

LCFF Budget Overview for Parents

APPROVED

San Bernardino County Board of Education, June 7, 2021

Local Educational Agency (LEA) Name: San Bernardino County Superintendent of Schools

CDS Code: 36-10363-0000000

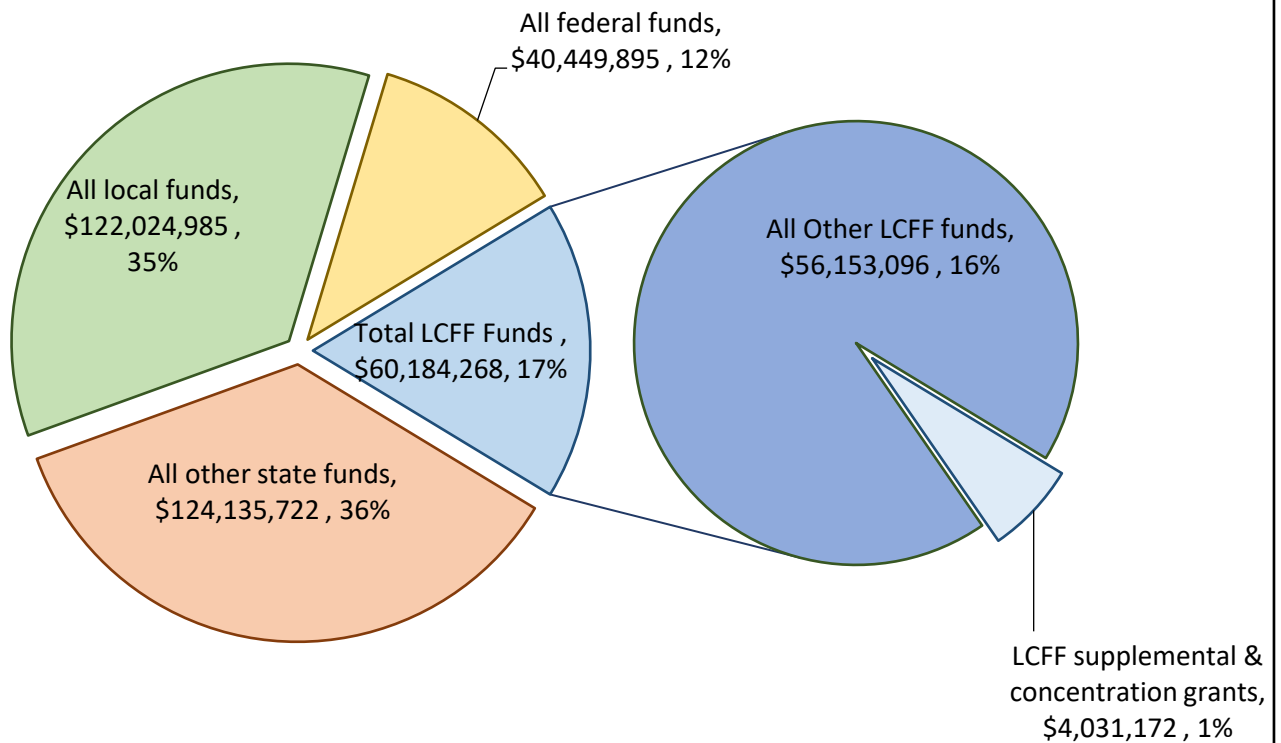
School Year: 2021 – 22

LEA contact information: Myrlene Pierre, Assistant Superintendent, Student Services, myrlene.pierre@sbcss.net

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

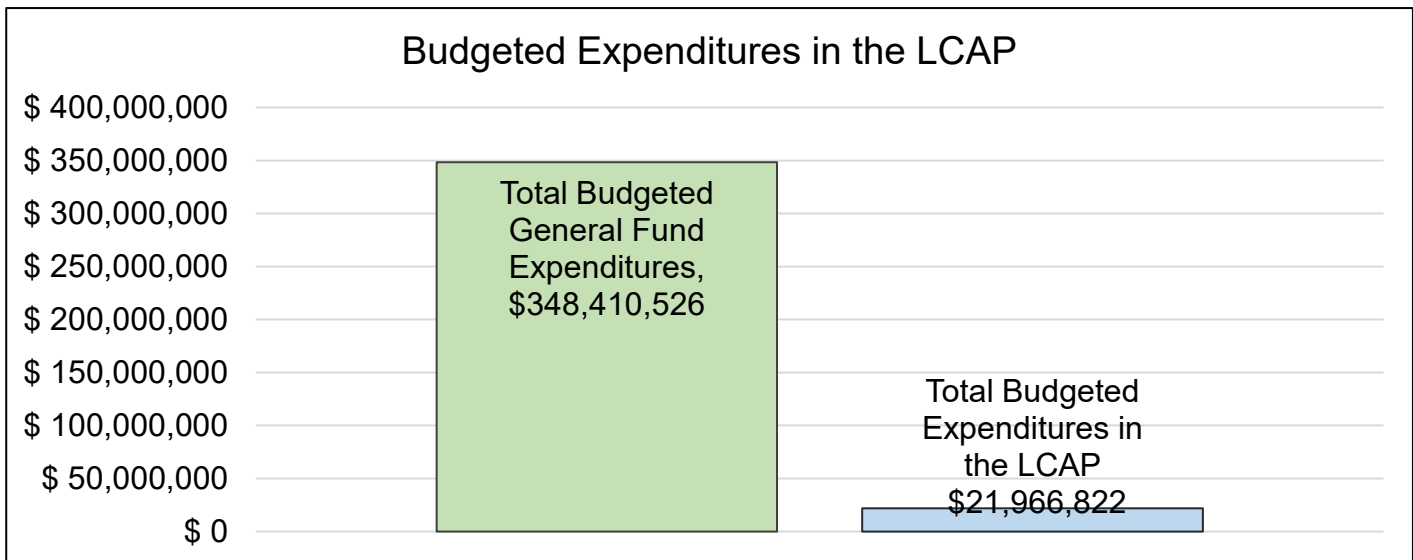


This chart shows the total general purpose revenue San Bernardino County Superintendent of Schools expects to receive in the coming year from all sources.

The total revenue projected for San Bernardino County Superintendent of Schools is \$346,794,870.00, of which \$60,184,268.00 is Local Control Funding Formula (LCFF), \$124,135,722.00 is other state funds, \$122,024,985.00 is local funds, and \$40,449,895.00 is federal funds. Of the \$60,184,268.00 in LCFF Funds, \$4,031,172.00 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 County Superintendent of Schools plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

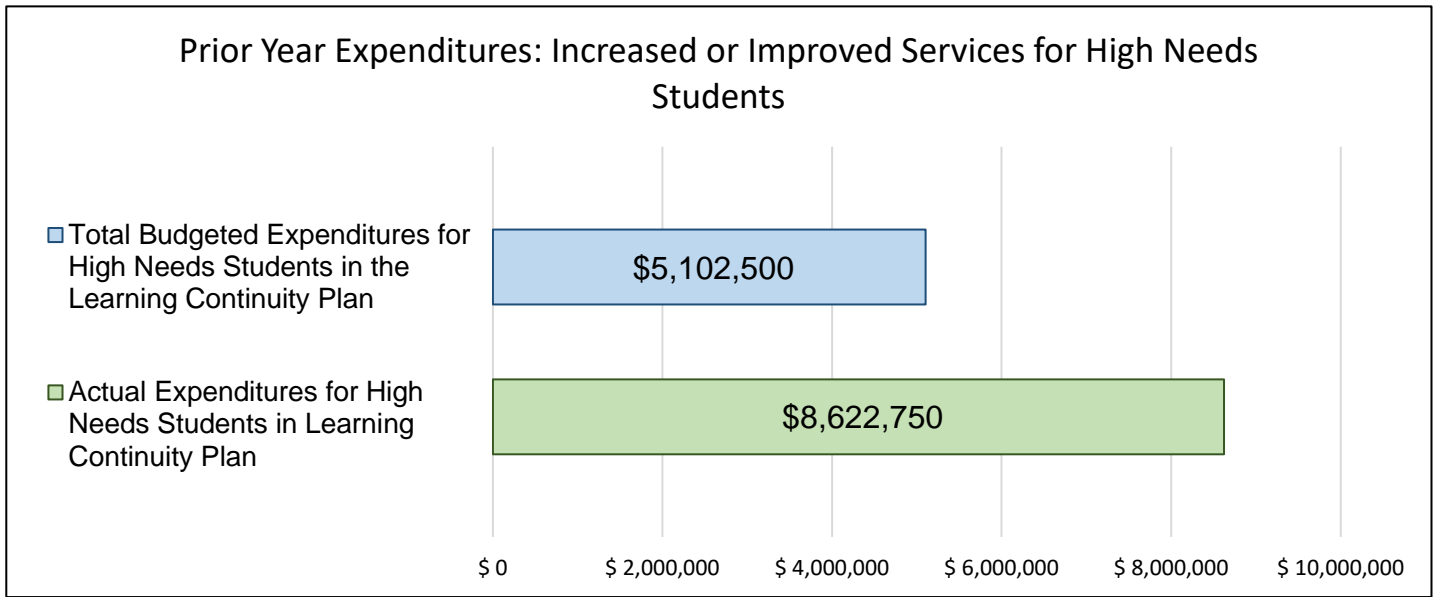
San Bernardino County Superintendent of Schools plans to spend \$348,410,526.00 for the 2021 – 22 school year. Of that amount, \$21,966,822.00 is tied to actions/services in the LCAP and \$326,443,704.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: funding mandated programs and services, providing district support, and other state, federal, and locally restricted programs.

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

In 2021 – 22, San Bernardino County Superintendent of Schools is projecting it will receive \$4,031,172.00 based on the enrollment of foster youth, English learner, and low-income students. San Bernardino County Superintendent of Schools must describe how it intends to increase or improve services for high needs students in the LCAP. San Bernardino County Superintendent of Schools plans to spend \$8,644,192.05 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 County Superintendent of Schools 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 County Superintendent of Schools 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 County Superintendent of Schools' Learning Continuity Plan budgeted \$5,102,500 for planned actions to increase or improve services for high needs students. San Bernardino County Superintendent of Schools actually spent \$8,622,750 for actions to increase or improve services for high needs students in 2020 – 21.



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

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

LEA Name	Contact Name and Title	Email and Phone
San Bernardino County Superintendent of Schools	Myrlene Pierre Assistant Superintendent - Student Services	Myrlene.Pierre@sbcss.net 909-387-8511

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

Conditions of Learning: SBCSS will provide a high-quality, structured, and safe learning environment that proactively addresses the unique academic needs of the student population we serve. Alternative Education Program students will show quantifiable gains on standardized measures of achievement, exhibit increasingly improving English Language Proficiency, show an increasing awareness of career pathways, and increase their college and career readiness. To achieve this, SBCSS will implement formalized assessment procedures, modify our SBCSS instructional strategies, modify our staffing procedures, and provide expanded educational offerings.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>1) Percentage of students taking Pre and Post STAR assessments (ELA and Math) (State Priority 2A)</p> <p>2) Ratio: Teacher/Paraeducator (State Priority 1A)</p> <p>3) Percentage of appropriately assigned teachers (State Priority 1A)</p> <p>4) Safe Clean and Functional school facilities and Instructional Material sufficiency (State Priorities 1B,C)</p> <p>5) Percentage of MV students contacted regarding need (State Priority 5A)</p> <p>6) Number and Percentage of EL's receiving specialized ELD tutoring (State Priority 7B)</p>	<p>(1) In the Community School 63.9% in ELA and 60.5% in math, and in the Juvenile Court School 68.7% in ELA and 68.2% in math, were administered their first STAR assessment within the first 10 days of enrollment. The post STAR assessment data is not available due to cancellation of spring assessments as a result of the pandemic.</p> <p>(2) Paraeducator support was provided to all classrooms based on program needs. The teacher/paraeducator ratio was 1 para for every 2 teachers.</p> <p>(3) 100% of teachers were appropriately credentialed for their teaching assignment.</p> <p>(4) 100% of school facilities were maintained in "good repair" as measured by the Facilities Inspection Tool (FIT) and all schools had available sufficient board approved instructional materials.</p> <p>(5) 100% of students identified as eligible for McKinney-Vento services were contacted regarding needs.</p> <p>(6) 75 English Learner students (73%) were offered 10 hours or more of specialized ELD tutoring.</p>

Expected	Actual
<p>19-20 All Actions/Services are principally directed to improve/increase services to the 93% unduplicated student population.</p> <p>(1) 100% of all Long-Term students (enrolled 90+ days) will have completed at least two ELA and MATH STAR assessments (pre & post). Students will be given the STAR test within their first 10 days of enrollment.</p> <p>(2) Paraeducator support will be provided to classrooms based upon program needs.</p> <p>(3) SBCSS will ensure that all teachers have obtained the appropriate California state license/credential for their current teaching assignment.</p> <p>(4a) SBCSS will ensure that all school facilities are maintained in "good repair" as measured by the Facilities Inspection Tool a.k.a. "FIT". (4b) SBCSS will ensure that all schools have sufficient Instructional Materials through an annual review from our SB County Board.</p> <p>(5) 100% of students identified as McKinney-Vento eligible will be contacted within two weeks of enrollment regarding their need for resources (transportation, academic, shelter, food, etc.). A log detailing resource distribution will be updated weekly. These actions and services will result in increased attendance rates, which will provide greater access to enroll in a larger variety of courses.</p> <p>(6) SBCSS EL students will have access to enrolling in tutoring. SBCSS EL students receiving 10 or more hours of individualized tutoring from our EL tutors will show positive gains on their EL STAR assessments (post tests).</p>	

