

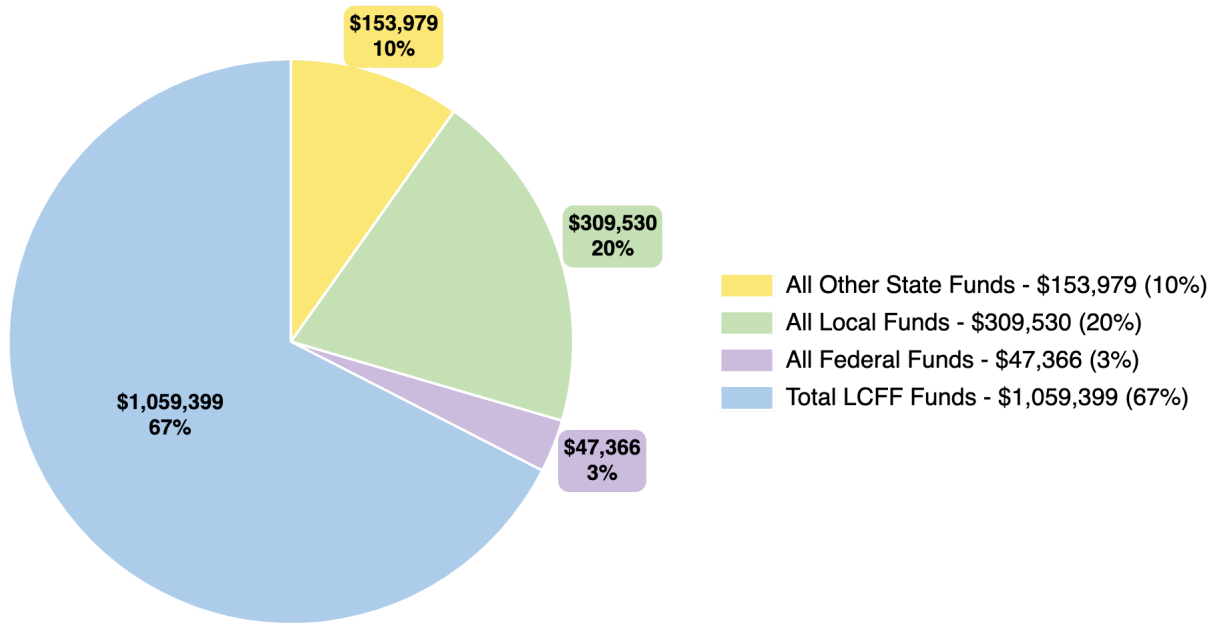
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mt. Baldy Joint Elementary
 CDS Code: 36677930000000
 School Year: 2021-22
 LEA Contact Information: Nancy Sirski | Nancy_sirski@mtbaldy.k12.ca.us | 909-985-0991

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).

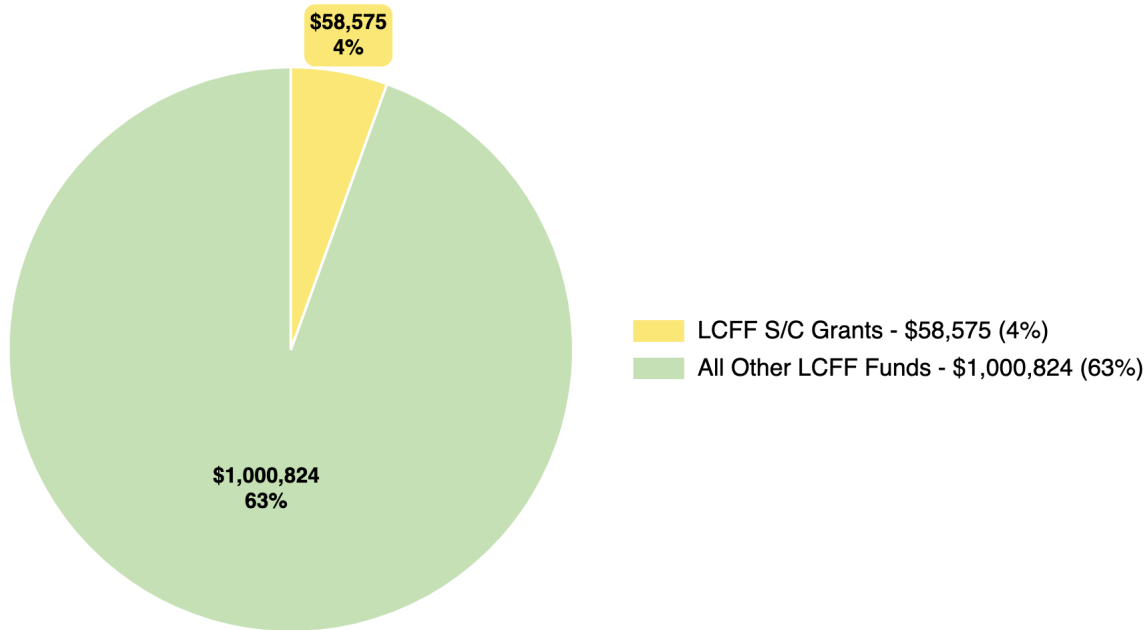
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$153,979	10%
All Local Funds	\$309,530	20%
All Federal Funds	\$47,366	3%
Total LCFF Funds	\$1,059,399	67%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$58,575	4%
All Other LCFF Funds	\$1,000,824	63%

These charts show the total general purpose revenue Mt. Baldy Joint Elementary expects to receive in the coming year from all sources.

The total revenue projected for Mt. Baldy Joint Elementary is \$1,570,274, of which \$1,059,399 is Local Control Funding Formula (LCFF), \$153,979 is other state funds, \$309,530 is local funds, and \$47,366 is federal funds. Of the \$1,059,399 in LCFF Funds, \$58,575 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Mt. Baldy Joint Elementary plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Mt. Baldy Joint Elementary plans to spend \$1,514,243 for the 2021-22 school year. Of that amount, \$103,307 is tied to actions/services in the LCAP and \$1,410,936 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

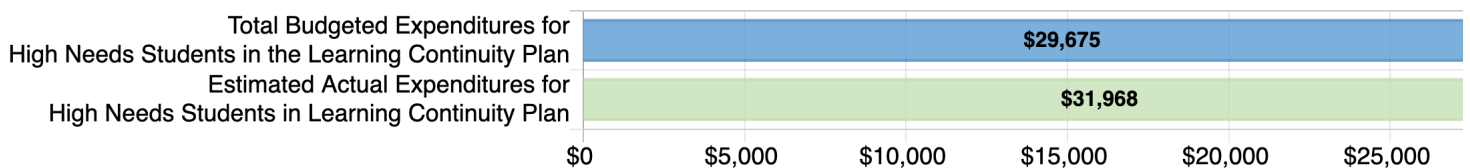
The majority of our general fund is dedicated to salary, benefits, and statutory expenditures. The remaining is allotted for school maintenance and repair, our school bus and driver, and other support materials.

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Mt. Baldy Joint Elementary is projecting it will receive \$58,575 based on the enrollment of foster youth, English learner, and low-income students. Mt. Baldy Joint Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Mt. Baldy Joint Elementary plans to spend \$82,975 towards meeting this requirement, as described in the LCAP.

