A-G and CTE completion rates through personnel who will coordinate academic services and progress monitoring
- The Multilingual Programs department will support English language acquisition through personnel who will coordinate English Language Development (ELD) and progress monitoring for English Learners
- The Specialized Programs Department will promote the content area academic achievement of Foster Youth and Students Experiencing Homelessness through liaisons who will provide support services and access to resources
- The district will provide transportation to students (to and from school, through busing) to ensure access to in-person education
- The Multilingual Programs Department will support the academic achievement of Latino students through personnel who will provide progress monitoring and professional development
- The district will reduce class-sizes to improve student learning experiences in 8th and 9th grade English Language Arts (ELA) and Math by increasing instructional personnel
- The district will improve access to the curriculum for Students with Disabilities through the maintenance of the Special Education Department
- The district will provide alternative learning environments for students through the maintenance of Community Day Schools and Opportunity Programs
- The district will increase staff capacity and teacher clarity through ongoing professional development, including training on social-emotional learning, mental health, grading practices, implementation of standards-aligned curriculum, and instructional best practices
- The Continuous Improvement Department will offer additional learning opportunities, including Saturday School and Summer School programs at Targeted Support for School Progress (TSSP) sites
- The district will provide Chromebooks and technology support to students, parents, and staff in order to increase access to the curriculum and support assessment
- The district will provide opportunities for students to engage in the visual and performing arts through music and arts programs

- The district will provide early childhood education programs such as daycare and Cal-Safe to improve development in core content areas for children in San Bernardino
- Sites will provide tutoring to support student academic skills and content knowledge
- The district will allocate funding for principals to use toward improving the instructional program and campus environment at each of 72 sites
- The district will provide sites with Library Aides to support student literacy
- Personnel will provide support to secondary Physical Education programs to support physical fitness
- SBCUSD will provide direct services to improve the academic performance of English Learners, Foster Youth, and Low-Income students

2. School Climate/Campus Environment

In order to support student academic achievement and engagement, all students will be educated in welcoming learning environments that are safe, well-maintained, drug-free, and conducive to learning. Emphasis will be placed on social-emotional learning and positive relationships to reduce suspension, expulsion, citation, and chronic absenteeism rates.

- The district will provide health supports including a health coordinator, nurses, and health aides to increase student physical wellness
- Counselors at the district and site levels will support mental health and the social-emotional wellness of students
- The district will provide students with opportunities to participate in sports and cadet corps to promote extracurricular involvement
- Security guards, school police, and crossing guards will provide safety services to students and school communities
- The Positive Youth Development Department will provide tiered interventions to students and families to improve attendance
- The Board of Education will provide grants to teachers to improve the climate and culture at sites
- The district will motivate students through rewards and Positive Behavior Intervention Support (PBIS) strategies
- The Maintenance and Operations Department will provide facilities maintenance and repair services to ensure students are educated in well-maintained campus environments
- The Superintendent's Student Advisory Council will implement community service projects to facilitate student leadership development
- SBCUSD will provide direct services and support to Low-Income students, English Learners, and Foster Youth to promote health and wellness

3. Student, Family, and Community Involvement and Support

SBCUSD will engage, educate, and involve students, families, caregivers, and the community as partners. Emphasis will be placed on enhancing academic achievement, careers, and social services through a network of resources, allies, and alliances.

- The Family Engagement Department will provide trainings, workshops, and opportunities for parents to get involved in district decision-making processes in order to build their capacity
- The Communications Department will advertise district programs, initiatives, and meetings, in order to promote transparency and stakeholder involvement
- The district will provide supplemental interpretation services and bilingual support to families in their home languages to increase two-way communication between families and the district, and to engage the community as partners
- The district will build and facilitate partnerships with the community to benefit district initiatives and promote student achievement
- The district will provide adult education programs and certificate programs to support career acquisition for former district students and members of the San Bernardino City School District community

To support the LCAP goals, an interactive LCAP development process has generated key focus areas including:

- Social-emotional and mental health support
- Smaller class sizes
- Professional development
- Increased support for African American and Latino student groups, and for Students with Disabilities
- Increased opportunities for family engagement

These focal points are reflected in the 2021-2024 plan.

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.

The following schools have been identified for Comprehensive Support and Improvement:

Arrowhead Elementary, E. Neal Roberts Elementary, Graciano Gomez Elementary, Lankershim Elementary, Parkside Elementary, Del Vallejo Middle School, Serrano Middle School, STAR at Anderson, and Anderson School

Support for Identified Schools

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

The San Bernardino City Unified School District (SBCUSD) continues to engage stakeholders through meetings and surveys in order to gauge community needs. Collaboration throughout the year allows SBCUSD stakeholders to gather, analyze, and evaluate input on student, family, and community needs.

The District supports the planning for the School Plan for Student Achievement (SPSA) by offering opportunities for stakeholders to continue to review and give input into the school's plan and budgets. These discussions are held during School Site Council (SSC), English Learners Advisory Committee (ELAC), African American Parent Advisory Council (AAPAC), town hall meetings, open houses, as well as a variety of events such as Coffee with the principal and family nights. Additionally, parents complete an annual District Parent and Family Survey which provides information/input for the district level and for each individual school site. Furthermore, the categorical department holds an annual Title I, III, IV, and Comprehensive Support and Improvement (CSI) meeting for parents from the SSC, ELAC, and AAPAC. During this meeting, the requirements and the intent of federal funds are explained. Parents then rotate between tables labeled Title I, Title III, Title IV, and CSI (for the identified sites). The work at each table is for parents to discuss and to provide input and thoughts on how the funds are utilized and offer other ideas and alternate ways that can meet student needs.

The categorical department, director, coordinator, and three program specialists, are committed to the task of assisting schools in their annual SPSA development and evaluation of programs. Each school is assigned a program specialist who works closely with the site leaders and their teams throughout the year.

SBCUSD includes stakeholders in the CSI plan development by offering the opportunities outlined above plus the added support of district staff who meet and will work alongside site leaders and their teams as they plan stakeholder involvement. In the planning for the CSI plans, each site hosted community stakeholder meetings besides regular meetings of parent advisory groups such as SSC, ELAC, AAPAC, town hall meetings, open houses, as well a variety of events such as Coffee with the principal and family nights. Additionally, parents completed an annual District Parent and Family Survey which provides information/input for the district level and for each individual school site. The categorical department worked together with the site leader during meetings, when necessary, and in allocating the funding to CSI allowable expenditures tied to needs assessments.

Identifying intervention that match the needs of the sites:

In 2018, the district's needs assessment identified a plethora of instructional programs and professional development models in use that kept the teaching staff unfocused as well as a lack of knowledge in how to determine which strategies/programs held the most benefit for student achievement. As a result, the District determined to use the research of John Hattie. His research associated the different teaching strategies teachers were using and from that he found a way of synthesizing various influences in different meta-analyses according to their effect size (Cohen's d). In his study "Visible Learning" he ranked 138 influences that are related to learning outcomes from very positive effects to very negative effects. Administrators, teachers, instructional directors and their program specialists have been able to attend professional development on Visible Learning during the past 3 years learning how to implement strategies based on the ones that have proven to be the most positive in their effect on student learning. In turn, CSI plans were developed with interventions based on this research and matched to the identifying need.

CSI schools identified resource inequities while conducting a comprehensive needs assessment, which included a root cause analysis. Data from the California Dashboard was used. However, CAASPP data was not available due to the pandemic, and therefore data, such as school's STAR and common assessment data were typically used in lieu of CAASPP data. The district, site leaders, and teachers reviewed both district and site formative data, which involved reading/language arts and mathematics assessments, chronic absenteeism, and suspensions. At the secondary level, D & F reports and graduation rates were also added to the data files.

By asking guiding questions, the categorical director and coordinator led site leaders and their teams to consider the following: 1) For the students who are below grade level, what are two strategies you believe would make a difference? 2) Could these strategies be implemented if you reallocated your budgets to address this? 3) Based on evidence-based interventions in Hattie's research (explained below), which intervention will meet this need the best? and 4) How will you monitor the intervention to ensure effective implementation?