Expected	Actual
<p>Baseline</p> <p>1) 97% of long term students student assessment</p> <p>2) 1:1 classroom Teacher/Paraeducator ratio</p> <p>3) 100% appropriate CA state licensure/credential</p> <p>4) 100% FIT completion and SB Board Instructional Materials sufficiency declaration (certificate of minutes)</p> <p>5) 100% contacted</p> <p>6) 12/16 (75%) students had positive growth scores on their post-test STAR ELA exam after 10+ hours of EL tutoring</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>(1) SBCSS Alternative Education students will be given an English Language Arts and Mathematics proficiency assessment upon enrollment (no longer than 10 student attendance days) and quarterly thereafter. The initial assessment will guide teacher instruction. Subsequent student assessments will identify areas of student growth, as well as areas needing continued instruction. Assessment results will be used to differentiate instruction based on students' English Language Proficiency status.</p>	<p>Renaissance Learning STAR Assessment 5000-5999: Services And Other Operating Expenditures LCFF \$10,000.00</p> <p>5000-5999: Services And Other Operating Expenditures Title I \$30,000.00</p>	<p>Renaissance Learning STAR Assessment 5000-5999: Services And Other Operating Expenditures Title I \$25,009.38</p>
<p>(2) SBCSS Alternative Education programs will continue to provide support to classrooms by assigning paraeducators to work directly with students during the course of the school day. Paraeducators will be used to support the instructional practices and strategies being implemented by the classroom teacher. Paraeducator classroom support will be based on student attendance and program needs. Students will have access to small group instruction, tutoring that meets</p>	<p>Includes all classified support staff salaries & benefits in all AE programs 2000-2999: Classified Personnel Salaries LCFF \$2,765,325.00</p> <p>Includes all classified support staff salaries & benefits in all AE</p>	<p>Includes all classified support staff salaries & benefits in all AE programs: 2000-2999: Classified Personnel Salaries LCFF \$2,329,088.72</p> <p>Includes all classified support staff salaries & benefits in all AE</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>individual student needs, targeted instruction and small group EL support. These Actions/Services include classified support staff.</p>	<p>programs 2000-2999: Classified Personnel Salaries Title I \$310,831.00</p> <p>Includes all classified support staff salaries & benefits in all AE programs 2000-2999: Classified Personnel Salaries Other \$49,451.00</p>	<p>programs: 2000-2999: Classified Personnel Salaries Title I \$408,934.53</p> <p>Includes all classified support staff salaries & benefits in all AE programs: 2000-2999: Classified Personnel Salaries Other \$187,661.16</p>
<p>(3) SBCSS will ensure that all teachers are appropriately credentialed for their current teacher assignment, administrative and support staff are appropriately credentialed/licensed.</p>	<p>Includes certificated teacher salaries & benefits across AE programs 1000-1999: Certificated Personnel Salaries LCFF \$7,063,706.00</p> <p>Includes certificated SUPPORT STAFF salaries and benefits across AE programs 1000-1999: Certificated Personnel Salaries LCFF \$1,805,326.00</p> <p>Includes certificated SUPPORT STAFF salaries & benefits across AE programs 1000-1999: Certificated Personnel Salaries Title I \$55,798.00</p>	<p>Includes certificated teacher salaries and benefits across AE programs 1000-1999: Certificated Personnel Salaries LCFF \$4,776,818.74</p> <p>Includes certificated SUPPORT STAFF salaries and benefits across AE programs 1000-1999: Certificated Personnel Salaries LCFF \$1,878,299.15</p> <p>Includes certificated SUPPORT STAFF salaries & benefits across AE programs 1000-1999: Certificated Personnel Salaries Title I \$185,912.33</p> <p>Includes certificated teacher salaries and benefits across AE programs 1000-1999: Certificated Personnel Salaries Other \$860,719.24</p> <p>Certificated Instruction 1000-1999: Certificated Personnel Salaries Title I \$230,176</p> <p>Certificated Instruction 1000-1999: Certificated Personnel Salaries Title II \$12,164.36</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>(4) SBCSS classrooms will be located in safe sanitary buildings and provided instructional materials as required by Education Code 35186. To increase student and staff safety on our campuses, SBCSS in partnership with SB Probation will have Probation Officers stationed at each of our Community School cluster sites.</p>	<p>LEASES AND FACILITIES 5000-5999: Services And Other Operating Expenditures LCFF \$1,441,591.00</p> <p>PROBATION AND SECURITY 5000-5999: Services And Other Operating Expenditures LCFF \$286,000.00</p> <p>INSTRUCTIONAL MATERIALS & SUPPLIES 4000-4999: Books And Supplies LCFF \$301,176.00</p> <p>CHINO VALLEY-BOYS REPUBLIC CONTRIBUTION 7000-7439: Other Outgo Title I \$200,000.00</p>	<p>LEASES AND FACILITIES 5000-5999: Services And Other Operating Expenditures LCFF \$607,348.58</p> <p>PROBATION AND SECURITY 5000-5999: Services And Other Operating Expenditures LCFF \$200,329.53</p> <p>INSTRUCTIONAL MATERIALS & SUPPLIES 4000-4999: Books And Supplies LCFF \$134,693.14</p> <p>CHINO VALLEY-BOYS REPUBLIC CONTRIBUTION 7000-7439: Other Outgo Title I \$200,000.00</p> <p>4000-4999: Books And Supplies Other \$7,547.69</p>
<p>(5) Our Clinical Counseling Team will serve as our district's Homeless Liaisons (for all school sites). 100% of students identified as McKinney-Vento eligible will be contacted within two weeks of enrollment regarding their need for resources (transportation, academic, shelter, food, etc.). A log detailing resource distribution will be updated weekly.</p>	<p>5000-5999: Services And Other Operating Expenditures Title I \$20,000.00</p> <p>2000-2999: Classified Personnel Salaries Title I \$100,000.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$5,000.00</p>	<p>5000-5999: Services And Other Operating Expenditures Title I \$22,505.00</p> <p>2000-2999: Classified Personnel Salaries Title I \$99,753.85</p>
<p>(6) Tutors from local universities will be trained in English Language Development (ELD) instructional strategies and deployed to AE Community Schools to work with English Learners. Tutors will use the diagnostic and instructional planning report from our STAR assessment program to identify RLA/ELA skills needed and provide appropriate instruction and remediation. Tutors will work with EL's individually and or in groups of 2-3. EL's will be systematically assessed using STAR during the school year to discern if quantifiable learning gains have been made.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Title I \$30,000.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$5,000.00</p>	<p>5000-5999: Services And Other Operating Expenditures Title I \$34,710.36</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.

Budgeted funds for actions/services not implemented were redirected to provide technology and internet connectivity for students and staff during distance learning due to the COVID pandemic.

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

A success of the goal was the ability to contact 100% of the McKinney-Vento eligible students prior to the pandemic closures. The most significant challenges were as a result of the closures caused by the pandemic. The ability to assess students within 10 days of enrollment, paraeducator lack of technology and internet connectivity needed to support distance learning, and student technology and internet access.

Goal 2

Engagement: Research demonstrates that to improve student achievement, students and parents must feel a positive connection to their school. To achieve this, SBCSS, in coordination with the San Bernardino Countywide Vision, has adopted a "Cradle to Career Roadmap". This "Roadmap" identifies success indicators in both the personal/social and academic/career continuums. SBCSS is also in the implementation phase of its Strategic Plan. The Student Services LCAP Engagement goal is to implement and provide the Actions and Services that increase the positive contact and experiences between school personnel, students, parents, and community members; facilitating greater positive academic achievement in alignment with both the Strategic Plan initiatives of communication and family/community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>(1) Attendance Rate Percentage(s), Suspension rate percentage(s), Days of suspension (State Priority 6A)</p> <p>(2) Number of parents attending/signing in at student-centered events. (State Priority 3A,B)</p> <p>(3) Number of parents completing LCAP surveys. (State Priorities 3A,B and 6C)</p> <p>(4) Number of students participating in Alternative Learning Experience's (ALE's) (State Priority 8)</p> <p>(5) Number of students returning to their D.O.R. after exiting JDAC. (State Priority 5)</p> <p>(6) Number/Percentage of students receiving attendance interventions (Truancy letters/SARB) (State Priorities 5A,B)</p> <p>(7) Ensure SWD receive the appropriate minutes/hours of SPED services/instruction per IEP. (State Priority 7C)</p>	<p>(1) During months 1-5 of the 19-20 school year the Community School attendance percentage rate was 85.18% and the Juvenile Court school 94.78%. Suspension data inconclusive due to the pandemic closures.</p> <p>(2) Data inconclusive due to cancellation of spring activities.</p> <p>(3) Over 500 parents completed the 1st semester surveys. 2nd semester surveys were not completed due to school closures.</p> <p>(4) Data not available/inconclusive due to the cancelation of spring activities as a result of the pandemic and school closures.</p> <p>(5) Data not available/inconclusive due to the pandemic and school closures</p> <p>(6) Data not available/inconclusive due to the pandemic and school closures.</p> <p>(7) 100% of enrolled students received services/instruction per their IEP.</p>
	<p><i>Additional information demonstrating progress toward goal, however, not directly associated with a prior stated metric:</i></p> <p>(a) 81.2% of eligible 12th grade students graduated.</p> <p>(b) Weekly and bi-weekly chronic absenteeism reports were sent to site principals for review and intervention. SARB meetings were held by districts of residence.</p> <p>(c) The Special Education Monitoring Group met quarterly to monitor program goals related to students with disabilities.</p> <p>(d) Professional development and ongoing support were provided during two staff training days.</p> <p>(e) 100% of para-educators participated in 12 hours of additional training.</p>

19-20

All Actions/Services are principally directed to improve/increase services to the 93% unduplicated student population.

(1) During the 2019-20 reporting period, we will: (1a) have an 83% attendance rate in our Community School

(1b-1) COMMUNITY SCHOOLS (1b-2)ORANGE -All students suspended at least once 4.7% (N = 1,348) (1b-3) RED - African Americans suspended 9.5% (N = 264) (1b-4) RED - Foster Youth suspended 7.1% (N = 168) (1b-5) RED - Students with Disabilities 9.8% (N = 193) GOAL = -2.0% or more for subgroups referenced above

JUVENILE COURT SCHOOLS

(1b-6) RED - All students suspended at least once 10.8% (N =1,280) (1b-7) RED - African Americans suspended at least once 16.1% (N = 410) (1b-8) RED - Foster Youth suspended at least once 19.1% (N = 277) (1b-9) RED - Homeless suspended at least once 18.2% (N = 55) GOAL = -2.0% for subgroups referenced above

(1c-1) COMMUNITY SCHOOLS ORANGE -All students Chronically Absent 46.9% (N= 143),(1c-2) ORANGE -African Americans Chronically Absent 45.2% (N = 42),(1c-3)ORANGE - Hispanic Chronically Absent 52.5% (N = 80)(1c-4) ORANGE - SED Chronically Absent 47.3% (N = 129), Goal = -3.0% or more for subgroups referenced above.

(1d) Graduation Rate/Community School 57.5%, Goal = 67%+ for all students. RED - Hispanic 56.8% (N = 81), Goal = 67%+, RED - SED 58.7% (N = 126), Goal = 67%+

(1e) Graduation Rate/JCS 51.7%, Goal = 67%+ for all students, RED - SED 51.7% (N = 60), Goal = 67%+

Expected	Actual
<p>(2) During the 2019-20, our goal is to have 1250 parents sign in at student centered events.</p> <p>(3) During the 2019-20 reporting period our goal is to have a 35% Parent LCAP survey response rate (based on an unduplicated student enrollment count during the 2019-20 reporting period).</p> <p>(4) During the 2019-20 reporting period our goal is to have at least 2,000 students participating in Alternative Learning Experiences (duplicated student count).</p> <p>(5) During the 2019-20 reporting period, we will ensure that 95%+ of students leaving our JDAC facility are successfully transitioned. Our Registrar will continue to liaison with internal and external district personnel to accurately matriculate student transcripts.</p> <p>(6) During the 2019-20 reporting period, 95%+ of all truant students will receive the "appropriate" truancy letter when an unexcused absence has occurred and subsequent referral to our County SARB (as appropriate). Additionally, the LEA will operate SARB proceedings monthly (N=10).</p> <p>(7a.) SBCSS will actively monitor and ensure that the minutes of services all SWD enrolled in county schools (Alternative Education Programs) are mandated to receive per their Individualized Education Plan (IEP) are being met. (7b.) SBCSS will actively monitor and ensure that all SWD are not experiencing inequitable and or exclusionary disciplinary policies (i.e., suspensions). (7c.) SBCSS will provide Professional Development (PD) and on-going support to district staff regarding all pertinent issues involving SWD.</p>	

Expected	Actual
<p>Baseline</p> <p>(1) (a) 2017-18 Attendance rate of 81.77%, (b) 264 students suspended in Community School and Juvenile Court School, (c) there were 419 days of suspension.</p> <p>(2) 1336 parent signatures at student centered events</p> <p>(3) During 2016-17 we received 263 LCAP parent surveys</p> <p>(4) During 2016-17 we had 2142 students participate in ALE (duplicated count)</p> <p>(5) During 2016-17 our Transition Specialist verified 710 successful transitions from our JDAC to the appropriate LEA.</p> <p>(6) During 2016-17 weekly Absenteeism reports were sent out, 2 district Snapshots were shared, Schools developing individualized EAMO's for attendance and discipline.</p> <p>(7a.) SBCSS will actively monitor and ensure that the minutes of services all SWD enrolled in county schools (Alternative Education Programs) are mandated to receive per their Individualized Education Plan (IEP) are being met. (7b.) SBCSS will actively monitor and ensure that all SWD are not experiencing inequitable and or exclusionary disciplinary policies (i.e., suspensions). (7c.) SBCSS will provide Professional Development (PD) and on-going support to district staff regarding all pertinent issues involving SWD. New Action/Service (Baseline will be established during the 2018-19 school year)</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>(1) SBCSS will continue implementing Positive Behavior Interventions and Supports (PBIS) in its Community Schools and Juvenile Court schools. Our PBIS implementation will focus on creating and sustaining a positive school campus environment conducive to positive student achievement and attendance. PBIS program goals include decreasing suspension rates and increasing attendance rates at all schools. We will collaborate with our Tri-County Professional Learning Network to implement known best practices.</p>	<p>*PBIS implementation expenditures are at the discretion of the school sites. 4000-4999: Books And Supplies Title I \$25,000.00</p> <p>4000-4999: Books And Supplies LCFF \$5,000.00</p>	<p>PBIS implementation and incentives 4000-4999: Books And Supplies Title I \$32,252.51</p>
<p>(2) SBCSS will ensure that all parents have timely access to all school and district advisory/input committees utilizing various methods of communication (paper notices home, phone calls and personal emails from administrators and teachers). In addition, all SBCSS Alternative Education program schools will provide at least two (Open House, and Back to School Night) opportunities for parents to freely interact (and inquire) with school staff, teachers, and administrators at their respective sites regarding school functions, programs, and student achievement.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$4,000.00</p>	<p>Parent Engagement Meetings 5000-5999: Services And Other Operating Expenditures LCFF \$12,031.69</p> <p>Parent Engagement Meetings 5000-5999: Services And Other Operating Expenditures Other \$837.29</p> <p>Parent Engagement Meetings 5000-5999: Services And Other Operating Expenditures Title I \$3,133.01</p>
<p>(3) At the beginning of each semester, parents of students enrolled in SBCSS Alternative Education Programs will be requested to complete a survey inquiring about their desires for their students' academic, social, behavioral and occupational goals. The survey will allow parents to identify additional services that they feel are needed.</p>	<p>5000-5999: Services And Other Operating Expenditures Title I \$250.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$250.00</p>	<p>5000-5999: Services And Other Operating Expenditures Title I \$384.00</p>
<p>(4) SBCSS students will have the opportunity to participate in alternative/community-based learning experiences tied to academic curricular objectives (as appropriate). These learning experiences might include culminating lessons at museums, service learning, performing arts centers, local businesses, community colleges and universities, etc. In addition, SBCSS will partner with local educational, social, and non-profit agencies (for example Mentoring the 100 way) to bring educational and culturally enriching experiences to our diverse student</p>	<p>*Additional Title I funds from school sites may be used at the discretion of the corresponding School Site Council for ALE implementation. 5000-5999: Services And Other Operating Expenditures LCFF \$24,225.00</p>	<p>Student Events 5000-5999: Services And Other Operating Expenditures Title I \$5,879.48</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>population. Partnerships could include guest speakers, culturally empowering curriculum, mentoring, and tutoring.</p>		
<p>(5) SBCSS will continue to employ a Guidance Counselor/Registrar in order to assist students transitioning into and out of JCS programs. Transition Specialist and Registrar will coordinate with neighboring districts and community service providers to ensure a timely and smooth transition process. Facilitation of the transition process will result in a decreased drop-out rate. Transition Specialist will also work in cooperation with public agencies and parents to increase student attendance rates. Registrar will work with local districts on the matriculation of credits. Updated staff trainings will be provided at the beginning of each semester. Students (grades 11 & 12) will have their transcripts evaluated within 1 month of enrollment to determine eligibility under AB216.</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$107,196.00</p> <p>2000-2999: Classified Personnel Salaries Title I \$124,973.00</p>	<p>Registrar 2000-2999: Classified Personnel Salaries LCFF \$105,370.42</p> <p>Transition Specialist 2000-2999: Classified Personnel Salaries Title I \$126,324.83</p>
<p>(6) (a) To improve truancy, SBCSS staff will be retrained on the SARB process using the truancy letters available in PROMIS. Staff will be trained in the SARB process and provided with a copy of the California State SARB Handbook. (b) County schools will operate its own SARB. The SARB Board will work with school site staff to refer truant students to our County Board and or refer truant students back to the SARB of their district of residence (whichever is deemed most appropriate).(c) To improve Absenteeism, an "Absenteeism/Truancy" Report will be forwarded to all school sites weekly. The principals, teachers, clinicians and probation officers will work with the parent and student to improve student attendance. Teachers will annotate student records in our Student Information System (SIS) with the interventions used to improve student attendance.</p>	<p>Systems Support Specialist 2000-2999: Classified Personnel Salaries LCFF \$20,000.00</p>	<p>Systems Support Specialist 2000-2999: Classified Personnel Salaries LCFF \$0.00</p>
<p>7a. SBCSS will actively monitor and ensure that the minutes of services all SWD enrolled in county schools (Alternative Education Programs) are mandated to receive per their Individualized Education Plan (IEP) are being met. 7b. SBCSS will actively monitor and ensure that all SWD are not experiencing inequitable and or exclusionary disciplinary policies (i.e., suspensions). 7c. SBCSS will provide Professional Development (PD) and on-going support to district staff regarding all pertinent issues involving SWD.</p>	<p>1000-1999: Certificated Personnel Salaries Title I \$10,000.00</p>	<p>Principal On Assignment - OCR Compliance 1000-1999: Certificated Personnel Salaries LCFF \$10,000</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.