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Mt. Baldy Joint Elementary 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 Mt. Baldy Joint Elementary 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, Mt. Baldy Joint Elementary's Learning Continuity Plan budgeted \$29,675 for planned actions to increase or improve services for high needs students. Mt. Baldy Joint Elementary actually spent \$31,968 for actions to increase or improve services for high needs students in 2020-21.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mt. Baldy Joint Elementary	Nancy Sirski Superintendent/Principal	Nancy_sirski@mtbaldy.k12.ca.us 909-985-0991

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

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

Goal 1

All students will increase proficiency by providing students a broad and enriching course of study at each grade level that reach beyond the common core state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

4
7
8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
1. 100% of teachers are appropriately credentialed and assigned	Expected outcome was met. All teachers are appropriately credentialed.

Expected	Actual
2. 100% of students have access to standards-aligned instructional materials	Expected outcome was met. All students have access to standards-aligned instructional materials.
3. 100% of facilities are in good repair	Expected outcome was met. 100% of facilities are in good repair.
4. 100% of teachers will be trained in CCSS ELA/ELD and math.	80% of grade level teachers attended training in CCSS math strategies and all staff received training in iReady
5. At least 72% of students in grades 3-8 will meet grade level standards in math as calculated by 2019 CAASPP data (target modified from 82% to 72% based upon 2016 Baseline data)	2019 CAASPP shows 51.62% of students grades 3-8 met or exceeded grade level standards in math 2020 CAASPP data is not available due to school closures in response to the COVID-19 pandemic Spring 2021 local metric iReady data administered in distance learning shows 42% of students grades 3-8 met or exceeded grade level standards in math. 2021 CAASPP data will not be available as the LEA decided to use iReady as its spring assessment tool since it met the four requirements of the spring summative assessment flexibility guidelines provided by the California Department of Education.
6. At least 66% of students in grades 3-8 will meet grade level standards in English language arts as calculated by 2019 CAASPP data (Target modified from 90% to 66% based upon 2016 baseline data).	2019 CAASPP shows 67.75% of students grades 3-8 met or exceeded grade level standards in ELA. 2020 CAASPP data is not available due to school closures in response to the COVID-19 pandemic Spring 2021 local metric iReady data administered in distance learning shows 55% of students grades 3-8 met or exceeded grade level standards in reading. 2021 CAASPP data will not be available as the LEA decided to use iReady as its spring assessment tool since it met the four requirements of the spring summative assessment flexibility guidelines provided by the California Department of Education.
7. Based on annual review of CELDT/ELPAC testing, each EL student will progress at least one EL level. At least one student will be reclassified.	In 18-19, no students identified as EL were reclassified. Due to school closures because of the COVID-19 pandemic, ELPAC scores for 19-20 are not available.

Expected	Actual
8. 100% of students have access to and are enrolled in all required areas of study.	Expected outcome was met. All students have access to and are enrolled in all required areas of study.
9. Due to the LEA's new ELA adoption, the District will not administer their District writing assessment. 76% of unduplicated students meet grade level expectations in reading according to SRI and running record scores. 46% of unduplicated students meet grade level expectations in math according to CCSS aligned assessments.	Due to the LEA's recent ELA adoption, the District does not administer their previous District writing assessment. 41% of unduplicated students grades 3-8 meet or exceeded grade level expectations in reading according to iReady. 29% of unduplicated students grades 3-8 meet or exceed grade level expectations in math according to iReady.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All of the Mt Baldy teachers are appropriately assigned and credentialed.	No cost None None	No cost
All teachers grades TK-8 will use Thinking Maps across the curriculum.	\$1,940.00 LCFF & Title VI Instructional Materials & Supplies - 4310	\$2,254.98
Continue to provide differentiated instruction to meet the needs of all students and increase student achievement across the curriculum.	\$6,301 LCFF Instructional Materials & Supplies-4210 Professional/Consu Svcs & Operating Expenses-5810 Teacher Salaries- Substitutes 1140	\$1,390.84
The District will support and guide teachers in preparing students to participate in enrichment activities in the areas of technology, environment, art, history, vocational skills and social emotional learning.	\$4,770.00 Title VI Professional/Consu Svcs & Operating Expenditures- 5880	\$930.00
The District will implement adopted CCSS aligned textbook and materials.	No Cost None None	\$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide ongoing professional development for one or more of the following: ELA/ELD Math NGSS (Science) HSS (History Social Science)	\$11,635 LCFF Professional/Consu Svcs & Operating Expenditures- 5810 Teacher Salaries- Substitutes-1140 Contracted Services-5810	\$8,462.50
The District will use data management systems to continue to monitor student progress and address the needs of students.	\$4,572.00 LCFF Professional/Consu Svcs & Operating Expenditures- 5841	\$852.00
Provide additional support to English Learner students through the availability of an English Language Coordinator.	\$690.00 LCFF Teachers Salaries- Substitutes 2210	\$575.00

Goal Analysis

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

Some actions/services mentioned in Goal 1 were not feasible in 2019-2020 as a result of school closure due to COVID. Some enrichment activities mentioned in Action 4 were not feasible due to school closure. A planned pilot that was to occur in the Spring of 2020 impacted budgeted funds for action 7 as well as the planned professional development for Action 6 due to school closures. Action 3 was also impacted by school closures, however, support was also provided by the county, therefore, impacting the budgeted funds for that action. Funds budgeted for actions/services that were not implemented were used to address student learning during school closures. This included the purchase of educational technology platforms, implementing professional development as related to educational technology platforms, and technology support.

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

Successes include: 100% of the LEA's teachers are appropriately assigned and credentialed and 100% are using Thinking Maps to support student creative and critical thinking. Teachers were trained in and implemented various technology platforms to support learning and instruction during distance learning including Google classroom, Screencastify, SeeSaw, Flipgrid, and Nearpod. In order to more accurately report students' abilities, the LEA shifted its grading and reporting system to a standards based report

card. iReady, an online Common Core State Standard assessment tool, was purchased and implemented to measure student achievement and provide students with a personalized learning plan as well as provide teachers with data to help make sound instructional decisions. Teachers were trained in Universal Design for Learning (UDL), a framework to improve and optimize teaching and learning.

Challenges include supporting students and their families in distance learning because of school closure due to COVID. The LEA isn't a technology focused school, therefore the learning curve for online instruction and engagement was steep for both teachers and students. The LEA quickly shifted its professional development focus to help support teachers, students and their families in trying times. Attendance rates fluctuated as COVID hit various members of the learning community. Unequal access to devices and reliable internet quickly revealed equity concerns the LEA quickly tried to mitigate. Usual enrichments to the educational program to provide concrete learning experiences, such as field trips, historical simulations and guest artists, were not able to be held in person.

Goal 2

Through the implementation of state standards all students will increase their proficiency in writing.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

4

8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Due to the LEA's recent ELA adoption, the district will not administer their District writing assessment.	The LEA did not administer its District writing assessment and is looking into alternative solutions for assessment.
2. 100% of teachers will be trained in CCSS ELA/ELD	Teachers were not trained in ELA/ELD content standards, however 100% of teacher were trained in Universal Design for Learning (UDL), a framework to improve and optimize teaching and learning, to help support ELA/ELD lessons.
3. 45 % of students will perform near standard and 45% will perform above standard on writing on CASSPP assessment	43% of students performed near standard and 38% performed above standard on writing on 2019 CASSPP assessment for grades 3-8

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers will teach students to construct Thinking Maps to successfully think, organize and write in response to a prompt.	\$7,170 LCFF Professional/Consu Svcs & Operating Expenditures- 5810 Teacher Salaries- Substitutes 1140	\$230
Professional development will be provided for all K-8 teachers in writing across the curriculum.	No Cost	\$0

Goal Analysis

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

COVID-19 closures prevented the LEA from receiving professional development for Thinking Maps through SBCSS. The funds budgeted for this Action/Service was used to program and set up new Chromebooks, hotspots and Chromebook licenses to support students in distance learning. After conducting family surveys, the LEA learned 2% of families do not have access to a computer, 47% have to share computers to complete schoolwork, and 13% of families do not have cell phone service at their home.