For example, in analyzing D & F reports as part of the needs assessment, some CSI secondary schools found that students needed supplementary intervention in ELA and Mathematics. Therefore, by modifying the school's master schedule and adding more blocks of intervention time, they were able to maximize student access to extended instruction. The same identified need was expressed during parent meetings and through surveys indicating there was a lack of sufficient intervention time. By using CSI funds, the district was able to contract with service providers who have demonstrated competence and skill to provide one-on-one tutoring in a face-to-face or virtual environment.

Through the needs assessment at the elementary level, many teachers expressed that the current applications and programs were not as effective in holding the attention of the students. As a result, in the CSI plans there was reallocation of funds usually used for additional duty and after school tutoring now being used for new applications and programs that have been shown to be effective teaching tools, such as pear deck (for teaching synchronous and asynchronous lessons), or using iReady Reading and Mathematics (at sites that have not used these during pre-distance learning).

Pear Deck on the *John Hattie Influences of Student Achievement* research falls under collaborative learning which shows considerable potential to be effective in student learning.

The Educational Services division, including the Categorical Programs Department, and the Continuous Improvement division helped each CSI school in their plan development, by assisting with the identification of evidence-based intervention strategies that align with the work of John Hattie or What's Working Clearinghouse. The categorical director, coordinator and each of three program specialists met with each school during the SPSA /CSI development phase. During these meetings, the program specialist and the site personnel worked to identify the site needs and to indicate the best evidenced-based intervention that would meet the student need.

With guidance from the categorical department, school teams considered the same questions used for identifying resource inequities. 1) For the students who are below grade level, what are 2 interventions you believe would make a difference? 2) Could these strategies be implemented if you reallocated your funds to address this? 3) Based on the research of John Hattie which intervention meets this the best? 4) How will you monitor the intervention to ensure implementation and effectiveness?

An example is, using small group instruction coupled with professional development on teacher clarity ranked in the having the most potential of accelerating student achievement. Therefore, CSI plans call for teachers to receive training and coaching in Teacher Clarity. Likewise, CSI funds have been used to employ resident substitutes who can receive the teacher clarity training as well as hold small group instruction. Teachers have the opportunity to attend a variety of interactive workshops, including: one-on-one site support (as during the coaching sessions), periodic "open house" skill clinics held at the district office, and theme-based workshops that are held either in-person (before the pandemic), or virtually (during school/office closures). Skill clinics can range from specialized topics such as how to integrate ELD at

the secondary level to “open house” sessions where school staff can meet categorical staff throughout the day to receive assistance in writing their CSI plans and allocating the CSI budgets to align with the needs. Furthermore, district staff provides timely feedback and technical guidance to schools in the development of CSI plans, consistent with the guidance provided by California Department of Education.

The Continuous Improvement division provides program specialists who have had training in presentations and coaching. Rather than randomly implementing programs and services, each administrator and teacher at CSI schools worked with their assigned program specialist on how to reflect on the learning difficulties brought out in assessments and student work and then how to identify techniques/strategies to improve student achievement. The program specialists also become coaches who help site leaders and teachers not only determine student needs but provide coaching on lesson planning and instructional delivery. Additionally, coaches modeled lessons, debriefed with assigned teachers after lessons, and facilitated trainings.

The goal for intensive support to CSI schools is to ensure rapid and sustained improvement for identified schools. For this reason, interventions established at CSI schools include an assurance to student progress through teacher efficacy, academic support, and the use of instructional technology, especially during distance learning. The selected interventions have proven to be effective when implemented with fidelity and when student progress is regularly monitored. The interventions fall within four areas, which are:

-Effective Teachers: Professional development is based on specific needs identified while conducting the needs assessment.

-Student Academic Interventions: Resident substitutes and interns provide small-group instruction in learning centers or in classroom settings, including virtual settings. Additional tutoring and reteaching time can be held beyond the school day, even in a virtual setting.

-Classified Staff to Support Learning: Classified staff receives professional development on content and teaching/learning strategies

-Technology: Additional instructional technology is provided to meet the instructional needs of students during distance learning. Along with the instructional technology the Accountability Educational Technology (AET) department provides coaching not only on the use of the device but also teaching strategies that align with the technology.

Monitoring and Evaluating Effectiveness

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

The San Bernardino City Unified School District partners with stakeholders including site administrators, support staff (program facilitators, classified staff), parents, and community members representing the nine CSI schools. Throughout the cycle of improvement process, several meetings are hosted in order for stakeholders to stay abreast of SPSA and CSI requirements and to provide input for the needs they believe are important to address. Plans are reviewed and/or revised and evaluated by site leaders and stakeholders. The evaluation process includes examining effectiveness of the actions in alignment with the site metrics and allocated funds. Based on the results, all stakeholders revise plans and begin another cycle of improvement.

The district utilizes the SPSA Monitoring Record to guide sites in monitoring and evaluating implementation and effectiveness of the CSI school plans. The Monitoring Record includes specific “check-in” dates to ensure interventions/activities are monitored throughout the school year. The SPSA Monitoring Record timeline provides dates and specific data to monitor and report during the School Site Council and English Learner Advisory Committee meetings. An example from the timeline is *SPSA Monitoring #1 (October): Present summary of ELA & Math STAR assessment (Data Discussion and Review). From the CA Dashboard and the District’s Site based dashboard, address Chronic Absenteeism and Suspension Rate Data Analysis*. Time is given during these meetings for input and planning the next steps. The findings become part of the minutes and part of the needs assessment section in the school’s SPSA.

Using a team approach, there is a 5-step process in monitoring and evaluating the CSI plans.

1. Each identified CSI school has a central office staff member (Program Specialist) assigned to provide direct support and technical guidance in allocating the funds and in selecting appropriate interventions.
2. Utilize the SPSA Monitoring Record for guidance and as a monitoring timeline.
3. CSI plans are read by Categorical Programs staff and guidance is given in order for schools to address any identified issues.
4. The Director of Categorical Programs reviews CSI funding allocated to sites and meets with each CSI school principal to discuss and ensure the funding is used appropriately according to ESSA requirements.
5. Plans and implementation are evaluated using the CA Dashboard, SBCUSD site data, and classroom/program walkthrough data to ensure quality implementation of each identified intervention. Additionally, the annual SPSA/CSI review includes the section of the SPSA where each expenditure/program is considered for

effectiveness. The areas to address are consistent with the State's evaluation process addressing three areas: 1) What is effective? 2) What is ineffective? 3) What needs to be modified

The California Dashboard is a key data point in monitoring student progress as well as for an in-depth evaluation. Monitoring data also includes calendars, walk-through logs, reflections and notes pertaining to coaching sessions as well as assessment data and grades. Site leaders and their teams hold meaningful discussions at the end of the year with Educational Services staff on appropriate steps to take as the SPSA/CSI plans are developed for the following year.

Stakeholder Engagement

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

The involvement of stakeholders (including the families of English Learners, Foster Youth, students experiencing homelessness, and students who qualify as Low-Income) continues to be one of the highest priorities to the San Bernardino City Unified School District. Providing updates to our community on the actions and expenditures listed in the LCAP, as well as gathering stakeholder input and feedback, is an activity that is conducted throughout the school year. The LCAP calendar listed below provides a comprehensive list of the meetings that led to the development of the 2021-2024 LCAP.

SBCUSD's philosophy on the process for involving stakeholders in the decision-making process is best articulated in the SBCUSD Basics for Excellence:

- Focus on Results Together** – We work collaboratively to produce exemplary outcomes for our SBCUSD community
- Service** – We achieve success by consistently and effectively serving others
- Sense of Purpose** – Our actions are focused and contribute to the attainment of our mission
- Positive Passion** – We experience enthusiasm and encouragement as evidenced by our excitement and joy in what we do everyday
- Emotional Commitment** – We exhibit inspired behaviors that reflect pride, motivation, and empowerment through involvement
- Parameters of Trust** – We establish consistent parameters of trust that are characterized by honesty, transparency, and collaboration

-Professionalism – We exhibit professionalism by providing superior customer service while adhering to quality professional standards.