Budgeted funds for actions/services not implemented were redirected to provide technology and internet connectivity for students and staff during distance learning due to the COVID pandemic. Alternative Learning Experiences (ALE) and SARB process training are two budgeted actions/services that were not fully implemented. ALE's offered did not result in the expected cost. Districts of residence continued to provide the SARB meetings needed for students referred to the SBCSS program, and therefore there were no costs associated as budgeted.

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

81.2% of eligible students graduated from the program. This number is less than 5% from the state average for the academic year. This is a success the program is very proud of. Parent engagement continues to be an ongoing challenge for the program. However, the home/school relationships fostered during the pandemic is a positive outcome that we hope to continue to build off of.

Goal 3

Pupil Outcomes: In the 21st century, students will need to acquire a deeper conceptual and practical knowledge of multiple content areas in order to be sufficiently prepared for today's entry-level careers, freshman-level college courses, and workforce training programs. To achieve this, SBCSS will focus on integrating Professional Development that supports CCSS learning/instruction, expanded course offerings, and technology. In addition, SBCSS acknowledges that the "Cradle to Career" continuum includes personal and social readiness skills vital for all students' success.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator (1) Grade Equivalency (G.E.) growth on STAR assessment (State Priority 4 - Local Measure)</p>	<p>(1) G.E. growth data not available due to the inability to complete post scores in the spring as a result of the pandemic and school closures.</p>
<p>(2) Number of Mental Health "sessions" provided to students. (State Priority 5A and 6C)</p>	<p>(2) Number of sessions not available/inconclusive due to the pandemic and school closures. However, 500 students were served by the SBCSS Counseling Center. The Counseling Center continued to offer individual, group, and family counseling to all eligible students throughout the pandemic.</p>
<p>(3) SBAC/CAA student completion rate and SBAC Bootcamp for students (State Priority 4A)</p>	<p>(3) Data not available due to the cancellation of spring SBAC/CAA assessments as a result of the pandemic and school closures</p>
<p>(4) Enrollment and credit acquisition in CTE/Vocational Education classes (State Priorities, 4C,7A and 8)</p>	<p>(4) 105 students earned an average of 4 credits each in CTE/ROP courses.</p>

19-20

All Actions/Services are principally directed to improve/increase services to the 93% unduplicated student population.

(1a) 40% of students, including English Learners after 90 days of continuous enrollment will demonstrate a .25 grade-level growth as measured by local assessment measures (STAR Renaissance Learning) in ELA and Math. (1b) All SBCSS teachers will have at least one "active" account of an SBCSS adopted instructional technology platform showing consistent usage (at least once per week).

(1c) COMMUNITY SCHOOL SBAC ELA - ORANGE, 125.5 points below standard (N = 102). Goal = Increase by at least 3 points from prior year (Grades 3-8 and 11)

(1d) COMMUNITY SCHOOL SBAC MATH - RED, 214.2 points below standard (N =102). Goal = Increase by at least 3 points from prior year (Grades 3-8 and 11)

(2a) maintain the same level of services proportionally based on student enrollment and counselor FTE.

(3a) All SBCSS teachers will have at least 95% of their students complete the SBAC summative assessment, (3b) SBCSS Curriculum Team will develop an SBAC/CAA "Bootcamp" curriculum to improve student achievement on standardized assessments and provide Professional Development to General and Special Education teachers.

(4a) Students will be exposed to a broad course of study (as described in EC section 51210 and 51220 (a) -(i), and increase credits earned in Vocational Education courses by 10% over the prior year. The 2019-20 EAMO will be to have at least 100 students earning 500 credits (4b) COMMUNITY SCHOOL CCI - RED -The 2019-20 EAMO will be to have at least 9.0% or more of students "approaching prepared" as measured by the CA Dashboard CCI (4c) During the 2019-20 school year, our goal is

Expected	Actual
<p>to have 100% of Long-Term students (enrolled in Vocational Education courses) take an online career inventory and assessment to expose them to possible colleges and careers of interest.</p> <p>Baseline</p> <p>(1) 50 LT EL students showed 0.26 GE in ELA and 0.37 GE in math gains.</p> <p>(2) 7,857 Individual Support counseling sessions, 81% overall satisfaction rate</p> <p>(3) 2015-16 SBAC completion rate for AE programs.</p> <p>(4) (a) 655 Vocational credits earned, 96 students enrolled in vocational education courses, (b) Baseline to be determined during the 2017-18 school year.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>(1a, 1b) To assist all students (including English Learners) in acquiring a deeper conceptual understanding of the fundamental skills and concepts that they are required to learn (as outlined by the Common Core State Standards: CCSS), SBCSS will provide all core-curriculum classrooms with instructional and assessment materials that possess engaging delivery models so students gain (and can demonstrate the acquisition of) the content and technological knowledge appropriate for 21st century students. Teachers will be expected to maintain the appropriate documentation to ensure that high-quality instruction is occurring within SBCSS classrooms for all students. (1c) SBCSS will ensure that 100% of students and their teachers have access to web-based instructional resources that have the potential to increase student awareness and understanding of English Language Arts and</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$10,000.00</p> <p>*AE schools receive a prorated allocation based on student population enrollment and not the entire district-wide school allocation. Special Education programs are covered under their District of Residence's LCAP) 4000-4999: Books And Supplies Title I \$150,000.00</p>	<p>Instructional materials and resources 4000-4999: Books And Supplies LCFF \$1,572.70</p> <p>Services and contracts 5000-5999: Services And Other Operating Expenditures LCFF \$344,055.79</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Mathematics standards (as outlined by the Common Core State Standards: CCSS).</p>		<p>Equipment 6000-6999: Capital Outlay LCFF \$13,932</p> <p>Instructional Materials and supplies 4000-4999: Books And Supplies Other \$31,408.23</p> <p>Services and contracts 5000-5999: Services And Other Operating Expenditures Other 328,407.29</p> <p>Instructional materials and resources 4000-4999: Books And Supplies Title I 59,254.07</p> <p>Services and contracts 5000-5999: Services And Other Operating Expenditures Title I 423,349.82</p> <p>Equipment 6000-6999: Capital Outlay Title I 12,317.36</p> <p>Services and contracts 5000-5999: Services And Other Operating Expenditures Title II 11,931.87</p>
<p>2. SBCSS Counseling Center will continue to offer the individual, group, and family counseling to all eligible students. They will continue to offer drug and alcohol counseling, and anger management classes to meet student needs. Family counseling will be provided on as requested basis. Counselors will participate in the implementation of a Positive Behavior Intervention and Supports (PBIS) in our Community Schools and Juvenile Halls.</p>	<p>2000-2999: Classified Personnel Salaries LCFF. DBH, Title I, Title IV \$2,714,135.00</p>	<p>Consulting Services 5000-5999: Services And Other Operating Expenditures LCFF \$201,683.62</p> <p>Clinicians 2000-2999: Classified Personnel Salaries DBH \$1,752,709.55</p> <p>Clinicians 2000-2999: Classified Personnel Salaries Title IV \$150,670.61</p> <p>Services and other operating costs 5000-5999: Services And</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Other Operating Expenditures DBH 68,972.58
<p>(3.) SBCSS will implement Professional Development practices and supports in order to ensure that students benefit from a highly-qualified teaching staff, competent with cutting-edge technology, instructional practices, and Common Core State Standards (CCSS). Teachers will have the opportunity to attend staff development that will focus on CCSS. During the course of the school year, an Instructional Technology coach will provide on-going staff development in the areas of instructional delivery, best practices, technology integration with the implementation of standards-aligned instructional materials and assessments.</p>	<p>5000-5999: Services And Other Operating Expenditures Title I \$5,000.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$5,000.00</p>	<p>Staff development 5000-5999: Services And Other Operating Expenditures LCFF \$491.13</p> <p>Staff Development 5000-5999: Services And Other Operating Expenditures Other \$40,936.78</p> <p>Staff Development 5000-5999: Services And Other Operating Expenditures Title I 17,938.49</p>
<p>(4a) SBCSS Alternative Education students will have the opportunity to enroll in vocational preparation classes both on campus and off campus. Depending on staffing and enrollment, classes will be offered during regular school hours (and after school where appropriate) These classes are intended to increase students' awareness of career pathways, and increase their college and career readiness skills. (4b) Students enrolled in Vocational Education courses will be given a career inventory and interest assessment to expose them to possible colleges and careers of interest.</p>	<p>CTEIG 1000-1999: Certificated Personnel Salaries Other \$25,000.00</p> <p>1000-1999: Certificated Personnel Salaries Title I \$247,889.00</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$107,260.00</p>	<p>CTEIG 1000-1999: Certificated Personnel Salaries Other \$27,810.42</p> <p>STRONG WORKFORCE PROGRAM 2000-2999: Classified Personnel Salaries Other \$11,268.14</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.

Budgeted funds for actions/services not implemented were redirected to provide technology and internet connectivity for students and staff during distance learning due to the COVID pandemic.

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

The SBCSS Counseling Center continued to provide services during the pandemic. In addition, they created resources for students, staff, and families to utilize to maintain positive mental health during the pandemic. An area of challenge was obtaining the technology and connectivity devices needed to provide distance learning to students due to supply chain shortages.

Goal 4

Expelled Youth: SBCSS will continue to meet monthly with the Child Welfare and Attendance representatives from the local districts to ensure that expelled students receive immediate enrollment, have access to all courses needed to continue their matriculation towards graduation and to transition back to their home districts.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Verification of CWA information dissemination (percentage of districts receiving info.) (Priority 9)</p> <p>19-20</p> <p>(1) During the 2019-20 school year, the County CWA office will ensure that 100% of all SB County school districts' CWA's will receive information and materials shared at the monthly meetings (including, but not limited to agendas, minutes and legislative updates).</p> <p>(2a) During the 2019-20 school year, the CWA will utilize the Expulsion Tracking Tool to determine and follow up on expelled youth. The CWA office will verify the successful transition (or lack thereof) of 100% of students identified by the Expulsion Tracking Tool.</p> <p>(2b) The CWA office will verify timely enrollments by expelled students by tracking successful/unsuccessful student enrollments within 5 student attendance days. That data will be shared at monthly CWA meetings.</p> <p>(2c) The CWA will pilot the Pupil Student Attendance Review Board Report (PSR) during the school year as an additional vehicle to promote school attendance.</p>	<p>(1) 100% of San Bernardino County School district CWA's participated in County CWA meetings and received information and materials shared at monthly meetings.</p> <p>(2) (a) The CWA office verified the successful transition of 100% of students identified by the Expulsion Tracking Tool. The transition specialist position was held by a pupil personnel services credentialed staff member.</p> <p>(2)(b) The CWA office verified the timely successful/ unsuccessful enrollment of 100% expelled students within 5 attendance days for students identified by the Expulsion Tracking Tool. The Expulsion Tracking Tool results were shared at monthly CWA meetings and data was used to determine and follow-up on expelled youth.</p> <p>(2)(c) The CWA office piloted the PSR and has begun to fully utilize the tool.</p>

Expected	Actual
<p>Baseline (1) 26 out of 33 districts participated in County CWA meetings</p> <p>(2a,b) The results from the Expulsion Tracking Tool were shared at monthly County CWA meetings.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>(1) SBCSS Child Welfare and Attendance (CWA) Office will increase district participation in CWA meetings through use of online participation. Increased participation will be achieved by increasing the access to agenda, materials, and minutes from monthly CWA regional meetings for all stakeholders (by posting all information on our SBCSS website and or through email transmission).</p>	<p>Child Welfare and Attendance 2000-2999: Classified Personnel Salaries Other Local Revenue \$384,187.00</p>	<p>Child Welfare and Attendance 2000-2999: Classified Personnel Salaries Other Local Revenue \$162,546.44</p> <p>Instructional Materials and Supplies 4000-4999: Books And Supplies Other 4,061.13</p> <p>Services 5000-5999: Services And Other Operating Expenditures Other 12,549.23</p>
<p>(2a) SBCSS Child Welfare and Attendance (CWA) Office will ensure that EY are successfully transitioning into their next educational placement after expulsion to prevent at-risk students from dropping out of high school through the use of the PER. (2b) In addition, the CWA will pilot an additional tracking tool, the Pupil School Attendance Review Board Report (PSR)</p>	<p>Child Welfare and Attendance (Costs Contained in Goal 4, Action/Service #1) 2000-2999: Classified Personnel Salaries Other Local Revenue \$0.00</p>	<p>Child Welfare and Attendance *Costs associated included in action 1. 2000-2999: Classified Personnel Salaries Other Local Revenue \$0</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.

Budgeted funds for actions/services not implemented were redirected to provide technology and internet connectivity for students and staff during distance learning due to the COVID pandemic.

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

The expulsion tracking tool was implemented and used to follow-up on expelled youth. The Pupil School Attendance Review Board Report (PSR) pilot program was scheduled to begin in the spring of 2020. However, due to the pandemic the pilot was not able to be implemented.

Goal 5

Foster Youth: The educational outcomes of Foster Youth (FY) will mirror that of the general student population. Transferring FY will be promptly enrolled in the appropriate classes and transferring youth will be given awarded credit for all work completed including partial credits. The COE and all participating districts will increase the coordination of their programs and services to better meet the needs of FY across the county. Students in county-run Alternative Education programs will be identified as FY in a timely manner and will receive the services they are eligible for. Metrics for FY will be disaggregated by subgroup.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of trainings provided (State Priority 10)	(1) Approximately 50 trainings were provided.
Number of FCAC meetings provided (State Priority 10A,B)	(2) 3 Foster Care Advisory Committee (FCAC) meetings were provided
Number of trainings provided (State Priority 10A,B)	(3) Approximately 50 trainings were provided prior to closures.
Number of trainings provided (State Priority 10C,D)	(4) Approximately 50 trainings were provided prior to closures. Over 1,000 youth attended events.
Ensuring LEA's receive accurate FY data (State Priority 10)	(5) 100% of LEA's have access to and were provided accurate FY data, including access to school history, contact information for probation/social worker and educational rights holder.
Host a county-wide FY summit (State Priority 10)	(6) The Foster Youth (FY) Summit was not held due to the pandemic closures.
Provide FY with multiple opportunities to participate in culturally responsive learning events (State Priority 10)	(7) Over 3,000 attendees participated in culturally responsive learning events.

19-20

(1a) During 2019-20 school year, the FYSCP will continue to conduct trainings that focus on the most important issues/challenges impacting the lives of FY.

(1b) During 2019-20, the FYSCP will continue to co-facilitate the monthly Foster Care Advisory Council meetings. The Advisory meetings provides a forum to discuss delivery and coordination of services to foster youth to minimize disruptive changes in school placement.

(2a) During the 2019-20 school year, the FYSCP will conduct 32 trainings. School district FY Liaisons are expected to attend at least two of these trainings if they represent a district with 15 or more FY enrollment.

(2b) During 2019-20, the FYSCP staff will ensure that LEAs with foster youth enrollment of 15 or more students receive foster youth data that includes prior school enrollment, social worker, caregiver and educational rights holder contact information.

(2c) During 2019-20, the FYSCP will partner with Riverside County Office of Education (RCOE) FYSCP to provide a dual county summit with a target audience of 350 LEA foster and homeless liaisons, probation, child welfare, and other agencies.