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

Success include 100% of teachers using Thinking Maps to help students think critically and creatively. Professional development was also provided for teachers to design lessons using Thinking Maps tied to the five CASEL (The Collaborative for Academic, Social, and Emotional Learning) competencies to support social emotional learning. Thinking maps were used K-8 and across content areas.

Challenges the LEA encountered were using the online platform for Thinking Maps. It was an adjustment for teachers and students as they were accustomed to using Thinking Maps in the classroom.

Goal 3

Increase student and staff engagement by providing a safe school environment which fosters increased communication between home and school, encourages parent and community involvement and focuses on improving the school climate for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

5

6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Parent survey conducted Spring and Fall	Parent surveys were conducted in Spring of 2020 and Winter of 2021 to gather feedback on distance learning and school reopening. A parent survey was conducted in Spring of 2021 to gather feedback on school climate/engagement, current program and policies as well as feedback on a vision for the LEA's educational program moving forward.
Parent notification board was installed. All calls are made to invite parents to events in the school. 100% of teachers send home weekly letters with classroom updates and upcoming events. 100% of parents have weekly parent volunteers. 100% of teachers provide a variety of options for parent engagement in their children's education.	The parent notification board continued to be used when appropriate for students and families to be on campus. 100% of teachers sent home weekly letters with program information as well as support for families. Due to school closure, parent volunteers were not permitted on campus, however teachers did hold virtual office hours to answer questions or discuss concerns regarding their child. Administration also sent out memos at least once a month providing families with information on the LEA's status of reopening, program highlights, packet pickup information and mental health resources.
Attendance rate will increase by 1%	Attendance data from 17-18 was not available, however, the 18-19 P1 attendance rate was 89.38%
Chronic absenteeism rate will decrease by a minimum of 1%	Chronic absenteeism rate maintained around 13%
Middle school dropout rate will be maintained at 0%	Middle school dropout rate is 0%.
Suspension rate will be maintained at or below 2%	Suspension rate maintained at 0%

Expected	Actual
<p>Expulsion rate will be maintained at 0%</p> <p>Student surveys conducted each trimester 100% of students participated in survey</p>	<p>Expulsion rate was maintained at 0%</p> <p>A student distant learning survey was conducted in the Spring of 2020. Student SEL surveys and student climate/engagement surveys were conducted in the 2020-2021 school year.</p>

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parents will continue to be provided with a school climate survey every fall and spring.	No Cost None None	No Cost
Students will continue to complete a school climate survey three times a year, one per trimester.	No Cost None None	No Cost
Teachers will complete a school climate survey at least once a year.	No cost None None	No cost
The District will use multiple aspects of social media, student information systems and software to update and inform stakeholders on school events and student learning.	\$5,076.00 LCFF Contracted Services-5840	\$6,167.00
Teacher will implement a cohesive practice and/or universal language to increase students' social emotional learning.	\$2,500 LCFF Professional/Consu Svcs & Operating Expenditures 5810	\$0
The District will foster student, parent and community involvement as well as cultivate a positive school culture through the use of programs such as student council, peer mediations, whole school activities, parent nights and other various programs.	\$1,320 LCFF Instructional Materials/Supplies- 4330	\$166.93

Goal Analysis

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

Action/service 5 was supported with San Bernardino County Superintendent of Schools (SBCSS) Support Our School funds from thus impacting the budgeted funds. The funds budgeted for Action/Service 6 were significantly impacted by the COVID-19 pandemic because parent and community involvement came to a

halt with school closure. Funds that were not implemented were allocated to support students in distance learning such as the purchase of educational technology platforms to foster school-home communication.

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

In August 2019, SBCSS supported an all day training including trauma informed practices, positive behavior supports, and social emotional learning. As the school year progressed and the COVID-19 pandemic began shutting down schools, this goal became extremely important. Mt Baldy Memos started to go home more frequently as communication between school and home increased. Surveys beyond the typical climate surveys were included in the Memos as stakeholder input became crucial to student success. Staff knowledge of social emotional learning came to the forefront of the teaching profession as the pandemic continued and distance learning began. However, because of the in-person restrictions, planned student, parent, and community involvement was not feasible. This challenge impacted engagement and school climate.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The District will continue to implement adopted CCSS aligned textbooks and materials for all students.	\$0.00	\$0.00	N
The District will provide teacher time to prep paper materials from adopted CCSS aligned curriculum for all students principally directed and effective in increasing performance of EL, low income and foster youth.	\$2,328	\$1,960	Y
The District will provide individual instructional materials and school supplies for in-person and distance learning principally directed and effective in increasing performance of EL, low income and foster youth	\$335	\$10,875.22	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The District will implement COVID-19 safety precautions.	\$9,729	\$21,217.35	N

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

Substantive differences between the budgeted expenditures for in-person instruction and what was implemented occurred in two main areas. First, there is a difference in funds for instructional materials and school supplies due to providing students and families with instructional materials for remote learning per AB98. Second, there was a difference in funds spent for COVID-19 safety precautions due to the increase in allocating funds for the purpose of safely reopening schools. Funds were used for items such as but not limited to sinks, air purifiers, plexiglass, PPE and proctors.

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 in implementing in-person instruction in the 2020-21 school year included students having a sense of connectedness to school despite such a challenging school year. In a student climate survey, 96% of students grades 3-8 report having a sense of belonging to Mt Baldy School. 100% of students grades 3-8 think their teacher(s) respect them and 92.2% of students say their peers respect them. 100% of students surveyed in grades 3-8 say they have an adult on campus that they trust. Furthermore, in a school climate survey 100% of parents surveyed stated Mt Baldy School creates a welcoming environment for all families in the community. 100% of parents surveyed stated Mt Baldy School builds trusting and respectful relationships with families. The LEA was able to bring back all students that chose to return to school safely, not having to implement a delayed start for certain grade levels by orchestrating structured instructional breaks and having teachers, not students, move classrooms for content areas when needed. The LEA was able to provide remote instruction for students whose families did not choose to return to school for the remainder of the school year. In addition, the LEA was able to provide in-person instruction 5 days a week meeting the SB 98 minimum instructional minute requirement which provided students and their families with consistency in their instructional schedule. Finally, the LEA was able to provide transportation within the San Bernardino County California Department of Public Health (CDPH) guidelines.