SBCUSD was in the process of developing a new LCAP when the COVID-19 pandemic emerged, leading to school closures, and the postponement of requirements to complete a new plan. The district continued to engage stakeholders through meetings and surveys in order to gauge community needs. The 2021-2024 LCAP is the culmination of nearly two years of collaboration with SBCUSD stakeholders to gather, analyze, and evaluate input on student, family, and community needs.

The following meetings contributed to the development of the 2021-2024 LCAP:

<u>Meeting Date</u>	<u>Stakeholder Group</u>	<u>Topic</u>
September 6, 2019 Progress Monitoring	Directors/LCAP Leads	2019-2020 Annual Update
September 13, 2019	Superintendent’s Student Advisory Committee	High School Student Input
October 4, 2019 Progress Monitoring	Directors/LCAP Leads	2019-2020 Annual Update
October 11, 2019	Superintendent’s Student Advisory Committee	High School Student Input
October 15, 2019	Cabinet/Union Leadership Meeting	LCAP Update & Input
October 29, 2019	LCAP Community Meeting	LCAP Update & Input
November 8, 2019	Superintendent’s Student Advisory Committee	High School Student Input
December 6, 2019 Progress Monitoring	District English Learner Advisory Committee (DELAC)	2019-2020 Annual Update
December 10, 2019	Special Education Community Advisory Committee (CAC)	LCAP Informational Meeting
December 10, 2019 Update	Board Presentation	1 st Interim Report & LCAP

December 11, 2019 Update	Site Leaders Meeting	2019-2020 LCAP Annual
December 12, 2019 Progress Monitoring	District Parent Advisory Council (DAC)	2019-2020 Annual Update
December 13, 2019	Superintendent's Student Advisory Committee	High School Student Input
January 6, 2020	Cabinet/Union Leadership Meeting	LCAP Update/Input
January 10, 2020 Progress Monitoring	Directors/LCAP Leads	2019-2020 Annual Update
January 23, 2020 Progress Monitoring	District African American Parent Advisory Council (DAAAC)	2019-2020 Annual Update
January 24, 2020	Superintendent's Student Advisory Committee	High School Student Input
February 7, 2020	Superintendent's Student Advisory Committee	High School Student Input
February 11, 2020	LCAP Community Meeting	LCAP Update & Input
June 10, 2020	LCAP Community Meeting	LCAP Update & Input
July 22, 2020 Attendance Plan	LCAP Community Meeting	Learning Continuity &
August 26, 2020 Attendance Plan	Learning Continuity & Attendance Plan (LCP) Meeting	Learning Continuity &
August 27, 2020 Attendance Plan	LCP Meeting – District Parent Advisory Council	Learning Continuity &
August 27, 2020 Attendance Plan	LCP Meeting – District English Learner Advisory Committee	Learning Continuity &
September 1, 2020	Board Meeting	LCP Public Hearing
September 15, 2020	Board Meeting	LCP Approval

November 10, 2020	Board Meeting Recommendations/Public Consideration	LCP county
December 8, 2020	LCAP Community Meeting	LCAP Update & Input
January 27, 2021	LCAP Community Meeting	LCAP Update & Input
February 23, 2021	LCAP Community Meeting	LCAP Update & Input
March 16, 2021	Board Meeting	2 nd Interim/LCAP Update & Input
March 18, 2021	LCAP Community Meeting	LCAP Update & Input
April 27, 2021	LCAP Community Meeting	ELO Grant Plan/LCAP Update & Input
May 12, 2021	Superintendent's Student Advisory Council	ELO Grant Plan/LCAP Update & Input
May 18, 2021	Board Meeting	Budget Workshop
May 25, 2021	LCAP Community Meeting	LCAP Update & Input
May 26, 2021	Special LCAP Meeting – CAC, DAC, DAAAC, & DELAC	LCAP Update & Input
June 8, 2021	Board Meeting	Public Hearing
June 22, 2021	Board Meeting	LCAP Approval

On May 26, 2021, a Special LCAP meeting was held to gather targeted input from the district's parent advisory groups including the Community Special Education Advisory Committee (CAC), District Parent Advisory Council (DAC/PAC; as statutorily required), District African American Advisory Committee (DAAAC), and the District English Learner Advisory Committee (DELAC/ELPAC; as statutorily required). The details of the 2021-2024 LCAP were shared, and feedback on the plan was collected verbally, and through the Thought Exchange Platform.

Following those meetings, a public hearing was held at the regularly scheduled Board meeting on June 8, 2021. Leading up to that meeting, the community was made aware of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP, in accordance with the Education Code.

The Local Control and Accountability Plan was presented to the Board of Education at a regularly scheduled meeting on June 22, 2021. The Board unanimously voted to approve the LCAP as presented at that time.

A summary of the feedback provided by specific stakeholder groups.

The gathering of input and providing updates on progress toward identified goals occurs in a cyclical fashion, starting at the district level, then feeding into school sites and the larger SBCUSD community. The input gathered from school sites and community is provided to the district for analysis, evaluation, and recommendations. This continuous flow of information allows for rich interaction between all interested parties and stakeholders, and a healthy exchange of ideas as we move toward meeting LCAP goals.

The process of collecting input for the 2021-2024 LCAP cycle began during the 2019-2020 school year, before the COVID-19 pandemic led to the postponement of drafting a new LCAP. Since then, over 1,500 pieces of input from all stakeholders were gathered through multiple mediums, and analyzed. As the result of stakeholder input, the District determined that “staying the course,” with minor alterations to the features of previous LCAP goals and actions was the best course of action as we enter a new LCAP cycle for 2021-2024.

The mediums used to collect input for the development of the LCAP during 2019, 2020, and 2021 included Google Surveys, live and written comments given by stakeholders at in-person and virtual Board meetings, district parent group meetings, the African American and Latino Task Force Meetings, Learning Continuity and Attendance Plan Meetings, SBCUSD Town Hall meetings, and LCAP Community Meetings. Additionally, SBCUSD consulted with district directors in the development of the LCAP, including the Special Education Local Plan Area (SELPA) director.

The feedback received over the course of the LCAP development cycle is summarized below:

Educators (including teachers, principals, administrators, counselors, psychologists, and speech therapists) and **Classified staff** expressed support for district focus on African American student achievement, English Learner student achievement, mental health responsiveness services, safety, Advancement Via Individual Determination (AVID), before and after school programs, Special Education curriculum supports, and technology.

Parents (including guardians, caretakers, and other family members) and **community members** expressed a desire to see increased mental health resource availability, emotional wellness services and campus wellness centers, reduced class sizes, expanded tutoring availability, stronger communication between teachers and parents, culturally relevant curriculum, LGBTQ+ affirming spaces and resources, and less punitive measures in school discipline practices.

Students expressed a need for professional development for teachers, social-emotional learning, mental health support, positive school climates, and technology.

During the LCAP Parent Advisory Meeting that was held on May 26, 2021, members of the district's parent advisory groups, including the district's Parent Advisory Council (DAC), and District English Learner Parent Advisory Committee (DELAC) were asked for their feedback on the proposed LCAP components. During that meeting, the **District Parent Advisory Council (DAC)** and **District English Learner Advisory Committee (DELAC)** expressed the need for mental health support and social-emotional learning, mental health pathways at high schools, training for teachers, more African American male counselors, more trainings for parents, increased two-way communication between families and the district, more diversity among teaching staff, and Ethnic Studies classes. The Community Special Education Advisory Committee (CAC), and District African American Parent Advisory Committee (DAAAC) also participated in the input session on May 26, 2021.

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

SBCUSD values the input of all stakeholders, and utilized various in-person and virtual methods for collecting feedback during the LCAP development cycle that began in 2019.

The process of meeting frequently gave SBCUSD the opportunity to share progress on the development of the LCAP with stakeholders on an almost monthly basis, and for stakeholders to frequently share ideas as active participants in the process. This led to the development of an LCAP that represents the needs of our district and community.