(2d) During 2019-20, the FYSCP will provide a youth conference and at least 6 workshops/activities (300 youth) that focus on college and Career Tech preparation.

(3) During 2019-20, the FYSCP will coordinate with the Alliance for Education to ensure that County Schools FY have the opportunity to participate in multiple culturally responsive activities/events that promote student achievement (including graduation and post-secondary opportunities), physical fitness, resiliency and mentorship.

Expected	Actual
<p>Baseline</p> <p>(1a) 46 trainings were provided.</p> <p>(1b) During 2016-17, monthly Foster Care Advisory Council meetings were conducted with stakeholders.</p> <p>(2a) 46 trainings were provided.</p> <p>(2b) Baseline will be established during 2017-18.</p> <p>(2c) Baseline will be established during 2017-18.</p> <p>(2d) Baseline will be established during 2017-18.</p> <p>(3) Baseline will be established during 2017-18.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>(1) The Foster Youth Services Coordinating Program (FYSCP) will establish policy and necessary data infrastructure to support and monitor the educational success of FY (i.e., CalPads, County SIS, Foster Focus). The FYSCP will ensure that SB districts use policy and procedures necessary to ensure FY are promptly enrolled and awarded credits for all work completed, including partial credits (per CA Ed.Code 48853.5 & 51225.2).</p> <p>(2) The Foster Youth Services Coordinating Program (FYSCP) will ensure all school liaisons for FY (including SBCSS) have training and policy guidelines on FY rights, and that they will provide ongoing consultation to school level staff and collaborate internally and externally with stakeholders (San Bernardino County Probation, 33 District Child Welfare and Attendance representatives & Foster Youth</p>	<p>FYSCP *Projected Grant Allocation 2000-2999: Classified Personnel Salaries Other \$2,362,661.00</p> <p>Costs contained in Goal 5 Action/Service #1 \$0.00</p>	<p>Foster Youth Services Coordinated Program (FYSCP) 2000-2999: Classified Personnel Salaries Other \$976,674.73</p> <p>Supplies 4000-4999: Books And Supplies Other 8,896.27</p> <p>Services 5000-5999: Services And Other Operating Expenditures Other 486,620.82</p> <p>Costs contained in Goal 5 Action/Service #1</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Liaisons, Department of Behavioral Health, and Juvenile Justice Representatives) [per CA Ed.Code 48853.5].		
(3) The FYSCP will coordinate with the Alliance for Education to ensure that County Schools FY have the opportunity to participate in culturally responsive activities/events that promote student achievement (including graduation and post-secondary opportunities), physical fitness, resiliency and mentorship. Participation in activities/events will be available to enrolled AE students as funding permits.	Costs contained in Goal 5 Action/Service #1 \$12,100.00	Costs contained in Goal 5 Action/Service #1

Goal Analysis

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

All actions/services were implemented.

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

All 33 districts had access to school history, contact information for probation/social worker and educational right holder. Challenges related to student access to technology and needed supports during the pandemic.

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
SBCSS will ensure that students have access to certificated teachers, paraeducators, tutors and clerical staff that support their learning (salaries). Staff will have access to supplies common at school sites to maintain their routine operations (LCP-IP1)	11,580,000.00	11,657,739.00	No
Ensuring that students and staff have equitable access to Personal Protective Equipment (PPE)/Essential Protective Gear (EPG) (LCP-IP2)	20,000.00	79,195.00	No
Ensuring that instructional staff have access to additional professional development that enhances their ability to provide instruction in our core curriculum (LCP-IP3)	50,000.00	69,923.00	Yes
Providing professional development on our new Freckle Math/ELA/History/Science curriculum (LCP-IP4)	5,000.00	157,891.00	Yes
Providing training to teachers and paraeducators in Advancement Via Individual Determination (AVID) strategies (LCP-IP5)	5,000.00	15,000.00	Yes
Increasing and extending licenses for core curriculum and supplemental curriculum (digital and print-based) (LCP-IP6)	500,000.00	521,166.00	Yes
Providing professional development on the STAR assessment's prescriptive learning path and associated products (LCP-IP7)	5,000.00	5,000.00	Yes
Increasing the use of student-centered teaching resources (LCP-IP8)	250,000.00	580,901.00	Yes
Developing an assessment schedule that reflects the current realities of the COVID-19 pandemic while allowing for valid and reliable assessment results (LCP-IP9)	2,500.00	0.00	Yes

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

San Bernardino County was in the purple tier during the first three quarters of the 2020-2021 school year. Due to the nature of the COVID pandemic, substantive differences between planned actions and budgeted expenditures were skewed toward distance learning. Increased PPE costs are associated with preparing the classrooms for students' return, which occurred in the 4th quarter. Additional precautions, such as additional barriers, hand sanitizer, face shields/coverings, gloves etc that were not planned for in September when the plan was approved caused a substantive difference in the actual amount expended for PPE.

Analysis of In-Person Instructional Offerings

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

Successes included increased professional development in the use of resources and materials available, increased use of technology and technology based resources, and greater parent involvement. However, in-person instruction was still limited due to the increasing pandemic concerns during the first three quarters of the year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchasing additional internet connective devices (hardware and accessories) such as laptops, desktops, chromebooks, tablets, smartboards, hotspots, webcams, monitors, headphones (LCP-DLP1)	1,000,000.00	1,358,089.00	Yes
Purchasing online curriculum that supports student digital citizenship. Paying staff and or consultants to successfully instruct, monitor and implement digital citizenship standards (LCP-DLP2)	50,000.00	121,253.00	Yes
Provide for costs associated with purchasing, printing and mailing of consumable instructional materials (LCP-DLP3)	200,000.00	23,200.00	Yes
Utilizing staff and contracted consultants to provide professional development to tutors and paraeducators in a virtual/distance learning environment (LCP-DLP4)	150,000.00	371,657.00	Yes
Renewing Pearson ELA and Science curriculum, expanding licenses for digital courseware (and print-based materials). Purchasing Pearson Social-Science digital courseware (and print-based materials). Piloting and purchasing a mathematics curriculum engaging for students of diverse ability levels. (LCP-DLP5)	750,000.00	763,618.00	Yes
Provide professional development to staff on various methods of increasing student engagement during virtual/distance learning (LCP-DLP6)	100,000.00	110,563.00	Yes
Increasing professional development on engaging students via distance learning for staff (LCP-DLP7)	100,000.00	1,245,558.00	Yes
Increasing the use of evidence-based online program that engage students and families (LCP-DLP8)	100,000.00	175,409.00	Yes
Purchase and implement software that supports both synchronous and asynchronous instruction (LCP-DLP9)	100,000.00	102,619.00	Yes
Promotional materials, supplies and services to reengage students (LCP-DLP10)	50,000	56,028.00	Yes

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

The expected cost of online curriculum to support digital citizenship, purchasing, printing and mailing of instructional materials, and renewing and expanding licenses for digital courseware substantially overestimated the actual cost. Professional development actual expenditures do not include costs associated with offerings that occurred but are not yet reflected in financial system at the time of printing.

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.

SBCSS staff have done an outstanding job of rising to the occasion of teaching and supporting students in this unique year. Students have received individualized support due to the small virtual settings offered them, which has also helped staff to engage students with a better understanding of the barriers students face daily. Two full day professional development offerings have been provided to all staff with topics including utilizing the tools needed for remote teaching, engaging students, empathizing with the challenges students are facing during the pandemic and even personal physical and mental health care. Teacher proficiency with technology and the resources available to them dramatically increased over the year. With the use of online curriculum based on previously utilized resources, students were able to continue with familiar curriculum such as OdysseyWare and Pearson (SAVVAS) English language arts, math and science. Another success this year has been the ability to provide students with technology and internet connectivity, giving them access to not just the core curriculum, their teacher, and a plethora of web based learning resources and opportunities. A final, but significant success, has been the clinical counseling center support for pupils and staff. They developed and made available to staff and students short videos related to dealing with being overwhelmed and disappointment, overcoming loneliness, maintaining balance, keeping motivated, setting realistic expectations, and preparing to return to school to name a few. They have also served over 500 students in the year so far.

A significant challenge as the year began was due to the need for professional development in all of the strategies and resources available to successfully provide instruction in the distance learning environment. Although the professional development was available, as described in the successes, it was also overwhelming for staff due to the amount of offerings and with the knowledge they needed to quickly learn and implement those necessary to effectively engage students. Another challenge related to staff roles and responsibilities was the ability to meet the needs of students while maintaining the traditional professional workday. Lines are blurred as staff interact with students at non-traditional times due to student needs; sometimes creating an undefined workday, working in the morning on zoom classrooms and in the night supporting students who needed that flexible time.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student Services will partner with independent contractors to provide services and support initiatives outlined in our LCP that address Pupil Learning Loss (LCP-PLL1)	250,000.00	555,205.00	Yes
In order to increase services and resources for students and families, SBCSS will extend its hours of operations at cluster sites (LCP-PLL2)	300,000.00	0.00	Yes
Increasing tutor outreach to students (LCP-PLL3)	50,000.00	58,748.00	Yes
Teachers will ensure that all students are assessed using our Renaissance STAR ELA/Math local assessment measure within the first 10 days of enrollment (LCP-PLL4)	5,000.00	5,000	Yes
Teachers will work with students to develop an Individualized Learning Plan (ILP), teachers will ensure that students and parent/guardians are aware of the contents of the ILP, administrators will ensure that STAR assessments are completed within the required time frame and administrators will consistently audit student ILP's (LCP-PLL 5, 6, 7, 8)	5,000.00	5,000.00	Yes
Teachers will utilize "computer adaptive" curriculum that makes learning fun (gamificaton) (LCP-PLL9)	100,000.00	110,000.00	Yes
Teachers, paraeducators and tutors will work with students individually to ensure the fidelity of use of online curriculum, providing academic support and instruction as needed (LCP-PLL10)	50,000.00	60,768.00	Yes
Student Services central office will provide administrators, teachers, paraeducators and tutors with professional development and fiscal support to effectively implement computer adaptive curriculum to combat student learning loss (LCP-PLL11)	50,000.00	97,502.00	Yes
The SSCC will continue the operation of the Student Assistance Program (SAP) with a focus on students that are transitioning from in-person to distance-learning settings. (LCP-PLL12)	150,000.00	164,473.00	Yes

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

PLL2 - due to the rise of COVID cases in San Bernardino County (causing SB to be in the purple tier) during the first three quarters of the year, sites did not extend on-site operating hours. Budgeted expenditures for the Renaissance STAR assessments did not reflect the actual cost associated with renewing the program.

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.

To address pupil learning loss teachers have been diligent in ensuring STAR assessments are conducted in a timely manner. Assessment results are then utilized to provide targeted and strategic support to students both by the classroom teacher and from additional support providers such as paraeducators and tutors. However, student apathy toward the test, and possible distractions in their learning environment, etc. leaves the results of STAR assessments to be questionable whether they truly reflect the students learning. Formative assessments are often relied upon to determine student immediate needs and supports in order to decrease possible learning loss. A successful strategy used to address pupil learning loss has been the use of tutors trained in utilizing different and engaging curriculum, and work one-on-one with students. The tutors work primarily with English learners, but may work with other subgroups if space permits. Students who have participated in the structured tutoring services have shown growth equal to the amount of time in the program (for example: if in the program 5 month, 5 months of growth demonstrated).

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.

Providing the needed supports for mental health and social and emotional well-being has been an area of strength for SBCSS programs. The SBCSS Clinical Counseling Center (SSCC) have been meeting with students and staff to assess the current mental health and wellbeing of students and families throughout the COVID-19 pandemic. SSCC is working to ensure that families are well resourced and provided with case management services to meet the growing needs of individuals and families who have been impacted. In addition, SSCC are reviewing safety protocols with students to further prevent the spread of COVID-19. In addition, SSCC are reviewing safety protocols with students to further prevent the spread of COVID-19.

Clinical staff engage students in dialogue to process current events and the civil unrest through individual and classroom discourse. Students are being given an opportunity to share how they are impacted and provide a supportive/safe environment to process anxiety and tension resulting from the current climate. Although this has been a challenging time for many of our students, we are seeing incredible resilience and even great success through this time of adversity.

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.

A success in implementing pupil and family engagement and outreach this year has been the increased involvement and collaboration with parents. Parents have been more accessible due to the pandemic and subsequent stay at home orders and are willing and able to join in zoom sessions with teachers and principals, or a quick phone call. In addition, staff have been more proactive in visiting homes to ensure the health and welfare of their students, which has build stronger connections with families as well. A challenge, especially related to pupil engagement, has been the inability to observe and "control" classroom structures. Students are able to disengage with the click of a button via distance learning if something in the home or personally is distracting them.

Analysis of School Nutrition

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

SBCSS maintains contracts with local school districts where SBCSS school sites are located, and local districts have continued to provide nutrition services to all students in their LEA boundaries, regardless of school site attending, during distance learning.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	Student Services will be partnering with consultants and outside agencies to provide supports to parents to help them stay actively engaged and involved in their child's learning. Examples of these expenditures may include but are not limited to parent education trainings, interpreters, etc.	150,000.00	30,943.00	Yes
Mental Health and Social and Emotional Well-Being	Implementing a Social-Emotional Learning curriculum for students (embedded in a cross-curricular manner)	50,000.00	41,097.00	Yes
Mental Health and Social and Emotional Well-Being	Providing continued professional development on Trauma Resilient Organizations	25,000.00	0.00	Yes
Mental Health and Social and Emotional Well-Being	Increasing mental health and social emotional supports	500,000.00	1,816,139.00	Yes

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

There was a substantive difference between the budgeted and actual costs for parent education trainings, interpreters, etc. Because training were available online due to the pandemic, most opportunities available for parents were offered at no cost. Interpreter costs were also minimized as they were incorporated with the duties and supports from already contracted staff where salaries are already represented in other actions. Another substantive difference in is the Trauma Resilient Organizations training. Assigned internal trainers attended the trainer of trainer professional development during the year at no cost and will be implementing the training to the organization within the months to come.

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.

During distance learning and the transition to in-person learning the need for additional engagement was recognized as a need. After a year of distance learning, students and staff will be reacclimating to the classroom environment, while maintaining the use of new technologies and resources they have been using during distance learning. The goals and actions in the 2021-24 LCAP recognize the need for increasing the use of engaging new technologies, resources, and community based opportunities. Flexibility is also critical to ensuring teachers and students may continue to explore and utilize the ever changing resources available. The goals in the 2021-24 LCAP also represent a desire to maintain the parent communication and involvement that has occurred during distance learning, expand mental health services, and the need for assessments that engage students and provide the level of detail needed for teachers to continue focus on the individual needs of students.

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

To assess pupil learning loss, the local STAR assessments will continue to be a resource to teachers, as well as the use of CAASPP interim and practice assessments. During the 2021-24 LCAP period, additional local assessment options will also be researched and obtained to continually ensure the ability of teachers to identify and meet the unique needs of students.

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

There were no substantive differences between the actions or services identified as contributing and the actions or services implemented to meet the increased or improved services requirement except those identified within each section. The identified areas are: offering extended school day hours of operation, actual cost of online resources and curriculum, and professional development.

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.