Challenges in implementing in-person instruction in the 2020-21 school year include scheduling in order to bring all students K-8 back to campus safely while adhering to CDPH guidelines. Ensuring students in distance learning received an equivalent quality education as the in-person students was another challenge. In addition, an increase in paraprofessionals was needed to help support student learning in classrooms. The LEA and its teachers utilized the first two weeks upon returning to school as a way to reestablish relationships as well as routines and procedures. Finally, the inability of the LEA to resume its usual in-person community and parent volunteer participation impacted the instructional program and PTA events.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All teacher grades K-8 will use Thinking Maps across the curriculum principally directed at and effective in increasing performance of EL, low-income and foster youth students.	\$1,280.00	\$1,280.00	Y
As an alternative to the hybrid/distance learning MBS program, the LEA will offer students a quality online CCSS aligned home-based education provided by K12.com for the 2020-21 school year.	\$15,914	\$10,228.00	N
The District will support and guide teachers in preparing students' 21st Century Skills, principally directed at and effective in increasing performance of EL, Low-Income and Foster Youth students	\$1,090	\$1,039.44	Y
The District will ensure student access to devices and connectivity for Distance Learning principally directed and effective in increasing performance of EL, low income and foster youth.	\$3,700	\$898.00	Y

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

Substantive differences between planned expenditures for K12.com and expended funds was due to the change of program enrollment. Enrollment declined in the home based instructional program, K12.com, due to the fact some students returned to the Mt Baldy School program when school reopened in April.

In addition, the difference in planned expenditures for access to devices and connectivity for Distance Learning was more than implemented funds partly because some devices were provided by SBCSS. Additionally, 13% of families did have the cell phone service at their home needed in order for hotspots to work.

Analysis of the Distance Learning Program

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

Continuity of Instruction-The LEA was able to provide synchronous and asynchronous instruction during distance learning to meet the instructional minutes of AB98. Using Google classroom and meets, the LEA was able to provide online instruction while offering a paper based option to families to meet individual learning needs. 13.2% of families reported they do not have cell phone service at home, therefore, hotspots were not supported. With this in mind, scheduling teachers' synchronous instruction as to not have multiple children in the same home online at the same time became a challenge. In addition, synchronous minutes were significantly less than in person instructional minutes thus impacting the pace of the instructional program. However, 82% of students reported it was easy or extremely easy to use the distance learning tools provided by the LEA.

Access to Devices- Going into the 2020-21 school year, 51.1% of children needed to share a computer to complete school work. The LEA provided Chromebooks to families who needed additional devices based upon need as determined through survey data. Hotspots were also provided to families who were having connectivity issues and could support a hotspot. Given the LEA is in a mountain community, connectivity posed issues for students and staff of the district beyond their control.

Pupil Participation and Progress-Through daily attendance sheets, the LEA was able to track student attendance and created a multi-tiered check in system for unaccounted students using office staff, paraprofessionals and administration. Students were engaged in synchronous and asynchronous instruction using platforms such as Flipgrid, Bitmoji, Jamboard and online choice boards. Pupil progress was monitored using feedback loops in Google Classroom as well as diagnostic tools such as iReady and Lexia. 67.8% of families reported they felt their children were receiving an appropriate amount of grade level instruction to support learning in distance learning. Challenges include inconsistency in student attendance for Google meet sessions as well as the challenge of organizing and executing small group instruction online. Qualitative student survey responses indicated multiple students wanting opportunities to work with their peers. Packets of instructional materials were distributed on a regular schedule to assure access to instruction for families with connectivity issues.

Distance Learning Professional Development- The LEA shifted its early release day allocated for professional development from Thursdays to Wednesdays. In the Spring of 2020, after school closures, 100% of teachers found the LEA's professional development around distance learning valuable. Starting in the fall of 2020, teachers met online during allocated professional development time and were provided opportunities to provide feedback as well as identify needs. Portions of the planned professional development outcomes were met including iReady training. "Coffeehouse" sessions were established as a way to help teachers feel connected and supported where teachers shared best instructional practices and sought advice in current classroom challenges. At the end of the 2019-2020 school year, 64% of students reported schoolwork was not challenging for them, therefore, this too became a priority for professional development. One challenge in distance learning professional development included reorganizing professional development outcomes to meet teachers' need of online platform support. Survey data showed 66.7% of teachers felt confident using the technology tools the school had to support distance learning. Other challenges included instruction on how to meet AB98 requirements and student online engagement. The reorganization of professional development outcomes due to constant changes in requirements resulted in a professional development model that left some teachers feeling disjointed.

Staff Roles and Responsibilities- Staff was given the option to work remotely or at the school site. Staff roles remained the same as teachers continued their teaching duties and paraprofessionals continued to

support students in classrooms, both in remote learning and in-person. However, paraprofessional hours were increased as part of the Student Re-engagement plan. PE activities were still provided. Challenges included staffing with substitute teachers when classroom teachers became sick. The LEAs sub pool consisted of 4 substitute teachers.

Support for Pupils with Unique Needs-The LEA continued to support students with an individualized educational plan (IEP) in remote and in person learning environments. Students who received support services such as speech and occupational therapy continued to receive those services through SBCSS using Zoom. Any necessary IEP meetings were held via Google meets. English learner students continued to receive support through classroom scaffolds and the English language coordinator. Specific actions, such as the use of iReady, Thinking Maps, integrated SEL and access to devices can be found in the Learning Continuity Plan which are principally directed and effective in increasing student achievement for foster youth, EL and low income students. Providing push-in IEP support in remote, synchronous instruction was difficult as to not embarrass or call out a student publicly. However, students with IEPs scored between grade level and one grade level below on the Spring iReady assessment. No student with an IEP scored significantly below grade level.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teachers will use i-READY diagnostic assessments to identify areas of academic need and use the individualized learning lessons provided in i-READY to differentiate instruction to meet the needs of all students, principally directed at and effective in increasing performance of EL, Low-Income and Foster Youth students, to remediate pupil learning loss across the curriculum.	\$12,980	\$6,700.00	Y
Grades 3-4, and students identified with a reading need, will use Lexia to remediate foundational reading skills, principally directed at and effective in increasing performance of EL, Low-Income and Foster Youth students, to remediate pupil learning loss increase across the curriculum.	\$400	\$400	Y

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

The difference between the budgeted expenditures and what was implemented for iReady is largely due to the fact the professional development outcomes changed with the LEA remaining in remote learning for the majority of the 2020-21 school year. In addition, a portion of planned iReady professional development

support was provided by SBCSS.

Analysis of Pupil Learning Loss

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

The LEA was able to address pupil learning loss by feedback loops established in Google classroom. Teachers also held regularly scheduled office hours to offer guidance, support and clarification to any students needing extra support. IReady was used to assess student learning and provide diagnostic data to inform instruction as well as individualized student lessons to give targeted support. From the fall of 2020 to the Spring of 2021, iReady diagnostic data showed a 14% increase in students achieving at grade level in math. There was also a 4% decrease in the number of students working at 2 or more grade levels below in math. In reading, there was a 15% increase in students achieving at grade level standards and a 8% decrease in students working 2 or more grade levels below. Paraprofessionals were utilized to provide individual and small group support when needed. The LEA shifted its grading and reporting practices from a letter grade to a standards-based grading system to more accurately report on student progress.

Challenges included recognizing what students DID learn as a result of the COVID-19 pandemic, such as flexibility and resiliency, even though state standards may not recognize their learning. Even with a reopening plan, it was challenging for the LEA to get 100% of its students to engage 100% of the time due to the stress and trauma the COVID-19 pandemic created for families. Assessing student learning in remote instruction was difficult because of connectivity issues and/or overall student motivation and morale. Additionally, assessment results may indicate factors outside of academics due to the various learning environments in homes.

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.