Continued support for mental health support, targeted programs for English Learners, Foster Youth, Latino students, and African American students serves as evidence that maintaining our focus on supporting student groups in ways that meet their unique needs is a practice that we should continue to implement.

Some resounding themes gathered from stakeholder input are:

- Class size reduction
- Mental health support for students
- Campus wellness centers would positively impact students
- Culturally relevant curriculum
- Parent, student, and community input is critical
- Expand the availability of tutoring
- Increase teacher access to instructional materials

-Professional development/training for teachers, staff, and administrators in ELA, Math, Social Emotional Learning, and addressing the needs of African American students

Many of these themes (class size reduction, mental health support, family engagement, tutoring, instructional materials, and professional development) are explicitly reflected in continuing actions in the 2021-2024 LCAP. Although culturally relevant curriculum and the expansion of campus wellness center are not explicitly stated as action in the LCAP, they are embedded into the district's priorities.

Goals and Actions

Goal 1

Goal #	Description
1	<u>Academic Achievement</u> Student academic performance, including English proficiency, will be at a “standards met” or greater level based on rigorous core content standards, resulting in a high school diploma. Emphasis will be placed on learning acceleration related to the COVID-19 pandemic, A-G coursework, STEAM (Science, Technology, Engineering, Arts, and Mathematics), college and career pathway access, and vocational skills opportunities.

An explanation of why the LEA has developed this goal.

An analysis of state and local data on SBCUSD's student academic performance in core content areas revealed that it still an area that needs improvement. Before the requirement to administer the SBAC was suspended in 2020, SBCUSD's students were performing below standard in English Language Arts and Math. Through surveys and virtual meeting platforms, stakeholders expressed support for the continuation of this goal from the previous LCAP, with some minor adjustments to account for the need to accelerate learning due to school closures during the COVID-19 pandemic.

Stakeholder input and SBCUSD needs assessments contributed to decision to continue focusing on A-G coursework, college and career pathway opportunities, and vocational skills for the duration of the 2021-2024 LCAP cycle. SBCUSD’s combination of actions in Goal 1 are expected to contribute to improvements to overall student performance. Actions surrounding tutoring, class size reductions, site allocations, library aides, physical education, English learner student achievement, special education, AVID, African American student achievement, and Latino student achievement are expected to contribute to improvements in overall student academic performance (as measured by the SBAC/CAASPP), college and career readiness, and the reclassification rate. Additionally, these actions are expected to contribute to increases in A-G and CTE completion, and reductions to dropout rates. Actions surrounding advanced learners, visual and performing arts, technology, transportation, and alternative programs are also expected to help SBCUSD meet its goal of getting all district students to perform at a “standards met or greater” level.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Smarter Balanced Assessment Consortium achievement in English Language Arts (ELA), and Math grades 3- 8, 11	<p>1.1 2018-2019 Results</p> <p>ELA: 25 points below standard</p> <p>Math: 61.9 points below standard</p> <p>CAASPP scores not available for 2019-2020, or 2020-2021</p>				<p>1.1</p> <p>SBCUSD will reach “Standard Met” in ELA by gaining 25 scale score points</p> <p>SBCUSD will reach “Standard Met” in Math by gaining 61.9 scale score points</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.2 4-year cohort graduation rate	1.2 4-year cohort graduation rate, Class of 2020: 86.8%				1.2 SBCUSD will increase the 4-year cohort graduation rate to 92% by increasing 5.2%
1.3 District overall average daily attendance rate (ADA)	1.3 2020-2021 ADA: 22.6% 2019-2020 ADA: 94.09%				1.3 SBCUSD will increase the reported ADA rate by 1%
1.4 Rate of students that pass Advanced Placement (AP) exams with a score of 3 or higher	1.4 2020-2021 data will be available in June of 2021 2019-2020: 11.7% of students who took AP exams passed them with a score of 3 or higher				1.4 SBCUSD will increase the reported AP exam pass rate by 8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.5a CA School Dashboard College/Career Indicator (A-G completion rate and CTE completion rate)	1.5a Class of 2020 A-G Completion Rate: 38.4% CTE Pathway Completion Rate: 36.4%				1.5a SBCUSD will increase the A-G Completion Rate by 6% to 44.4% SBCSUD will increase the CTE Completion Rate by 3% to 39.4%
1.5b EAP English Language Arts	1.5b 2019-2020 and 2020-2021: EAP English Language Arts data is unavailable due to cancelled CAASPP				1.5b ELA English Language Arts target: 50.8%
1.5c EAP Math	2018-2019: 42% Ready 1.5c 2019-2020 and 2020-2021: EAP Math data is unavailable due to cancelled CAASPP 2018-2019: 16.9% Ready				1.5c EAP Math target: 22.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.6 Percentage of English Learners receiving an overall score of 4 on the ELPAC/percentage of students who become English proficient through their ELPAC score.	1.6 42% making progress toward English language proficiency				1.6 SBCUSD will increase the percentage of students making progress toward English language proficiency by 1%
1.7 English Learner (EL) reclassification rate 1.7a English Learner reclassification rate 1.7b Long Term English Learners (LTELs) reclassification rate	1.7a 2020-2021: 6.9% reclassified English Learners 1.7b 23% reclassified LTELs				1.7a SBCUSD will increase the reported English Learner reclassification rate by 1% 1.7b SBCUSD will increase the percentage of reclassified LTELs by 1%
1.8 Middle school dropout rates	1.8 2020-2021: 0.8%				1.8 SBCUSD will maintain a middle school dropout rate of less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.9 High school dropout rates	1.9 2019-2020: 6.0% of high school students dropped out				1.9 SBCUSD will decrease the high school dropout rate by 1%
1.10 Rate of teacher mis-assignment	1.10 Eleven findings of teacher mis-assignment, all resolved but one				1.10 SBCUSD will have no findings of teacher mis-assignment
1.11 Student access to standards-aligned instructional materials	1.11 100% of students have access to standards-aligned materials				1.11 100% of students will have access to standards-aligned materials
1.12 Implementation of Common Core Standards (CCSS) for all students, including English learner students	1.12 100% Implementation of CCSS for all students, including English learner students				1.12 SBCUSD will have 100% implementation of CCSS for all students
1.13 Student access to enrollment in all required areas of study	1.13 All students will have access and enrollment in a broad course of study				1.13 SBCUSD will provide all students with access and enrollment in a broad course of study

Actions *Totals pending Governor's revision to the budget

Action #	Title	Description	Total Funds	Contributing
1.1	Gifted and Talented Education (GATE)	The district will provide access to elementary GATE programs to enhance the rigor of learning for English Learners, Foster Youth, and Low-Income students	\$774,398	Y
1.2	International Baccalaureate (IB)	The district will provide access to secondary International Baccalaureate (IB) programs to enhance the rigor of learning for English Learners, Foster Youth, and Low-Income students	\$847,621	Y
1.3	Magnet Programs	The district will provide access to magnet programs to expand educational offerings for English Learners, Foster Youth, and Low-Income students	\$3,070,052	Y
1.4	Low-Income Student Achievement	District staff will provide professional development in best practices for educating and progress monitoring Low-Income students to build the skill and knowledge of teachers and staff	\$3,001,760	Y
1.5	College and Career Readiness	The College and Career Readiness department will provide personnel to coordinate academic services and progress monitoring for Low-Income students, in order to support increases to student A-G and CTE completion rates	\$2,736,867	Y
1.6	AVID	The district will implement the AVID program at sites to increase college and career preparedness for Low-Income students	\$1,313,000	Y