During the 2019-2020 school year, we were on track for meeting all of the outcomes defined in the LCAP. However, the pandemic created the need to redirect attention from classroom based instruction, utilizing paper, pencil and books to access the main sources of educational resources to distance learning and computer and community or in-home based resources. This shift in educating students created a new focus on technology and the ever changing landscape of what technology brings to the table. Another area that has an increased focus in the 2021-24 LCAP is parent engagement. The 2019-2020 LCAP addressed parent involvement in relation to completion of semester surveys. The 2021-24 LCAP expands parent involvement by increasing access and communication, and offering additional engagement opportunities. With the pandemic, mental and social and emotional health has also become an area of concern for students, families, and staff, because of this increase area of need mental health services are another component of the 2019-20 LCAP that are expanded within the 2021-24 LCAP. Based on stakeholder feedback and additional analysis of data, the development team also updated, revised, or modified the additional goals and actions from the 2019-20 LCAP, such as safe facilities and teacher qualification based on updated benchmarks.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	20,823,330.00	17,647,944.06
	12,100.00	0.00
DBH	0.00	1,821,682.13
LCFF	13,966,055.00	10,615,715.21
LCFF. DBH, Title I, Title IV	2,714,135.00	0.00
Other	2,437,112.00	2,985,398.42
Other Local Revenue	384,187.00	162,546.44
Title I	1,309,741.00	1,887,835.02
Title II	0.00	24,096.23
Title IV	0.00	150,670.61

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	20,823,330.00	17,647,944.06
	12,100.00	0.00
1000-1999: Certificated Personnel Salaries	9,314,979.00	7,981,900.24
2000-2999: Classified Personnel Salaries	8,938,759.00	6,311,002.98
4000-4999: Books And Supplies	481,176.00	279,685.74
5000-5999: Services And Other Operating Expenditures	1,836,316.00	2,849,105.74
5800: Professional/Consulting Services And Operating Expenditures	40,000.00	0.00
6000-6999: Capital Outlay	0.00	26,249.36
7000-7439: Other Outgo	200,000.00	200,000.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	20,823,330.00	17,647,944.06
		12,100.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	8,976,292.00	6,665,117.89
1000-1999: Certificated Personnel Salaries	Other	25,000.00	888,529.66
1000-1999: Certificated Personnel Salaries	Title I	313,687.00	416,088.33
1000-1999: Certificated Personnel Salaries	Title II	0.00	12,164.36
2000-2999: Classified Personnel Salaries	DBH	0.00	1,752,709.55
2000-2999: Classified Personnel Salaries	LCFF	2,892,521.00	2,434,459.14
2000-2999: Classified Personnel Salaries	LCFF. DBH, Title I, Title IV	2,714,135.00	0.00
2000-2999: Classified Personnel Salaries	Other	2,412,112.00	1,175,604.03
2000-2999: Classified Personnel Salaries	Other Local Revenue	384,187.00	162,546.44
2000-2999: Classified Personnel Salaries	Title I	535,804.00	635,013.21
2000-2999: Classified Personnel Salaries	Title IV	0.00	150,670.61
4000-4999: Books And Supplies	LCFF	306,176.00	136,265.84
4000-4999: Books And Supplies	Other	0.00	51,913.32
4000-4999: Books And Supplies	Title I	175,000.00	91,506.58
5000-5999: Services And Other Operating Expenditures	DBH	0.00	68,972.58
5000-5999: Services And Other Operating Expenditures	LCFF	1,781,066.00	1,365,940.34
5000-5999: Services And Other Operating Expenditures	Other	0.00	869,351.41
5000-5999: Services And Other Operating Expenditures	Title I	55,250.00	532,909.54
5000-5999: Services And Other Operating Expenditures	Title II	0.00	11,931.87
5800: Professional/Consulting Services And Operating Expenditures	LCFF	10,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	30,000.00	0.00
6000-6999: Capital Outlay	LCFF	0.00	13,932.00
6000-6999: Capital Outlay	Title I	0.00	12,317.36
7000-7439: Other Outgo	Title I	200,000.00	200,000.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	14,479,204.00	12,201,671.76
Goal 2	320,894.00	296,213.23
Goal 3	3,264,284.00	3,498,710.45
Goal 4	384,187.00	179,156.80
Goal 5	2,374,761.00	1,472,191.82

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$12,417,500.00	\$13,086,815.00
Distance Learning Program	\$2,600,000.00	\$4,327,994.00
Pupil Learning Loss	\$960,000.00	\$1,056,696.00
Additional Actions and Plan Requirements	\$725,000.00	\$1,888,179.00
All Expenditures in Learning Continuity and Attendance Plan	\$16,702,500.00	\$20,359,684.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,600,000.00	\$11,736,934.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$11,600,000.00	\$11,736,934.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$817,500.00	\$1,349,881.00
Distance Learning Program	\$2,600,000.00	\$4,327,994.00
Pupil Learning Loss	\$960,000.00	\$1,056,696.00
Additional Actions and Plan Requirements	\$725,000.00	\$1,888,179.00
All Expenditures in Learning Continuity and Attendance Plan	\$5,102,500.00	\$8,622,750.00

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

California Department of Education
January 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Bernardino County Superintendent of Schools	Myrlene Pierre Assistant Superintendent - Student Services	Myrlene.Pierre@sbcss.net 909-387-8511

Plan Summary [2021-22]

General Information

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

The San Bernardino County Superintendent of Schools (SBCSS) is located in the Riverside-San Bernardino metropolitan area (sometimes called the "Inland Empire"). San Bernardino county is ethnically diverse, with public school enrollments slightly over 400 thousand students (2019, CDE/Dataquest).

San Bernardino County is a dynamic and ever-changing community. Researchers from CSUSB reported the majority of individuals sampled in their annual study reported they either felt San Bernardino county was a "very good" or "fairly good" place to live. Respondents cited issues such as location, scenery, affordability of housing, weather, good schools and Universities as positive features of San Bernardino county. In contrast, respondents also reported dissatisfaction with crime/gang activity, and traffic and homelessness as negative features associated with living in the county. Responses were highly variable, depending on the city the participant lived in. The majority of respondents reported either "Good" or "Fair" sentiments regarding the economy within San Bernardino (Inland Empire Annual Survey/2018). This report touches on multiple facets of life in San Bernardino. It is clear, San Bernardino is an ethnically, politically and financially diverse community.

SBCSS serves students residing throughout San Bernardino county, the largest county, geographically, in the contiguous United States covering nearly 20,052 square miles. SBCSS has an enrollment of approximately 6,000 students in PK-12 (across all programs) and

provides a myriad of educational services and opportunities to students in Alternative Education (AE) and Special Education settings. Program services and administration are divided into three regions (Desert/Mountain, East Valley and West End). Special Education students served by SBCSS are referred by local districts through the Individual Education Program (IEP) process and are covered under their district of accountability LCAP. Students attending our Special Education School have their own School Site Council and School Plan for Student Achievement (SPSA or school plan).

In addition to the special education school, SBCSS operates 14 Community School (CS) campuses across San Bernardino county, under one CDS Code, and a Juvenile Court School (JCS), both programs make up the SBCSS Alternative Education (AE) Program. 2020 CBEDS, unduplicated ethnic student demographic data in the AE programs show: 62% Hispanic/Latino, 22% African American, 14% White and 2% Asian or Two or More Races. 17% of AE students are English Learners (EL's), 5% Foster Youth, 11% qualify for McKinney-Vento services, 20% are students with disabilities, and 93% are low-income. SBCSS operates a Title I school-wide program (SWP) in all schools. 94% of students are high school level, with 5% middle school and 1% elementary. The actions and services included in the SPSA's not only reflect individual school differences, but are aligned to our district Local Control Accountability Plan (LCAP) to support student achievement while incorporating flexible local control.

Reflections: Successes

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

In 2019-2020, prior to the pandemic, all schools were making progress toward improving their chronic absenteeism, graduation, and suspension rates. The chronic absenteeism rate in the alternative education program prior to schools closing were 3% in the Juvenile Court School (JCS) and 22% in the Community School (CS), as compared to the prior year rates of 15.10% and 56.2% respectively, and suspension rates were 3.4% and 2.1% at the time of school closings. In addition, the one-year Graduation rate was 81.2% in 2019-2020, only 5.4% from the statewide average, and up over 24% from the prior year, despite school closures at the beginning of the third quarter. Student, parent and staff surveys also show school climate as being an area of strength within the AE program, with over 90% stating they felt safe and protected at their school.

In 2020-2021, the shift to educating students in a virtual environment created a need for teachers, students, and families to embrace new tools and resources. Teachers who were previously hesitant to use technology engaged in professional development, collaborated with peers, and embraced the new opportunities. Another success included increased school-parent communication and involvement that we hope to continue over the course of the next three years.

SBCSS will continue to build upon these successes by: assigning designated staff members to focus on maintaining and fostering new relationships with parents, maintaining safe and healthy schools where students and parents feel safe through the use of PBIS strategies, continuing to utilize improvement strategies focused on decreasing suspensions and chronic absenteeism, and continuing to make graduating students a focus for all students, parents, and staff.

*2019-2020 chronic absenteeism and suspension rates are not valid and comparable to prior year, but are shown to represent the downward trend none-the-less.

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.

A review of the 2019 CA School Dashboard data showed that SBCSS programs were in the "Red" or "Orange" categories for Chronic Absenteeism, Suspension Rates, Graduation Rates, College/Career, English Language Arts and Mathematics.

Although the 2020 dashboard was suspended due to the pandemic, the graduation rate and college/career indicators (CCI) were provided. As shared in successes the graduation rate increased significantly. However, a breakdown of the rate by subgroup shows that English Learners only had a 68.4% rate, and African American students 78.3%. It should be noted that both groups had approx. the same number of students within the group as other subgroups that had a rate equal or above the whole of 81.2%. Therefore showing that the graduation rate, even though a success overall, is still an area of need for the English Learner and African American subgroups, and continued area to monitor for all subgroups to ensure the growth shown was not an anomaly. SBCSS will maintain the Guidance Counselor/Registrar supports to help students stay on track for graduation and coordinate with local districts for students returning to their home school to graduate. Credit recovery supports will also be provided.

The CCI indicator shows only 2.9% of students are prepared for college and career after graduation, and 8.0% are approaching prepared. Only 4.3% of the African American, 3.4% Hispanic, and 3.0% socio-economic disadvantaged subgroups rated prepared. No English Learners rated in either prepared or approaching. Increasing the number of overall students prepared is an area of identified need, specifically within the English Learner subgroup. SBCSS will increase students' awareness of career pathways and increase their college and career readiness skills. In addition, SBCSS will coordinate with the Regional Occupational Centers and Programs (ROCP) to expand access to job training opportunities and local community colleges to participate in dual enrollment classes.

Academic achievement in English Language Arts (ELA) and Mathematics also remains an area of identified need. Upon enrollment, 97% of students score below grade level in ELA and Math. Of those that have pre/post scores (after at least 45 days of enrollment), only 35% and 38% respectively showed growth in the CS and 43% and 47% in the JCS. It is also important to note, that during student focus groups students shared they did not take the test seriously and had they known its purpose they probably would have put more effort into getting a better result. To address this area of need, SBCSS will put in place a multi-tiered approach to address the motivation and engagement of students, as well as the academic achievement. SBCSS will make available additional supports to mitigate learning loss due to the pandemic (such as, tutoring, summer school, extended learning opportunities, etc.), and provide teacher training and support. *Assessment data based on the Renaissance STAR local assessment.

SBCSS schools are currently planning for students to return to in-person instruction in some form (hybrid, Independent Study, and/or full time in-person) for the 2021-2022 school year. We recognize the past year (year and a half by the 2021-22 school year) has been hard on students not just academically, but also mentally and emotionally. Because of this, we also see the area of mental/emotional health supports

as increased area of need. We will maintain the clinical counseling team to offer individual, group, and family counseling to eligible students, drug and alcohol counseling, and anger management classes. They will also continue as homeless liaisons for school sites in order to provide timely resources.

SBCSS will continue to take the following steps as well to increase Suspension Rates, Graduation Rates and ELA/Math indicators:

- Data analysis (LEA and school site levels) using recursive inquiry techniques (Fishbone and 5 Whys)
- Continued PBIS implementation focusing on Other Means of Correction (OMOC's)
- Matriculating transcripts of incoming students more efficiently for proper grade placement
- Continued training on technology and curriculum resources
- Regular monitoring of student progress (attendance, truants, discipline).
- Offering strategic and regional Professional Development to meet the needs of individual school sites.

LCAP Highlights

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

The SBCSS LCAP is designed to meet the needs of all students. Although the focus of the LCAP in many districts within the state is on providing equity to under-served students, SBCSS demographics highlight the fact that over 94% of our Alternative Education student population qualify as being in one or more under-served subgroups, and 100% are at-promise youth referred by their district of residence and require additional and individualized supports.

The 2021-2022 LCAP seeks to lay out the vision of SBCSS with concrete actions and services for the under served student population as informed by the contributions of our various stakeholder groups. In Conditions of Learning, SBCSS shows a commitment to assessing students to drive instruction, providing and expanding vocational education/opportunities for students, safe and sanitary classrooms, high quality teachers, and consistent identification of McKinney-Vento eligible students. In Engagement, SBCSS places an emphasis on the implementation of Positive Behavioral Interventions and Supports (PBIS) district-wide, increasing parent access to information and student-centered events, parent input in district decision-making, expanding alternative learning experiences for students, ensuring the successful transition in and out of our programs, and decreasing truancy and absenteeism. In Pupil Outcomes, SBCSS focuses on the needs of the whole child by expanding course offerings, an increased focus and training on future ready skills, quantifiable measures of student achievement on local assessments, maintaining consistent mental health supports to students in need, and equipping teachers with the most up-to-date Professional Development (PD) in technology and curriculum. Our goal is to provide students with the knowledge and skills needed for them to make decisions for their future in college and career upon completion of high school.

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.

During the 2019-20 school year, three SBCSS schools were identified as being eligible for Comprehensive Support and Improvement (CSI) funds. The three schools eligible for CSI funds are: (1) Community School/Independent Alternative Education - CDS code 36-10363-0107466, (2) San Bernardino County Juvenile Detention and Assessment Center - CDS code 36-10363-3630431, and (3) San Bernardino County Special Education School - CDS code 36-10363-6069348. Each of the three schools qualified for CSI due to a less than 67% graduation rate and due to all schools having either red or orange indicators in multiple areas on the CA School Dashboard.

Support for Identified Schools

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

Since initial identification in the fall of 2018, SBCSS administration has been working with the California Department of Education (CDE) and an outside consulting firm, WestEd, to develop plans that would address the specific needs of each identified school. SBCSS administrators from all three programs and regions gathered to conduct a needs assessment based on data obtained from the CA School Dashboard, CALPADS and our student information system (Aeries), using improvement science strategies. Each program looked at school-specific data and conducted a root-cause analysis to discern what, if any, trends were present in the data. Administrators then took data back to their respective school sites, shared it, and asked for feedback using improvement science strategies to facilitate recursive inquiry. The ultimate goal during inquiry is to uncover potential underlying root-causes associated with low-performing subgroups identified. Currently, we are in the process of developing and refining AIM statements to address factors that contribute towards a lowered graduation rate, such as chronic-absenteeism, suspensions and achievement on standardized assessments. AIM statements are also being developed to address disproportionality in those identified measures. As we move through this process, we are also working in a Tri-County collaborative with an intent to uncover best practices associated with County Offices of Education working with at-risk student populations. Best practices associated with instruction, assessment, discipline and operations will be communicated with staff members and incorporated into each School Plan for Student Achievement (SPSA) to ensure site-specific resource equity.

Monitoring and Evaluating Effectiveness

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

The LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement through a consistent and frequent use of data. Specifically, data associated with student performance (attendance, absenteeism, credit-acquisition, local assessments, and discipline) will be reviewed by administration on a weekly-basis. Negative trends in student data will be reported immediately to the school site where intervention can take place in a timely manner. Time will be set aside during monthly administrative meetings to review and assess data and evaluate the effectiveness of current interventions/practices.