Successes in monitoring and supporting mental health and student wellness in the 2020-21 school year included the establishment of “Wellness Wednesdays” as a way for students to participate in a whole school community activity as well as individual classroom activities. It was a time dedicated to student wellness and inclusivity through the use of activities such as mindfulness, movement, gratitude exercises, class meetings and community building activities. Teachers used Responsive Classroom’s Morning and Advisory Meeting as a way to build a sense of belonging, empathy and inclusiveness each day in the classroom in both online and in-person learning. Teachers created lessons using Thinking Maps to help students understand and develop the 5 CASEL competencies. Common Sense Media was used to model and guide students in appropriate online behavior as well as develop their social emotional learning. Inner Explorer was used as a resource for teachers to support students in mindfulness practices proven to help decrease anxiety and stress. Finally, Care Solace, a mental health concierge service, was provided for students and their families along with access to South Coast Community Services. Teachers used surveys, check-ins and office hours as a way to monitor students’ mental health and emotional well-being. The LEA supported its teachers by providing “coffeehouse” sessions as a platform to share successful instructional

practices in distance learning and a time to identify need or ask for support. In the Fall of 2020, 81.5% of students indicated a growth mindset, however, in the Spring of 2021, 90.9% of students indicated a growth mindset reporting they believe it is possible to change their behavior. In the Spring 2021 survey, there was a 1.6% increase in the number of students reporting they get their work done right away instead of waiting until the last minute.

Challenges included an ever-changing landscape due to the COVID-19 pandemic. Constant CDE and CDPH guideline changes for the LEA coupled with families dealing with working from home, unemployment, sickness and loss of family members as well as students taking on additional responsibilities in the home took an emotional toll on all stakeholders. The LEA quickly pivoted its instructional model to an online platform and new ways of reporting such as time value assignments (TVA) took additional time from lesson planning leaving teachers feeling overwhelmed.

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.

Successes in implementing pupil and family engagement in the 2020-21 school year included the LEA executing whole school community drive by events adhering to COVID-19 protocols as a way to increase student and family engagement and school connectedness. Teachers held office hours as a way for students and/or their families to seek assistance, feedback or clarification from their teacher. The LEA established tiered systems, which constituted the district re-engagement plan, whereupon submitting daily attendance records in distance learning, proctors and/or administration would contact families of absent students. In addition, the district offered resources such as academic support hours, connections to counseling support, and Care Solace and South Coast Community Services. The LEA sent biweekly memos containing school updates, survey links or access to mental health information. The LEA provided access to its school board meetings via Zoom and its parent advisory committee (PAC) via Google Meet.

Challenges in implementing pupil and family engagement included the overall stress and trauma the COVID-19 pandemic created for students and their families. Even with a re-engagement plan, the LEA found it difficult to have 100% of their students in attendance 100% of the time. Not all students and families utilized the scheduled teacher office hours. The LEA was not able to hold usual school-wide family and community events due to the COVID-19 pandemic nor its usual strong parent volunteerism in the classroom. Spring 2021 Parent/Guardian Survey data indicate 88.9% of parents agreed that MBS provides opportunities for family involvement, as well as qualitative parent comments revealed acknowledgment of the role COVID played in reduced opportunities for family involvement typical of the LEA during non-COVID instruction

Analysis of School Nutrition

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

For the 2020-21 school year all families were provided with information on how to obtain meals free of charge, as a result of Covid-19 legislation, through the LEA's contracted meal vendor, Claremont Unified School District.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributed
Mental Health and Social Emotional Well Being	The LEA will support students in social emotional learning through the use of cohesive practices, such as Morning Meeting protocol, and/or universal language, including CommonSense, to increase student wellness, principally directed at and effective in increasing performance of EL, Low-Income and Foster Youth students.	\$129	\$1,358	Y
Mental Health and Social Emotional Well Being	The LEA will support students' mental health through partnering with Care Solace to increase student wellness, principally directed at and effective in increasing performance of EL, Low-Income and Foster Youth students.	\$300	\$300	Y
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students	To address the learning needs of EL students, the District will provide additional support to teachers and students through the availability of an English Language Coordinator, principally directed and effective in increasing performance of EL students.	\$1,075	\$960	Y
Pupil and Family Engagement and Outreach	The District will use multiple aspects of social media, information software and systems to update and inform stakeholders, principally directed at and effective in increasing performance of EL, Low-income and Foster Youth students to foster communication in support of reducing pupil learning loss.	\$6,058	\$6,197.29	Y

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

A substantive difference between planned actions and budgeted expenditures occurred in supporting students in social emotional learning. The additional funds used for students' mental health and emotional well being included the purchase of InnerExplorer, a program that contains a series of daily mindfulness practices, which teachers used as a resource to support students in their mindfulness practice to ultimately reduce stress and anxiety and help students self regulate their emotions. The program was also offered to families to use at home with their child.

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.

Lessons learned from the 2020-21 school year have informed the development of the 2021-24 LCAP goals and actions in a few ways. First, the 2020-21 school year stressed the importance of student engagement. Student survey data showed students demonstrated connectedness to their school, teachers and peers despite the unique school year. Therefore the LEA continued to prioritize students' social-emotional needs specifically through Goal 2 Action 3. Second, the LEA recognizes students will return to school with a variety of previous learning experiences and strives to honor the learning that did occur during the COVID-19 pandemic while some students may need additional support in meeting grade level standards. The LEA's mission to address learning gaps while providing student centered, equal educational opportunities to all students can be seen in Goal 2 Action 1 and Action 5. Finally, due to teacher feedback from survey data, the LEA has revised its professional development plan to support lesson design and aid teachers in deciphering student diagnostic data to inform instruction as well as additional collaboration time to look at student data and share best instructional practices. The LEA's professional development focus can be found in Goal 2 Action 4.

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

Pupil learning loss will continue to be assessed and addressed in the 2021-24 LCAP specifically in Goal 2, Action 3. By addressing students' social emotional needs first through integrated SEL practices across content areas, students will be willing and able to learn. Integrated SEL practices and protocols help heal the effects of adverse childhood experiences, principally directed at pupils with unique needs. Student SEL needs will continue to be assessed through SEL surveys and climate surveys.

In addition, pupil learning loss will continue to be assessed and addressed in the 2021-24 LCAP specifically in Goal 2 Action 1 and 2. Teachers will use iReady to assess student learning using the diagnostic tool as well as the individualized lessons to support students in reaching their personalized goal for reading and math and ultimately reaching grade level standards. In addition, work around priority standards to teach grade level standards will support excellent first instruction to increase academic achievement. Teachers will use Thinking Maps as scaffolds to provide students equal opportunities to reach grade level standards across content areas. The use of iReady, priority standards, and Thinking Maps are principally directed at pupils with unique needs.

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 not any substantive differences between the actions identified as contributing towards meeting the needs of high needs students and the actions implemented. The LEA's Learning Continuity Plan contains 14 actions and 11 of those actions were identified as contributing. All 11 contributing actions were implemented during the 2020-21 school year. One noticeable difference would be the amount of fund initially budgeted compared to funds actually expended, however the actions themselves were still performed.