Action #	Title	Description	Total Funds	Contributing
1.7	English Learner Student Achievement	The Multilingual Programs department will provide personnel who will coordinate English Language Development (ELD), progress monitoring, and professional development to increase English language proficiency and reclassification rates for English Learners	\$3,376,339	Y
1.8	Foster Youth Support Services	Liaisons will provide access to physical and mental health services, and academic support services for Foster Youth to increase academic achievement in core content areas	\$356,000	Y
1.9	Home-School Transportation	The district will provide transportation services to ensure access to in-person education for Low-Income students	\$12,448,919	Y
1.10	Smaller Class Sizes	The district will increase instructional personnel to reduce class sizes in 8th and 9th grade ELA and Math to improve learning experiences for English Learners, Foster Youth, and Low-Income students	\$2,482,759	Y
1.11	Alternative Programs	The district will provide supplemental instructional materials to the Virtual Academy to support English Learners, Foster Youth, and Low-Income students	\$4,979,412	Y
1.12	Professional Development	The district will increase staff capacity and teacher clarity through ongoing professional development, including training on social-emotional learning, mental health, grading practices, implementation of standards aligned curriculum, and instructional best practices to improve the educational experiences of English Learners, Foster Youth, and Low-Income Students	\$9,208,757	Y

Action #	Title	Description	Total Funds	Contributing
1.13	Targeted Support for School Progress	Educational Services will offer additional learning opportunities including Saturday School and Summer School Programs at Targeted Support for School Progress (TSSP) sites to improve the academic performance of English Learners, Foster Youth, and Low-Income students	\$3,556,203	Y
1.14	Technology	The district will provide additional technology and support, above and beyond the Williams requirement to support our Low-Income students in gaining access to supplemental online programs and services to improve student achievement in ELA and Math	\$4,852,254	Y
1.15	VAPA	The district will provide opportunities for Low-Income students to engage in the visual and performing arts through music and arts programs to promote their holistic development	\$3,022,576	Y
1.16	Cal Safe	The district will provide Cal Safe for pregnant and parenting Low-Income students to ensure their academic progress and to connect them with resources	\$2,167,683	Y
1.17	Tutoring	Sites will provide tutoring to support the academic skills and content knowledge of English Learners, Foster Youth, and Low-Income students	\$4,001,907	Y

Action #	Title	Description	Total Funds	Contributing
1.18	Access and Opportunities - Site Allocations	The district will provide site based personnel, supplemental instructional programs and materials, technology, professional development and parent-family engagement opportunities, based on the needs of individual schools and outlined in the School Plan for Student Achievement to support and improve the English Language Arts and Mathematics instructional programs, increase A-G completion and improve academic outcomes for English Learners, Foster Youth, and Low-Income students	\$23,772,411	Y
1.19	Library Aides	The district will provide sites with Library Aides to support early literacy and increase reading proficiency in English Learners and Low-Income students	\$785,304	Y
1.20	PE Support	Personnel will provide support to secondary Physical Education programs to improve student physical fitness	\$250,000	N
1.21	Service Delivery Model Direct Student Support	The district will provide personnel to directly work with site administrators and teachers to identify the needs of students to better support, strengthen and enhance ELA and Math instructional practices of classroom teachers and support personnel to aggressively improve the ELA and Math skills and knowledge of English Learners, Foster Youth, and Low-Income students	\$15,256,807	Y

Action #	Title	Description	Total Funds	Contributing
1.22	Service Delivery Model Professional Development	The district will provide professional development through contracted service on coaching and modeling and data analysis to the district personnel who will be working directly with the site administrators and teachers. This professional development will build their skill and knowledge in supporting the site staff in identifying and addressing the needs of English Learners, Foster Youth, and Low-Income students	\$5,000,000	Y
1.23	Service Delivery Model Supplemental Instructional Materials	The district will provide supplemental instructional materials for ELA, Math, and assessment to support the core instructional program in meeting the instructional and assessment needs for Low Income, Foster Youth, and English Learners	\$1,139,547	Y
1.24	Early Childhood Education	The district will provide early childhood education programs to Low-Income children to increase readiness for kindergarten	\$4,725,497	Y

Goal Analysis [LCAP Year]

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

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

This section will be completed during the 2021-2022 school year.

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

This section will be completed during the 2021-2022 school year.

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

This section will be completed during the 2021-2022 school year.

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

This section will be completed during the 2021-2022 school year.

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

Goal 2

Goal #	Description
2	<u>School Climate/Campus Environment</u> In order to support student academic achievement and engagement, all students will be educated in welcoming learning environments that are clean, safe, well-maintained, drug-free, and conducive to learning. Emphasis will be placed on social-emotional learning and positive relationships to reduce suspension, citation, and chronic absenteeism rates.

An explanation of why the LEA has developed this goal.

SBCUSD developed Goal 2 out of an understanding that school climate and campus environment play a critical role in the academic achievement and overall well-being of students. Through the district's process of seeking input from the community through meetings, surveys, and feedback collection platforms such as Thought Exchange, the resounding theme of the importance of student mental health and social-emotional wellness consistently emerged. While this goal is almost identical to Goal 2 from the previous LCAP cycle, its continuation is supported by stakeholder feedback and district data analysis.

In reviewing available data, it became clear that further steps need to be taken to reduce suspension rates for unduplicated students and other vulnerable student groups (i.e. African American students and Students with

Disabilities). Similarly, chronic absenteeism rates are higher than average for African American students and Students with Disabilities. The district’s decision to focus on efforts to reduce suspension rates and increase attendance rates through social-emotional learning, the building of positive relationships between students, schools, and families is an effort to resolve these issues.

When grouped together, the actions and metrics in Goal 2 support the building of positive school climates through a focus on social-emotional learning, physical and mental health, and access to support services. The district will implement the listed actions with fidelity while using the metrics to measure progress toward Goal 2.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 SBCUSD student engagement/"connectedness" (Climate and Culture Survey – Sense of Belonging/School Connectedness)	2.1 2020: Elementary: 70% felt connected Secondary: 55% felt connected				2.1 Elementary: SBCUSD will increase student connectedness by 5% Secondary: SBCUSD will increase student connectedness by 5% to 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.2 Rate of facilities in "good repair" on Williams Report	<p>2.2 2019-2020: 100% of facilities "in good repair"</p> <p>SBCUSD schools were closed during 2020-2021, so this data point was not collected.</p>				2.2 SBCUSD will maintain 100% of facilities "in good repair"
2.3 Overall suspension rate	<p>2.3 2020-2021: Zero students were suspended because school was 100% virtual.</p> <p>2019-2020 (August-March only, due to school closures: 3.7%</p> <p>2018-2019 (full year): 5.5%</p>				2.3 SBCUSD will reduce the suspension rate by 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.4 Suspension rate for African American students	<p>2.4 2020-2021: 0% students were suspended because schools were closed.</p> <p>2019-2020: 8.1% of African American students were suspended (August – March only, due to school closures)</p> <p>2018-2019 (last full year): 11.2% suspended</p>				2.4 SBCUSD will reduce the suspension rate for African American students by 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.5 Suspension rate for Students with Disabilities	<p>2.5 2020-2021: 0% students were suspended because schools were closed.</p> <p>2019-2020: 6.3% of Students with Disabilities were suspended (August – March only, due to school closures)</p> <p>2018-2019 (last full year): 9.1% suspended</p>				2.5 SBCUSD will reduce the suspension rate for Students with Disabilities by 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.6 Citations by law enforcement	<p>2.6 Citations by law enforcement as of April 30, 2021: 34 citations, 6 arrests.</p> <p>2019-2020: 127 citations, 31 arrests.</p>				2.6 SBCUSD will decrease citations by law enforcement by 10 (24 citations)
2.7 Overall chronic absenteeism rate	2.7 2020-2021: 22.6% chronically absent (K-12)				2.7 SBCUSD will decrease the overall chronic absenteeism rate by 1%
2.8 Chronic absenteeism rate for African American students	2.8 2020-2021: 34.7% chronically absent (K-8)				2.8 SBCUSD will decrease the chronic absenteeism rate for African American students by 1%
2.9 Chronic absenteeism rate for Students with Disabilities	2.9 2020-2021: 17.9% chronically absent (K-8)				2.9 SBCUSD will decrease the chronic absenteeism rate for Students with Disabilities by 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.10 Expulsion rate	2.10 2020-2021: 0% Expelled because schools were closed. 2019-2020: 0.07% Expelled				2.10 SBCUSD will maintain an expulsion rate at or below 0.1%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Physical Wellness	The district will provide health supports including a health coordinator, nurses, and health aides to improve physical wellness in Low-Income students	\$3,739,781	Y
2.2	Counselors	Counselors at the district and site levels will provide support to improve the mental health and social-emotional wellness of Foster Youth and Low-Income students	\$11,293,683	Y
2.3	Athletics	The district will provide opportunities for Low-Income students to participate in extracurricular athletic programs at Middle School and High School to promote engagement and a sense of belonging to the school community	\$2,576,369	Y