Stakeholder Engagement

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

SBCSS stakeholders were provided the following opportunities to provide input, prior to/during the writing process for the 2021-2022 LCAP. Starting in January, 2021 through May, 2021, SBCSS engaged stakeholders in the following ways:

1. Parent, student, and staff surveys were administered in January, 2021. Survey data was incorporated into the stakeholder meeting presentations that followed.
2. Three stakeholder meetings consisting of over 100 parents, students, teachers, paraeducators, principals, local bargaining unit representatives, other administrators, county board members, probation and other community partners were held virtually. At each meeting data was shared and time was provided for stakeholders to discuss the data, ask questions, and provide feedback. Data consisted of prior year goal achievement measures available, current academic and demographic data, survey results, etc. Meetings were held in February, March, and April, 2021.
3. Student focus groups involving over 45 students occurred throughout the month of February, 2021.
4. School Site Council meetings, comprised of principals, teachers, parents, students, and other school staff members were held in each region and the Juvenile Court School during the month of May, 2021.
5. A parent advisory meeting (consisting of District Advisory, DAC and English Learner Advisory Council, ELAC members and other interested parents/community members) was held in April, 2021. Parent representatives from the school sites councils also participated in multiple meetings already described and served as parent advisory committee members.
6. The alternative education steering committee, consisting of teachers, principals, central office administration, and union representatives was held in April, 2021.
7. Area Director and principal meetings were held regularly throughout the year.
8. The public comment period began on April 26, 2021, and on May 10, 2021 a public hearing occurred, a draft LCAP was presented to the county board of education, along with a presentation.
9. On June 7, 2021 the County Board of Education adopted the 2021-2022 LCAP in a public meeting.

The information gathered from each opportunity was reviewed and compared to prior year goals and actions. Goals and actions for 2021-2022 were revised based on the feedback. The feedback was listed and matched to the LCAP goals and actions and shared with

stakeholders at the April 8, 2021 meeting, where further feedback was sought. Any feedback that did not match to a goal and action was provided an explanation, typically because they were procedural in nature vs goal/action based. See 2021-2022 LCAP timeline attached.

A summary of the feedback provided by specific stakeholder groups.

432 parents/community members completed the January survey. Over 60% felt the school was doing a good job at keeping their child engaged in learning, 85% feel safe and protected on school campus', over 70% feel the school has sufficient instructional materials and resources to meet their child's needs. The top barriers to parent involvement are: work hours, transportation, language, and location of the school campus. The top 3 resources and services that support parent involvement: 1) Parent/Teacher teams, 2) School-family communications, 3) Connecting parents to community resources.

352 students completed the January survey and 45 students participated in focus groups. Over 75% shared they feel their teachers care about their learning, and during the focus groups they reiterated this sentiment. Over 50% want to pursue post-secondary education or vocational training. 20% are participating in career focused courses, but shared during the focus groups they would like more options. Over 80% feel the pace of instruction is about right for their needs, the school does a good job of keeping them engaged, and they feel safe and protected on campus.

74 staff completed the survey. Over 90% feel they are able to keep students engaged and they feel safe and protected on campus. Approximately 15% shared that additional instructional materials and technology are needed.

All three groups shared these resources and services best support students in meeting their academic goals: additional academic supports (i.e. tutoring), additional before, after and summer school programs, stronger/more effective academic programs (i.e. teacher training and curriculum), and increased access to technology. All three groups also shared that individualized instruction and academic supports offered, before, after and summer school programs, community resources and counseling services available, positive teacher/student relationships, and extracurricular activities would best support students being engaged in school. To support a positive school culture, they all listed 1) a safe school environment, 2) student services counseling center supports, an 3) positive school culture programs (for example: bullying prevention and PBIS). Important to increasing student access to courses they all listed access to specialized programs (i.e. tutoring, enrichment, special ed, etc), graduation requirements consistent with college admittance, and guidance to students and families in accessing high school courses. The final area where all three group agreed with in resources and services important to learning grade level standards: teacher training, parent workshops, and access to practice tests.

Feedback within the stakeholder meetings was not separated out by stakeholder groups, but mirrored the survey and focus group responses listed. In addition, specific programs and resources such as Freckle Math, Linda Mood-Bell reading program, empathy training for staff, CTE cooking classes, and transportation support were specifically shared. Stakeholders also requested actions within the foster youth and expelled youth goals be added to focus on specific actions for SBCSS AE programs, in addition to the actions stated for county-wide supports offered.

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

All goals were revised to capture the intent of the goal in a more succinct manner, creating a more stakeholder friendly document. Actions were added to goals 1, 2, 4 and 5, based on stakeholder feedback demonstrating the need to focus on broadening additional supports to include summer school and extended learning opportunities, increasing parent access to information and resources, increasing supports and resources to increase student attendance and decrease chronic absenteeism (i.e. transportation, bus passes, etc.), and guidance and transition support.

Goals and Actions

Goal

Goal #	Description
1	Conditions of Learning: SBCSS will provide a high-quality, structured, and safe learning environment that proactively addresses the unique academic needs of the student population we serve for increased academic achievement, increased English language proficiency, and increased college and career readiness.

An explanation of why the LEA has developed this goal.

Upon enrollment, 97% of students score below grade level in ELA and Math. Of those that have pre/post scores, only 35% and 38% respectively showed growth in the Community School (CS) and 43% and 47% in the Juvenile Court School (JCS). However, during student focus groups students shared the test isn't taken seriously and knowing its purpose may have encouraged more effort. These results show a need for additional supports and services (such as para-educators, tutors, homeless liaisons, etc.), teacher training, and other resources to increase academic gains. For English learners, supports and services focus on increasing academic language and access to academic content. While language development is a focus, the average length of enrollment is 50 days, causing most students not to be enrolled long enough to reach reclassification. Therefore, reclassification of English learners isn't a metric utilized. In addition, advanced placement does not apply to the community school programs because once again the average length of enrollment is 50 days and not enough time for a full semester of participation in advanced placement instruction.

This goal also outlines how SBCSS meets the minimum legally required component related to teacher licensing, safe sanitary buildings, and instructional materials. Stakeholder input and local data have identified these required components, combined with areas of need such as interventions, assessment, facilities in locations that provide a healthy environment for students, internet safety, and individualized supports, as strategic ways to ensure students demonstrate academic growth. Through the continuous improvement process and progress monitoring, SBCSS will ensure that through these actions students will have increased academic achievement, English language proficiency, and college and career readiness skills as measured by the identified metrics.

State Priorities: 1, 4, 7 ESSA Section 1112(b)(1)(A-D)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1) The percentage of students who demonstrate growth as measured by	(1) In the Community School - 35% in ELA and 38% in Math and Juvenile Court School				(1) 80% of students with pre and post STAR assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR ELA and Math Pre and Post assessments, disaggregated by subgroups, and supports provided (tutoring, summer school, etc.) (State priority 2A, 4A).	- 43% and 47% of students with a pre and post assessment demonstrated growth in 2020-2021.				scores will demonstrate growth.
(2)(a) The percentage of students with disabilities (SWD) demonstrating progress toward goals as identified by their IEP team. (State priority 7C) (2)(b) Number of training offered in the area of special education and/or section 504.	(2)(a) New metric; no baseline data available. (2)(b) New metric; no baseline data available.				(2)(a) 85% of SWD will demonstrate progress toward goals. (b) At least 2 trainings per year will be offered focused on Section 504 and IEP identification, supports, and services.
(3) Ratio of Teacher/Paraeducator (State priority 1A).	(3) 1:2 classroom Teacher/Paraeducator ratio in 2020-2021				(3) Maintain teacher/paraeducator ratio of 1:2.
(4) Percentage of appropriately assigned teachers, per their credential as identified in CalSAAS. (State priority 1A).	(4) 100% of teachers were appropriately assigned per their credential in 2019-2020.				(4) Maintain 100% appropriately assigned teachers.
(5)(a) Percentage of sites in overall "good	(5)(a) 100% were in overall good repair				(5)(a) Maintain 100% of sites in good repair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>repair" and instructional material sufficiency based on the facilities inspection tool (FIT) and instructional materials survey. (State priorities 1B,C)</p> <p>(5)(b) Number of contact opportunities in support of the Boys Republic program as determined by tracking maintained by the Program Manager.</p>	<p>and had sufficient instruction materials in 2020-2021.</p> <p>(5)(b) New metric; no baseline data available.</p>				<p>and with sufficient instructional materials.</p> <p>(5)(b) A minimum of six (6) contact opportunities will occur in support of the Boys Republic program.</p>
<p>(6) Percentage of McKinney-Vento (MV) students contacted regarding needs within 2 weeks of enrollment. (State priority 7B).</p>	<p>(6) 100% of McKinney-Vento students were contacted in 2020-2021, but timeline is a new metric; no baseline data available.</p>				<p>(6) Maintain 100% McKinney-Vento students contacted, within two weeks of enrollment.</p>
<p>(7) Percentage of students who demonstrate 0.5 grade equivalent gains or more after receiving 5 month of tutoring, as measured by STAR pre/post assessments.. (State priority 7B).</p>	<p>(7) 85% of students had 0.5 grade equivalent gains or more after participating in tutoring for 5 months in 2019-2020.</p>				<p>(7) 95% of students who participate in tutoring supports will achieve academic gains equal to 0.5 grade equivalent growth after 5 months of tutoring.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELA and Math Assessment	(1) SBCSS Alternative Education students will be given an English Language Arts and Mathematics proficiency assessment upon enrollment (within 10 student attendance days from enrollment) and quarterly thereafter. Assessment results will be used to guide instruction, supports, and differentiate learning opportunities. An assessment plan will be provided documenting local and CA annual assessment windows.	\$117,848.00	Yes
2	Students With Disabilities	(2)(a) SBCSS will actively monitor and ensure students with disabilities (SWD) receive services appropriate to their IEP and that they are making adequate progress toward meeting their IEP goals. (b) Provide staff training in special education and section 504 related processes and services.	\$1,000.00	No
3	Paraeducator Support	(3) SBCSS Alternative Education programs will continue to provide support to classrooms by assigning paraeducators to work directly with students during the school day to support the instructional practices and strategies implemented by the classroom teacher.	\$1,312,373.00	Yes
4	Teacher Assignment	(4) SBCSS will ensure all classrooms have fully credentialed (appropriate to their assignment) teachers, administrative, and support staff.	\$8,271,052.95	No
5	Safe and Sanitary Campuses	(5) (a) SBCSS classrooms will be in safe sanitary buildings and provided instructional materials as required by Education Code 35186. (b) To increase student and staff safety, including internet safety, SBCSS will utilize Gaggle to monitor and support student mental	\$2,372,469.00	No

Action #	Title	Description	Total Funds	Contributing
		health and safety. (c) SBCSS will provide professional development, technical assistance, and act as fiduciary agent of the Title I, Part D funds distributed to Chino Valley Unified School District - operating Boys Republic residential facility.		
6	McKinney-Vento Services	(6) The clinical counseling team will serve as school McKinney-Vento liaisons. 100% of students identified as McKinney-Vento eligible will be contacted within two weeks of enrollment regarding their need for resources (transportation, academic, shelter, food, etc.).	\$552,383.00	No
7	Additional Supports	(7) Students will be offered additional supports to mitigate learning loss and credit recovery (i.e., EL tutors, summer school, extended learning opportunities, etc.)	\$783,342.28	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Engagement: SBCSS will provide increased positive interactions and experiences between school personnel, students, parents, and community members for increased student attendance and academic achievement.

An explanation of why the LEA has developed this goal.

Research shows that "effective family engagement can contribute to improved student outcomes and to closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels." (CDE, 2017). Stakeholder feedback also identified Parent involvement, student engagement, and student and family support as top current challenges for SBCSS Alternative Education (AE) programs. Although it was recognized by stakeholders that during the pandemic closures staff and families have engaged more than ever, they also acknowledge the need for continued interactions, timely communication, community outreach, and the importance of the student/teacher relationship in keeping students engaged.

Another aspect of this goal is supports and services to ensure students are aware of what they need to stay on track toward graduation. Although the overall graduation rate was noted as a strength in the reflections section, a breakdown of the graduation rate by subgroup shows that English learners only had a 68.4% rate, and African American students 78.3%. It should be noted that both groups had approx. the same number of students within the group as other subgroups that had a rate equal or above the whole of 81.2%. Through stakeholder input we identified the need to increase parent/student information and supports, especially related to graduation and A-G requirements. Therefore, the actions identified provide a guidance counselor and transition specialist to minimize the gaps in these subgroup graduation rates. Stakeholders also identified the academic counselor and transition supports as actions to address middle and high school dropout rates by supporting students during the transition from SBCSS programs to their next educational setting.

This goal provides the support and resources to expand the efforts of SBCSS to engage families, connect them to community resources, and continue building strong student/teacher and parent/teacher relationships to increase student attendance, participation, and ultimately achievement through school connectedness. By providing the supports and resources as outlined, and through continual progress monitoring, SBCSS will increase positive interactions and experiences between school personnel, students, parents, and community members for increased student attendance and academic achievement.

State priorities: 3, 5, 6, 10 ESSA Section 1112(b)(11)

References: California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement Through an Equity Lens. Sacramento, CA: Author.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1)(a) Attendance Rate Percentage(s) for months 1-5 combined (State priority 5A)	(1) (a) The attendance rate percentage for months 1-5 of 20/21 were: CS 73.47%; JCS 99.13%.				(1)(a) Attendance percentage rates will increase of at least 2% per year across both programs.
(1)(b) Suspension rate percentage(s) (State priority 6A)	(b) Suspension rates in the most recent full year data (2018-19) were: CS 7.0%, JCS 8.8%.				(b) Suspension rates will decrease of at least 1% each year across both programs.
(2) Percentage of students receiving attendance interventions (i.e. attendance letters, home visits, community resources, etc.) after 5 or more days absent in a quarter or 10% of the school year. (State priorities 5A,B)	(2) New metric. No baseline data available.				(2) 100% of students absent 5 or more days in a quarter, and/or more than 10% of the school year receive tiered attendance interventions (i.e. attendance letters, home visits, community resources, etc.)
(3)(a) Percentage of parents attending student-centered events based on sign-in sheets. (State priority 3A, B, C)	(3)(a) New metric. No baseline data available.				(3)(a) 25% parent participation rate at each event.
(3)(b) Percent of parents completing LCAP surveys (State	(3)(b) New metric. No baseline data available.				(3)(b) 65% parent survey completion rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
priorities 3A,B and 6C)					
(4) Number of available alternative learning experiences (ALE) each year. (State priority 8)	(4) New metric. No baseline data available.				(4) At least two (2) opportunities per year will be available per site.
(5)(a) Percentage of students evaluated within 1 month of enrollment as determined by academic counselor tracking logs. (5)(b) Percentage of students successfully enrolling in another educational program after exiting the juvenile court school (JDAC). (5)(c) Attendance Rate Percentage(s) for months 1-5 combined (State priority 5A) (State priority 10C)	(5)(a) New metric. No baseline data available. (5)(b) No baseline data available. (5)(c) The attendance rate percentage for months 1-5 of 20/21 were: CS 73.47%; JCS 99.13%.				(5)(a) 100% of students are evaluated within 1 month of enrollment. (5)(b) 100% successful student transition from the JDAC to reenrollment in another educational program. (5)(c) Attendance percentage rates will increase of at least 2% per year across both programs.
(6)(a) Number of staff trained on the SARB process as evidence	(6)(a) New metric. No baseline data available.				(6)(a) 100% of site staff will be trained in the SARB process.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>by training sign-in sheets.</p> <p>(6)(b) Number of SARB boards held in a year.</p> <p>(6)(c) Percentage of students receiving attendance interventions (i.e. attendance letters, home visits, community resources, etc.) after 5 or more days absent in a quarter or 10% of the school year. (State priorities 5A,B)</p> <p>(6)(d) Chronic Absenteeism rates (State priority 5B)</p>	<p>(6)(b) New metric. No baseline data available.</p> <p>(6)(c) New metric. No baseline data available.</p> <p>(6)(d) 2019-2020 partial year data showed chronic absenteeism rates as 22% in the CS and 3% in the JCS.</p>				<p>(6)(b) At least 2 SARB boards will be held each year.</p> <p>(6)(c) 100% of students absent 5 or more days in a quarter, and/or more than 10% of the school year receive tiered attendance interventions (i.e. attendance letters, home visits, community resources, etc.)</p> <p>(6)(d) Decrease chronic absenteeism by at least 1% each year across both programs.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Climate and Culture	(1) SBCSS will continue implementing Positive Behavior Interventions and Supports (PBIS) in its Community Schools and Juvenile Court schools to create and sustain a positive school campus environment conducive to positive student attendance and behavior.	\$169,529.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Parent Information	(2) SBCSS will provide parents with timely information regarding programs and resources (i.e., McKinney-Vento supports, English learner programs, tutoring, attendance information, etc.).	\$65,111.00	Yes
3	Parent Engagement	(3) Provide parents with multiple options for decision-making, meaningful participation in school activities, educational opportunities, and strategies to support student learning.	\$223,039.00	Yes
4	Alternative Learning Experiences	(4) SBCSS students will have the opportunity to participate in alternative/community-based learning experiences tied to academic curricular objectives (as appropriate). These learning experiences may include culminating lessons at locations outside of the school (such as museums, performing arts centers, local businesses, etc.), service learning, community colleges and university visits, etc. In addition, SBCSS will partner with local educational, social, and non-profit agencies to bring educational and culturally enriching experiences to our diverse student population. Partnerships could include, but are not limited to, guest speakers, culturally empowering curriculum, and mentoring.	\$1,037,390.00	Yes
5	Guidance and Registration Support	<p>(5)(a) SBCSS will maintain a Guidance Counselor/Registrar(s) to help students develop course plans toward graduation, and coordinate with local districts for students returning to their home school to graduate. Credit recovery supports will also be provided and students (grades 11 and 12) will be evaluated within 1 month of enrollment to determine eligibility under Education Code 51225.1.</p> <p>(b) SBCSS will assist students in successfully transitioning into and out of the Juvenile Court School program, provide record transfer support, and ensure partial credits are earned.</p> <p>(c) The guidance counselor/registrar(s) will work in cooperation with public agencies and parents to increase student attendance rates. Updated staff trainings will be provided throughout the year.</p>	\$310,433.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Attendance and Chronic Absenteeism	<p>(6) (a) SBCSS staff will be trained on the School Attendance Review Board (SARB) process and using the truancy letters available in the Aeries student information system. Staff will be provided a copy of the California State SARB Handbook.</p> <p>(b) County schools will operate its own SARB. The SARB Board will work with school site staff to refer truant students to our County Board and/or refer truant students back to the SARB of their district of residence (whichever is deemed most appropriate).</p> <p>(c) An "Absenteeism/Truancy" report will be forwarded to all school sites weekly. The principals, teachers, clinicians and probation officers will work with the parent and student to improve student attendance. Teachers will annotate student records (in Aeries) with the interventions used to improve student attendance.</p> <p>(d) SBCSS will utilize and provide resources to increase student attendance and decrease chronic absenteeism (such as transportation assistance, bus passes, etc.)</p>	\$27,766.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Pupil Outcomes: SBCSS will focus on addressing the needs of the whole child with expanded course offerings, Future Ready skills, and social and cross-cultural skills vital for all students' success.