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

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

The LEA did not administer the CAASPP in the 2019-2020 school year. The LEA used local metric data from the 2020-2021 school year to inform the 21-24 LCAP. iReady data shows 42% of students grades 3-8 met or exceed grade level standards for math and 55% of students grades 3-8 met or exceed grade level standards for reading. Student SEL survey data from April 2021 shows 30% students grades 3-8 express difficulty in being able to clearly describe their feelings. These student outcomes informed the development of the 2021-24 LCAP, specifically Goal 2 actions, in a few ways. First, teachers will continue to implement iReady as a way to obtain diagnostic data to inform instruction as well as use personalized lessons within iReady to help students reach grade level standards. Second, teachers will continue to use Thinking Maps as scaffolds as a way to help students have equal access to grade level content. Third, student wellness remains a focus as evidenced by Goal 2 Action 3 through the use of integrated SEL lessons and protocols in addition to practices such as mindfulness and mental health resources such as Care Solace. Finally, these student outcomes, as well as experiencing school closure for over a year, informed the modification of a previous goal to revised language for 2021-24 LCAP Goal 2 to include "whole child, student centered learning" to provide equitable access to not only reach grade level standards but "grow and develop" to their fullest potential.

Instructions: Introduction

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

LCAP template and expenditure tables adopted by the State Board of Education.

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered

reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to

California Code of Regulations, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mt. Baldy Joint Elementary	Nancy Sirski Superintendent/Principal	Nancy_sirski@mtbaldy.k12.ca.us 909-985-0991

Plan Summary 2021-24

General Information

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

Mt Baldy Joint Elementary School District, the Local Educational Agency (LEA), is a single school district located in the village of Mt Baldy at 4,000 feet in the San Gabriel Mountain range approximately 50 miles northeast of Los Angeles. The LEA is a multiage school with 7 full time teachers that serves approximately 100 students from transitional kindergarten to 8th grade. 77 percent of our student body attends school with inter-district permits. Approximately 21 percent of our student population is unduplicated which includes low income, foster youth and English learners. The LEA uses local metrics and the CAASPP scores as multiple measures to assess the percentage of students who meet grade level standards. The school has a strong parent/community involvement with at least one PTA sponsored event a month. Students are offered a dynamic program that meets Common Core State Standards through free choice, center activities, novel units, labs, classroom simulations, independent and group projects and cross age tutoring as well as multiple field trips, hikes and time spent in the garden or at the creek. Mt Baldy School recognizes students must have a sense of belonging and emotional groundedness in order to be ready and able to learn. Our program is committed to developing the social emotional needs of students by implementing strategies across content areas to help students feel seen, heard and valued and to help them self regulate their emotions and resolve their own conflicts. The focus of the LEA is to cultivate self reliant children who will grow to productive members of a larger community.

Reflections: Successes

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

Local indicators show 55% of students in grades 3-8 met or exceeded standards for reading and 41% of unduplicated students in grades 3-8 met or exceed standards for reading. Survey data from stakeholders shows the LEA creates a positive school climate. 100% of parents stated "Mt Baldy School builds trusting and respectful relationships with families" while 96% of students grades 3-8 report "having a sense of belonging to Mt Baldy School." In order to sustain strong school culture during the Pandemic teachers incorporated social emotional learning through the use of Morning Meetings, mindfulness, explicit SEL lessons, engagement activities, check in's and whole school community building opportunities. The LEA also partnered with Care Solace, a mental health concierge service, to help connect families to mental health services.

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.

Local indicators show 42% of students in grades 3-8 met or exceeded standards for math and 29% of unduplicated students in grades 3-8 met or exceeded standards for math. The LEA has secured the services of the TNTP Project to accelerate learning. IReady will also be utilized and data monitored for student progress. Survey data from stakeholders show an interest in more outdoor learning

opportunities. 70.4% of parents stated they would like to see more outdoor learning opportunities and 42.9% of teachers expressed interest in learning how to utilize outdoor spaces in their program. 77.8% of parents stated they would like to see more classroom simulations and 71.4% of teachers said they would like to incorporate simulations in their program. The LEA will provide teachers with direct support through community consultants in learning effective strategies for outdoor education and classroom simulations. Stakeholders also showed concern for students' social emotional development with 61% of parents being concerned and 100% of teachers showing concern. The LEA is purchasing comprehensive SEL curriculum and will provide support to staff on its use.

LCAP Highlights

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

Key features of the LCAP include reorganizing the LEA's three goals into broad and maintenance goals as well as adapting goal language and specific actions to meet current student need, stakeholder input and reflect alignment with LEA mission and school board vision. The LEA recognizes the challenging, and for some, traumatic, year students and their families have lived through. School closure due to COVID highlighted inequities students face and challenged the art and science of teaching. The LCAP is structured to meet students where they are, both academically and emotionally, and stresses the importance of social emotional learning as the foundation for all learning.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

Stakeholders were engaged in this year's LCAP process in many ways. First, in the months of January and February, district leadership met with San Bernardino County Schools and attended County Office of Education and California Department of Education webinars to obtain current information regarding changes to this year's LCAP, understand expectations, and plan for deadlines. Second, in February, April and May, the LEA engaged stakeholders including the principal, school personnel, teachers, students, parents, and PAC members through biweekly District memos as well as surveys sent via email or Google classroom as input was needed for decision making. Third, in May the district met with teachers to review staff, parent and student data as well as revised proposed LCAP goals and actions. Fourth, on May 25, 2021, the LEA engaged its parent advisory committee (PAC), which consists of EL parents, low income families, resource specialists, and families, Mt Baldy Teacher's Union, community members, and the SELPA by sharing stakeholder survey information, gained feedback on proposed goals and actions and accepted any written questions to be responded to by the superintendent. Fifth, the LEA notified members of the public of the opportunity to submit comments. Finally, the district presented the LCAP at a public hearing on June 15, 2021. Adoption of the LCAP is scheduled for June 22, 2021.

A summary of the feedback provided by specific stakeholder groups.

Through engaging stakeholders in various ways and times throughout the school year, the LEA obtained valuable feedback. Specific stakeholder groups and their feedback are highlighted below:

Students: The student SEL survey showed an increase from 81.5% in the Fall to 90.9% of students in the spring in grades 3-8 stating it is possible to change their behavior. 100% of students stated they were "often" or "extremely often" polite to other students in the past month. In April, 84.1% of students stated they were able to disagree with others without starting an argument compared to 64.8% of students in September. In April, 30% of 3-8 students said they struggle to clearly describe their feelings, which is an area teachers identified as a next step in their SEL work with students. The student climate survey showed 96% of students grades 3-8 report having a sense of belonging to Mt Baldy School. 100% of students think their teacher(s) respect them. 92.2% of students say their peers respect them.

100% of students surveyed say they have an adult on campus that they trust.

Parents: In a school reopening survey from February, parents stated they are eager for their child to be in school and 86% supported program changes (cohorts, early release, transportation) in order to do that. 63% of parents were concerned with the social emotional development of their child and 53% were concerned with academics. A small percentage of families would choose to have their child stay home and not return to school. In a school climate survey from April, 100% of parents surveyed stated Mt Baldy School creates a welcoming environment for all families in the community. 100% of parents surveyed stated Mt Baldy School builds trusting and respectful relationships with families. 66.7% of parents surveyed stated they send their child to Mt Baldy school because of the small school size. 77.8% of parents would like to see more hands-on learning and simulations while 70.4% of parents surveyed would like to see more outdoor learning experiences.