Action #	Title	Description	Total Funds	Contributing
2.4	Before/After School Programs	Sites will provide before/after school programs to enrich learning for Low-Income students	\$11,538,488	Y
2.5	Safety/Security/School Police	Security guards, school police, and crossing guards will provide services to students and school communities to promote safety and deter crime	\$3,567,123	N
2.6	Attendance Improvement	The Positive Youth Development department will provide a Saturday School Enrichment program for English Learners and Low-Income students to improve their attendance	\$ 225,000	Y
2.7	Academic Competitions	The district will provide opportunities for participation in academic competitions to increase the overall knowledge and skill sets of Low-Income students	\$ 267,100	Y
2.8	Innovation Grants	Teachers will creatively improve the school culture and climate for Low-Income students by providing additional educational experiences such as educational field trips, coding technology programs, agriculture programs, and classroom materials to increase student engagement	\$ 735,212	Y
2.9	Facilities	The Maintenance and Operations Department will provide facilities maintenance and repair services to ensure students are educated in well-maintained campus environments	\$ 2,007,171	N
2.10	Student Advisory Council	The Superintendent's Student Advisory Council will implement community service projects to facilitate student leadership development among Low-Income students	\$ 0	Y

Action #	Title	Description	Total Funds	Contributing
2.11	Service Delivery Model Direct Student Support	The district will provide personnel to work directly with site leaders to identify the social emotional and mental health needs of students. Professional development and training will be provided to the site leaders and staff to directly impact and strength social emotional learning and support services to Low-Income students as they face daily challenges	\$7,098,315	Y
2.12	Service Delivery Model Professional Development	The district will provide contracted professional development to build the skill and knowledge of district staff to in turn provide training and support the site-based leaders and teachers on the social-emotional needs of Low-Income students	\$5,000,000	Y
2.13	Service Delivery Model Supplemental Materials	The district will provide supplemental programs and materials on Social Emotional Learning to target the instruction of Low-Income students	\$ 1,100,000	Y

Goal Analysis [LCAP Year]

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

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

This section will be completed during the 2021-2022 school year.

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

This section will be completed during the 2021-2022 school year.

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

This section will be completed during the 2021-2022 school year.

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

This section will be completed during the 2021-2022 school year.

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

Goal 3

Goal #	Description
3	<u>Student, Family, and Community Involvement and Support</u> SBCUSD will engage, educate, and involve students, families, caregivers, and the community as partners. Emphasis will be placed on enhancing academic achievement, careers, and social services through a network of resources, allies, and alliances

An explanation of why the LEA has developed this goal.

SBCUSD values the contributions and involvement of all stakeholders, including students, parents, caregivers, and the community. Our focus on meeting the needs of our stakeholders continues to be a high priority. The continuation of this goal from the previous LCAP (with minor revisions to the wording to capture stakeholder feedback) demonstrates SBCUSD's commitment to including the community as true members of the decision-making process.

The Family Engagement department is committed to improving and expanding the system of professional development by working with sites and departments to embed family engagement into existing professional development structures. This department will work to develop asynchronous and synchronous professional development opportunities to help staff develop trusting and respectful relationships that value family strengths and cultures. This involves increasing opportunities to hear and respond to family comments and concerns in welcoming and safe environments.

Through the implementation of the listed actions and measuring of data reflected in the metrics, SBCUSD will continue to engage all stakeholders as partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1 Parent input on decision making	3.1 Local Indicator: District's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: Full Implementation				3.1 Local Indicator: District's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: Full Implementation
3.2 Promoting parental participation in programs for unduplicated students and individuals with exceptional needs	3.2 2020-2021: 7,757 pieces of input were received from parents regarding district programs for unduplicated students and individuals with unique needs				3.2 SBCUSD will maintain the amount of input gathered from parents regarding district programs for unduplicated students and individuals with unique needs

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement	The Family Engagement Department will provide trainings, workshops, and opportunities for English Learners, Foster Youth, and Low-Income students and families to get involved in district decision-making processes in order to build their capacity	\$2,055,000	Y
3.2	Communications	The Communications Department will provide additional information regarding community programs and services to support the needs of Low-Income students	\$2,681,462	Y
3.3	Bilingual Support	The district will provide supplemental interpretation services and bilingual support to families in their home languages to increase two-way communication between families and the district and engage the community as partners in the education of English Learners	\$131,935	Y
3.4	Community Engagement	The district will build and facilitate partnerships with the community to benefit district initiatives and promote the achievement of English Learners, Foster Youth, and Low-Income students	\$1,724,732	Y
3.5	Adult Education	The district will provide adult education programs and certificate programs to support career acquisition for former District students and members of the San Bernardino City School District community	\$339,382	N

Goal Analysis [LCAP Year]

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

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

This section will be completed during the 2021-2022 school year.

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

This section will be completed during the 2021-2022 school year.

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

This section will be completed during the 2021-2022 school year.

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

This section will be completed during the 2021-2022 school year.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.94%	\$159,076,046* *Stated amount is contingent on the approval of the 2021-22 state budget. The amount may be reduced pending the final version of the approved budget and LCFF supplemental/concentration formula.

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

Required Descriptions

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

As noted in the Plan Summary, 90% of SBCUSD’s students are Low-Income, 21.5% are English Learners, and 0.8% are Foster Youth. The program of support for all students includes a core program that aligns to state academic standards, minimum class sizes, instructional minutes, and other statutory requirements such as *Williams*, routine maintenance, and administration. Based on a review of data, the district has identified significant needs with respect to student engagement and academic achievement, particularly focused on reducing chronic absenteeism and suspension to increase student academic achievement in English Language Arts (ELA) and Math.

Chronic Absenteeism

SBCUSD collected student attendance data from August 2019 to June 2020. The district found that 12.9% of the English Learner student group, 16.6 % of the Low-Income student group and 21.0% of the Foster Youth student group were chronically absent in comparison to the overall student chronic absenteeism rate of 16.3%, over this same time period. The 2020-2021 school year there was an increase in chronic absenteeism. Instruction was conducted in a 100% virtual format, which undoubtedly contributed to the increase. The district found that 20.3% of the English Learner student group, 25.5 % of the Low-Income student group and 27.6% of the Foster Youth student group were

chronically absent in comparison to the overall student rate of 23.9%, over this same time period. Chronic Absenteeism increased for all three-student groups between June 2020 and June 2021 demonstrating the need for Chronic Absenteeism to be a priority for English Learners, Low-Income and Foster Youth students. Actions 1.9, 1.13, 1.14, 1.15, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, and 2.8 will be used to address this need as most students have returned to in-person instruction.

Suspension Rate

While no students were suspended after schools closed in March 2020 through June 2021, locally collected data from August 2019 through March 2020 school year, and state data from the 2018-2019 school year helped SBCUSD identify suspension as an area of need for English Learners, Low-Income and Foster Youth student groups. Between August 2019 and March 2020, the district found that 3.0% of the English Learner student group, 4.0% of the Low-Income student group and 8.0% of the Foster Youth student group were suspended, as compared to 3.8% overall.

Positive Behavior Intervention Supports (PBIS) at sites, as well as restorative practices, character education, social-emotional learning lessons, and information about conflict management are provided as alternatives to suspendable offenses. Actions 2.2, 2.3, 2.11, 2.12, 2.13 will be used to address this need as most of these student groups have returned to in-person instruction.