An explanation of why the LEA has developed this goal.

In the 21st century, students will need to acquire a deeper conceptual and practical knowledge of multiple content areas in order to be sufficiently prepared for today's entry-level careers, freshman-level college courses, and workforce training programs.

Stakeholder feedback shows that over 50% of students want to pursue post-secondary education (college or vocational school) and that stakeholders believe access to specialized programs and expanded course offerings are important to student success. However, the CCI indicator shows only 2.9% of students are prepared for college and career after graduation, and only 8% are approaching prepared. Only 4.3% of the African American, 3.4% Hispanic, and 3.0% socio-disadvantaged subgroups rated prepared and no English learners rated in either prepared or approaching showing this area as an area of need.

SBCSS also acknowledges the past year has been hard on students not just academically, but also mentally and emotionally. Because of this, stakeholders identified the areas of mental and emotional health supports as increased area of need, especially for our low income, foster and homeless youth populations. Therefore, stakeholders and data determined these actions combined address the needs of the whole child, including basic needs, and mental and emotional needs. SBCSS is addressing this goal by employing actions such as working with clinical counselors, utilizing instructional materials, assessments, and resources that provide students with the Future Ready skills necessary to be successfully prepared for the future.

* Please refer to goal 1 which outlines how SBCSS meets the minimum legally required components. This goal offers supplemental services above and beyond the minimum requirements.

State priorities: 1, 2, 4, 7 ESSA Section 1112(b)(12)(A-B)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(1)(a) Number of available supplemental instructional materials for core related subjects: ELA, Math, Science, Social Studies.. (State priority 1B)</p> <p>(1)(b) Percentage of students achieving value-added grade equivalency growth as determined by pre/post STAR assessments in ELA and Math.</p> <p>(1)(c) Percentage of students achieving value-added grade equivalency growth as determined by pre/post STAR assessments in ELA and Math. (State priority 4 & Local priority)</p>	<p>(1)(a) New metric. No baseline data available.</p> <p>(1)(b) New metric. No baseline data available.</p> <p>(1)(c) New metric. No baseline data available.</p>				<p>(1)(a) There will be at least one available supplemental material available for each core subject.</p> <p>(1)(b) 75% of students with pre/post assessment scores will demonstrate value-added growth or greater.</p> <p>(1)(c) 75% of students with pre/post assessment scores will demonstrate value-added growth or greater..</p>
<p>(2) Aggregated improvement change in school attendance, school achievement, and school behavior as measured by the</p>	<p>(2) The 2020-2021 aggregate improvement change for School Attendance is -0.15, School Achievement is -0.38,</p>				<p>(2) Maintain an aggregate improvement change for School Attendance at -0.15, School Achievement at -0.38,</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Child Adolescent Needs and Strengths Assessment (CANS) 2.0 evaluation. (State priorities 5A, 6C)	and School Behavior is -0.58 on the CANS.				and School Behavior at -0.58 on the CANS.
(3)(a) Number of professional development offerings in a year. (3)(b) Number of professional development sessions each month by the instructional technology coach.	(3)(a) All staff were offered two professional development days in 2020-2021 and have access to Simple K-12 for additional self-paced training opportunities. (3)(b) No baseline data available.				(3)(a) All staff will have an opportunity to participate in at least 2 trainings per year and maintain access to Simple K-12 for additional self-paced training. (3)(a) 4 professional development sessions will be held each month by the instructional technology coach.
(4)(a) Percent of students who earn at least 5 CTE/Vocational credits in a year. (State priorities, 4C, 7A and 8). (4)(b) Percent of students enrolled in a CTE course that complete the career interest inventory.	(4)(a) 6.4% of students earned an average of 5 credits each in CTE/ROP courses over the course of a year in 2019-2020. (4)(b) New metric. No baseline data available.				(4)(a) 25% of students will earn an average of 5 CTE/ROP credits a year. (4)(b) 100% of students enrolled in a CTE course will take the career interest inventory.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental Instructional and Assessment Materials	<p>(1) (a) SBCSS will provide all core-curriculum classrooms with supplemental instructional and assessment materials that possess engaging delivery models so students gain (and can demonstrate the acquisition of) the content and technological knowledge appropriate for 21st century students.</p> <p>(b) SBCSS Teachers will maintain the appropriate documentation to ensure high-quality instruction is occurring within SBCSS classrooms for all students.</p> <p>(c) SBCSS will ensure that 100% of students and their teachers have access to supplemental instructional resources, including web-based, that have the potential to increase student awareness and understanding of English Language Arts and Mathematics standards as outlined by the Common Core State Standards (CCSS), (i.e. Freckle Math, Linda Mood Bell, etc.).</p>	\$548,750.00	Yes
2	Counseling Center	<p>(2) The SBCSS Counseling Center will continue to offer individual, group, and family counseling to eligible students, drug and alcohol counseling, and anger management classes. Counselors will participate in the implementation of Positive Behavior Intervention and Supports (PBIS) within the schools.</p>	\$3,139,809.00	Yes
3	Professional Development	<p>(3) (a) SBCSS will implement professional development and supports to ensure students benefit from a highly qualified teaching staff, competent with cutting-edge technology, instructional practices, and Common Core State Standards (CCSS) (ex topics: EL supports and instruction, Linda Mood Bell learning processes, cognitive engagement, etc.).</p> <p>(b) An Instructional Technology Coach will provide on-going staff development in the areas of instructional delivery, best practices,</p>	\$163,558.77	Yes

Action #	Title	Description	Total Funds	Contributing
		technology integration, and implementation of standards-aligned instructional materials and assessments.		
4	Career Exploration and Experience	<p>(4) (a) SBCSS Alternative Education students will have the opportunity to enroll in career education classes (CTE courses) both on campus and off campus. SBCSS will coordinate with the Regional Occupational Centers and Programs (ROCP) and local colleges to expand opportunities. Depending on staffing and enrollment, classes will be offered during regular school hours (and after school where appropriate).</p> <p>(b) Students enrolled in career education (CTE) courses will be given a career inventory and interest assessment to expose them to possible colleges and careers of interest.</p>	\$745,243.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Expelled Youth: SBCSS will ensure expelled youth receive access to a continuum of services for successful transition back to their district of residence and completion of graduation requirements.

An explanation of why the LEA has developed this goal.

As a county office, SBCSS provides technical assistance and leadership, and collaborates with school districts to coordinate instruction of expelled students. This goal addresses those supports necessary to ensure expelled youth receive access to a continuum of services through inter-agency collaboration and tracking. Based on stakeholder feedback and data, SBCSS is addressing this goal by the following actions and services: child welfare and attendance meetings will be offered to promote networking and collaboration amongst districts and pupil expulsions will be documented and disseminated to all needed parties.

State priority 9

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1) Percent of SB county district CWA's that receive information and materials shared at monthly meetings. (State priority 9)	(1) 100% of SB county school districts' CWA's received information and materials shared at monthly meetings in 2020-2021				(1) 100% of SB county school districts will receive information and materials shared at monthly meetings.
(2)(a) Percentage of students identified by the expulsion tracking tool with verifiable and successful transition among schools.	(2)(a) 100% of students identified by the expulsion tracking tool had verifiable and successful transition among schools in 2019-2020.				(2)(a) 100% of students identified by the expulsion tracking tool will have verifiable and successful transition among schools.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(2)(b) Percent of expelled youth enrolled within 5 days as documented on the Pupil School Attendance Review Board Report (PSR)	(2)(b) New metric; no baseline data available.				(2)(b) 100% of expelled students will be successfully enrolled in school within 5 attendance days.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technical Assistance to Districts	(1) The SBCSS Child Welfare and Attendance (CWA) Office will encourage district participation in CWA meetings through multiple participation methods. Increased participation will be achieved by increasing the access to agendas, materials, and minutes from monthly CWA regional meetings for all stakeholders, including posting all information on the SBCSS website and/or through email transmission.	\$281,000.00	No
2	Coordinate Instruction of Expelled Youth	<p>(2) (a) The SBCSS Child Welfare and Attendance (CWA) Office will use the Pupil Expulsion Report (PER) to ensure expelled youth are successfully transitioning into their next educational placement after expulsion to prevent at-promise students from dropping out of high school.</p> <p>(b) The CWA office will continue to implement the Pupil School Attendance Review Board Report (PSR) to ensure expelled youth are successfully enrolled into their next educational placement within 5 attendance days.</p> <p>*Costs are encompassed in Goal 4 Action 1 budgeted expenses.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Foster Youth: SBCSS will increase the coordination of foster youth programs and services to ensure equitable opportunities and outcomes for foster youth.

An explanation of why the LEA has developed this goal.

As a county office, SBCSS provides technical assistance and leadership, and collaborates with school districts to coordinate instruction, supports and resources for foster youth. Foster youth have identified needs and support in the areas related to building leadership skills, transition from high school to college/career, computer technology advancement, resiliency, and other areas associated with successful transition to adulthood. These actions combined help achieve the goal through coordination of resources, offering opportunities that promote student achievement and accompanying supports to ensure equitable opportunities and outcomes for foster youth.

In addition, over 5% of SBCSS alternative education students are foster youth. On average each year approx. 16% of foster youth are suspended at least once, less than 60% graduate, and almost 100% are below grade level upon entering the program. Over the past year, during the pandemic, foster youth are also amongst the group of students experiencing the greatest learning loss during distance learning necessitating even greater supports and services to close this achievement gap. SBCSS is addressing this goal by: ensuring policies and procedures are in place to immediately identify and enroll foster youth, training liaisons to identify foster youth and their needs, providing culturally responsive activities to students and staff training, and providing targeted interventions based on the individual student assessed needs.

State priority: 10

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1) Current policies and procedures regarding foster youth, including enrollment, credit attainment, and supports.	(1) Board adopted policies and procedures are in place during the 2020-2021 school year.				(1) Maintain and update as necessary board policies and procedures.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(2) Number of Foster Care Advisory Council meetings offered each year (agendas, minutes, etc.). (State Priority 10A,B)	(2) 5 Foster Care Advisory Council meetings were held in 2019-2020.				(2) Provide a minimum of 5 Foster Care Advisory Council meetings a year.
(3) Number of culturally responsive activities/events that promote student achievement, physical fitness, resiliency, and mentorship opportunities. (State Priority 10)	(3) 50 culturally responsive events/activities were held in 2019-2020				(3) Maintain offering at least 50 culturally responsive events/activities each year.
(4) Percent of foster youth participating in extended learning/enrichment opportunities as measured by supplemental attendance tracking.	(4) New metric; no baseline data available.				(4) 75% of foster youth participate in extended learning/enrichment opportunities.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Policy and Procedures	<p>(1)(a) The Foster Youth Services Coordinating Program (FYSCP) will establish policy and necessary data infrastructure to support and monitor the educational success of FY (i.e., CALPADS, County SIS, Foster Focus).</p> <p>(b) The FYSCP will ensure SB districts use policy and procedures necessary to ensure FY are promptly enrolled and awarded credits for</p>	\$1,844,725.00	No

Action #	Title	Description	Total Funds	Contributing
		all work completed, including partial credits (per CA Ed. Code 48853.5 and 51225.2).		
2	Liaison Training	<p>(2) The Foster Youth Services Coordinating Program (FYSCP) will ensure all school liaisons for FY (including SBCSS) have training and policy guidelines on FY rights, and they will provide ongoing consultation to school level staff and collaborate internally and externally with stakeholders (San Bernardino County Probation, 33 District Child Welfare and Attendance representatives and Foster Youth Liaisons, Department of Behavioral Health, and Juvenile Justice Representatives) [per CA Ed.Code 48853.5].</p> <p>*Costs are encompassed in Goal 5 Action 1 budgeted expenses.</p>	\$0.00	No
3	Culturally Responsive Activities/Events	<p>(3) The FYSCP will coordinate with the Alliance for Education to ensure County Schools FY have the opportunity to participate in culturally responsive activities/events that promote student achievement (including graduation and post-secondary opportunities), physical fitness, resiliency and mentorship. Participation in activities/events will also be available to enrolled AE students as funding permits.</p> <p>*Costs are encompassed in Goal 5 Action 1 budgeted expenses.</p>	\$0.00	No
4	Academic Achievement	<p>(4) SBCSS will provide foster youth with increased learning and enrichment opportunities, such as, tutoring, summer school, etc. based on data informed needs.</p> <p>*Costs are encompassed in Goal 1 Action 7 budgeted expenses.</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.96%	\$4,031,172

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.

Goal 1, Actions 1 & 3: 90% of the Community School and 100% of the Juvenile Court School program are low-income students. Through stakeholder feedback we learned, as suspected, school closures as a result of the pandemic further exacerbated the low achievement of our unduplicated populations, with 15% of low-income students earned at least one failing grade during the first semester of 2020-2021 school year. Assessing student learning and designing instruction focused on closing these learning gaps is critical for low-income students. Providing assessments that identify students individual gaps will enable teachers in ensuring resources and supports are targeting each low-income students unique needs. Stakeholders and SBCSS identified paraeducators in the classroom as one strategy which offers additional individual and small group support to low-income students, including primary language support and translation when needed. Training is also necessary to ensure paraeducators and additional support staff are trained in research based programs and services shown to increase low-income student achievement at higher rates than non low-income students. Stakeholders identified these actions from the 2017-2019 LCAP as being a continued need in supporting the academic achievement of students. The paraeducator ratio over the prior three year LCAP decreased from 1:1 to 2:1, but stakeholders identified that due to the pandemic at a minimum this level of services needs to be maintained. These actions are being provided on a schoolwide basis and we expect that all students who earned failing grades will benefit from these actions. However, because of the significantly greater number of low-income students earning failing grades, and because the actions meet the need to provide targeted instruction and individual and small group supports, we expect that the number of failing grades will decrease significantly more than the average number of failing grades earned by all students.