Teachers: In a reopening survey, 100% of teachers said they are concerned about their students' social emotional well being. In a school climate survey in May, 71.5% of teachers stated the staff at Mt Baldy School builds trusting and respectful relationships with families. 71.5% of teachers stated Mt Baldy School creates a welcoming environment for all families in the community. 71.4% of teachers would like to include more hands-on learning and classroom simulations and in addition to cross-grade activities. 42.9% of teachers would like more outdoor learning experiences for their students. In an LCAP meeting on May 5, teachers identified most LCAP actions as being met or in progress. Met actions were folded into maintenance goals. "In progress" or "not met" actions were further evaluated. Professional development was added to future actions in the areas of HSS and Science and logistics of student surveys were changed to give teachers access to student results in real time. In an LCAP meeting on May 19, the 8 state priorities were explained. The LEA's 3 LCAP goals were shared including 2 maintenance goals and 1 broad goal. For goal 2, the LEA's broad goal, teachers commented on each action by identifying what support they would need to start implementing that action. Needs such as paraprofessional support, collaboration time, support with analyzing student data, modeling and expectations in the areas of Thinking Maps and outdoor learning as well as formal SEL curriculum was identified.

Parent Advisory Committee (PAC): Feedback from PAC members included appreciation for LCAP goal alignment with the school mission and board vision. The PAC also wondered how actions in broad goal 2 will be prioritized and communicated to stakeholders. Readers of the LCAP will notice actions have been rearranged to communicate prioritization to support maintenance goals or the broad instructional goal.

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

Certain aspects of the LCAP were influenced by specific stakeholder input, specifically Goal 2. First, through information from SBCSS and the CDE, the LEA identified two of its goals as being maintenance goals and one as being a broad goal. Within the broad goal, Goal 2, language was changed to better reflect parent and teacher feedback as well as actions were modified to better reflect student, parent and teacher input. Second, Goal 2 language was modified to incorporate more than academics and include whole child development. In addition, Goal 2 Action 3 language was modified to reflect integrated social emotional learning across content areas as influenced by student, parent and teacher input. Third, Goal 2 Action 5 was modified to include outdoor and classroom simulation learning

opportunities as reflected in teacher and parent surveys as well as integrating content specialists in both lesson design and classroom activities. Finally, after reviewing teacher survey information and incorporating feedback from LCAP meetings, Goal 2 Action 4 was modified to reflect the need for collaboration time for both lesson design and reviewing student data.

Goals and Actions

Goals

Goal #	Description
Goal 1	Mt Baldy School will maintain progress made in the areas of teacher assignment, instructional materials, and course access over the upcoming three years. The LEA will monitor these areas and materials on an on-going basis to assure maintainance of the progress made.

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from stakeholders has not identified concerns or needs within Priority 1 or Priority 7. The metrics described below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis. Action 1, Teacher Assignment, is reviewed on an annual basis by the LEA administration to assure correct teacher assignment. For Action 2 the LEA has a multi-year schedule for piloting and adoption of CCSS aligned materials to assure materials are updated by subject area in a rotating fashion. For Action 3 the LEA assures a broad course of study through annual planning by staff and PAC review.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Percentage of teachers appropriately assigned, per review of students served and master schedule	2020-21 Baseline: 100% of teachers appropriately assigned	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain target of 100% teachers appropriately assigned

Percentage of students with access to state adopted materials including ELD	2020-21 Baseline: 100% of students have access to state adopted materials including ELD	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain target of 100% of students with access to state adopted materials including ELD
Percentage of students with access to a broad course of study, per review of course enrollment identified through administrative review of programs	2020-21 Baseline: 100% of students have access a broad course of study	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain target of 100% of students with access to a broad course of study
Percent of facilities in good repair	100% of facilities are in good repair	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain target of 100% of facilities in good repair

Actions

Action #	Title	Description	Total Funds	Contribution
Action #1	Teacher Assignment	The District will continue to review and place teachers that are appropriately assigned and credentialed for all students in order to assure high quality instruction for all students.	\$0.00	No
Action #2	Adopted Textbooks	The District will continue to implement adopted CCSS aligned textbooks and materials for all students in order to provide access to high quality instructional materials for all students.	\$8,673.00	No

Action # Title		Description	Total Funds	Contributin
Action #3	Enrollment	The District will continue to ensure student enrollment in a broad course of study for all students including programs and services developed and provided for unduplicated students and students with exceptional needs in order to provide opportunities for instructional growth and enrichment for all students.	\$0.00	No

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Mt Baldy School will focus on excellent first instruction to expand our integrated, whole child, student centered learning so all students have equitable opportunities to grow and develop.

An explanation of why the LEA has developed this goal.

When families were surveyed in the Spring of 2020, 62% reported they were concerned or extremely concerned about their child’s academics when they return to school. In the Spring of 2020, 100% of teachers were concerned or extremely concerned about learning loss. Current research from The New Teacher Project (TNP) is indicating that learning acceleration is an equitable approach that increases student achievement more than remediation. Learning acceleration focuses on grade level standards while meeting students where they are at. In conjunction with that, intentional integration also accelerates learning. According to research by the Science of Learning and Development Alliance (2021), the “brain learns best and expresses its fullest potential when affective, cognitive, social, physical, and emotional development are intentionally integrated within and across all learning environments.” Bringing all these elements together, Mt Baldy School is committed to providing equitable opportunities for students to grow and develop.

The LEA developed this goal in response to concerns expressed in survey data by parent/guardians and teachers as well as analysis of 2020-21 median growth iReady data, attendance data and SEL student survey results.

Providing training for instructors in the design of instruction focused upon assuring grade level instruction, and the use of Thinking Maps as cognitive scaffolds for students with unfinished learning will support increases in student performance in the areas of math and reading as measured by iReady and CAASPP assessment data. Integrated SEL practices will provide an increase in students' perceptions as feeling successful and safe at school as measured through SEL student surveys, as well as motivate students to attend school as much as possible as measured by chronic absentee data.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
School attendance rate	2019-20 Baseline: The increase in ADA from the 2018-19 school year to the 2019-20 school year was 13.33%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	13.33% increase in ADA from 2019-20 to 2023-24
Middle school dropout rate	2020-21 Baseline: 0% of middle school students have dropped out of the LEA program	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0% of middle school students have dropped out of the LEA program

Percentage of English Learners making progress toward English proficiency as measured by ELPAC	2018-19 Baseline: 100% of students are making progress toward English proficiency as measured by ELPAC	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain 100% of students are making progress toward English proficiency as measured by ELPAC
English Learner reclassification rate	2018-19 Baseline: 0% of students identified as English Learners were reclassified	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	33% of students identified as English Learners will be reclassified
Percentage of median student growth in reading on i-Ready diagnostics to measure priority 4 pupil achievement	2020-21 Baseline: Median typical student growth for grades 3-8 at MBS is 62% in reading.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Median student growth for reading will be 80%
Percentage of median student growth in math on i-Ready diagnostics to measure priority 4 pupil achievement	2020-21 Baseline: Median typical student growth for students in grades 3-8 at MBS is 22% in math.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Median student growth for math will be 50%.