ELA and Math Achievement

Based on most recent CAASPP data available from the 2018-2019 school year, SBCUSD identified English Language Arts (ELA) and Math performance as an area of need for the English Learner, Low-Income and Foster Youth student groups. At the time the most recently available data for ELA was collected, the district found that the English Learner student group was -41.3, the Low-Income student group was -29.5 and the Foster Youth student group was -62.3 difference from standard, in comparison to the district overall with -25.5 difference from standard.

For Math the district found that the English Learner student group was -67.8, the Low-Income student group was -65.6 and the Foster Youth student group was -90.5 difference from standard, in comparison to the district overall with -61.9 difference from standard.

The actions outlined in the LCAP provide additional programs and supports that complement the core academic offerings to address goals in ELA and Math for the district's English Learner, Low-Income and Foster Youth students

through the following actions: 1.4, 1.7, 1.8, 1.10, 1.11, 1.12, 1.16, 1.17, 1.18, 1.19, 1.21, 1.22, 1.23, and 1.24. In addition, the district also provides English Learner, Low-Income and Foster Youth students with positive incentives to attend school and perform academically through offering an array of extracurricular activities, including VAPA (1.15), Academic Competitions (2.7), Innovation Grants (2.8), and Athletics (Action 2.3, which requires a minimum GPA of 2.0 and regular school attendance). These activities are designed to increase services and outcomes so that these student groups are meeting grade level standards in ELA and Math, as measured by the CAASPP.

Graduation Rate:

Student engagement is critical for preparing English Learner, Low-Income and Foster Youth students for college career opportunities. The district expects the implementation of these actions to equip these students with resources needed to graduate with a high school diploma. The 2019 graduation rate for English Learners was 87.2%, Low-Income was 93.5% and Foster Youth was 87.5%, lower in comparison to the overall graduation rate of 93.6%. The 2020 graduation rate for English Learners was 78.8%, and Foster Youth was 78.5%, lower in comparison to the overall rate of 88.5%, with the exception of the Low-Income student group at 88.7%. However, the graduation rate for all student groups decreased in 2020 as compared to 2019. From March 2020 through June 2020 instruction was conducted in a 100% virtual format, which undoubtedly contributed to the decrease in the 2020 graduation rate. Prior to virtual learning, the programs and initiatives added in recent years have contributed to the district significantly increasing graduation rates for English Learner, Low-Income and Foster Youth, therefore the following actions will be continued: 1.1, 1.2, 1.3, 1.5, 1.6, 1.12, 1.15, 1.18, 2.7, 2.10

LCFF provides for local control, which the district extends to sites to provide continued opportunities and access for English Learner, Low-Income and Foster Youth student groups. The schools used these funds to meet site specific needs for these student groups based on the state and local data listed above, that complement and align to goals and actions included in the LCAP. The district is allocating \$23,772,411 to school sites based on the concentration of students qualifying as English Learners, Low-Income and Foster Youth to address the unique needs at each site. These funds are to be used in alignment with the LCAP and the School Plan for Student Achievement (SPSA) goals identified by each school. Activities may include (but are not limited to) direct student services, instructional materials, support staff, technology, contracted services, family engagement activities, professional development, and campus environment. These LCFF funded activities, services, and expenditures support the unique needs of the site to move the overall district outcomes established in the LCAP.

Implementing the above actions are intended to impact the outcome of metrics established for each goal and action.

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

The previous section describes the needs and related actions that are intended to increase and improve services and outcomes for English learners, Low-income and Foster Youth students. Nearly 90% of SBCUSD students are part of one or more of these student groups. As such, the design of programs and support at SBCUSD include a wide range of interventions and supports aimed at increasing and improving services for these student groups that lead to improved outcomes. Additional funds of approximately \$159 million, or 36.94% of the base/core services, are directly attributable to the needs of SBCUSD students based on their status as Low-Income, English Learner, and/or Foster Youth. Evidence of increased or improved services on student outcomes are as follows:

- A significant portion of support to English Learners, Low-income and Foster Youth student groups comes in the form of programs that include dedicated staff and additional staff time. This includes additional teachers, counselors, and support personnel that focus their time and effort on student engagement, career and college readiness, and school readiness. The additional staff are included within Actions 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.10, 1.15, 1.16, 1.17, 1.18, 1.19, 1.21, 1.24, 2.1, 2.2, 2.3, 2.4, 2.6, 2.11, 3.1, 3.2, 3.3, 3.4). The listed actions are being continued to support these student groups due to positive increases in state ELA and Math data.
- The programs put in place to support English acquisition has led to an increase in the number and percentage of Reclassified English Proficient students from 2018-2019 through 2019-2020, going from 17.7% of students reclassified to 22.6%. In 2020-2021, the reclassification rate was 6.9% indicating that a full year of virtual learning was impactful. The programs and services that led to the previous improvements are included in the additional supports described in Action 1.7 and have been resumed since students returned to in-person learning. Therefore, SBCUSD will continue Action 1.7 because it has been proven to be effective in increasing English Learner reclassification rates.

The actions taken by the district as a result of the analysis and engagement associated with the development of the LCAP has supported investments in increased and improved services for English Learners, Low-Income and Foster Youth. There are further improvements to make, but the district's record of improvement provides evidence of the commitment being made to ensure that the additional funding (36.94%) goes toward funding goals and actions with a direct connection to the needs of SBCUSD's students for which the funds are intended to positively impact.

The actions in prompts 1 and 2 quantitatively and/or qualitatively meet the 36.94% minimum proportionality percentage (MPP) for the 2021-2022 school year. The percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils as calculated pursuant to 5 CCR 15496(a).

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 159,076,046	\$ 10,130,779	\$ -	\$ -	169,206,825	\$ 84,407,996	\$ 84,798,828

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Gifted and Talented Education (Gate)	All	\$ 774,398				\$ 774,398
1	2	International Baccalaureate (IB)	All	\$ 847,621				\$ 847,621
1	3	Magnet Programs	All	\$ 3,070,052				\$ 3,070,052
1	4	Low-Income Student Achievement	Low-Income	\$ 3,001,760				\$ 3,001,760
1	5	College and Career Readiness	All	\$ 2,736,867				\$ 2,736,867
1	6	AVID	All	\$ 1,313,000				\$ 1,313,000
1	7	English Learner Student Achievement	English Learner	\$ 3,376,339				\$ 3,376,339
1	8	Foster Youth Support Services	Foster Youth	\$ 356,000				\$ 356,000
1	9	Home-School Transportation	All	\$ 12,448,919				\$ 12,448,919
1	10	Smaller Class Sizes	All	\$ 2,482,759				\$ 2,482,759
1	11	Alternative Programs	All	\$ 4,979,412				\$ 4,979,412
1	12	Professional Development	All	\$ 9,208,757				\$ 9,208,757
1	13	Targeted Support for School Progress	All	\$ 3,556,203				\$ 3,556,203
1	14	Technology	All	\$ 4,852,254				\$ 4,852,254
1	15	VAPA	All	\$ 3,022,576				\$ 3,022,576
1	16	Cal Safe	Low Income	\$ 2,167,683				\$ 2,167,683
1	17	Tutoring	All	\$ 4,001,907				\$ 4,001,907
1	18	Access and Opportunities	All	\$ 23,772,411				\$ 23,772,411
1	19	Library Aides	All	\$ 785,304				\$ 785,304
1	20	PE Support	All	\$ 250,000				\$ 250,000
1	21	Service Delivery Model: Direct Student	All	\$ 15,256,807				\$ 15,256,807
1	22	Service Delivery Model: Professional C	All	\$ 5,000,000				\$ 5,000,000
1	23	Service Delivery Model: Supplemental	All	\$ 1,139,547				\$ 1,139,547
1	24	Early Childhood Education	All	\$ 4,725,497				\$ 4,725,497
2	1	Physical Wellness	All	\$ 3,739,781				\$ 3,739,781
2	2	Counselors	All	\$ 11,293,683				\$ 11,293,683
2	3	Athletics	All	\$ 2,576,369				\$ 2,576,369
2	4	Before/After School Programs	All	\$ 1,407,709	\$ 10,130,779			\$ 11,538,488
2	5	Safety/Security/School Police	All	\$ 3,567,123				\$ 3,567,123
2	6	Attendance Improvement	All	\$ 225,000				\$ 225,000
2	7	Academic Competitions	All	\$ 267,100				\$ 267,100
2	8	Innovation Grants	All	\$ 735,212				\$ 735,212
2	9	Facilities	All	\$ 2,007,171				\$ 2,007,171