Goal 1, Action 7: 17% of students are English Learners, 18% of English learners received one or more failing grades in the first semester of 2020-21, up 4.6% from the same period the prior year, no English learners are identified as approaching or reaching the CCI dashboard indicators, they have an only 68.4% graduation, down over 10% from the general population, and 100% enter the program below grade

level. Stakeholders identified the unique needs for English learner students for this goal as intensive tier III targeted supports, with specific supports needed in minimizing gaps in reading and math achievement. SBCSS is addressing this need by offering first priority to English learners for targeted tutoring supports and other interventions. Our data shows that targeted language development and academic focused tutoring will impact English learners growth at a higher rate than non-English learner students as evidence by pre/post STAR scores.

Goal 2, Actions 1 - 3: Research shows that "effective family engagement can contribute to improved student outcomes and to closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels." (CDE, 2017). Stakeholder feedback identified school climate, including parent involvement and student engagement as top current challenges for the 90% low-income population in the SBCSS Alternative Education (AE) programs. Stakeholders expressed the unique needs of low-income students is a continual need to have positive interactions, timely communication, and community outreach and the importance of the student/teacher relationship to keep students engaged. SBCSS believes these actions working together provide the support and resources to expand the efforts of SBCSS to engage families, connect them to community resources, and continue building strong student/teacher and parent/teacher relationships to increase low-income student attendance, participation, and ultimately achievement. Action 1, PBIS implementation, is a continued action from 2017-2019. Parent and student surveys demonstrated that PBIS strategies are successfully being implemented and working toward creating a positive school culture. Stakeholders determined the positive school culture created by PBIS strategies needs to be continued, but updated the metrics to connect to student achievement and parent involvement.

Goal 2, Action 4: Stakeholders identified the need for low-income students to have experiences outside of the regular classroom in order to broaden their knowledge of information and resources outside of their immediate communities. They recognized that low-income students may not have the means necessary to visit museums, engage in conversations with scholars in an area of interest, or hear from individuals who have overcome some of the same challenges they face. This unique need is being addressed by offering alternative learning experiences such as bringing in guest speakers, attending college and career events, and exposing students to opportunities outside of their communities. We believe these experiences will increase academic achievement at higher rates in low-income students than non low-income students as evidenced by STAR reading and math scores. Alternative learning experiences is an action continued from the 2017-2019 LCAP. Due to the pandemic recent data tied to alternative learning experiences (ALE) isn't available. However, stakeholders identified this action as a successful action in creating learning experiences otherwise not available to low-income students. Metrics were included to identify the count and types of ALE's being provided.

Goal 2, Action 5: A breakdown of the graduation rate by subgroups shows that English learners had a 68.4% graduation rate, compared to the overall graduation rate of 81.2%. These data points describe the unique needs of English learners to have actions related to increasing the graduation rate of English learners. We plan to minimize these gaps in subgroup graduation rates by increasing parent/student information and supports related to what is needed to graduate, but also to provide academic counseling support directly to students so they know what is needed to graduate and have support in building an academic plan to obtain that goal. This action is a carryover from the 2017-2019 LCAP. During the 2017-2019 timeframe no guidance counselor was hired and the transition specialist left the organization in the middle of the 2019-2020 school year, therefore, data regarding success or lack thereof is not available. Stakeholders identified this action

as a continued need, especially due to the low graduation rate of unduplicated pupils, English learners in particular. This action is being provided on a schoolwide basis and we expect that all students will benefit and graduate high school within four years. However, because of the significantly lower graduation rate of English learners, and because this action meets the needs associated with guidance and support in knowing what is needed to graduate, we expect that the graduation rate for English learners will increase significantly more than the graduation rate of the non-English learner population.

Goal 2, Action 6: 62% of English learner students were chronically absent in months 1-5 in 2020-2021. Stakeholders also identified the need for improved student participation as a unique need for our English learner population. This data point describes the unique needs of English learner students to build school connectedness and providing supports for the student and family related to why they don't attend regularly. In addition, the data shows a need for tiered reengagement strategies that continually monitor student attendance and address chronic absenteeism. SBCSS is addressing this need by providing supports, such as transportation assistance and translation services to increase parent support, to help remove barriers student face in getting to school. SBCSS believes this action will impact English learner attendance rates at a higher rate than non English learner students as evidence by improved attendance rate percentages and decreased chronic absenteeism related to the English learner population. This action is a carryover from the 207-2019 LCAP. Prior to the pandemic, the overall school chronic absenteeism rate was declining with 22% of students being identified chronically absent. However, stakeholders recognized that the data did not provide specific data regarding English learners specifically and identified this as a continued need based on 2020-2021 English learner chronic absenteeism rate of 62%.

Goal 3, Action 1: 18% of English learners and 27% of foster youth received at least one D or failing grade in the first semester of 2020-2021, up 4.6% and 11% respectfully from the prior year first quarter. Based on these and other local assessment data points, stakeholders identified low student engagement and academic proficiency as unique needs of these subgroups. These unique needs are being addressed by incorporating instructional strategies and materials that are engaging and utilize multiple modalities to address the differing learning styles of students in these subgroups. This action is being provided on a schoolwide basis and we expect that all students who earned failing grades will benefit from these actions. However, because of the significantly greater number of low-income students earning failing grades, and because the action meets the needs identified as increasing low-income student engagement and academic proficiency, we expect that the number of failing grades will decrease significantly more than the average number of failing grades earned by all students.

Goal 3, Action 2: SBCSS acknowledges the past year has been hard on students not just academically, but also mentally and emotionally, and even more so for the low-income subgroup of students. 100% of low-income students were contacted by the clinical counselors during the pandemic, and over 500 low-income students were directly served. This action addresses the needs of the whole child, including basic needs and mental and emotional needs. Stakeholders determined the low-income subgroup in particular would benefit from increased mental health and clinical services. This action is a continued action from the 2017-2019 LCAP. Stakeholders identified this action as successfully meeting the needs of students, over 500 students were served. Due to increased needs brought on by the pandemic, stakeholders requested the action continue as a support to low-income students to receive mental, social, and emotional health services. This action is being provided on a schoolwide basis and we expect that all students were impacted by the pandemic and thus will benefit

from this action. However, because of the significantly greater number of low-income students who need support in meeting their basic needs as well as mental and emotional supports, and because the action meets the needs identified as providing mental health and clinical services, we expect that low-income students will have significantly better CANS aggregated scores than the CANS aggregated scores of all students.

Goal 3, Action 3: 16% of foster youth are suspended at least once, less than 60% graduate, and almost 100% are below grade level upon entering the program. Stakeholders identified additional teacher training in targeted interventions and supports, behavior management, special education, and section 504 plans as actions that will contribute to decreased suspension of foster youth and increased targeted interventions to address foster youth graduation rates and academic achievement. SBCSS is confident by training teachers, the action will increase the percentage of foster youth academic gains.

Goal 3, Action 4: Data shows that only 3.0% of the low-income subgroup and no English learners rated in either prepared or approaching on the dashboard CCI indicator, demonstrating students would benefit from guidance toward career interests so they are better prepared for post-secondary opportunities. SBCSS is offering to meet these unique needs by utilizing a career interest inventory to determine areas of interest and strength, and offering career technical education in a variety of courses based on the interests of students within the subgroups. Effectiveness will be measured by the successful completion of at least half a year (1 semester or 5 credits) of explorative coursework in the area of interest. This action is a carryover from the 2017-2019 LCAP. The data shows that only 3.0% of low-income students are prepared for college/career, and no English learners. To ensure the action successfully moves students toward college and career preparation, metrics closely related to student achievement have been added. SBCSS will continually monitor student progress and modify the action as needed through continuous improvement.

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

Goal 5, Action 4: 27% of foster youth received at least one D or failing grade in the first semester of 2020-2021, up 11% from the prior year. In addition, less than 60% graduate, and 100% are below grade level upon entering the program. Stakeholders determined based on the data the unique needs of this student population is to mitigate learning loss as a result of the pandemic and high transiency rates. This action is limited to the unique needs of foster youth and the needs are being addressed through targeted, tier III, interventions and supports (such as tutoring services) above and beyond what is offered to all students. The value-added grade equivalent academic growth based on pre and post STAR assessments will help determine if the interventions and supports provided are successfully meeting these needs.

100% of students in the Juvenile Court School and 90% of students in the community schools are low-income students, 17% are English learners, and 5% are foster youth. Upon enrollment, 97% of students within these three subgroups combined are below grade level. Through stakeholder input we also learned of some of the challenges these populations faced specifically as a result of the pandemic. Chronic absenteeism is at an all-time high with 45% of foster youth and 62% of English learners chronically absent during months 1-5 of the 2020-21 school year, and less than 60% of foster youth and 68.4% of English learners graduate. By providing targeted supports related to academic achievement as evidenced by STAR reading and math growth, such as tutoring, transportation assistance, academic counseling,

transition supports, and an array of supports and services to ensure a continuum of services focused on the whole child SBCSS believes it has provided a sufficient amount of increased or improved services for the unduplicated students served as compared to the services provided to all of the students enrolled in SBCSS programs. Investments in the actions and services listed are above and beyond the core academic program and are based on best practices and stakeholder feedback, rooted in a belief and commitment to expanding access and removing educational barriers for unduplicated populations. SBCSS is focused on providing a relevant and rigorous educational experience that will set the foundation for strong student learning and growth for future success. We will continue to use our metrics to monitor student progress and update LCAP actions to ensure continuous improvement.

The supplemental and concentration grant funding in the 2021-2022 LCAP is based on a 92.28% unduplicated basis for low income, foster youth, and English learners which totals \$4,031,172.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$12,355,462.00	\$3,122,087.00	\$1,953,082.00	\$4,536,191.00	\$21,966,822.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$16,808,120.00	\$5,158,702.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Low Income	ELA and Math Assessment	\$27,500.00			\$90,348.00	\$117,848.00
1	2	Students with Disabilities	Students With Disabilities	\$1,000.00				\$1,000.00
1	3	English Learners Foster Youth Low Income	Paraeducator Support	\$933,150.00			\$379,223.00	\$1,312,373.00
1	4	All	Teacher Assignment	\$7,273,388.95	\$337,390.00	\$154,258.00	\$506,016.00	\$8,271,052.95
1	5	All	Safe and Sanitary Campuses	\$1,049,901.00	\$396,575.00	\$112,537.00	\$813,456.00	\$2,372,469.00
1	6	All	McKinney-Vento Services				\$552,383.00	\$552,383.00
1	7	English Learners Foster Youth Low Income	Additional Supports	\$627,302.28	\$5,541.00		\$150,499.00	\$783,342.28
2	1	Low Income	School Climate and Culture	\$75,760.00	\$232.00		\$93,537.00	\$169,529.00
2	2	English Learners Foster Youth Low Income	Parent Information	\$47,461.00	\$3,750.00	\$400.00	\$13,500.00	\$65,111.00
2	3	English Learners Foster Youth Low Income	Parent Engagement	\$22,039.00			\$201,000.00	\$223,039.00
2	4	English Learners Foster Youth Low Income	Alternative Learning Experiences	\$1,025,225.00			\$12,165.00	\$1,037,390.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	Guidance and Registration Support	\$115,494.00			\$194,939.00	\$310,433.00
2	6	English Learners Foster Youth Low Income	Attendance and Chronic Absenteeism	\$27,766.00				\$27,766.00
3	1	English Learners Foster Youth Low Income	Supplemental Instructional and Assessment Materials	\$30,000.00	\$101,300.00		\$417,450.00	\$548,750.00
3	2	English Learners Foster Youth Low Income	Counseling Center	\$779,034.00	\$180,455.00	\$1,375,168.00	\$805,152.00	\$3,139,809.00
3	3	English Learners Foster Youth Low Income	Professional Development	\$85,487.77		\$740.00	\$77,331.00	\$163,558.77
3	4	English Learners Foster Youth Low Income	Career Exploration and Experience	\$234,953.00	\$252,119.00	\$28,979.00	\$229,192.00	\$745,243.00
4	1	Expelled Youth (EY)	Technical Assistance to Districts			\$281,000.00		\$281,000.00
4	2	Expelled Youth (EY)	Coordinate Instruction of Expelled Youth					\$0.00
5	1	Foster Youth	Policy and Procedures		\$1,844,725.00			\$1,844,725.00
5	2	Foster Youth	Liaison Training					\$0.00
5	3	Foster Youth	Culturally Responsive Activities/Events					\$0.00
5	4	Foster Youth	Academic Achievement					\$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$4,031,172.05	\$8,644,192.05
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$4,031,172.05	\$8,644,192.05

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ELA and Math Assessment	Schoolwide	Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	\$27,500.00	\$117,848.00
1	3	Paraeducator Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	\$933,150.00	\$1,312,373.00
1	7	Additional Supports	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	\$627,302.28	\$783,342.28
2	1	School Climate and Culture	Schoolwide	Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	\$75,760.00	\$169,529.00
2	2	Parent Information	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court	\$47,461.00	\$65,111.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					School - 36103633630431		
2	3	Parent Engagement	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	\$22,039.00	\$223,039.00
2	4	Alternative Learning Experiences	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	\$1,025,225.00	\$1,037,390.00
2	5	Guidance and Registration Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	\$115,494.00	\$310,433.00
2	6	Attendance and Chronic Absenteeism	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	\$27,766.00	\$27,766.00
3	1	Supplemental Instructional and Assessment Materials	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	\$30,000.00	\$548,750.00
3	2	Counseling Center	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	\$779,034.00	\$3,139,809.00
3	3	Professional Development	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court	\$85,487.77	\$163,558.77

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					School - 36103633630431		
3	4	Career Exploration and Experience	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431	\$234,953.00	\$745,243.00
5	4	Academic Achievement	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431		\$0.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

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[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.



2021-2022 LCAP Timeline

Dates	Activity
Jan 7-28, 2021	Stakeholder Survey Period
Feb 17, 2021	Stakeholder Meeting #1
Week of Feb 22, 2021	Student Focus Group
Mar 2 - 10, 2021	School Site Council Meetings
Mar 10- April 2, 2021	Create Draft LCAP (1 st draft)
March 11, 2021	Stakeholder Meeting #2
March 26, 2021	Draft May and June Board Agenda Items
March 29, 2021	Develop April 8 th Meeting PowerPoint (Preliminary Draft)
March 30, 2021	Executive Cabinet LCAP Review
April 8, 2021	Stakeholder Meeting #3
April 13, 2021	Executive Cabinet LCAP Review
April 14, 2021	Parent Advisory Meeting: DAC/DELAC Combined Committees
April 16, 2021	Submit Draft to Bargaining Units for Review
April 26, 2021	Submit Draft to Board Secretary for May Board Mtg; Public Comment Period Begins
May 4 – 12, 2021	School Site Council Meetings: Review and Feedback
May 10, 2021	Board Meeting Presentation and Public Hearing
May 10-21, 2021	Revision of Draft LCAP Based on Board, Stakeholder, and Public Input
May 24, 2021	Submit LCAP to Board Secretary for June Board Meeting
June 7, 2021	Board Meeting: Adoption of 2021-2022 LCAP
June 15, 2021	Submit 2021-2022 LCAP to CDE; Post to SBCSS Website
2021-2022	Implement Plan; Monitor Progress, Begin 2022-23 Process in September 2021