2	10	Student Advisory Council	All	\$	-				\$	-
2	11	Service Delivery Model: Direct Student	All	\$	7,098,315				\$	7,098,315
2	12	Service Delivery Model: Professional C	All	\$	5,000,000				\$	5,000,000
2	13	Service Delivery Model: Supplemental	All	\$	1,100,000				\$	1,100,000
3	1	Family Engagement	All	\$	2,055,000				\$	2,055,000
3	2	Communications	All	\$	2,681,462				\$	2,681,462
3	3	Bilingual Support	All	\$	131,935				\$	131,935
3	4	Community Engagement	All	\$	1,724,732				\$	1,724,732
3	5	Adult Education	All	\$	339,382				\$	339,382

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 152,912,370	\$ 163,043,149
LEA-wide Total:	\$ 134,497,899	\$ 144,628,678
Limited Total:	\$ 3,732,339	\$ 3,732,339
Schoolwide Total:	\$ 14,682,132	\$ 14,682,132

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Gifted and Talented Education (Gate)	LEA-wide	EL, FY, LI	Districtwide	\$ 774,398	\$ 774,398
1	2	International Baccalaureate (IB)	Schoolwide	EL, FY, LI	Cajon, Arroyo	\$ 847,621	\$ 847,621
1	3	Magnet Programs	Schoolwide	EL, FY, LI	Districtwide	\$ 3,070,052	\$ 3,070,052
1	4	Low-Income Student Achievement	LEA-wide	LI	Districtwide	\$ 3,001,760	\$ 3,001,760
1	5	College and Career Readiness	LEA-wide	LI	Districtwide	\$ 2,736,867	\$ 2,736,867
1	6	AVID	LEA-wide	LI	Districtwide	\$ 1,313,000	\$ 1,313,000
1	7	English Learner Student Achievement	Limited	EL	Districtwide	\$ 3,376,339	\$ 3,376,339
1	8	Foster Youth Support Services	Limited	FY	Districtwide	\$ 356,000	\$ 356,000
1	9	Home-School Transportation	LEA-wide	LI	Districtwide	\$ 12,448,919	\$ 12,448,919
1	10	Smaller Class Sizes	Schoolwide	EL, FY, LI	Secondary	\$ 2,482,759	\$ 2,482,759
1	11	Alternative Programs	LEA-wide	EL, FY, LI	Districtwide	\$ 4,979,412	\$ 4,979,412
1	12	Professional Development	LEA-wide	EL, FY, LI	Districtwide	\$ 9,208,757	\$ 9,208,757
1	13	Targeted Support for School Progress	Schoolwide	EL, FY, LI	TSSP Sites	\$ 3,556,203	\$ 3,556,203
1	14	Technology	LEA-wide	LI	Districtwide	\$ 4,852,254	\$ 4,852,254
1	15	VAPA	LEA-wide	LI	Districtwide	\$ 3,022,576	\$ 3,022,576
1	16	Cal Safe	LEA-wide	LI	Select Sites	\$ 2,167,683	\$ 2,167,683
1	17	Tutoring	LEA-wide	EL, FY, LI	Districtwide	\$ 4,001,907	\$ 4,001,907
1	18	Access and Opportunities	LEA-wide	EL, FY, LI	Districtwide	\$ 23,772,411	\$ 23,772,411
1	19	Library Aides	LEA-wide	EL, LI	Districtwide	\$ 785,304	\$ 785,304
1	21	Service Delivery Model: Direct Student Support	LEA-wide	EL, FY, LI	Districtwide	\$ 15,256,807	\$ 15,256,807
1	22	Service Delivery Model: Professional Development	LEA-wide	EL, FY, LI	Districtwide	\$ 5,000,000	\$ 5,000,000
1	23	Service Delivery Model: Supplemental Instructional Materials	LEA-wide	EL, FY, LI	Districtwide	\$ 1,139,547	\$ 1,139,547
1	24	Early Childhood Education	Schoolwide	LI	Select Sites	\$ 4,725,497	\$ 4,725,497
2	1	Physical Wellness	LEA-wide	LI	Districtwide	\$ 3,739,781	\$ 3,739,781
2	2	Counselors	LEA-wide	FY, LI	Districtwide	\$ 11,293,683	\$ 11,293,683
2	3	Athletics	LEA-wide	LI	Secondary	\$ 2,576,369	\$ 2,576,369
2	4	Before/After School Programs	LEA-wide	LI	Districtwide	\$ 1,407,709	\$ 11,538,488
2	6	Attendance Improvement	LEA-wide	EL, LI	Districtwide	\$ 225,000	\$ 225,000
2	7	Academic Competitions	LEA-wide	LI	Districtwide	\$ 267,100	\$ 267,100
2	8	Innovation Grants	LEA-wide	LI	Districtwide	\$ 735,212	\$ 735,212
2	10	Student Advisory Council	LEA-wide	LI	High Schools	\$ -	\$ -
2	11	Service Delivery Model: Direct Student Support	LEA-wide	EL, FY, LI	Districtwide	\$ 7,098,315	\$ 7,098,315
2	12	Service Delivery Model: Professional Development	LEA-wide	EL, FY, LI	Districtwide	\$ 5,000,000	\$ 5,000,000
2	13	Service Delivery Model: Supplemental Instructional Materials	LEA-wide	EL, FY, LI	Districtwide	\$ 1,100,000	\$ 1,100,000
3	1	Family Engagement	LEA-wide	EL, FY, LI	Districtwide	\$ 2,055,000	\$ 2,055,000
3	2	Communications	LEA-wide	LI	Districtwide	\$ 2,681,462	\$ 2,681,462
3	3	Bilingual Support	LEA-wide	EL	Districtwide	\$ 131,935	\$ 131,935
3	4	Community Engagement	LEA-wide	EL, FY, LI	Districtwide	\$ 1,724,732	\$ 1,724,732

Annual Update Table Year 1

	Planned Expenditure Total	Estimated Actual Total
Totals:		
Totals:	\$ 169,206,825	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	Gifted and Talented Education (Gate)	Yes	\$ 774,398	
1	2	International Baccalaureate (IB)	Yes	\$ 847,621	
1	3	Magnet Programs	Yes	\$ 3,070,052	
1	4	Low-Income Student Achievement	Yes	\$ 3,001,760	
1	5	College and Career Readiness	Yes	\$ 2,736,867	
1	6	AVID	Yes	\$ 1,313,000	
1	7	English Learner Student Achievement	Yes	\$ 3,376,339	
1	8	Foster Youth Support Services	Yes	\$ 356,000	
1	9	Home-School Transportation	Yes	\$ 12,448,919	
1	10	Smaller Class Sizes	Yes	\$ 2,482,759	
1	11	Alternative Programs	Yes	\$ 4,979,412	
1	12	Professional Development	Yes	\$ 9,208,757	
1	13	Targeted Support for School Progress	Yes	\$ 3,556,203	
1	14	Technology	Yes	\$ 4,852,254	
1	15	VAPA	Yes	\$ 3,022,576	
1	16	Cal Safe	Yes	\$ 2,167,683	
1	17	Tutoring	Yes	\$ 4,001,907	
1	18	Access and Opportunities	Yes	\$ 23,772,411	
1	19	Library Aides	Yes	\$ 785,304	
1	20	PE Support	No	\$ 250,000	
1	21	Service Delivery Model: Direct Student Supp	Yes	\$ 15,256,807	
1	22	Service Delivery Model: Professional Develo	Yes	\$ 5,000,000	
1	23	Service Delivery Model: Supplemental Instru	Yes	\$ 1,139,547	

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.