% of students chronically absent	As reported on the 19-20 Dashboard, 13.7% of all students were chronically absent.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Chronic absentee rate will fall to 10% of all students who are chronically absent
Measure of SEL Competencies to measure priority 8 other pupil outcomes	No current baseline in this area	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	There will be an increase of positive student responses that measure the SEL competency of self-efficacy

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Targeted Instructional Planning	The district will ensure excellent first instruction by ensuring teachers have access to student-specific diagnostic data about prerequisite knowledge and skills related to priority, common core aligned, content to improve services for unduplicated students.	\$8,195.00	Yes
Action #2	Thinking Maps	All teachers, grades K-8, will use Thinking Maps across the curriculum as a scaffold to address the range of learners in the classroom in order for students to have access to grade level state standards specifically supporting unduplicated students to improve services.	\$4,190.00	Yes
Action #3	Integrated SEL Skills	The District will support teachers to integrate social emotional practices into their instructional day and across content areas through the use of cohesive practices and/or universal language to increase student wellness, principally directed at unduplicated students to improve and increase services.	\$11,220.00	Yes

Action # Title		Description	Total Funds	Contributin
Action #4	Professional Development	The District will continue to provide ongoing professional development for one or more of the following: lesson design, instructional practices, academic content, SEL, diagnostic data, and assessment for all teachers and select staff. Professional development will also include time for reviewing student data, sharing best practices, and planning instructional strategies to address student needs, principally directed toward improving services for unduplicated students.	\$4,500.00	Yes
Action #5	Program Enrichment	The District will support teachers in providing students opportunities to learn and grow through student centered activities such as classroom simulations, art and technology, content experts, outdoor learning and resources from the local community principally focused to improve services for unduplicated students to close the achievement gap.	\$1,770.00	Yes
Action #6	EL Coordinator	To ensure EL students are progressing toward ELA and math standards, the District will provide additional support to teachers and students through the availability of an English Language Coordinator to improve services for English Learners.	\$365.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	Mt Baldy School will maintain progress made in the areas of parent and family engagement and school climate during the upcoming three years. Maintenance of progress will be measured by the use of multiple surveys throughout the course of the school year. Results will be analyzed and identified areas of need will be addressed.

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from stakeholders has not identified concerns or needs within Priority 3 or Priority 6. The metrics described below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis. Priority 3 and priority 6 are measured annually through stakeholder surveys. Results are reviewed to ensure the actions are sustaining the progress made within priority 3 and priority 6.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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Stakeholder Climate Surveys	2020-21 Baseline: An average of 80% of parents, guardians, and teachers who agree or strongly agree that Mt Baldy School provides opportunities for family involvement.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain an average of 80% of parents, guardians, and teachers who agree or strongly agree that Mt Baldy School provides opportunities for family involvement.
Stakeholder Climate Surveys	2020-21 Baseline: An average of 86% of parents, guardians, and teachers who agree or strongly agree that Mt Baldy School builds trusting and respectful relationships with families.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain an average of 86% of parents, guardians, and teachers who agree or strongly agree that Mt Baldy School builds trusting and respectful relationships with families.
Stakeholder Climate Surveys	2020-21 Baseline: 98% of students report that overall, they feel like they belong at Mt Baldy School.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain 98% of students who report that overall, they feel like they belong at Mt Baldy School.

Suspension Rate	2020-21 Baseline: 0% of students were suspended	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain the 0% suspension rate
Expulsion Rate	2020-21 Baseline: 0% of students were expelled	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain the 0% expulsion rate
Stakeholder Climate Surveys	2020-21 Baseline: Continue to administer stakeholder surveys at least two times per year to seek input on LEA decisions	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain administration of stakeholder surveys at least two times per year to seek input on LEA decisions
School Memo	2020-21 Baseline: LEA issues school memos bi- weekly to relay information about trainings and opportunities for all students as well as directed toward serving the needs for unduplicated students and students with special needs	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	LEA will continue to issue school memos bi- weekly to relay information about trainings and opportunities for all students as well as directed toward serving the needs for unduplicated students and students with special needs

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Communication Tools	The District will use multiple aspects of social media, student information systems and software to update and inform stakeholders on school events and student learning.	\$9,647.00	No
Action #2	Stakeholder Involvement	The District will foster student, parent and community involvement as well as cultivate a positive school culture through the use of programs such as student council, whole school student activities, whole school family activities, opportunities for parent engagement, and other various programs to promote trusting relationships throughout the school and community.	\$1,647.00	No
Action #3	Transportation	The District will support student engagement by providing bus transportation to and from school for all students. This service is specifically geared toward the needs of unduplicated students, who otherwise may not be able to attend our program.	\$53,100.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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
5.94%	\$58,575.00

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.

The LEA has 34% of its total population identified as low income, foster youth or English learner. Each of the actions in Goal 2 are principally directed at increasing or improving services for unduplicated students.

For Goal 2 Action 1, unduplicated students were considered first in that, according to iReady, 53% of unduplicated students grades 3-8 are one grade level below grade level standards in math compared to 36% of the general 3-8 student population. In addition, 35% of unduplicated students grades 3-8 are one grade level below grade level standards in reading compared to 21% of the general 3-8 student population. Using iReady diagnostic data and personalized lessons along with differentiated instruction, teachers will assess prior knowledge and address learning gaps to provide equitable opportunities for all students to

meet grade level standards. IReady was determined to be the most effective use of funds by the LEA because it is an evidence-based program that accelerates growth for students who are English Learners (EL) and students with socioeconomic disadvantages. Research by Curriculum Associates, found that students who used i-Ready all saw greater growth than students from the same demographic groups who did not have access to the program.

Prior to this, the LEA was using local benchmark data to monitor student progress. However, that data did not provide diagnostic information in specific areas to focus upon for excellent first instruction. For example, the district used SRI data as a reading progress monitoring tool for unduplicated students but it only provided Lexile scores and not specific information in areas to support growth in unduplicated students. The LEA noticed a discrepancy between local metric scores and CAASPP scores. According to 2018 CAASPP data, 62% of students were meeting standards in ELA. However, according to local metric SRI scores, 69% of unduplicated students were meeting grade level expectations in reading thus indicating local metrics were insufficient in identifying specific areas of strengths and areas of concern for unduplicated students. In the area of math, the district did not have a consistent local measure. According to 2018 CAASPP data, 67% of students met grade level standards in math, however, 55% of unduplicated students met grade level expectations in math according to benchmark local metrics. Utilizing iReady as a local metric provides consistency and alignment with Common Core State Standards as well as identifying specific areas of need in both math and reading for unduplicated students.

The district investigated Common Core State Standard aligned diagnostic tools. However, "The Curriculum Associates Research team analyzed data from more than one million students who took the i-Ready Diagnostic during the 2017–2018 school year. In both Reading and Mathematics, students who used i-Ready Personalized Instruction demonstrated substantial learning gains compared to students who did not, and these gains were positive and statistically significant. This large-scale study provides additional support that i-Ready is a well-researched program that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA)... Students who are English Learners (EL)... and students with socioeconomic disadvantages (SED) using i-Ready Personalized Instruction all saw statistically significantly greater growth than students from the same subgroups who did not have access to the program during the 2017–2018 school year."

Utilizing iReady as a diagnostic tool, teachers will be provided with data to ensure all students receive targeted, excellent first instruction as measured by growth in iReady scores in the areas of math and ELA for unduplicated students.

For Goal 2 Action 2, unduplicated students were considered first using the unduplicated student local metric data used for Action 1. Using Thinking Maps teachers will create scaffolding to help high needs students access grade level standards across content areas. Based upon research in neuroscience, David Hyerle developed cognitive maps that align with eight cognitive processes. These Thinking Maps also support metacognition. "There is ample research to support the use of metacognitive strategies in the classroom. Explicit teaching of metacognitive strategies and self-regulation has demonstrated strong positive gains in learning, equivalent to seven extra months of growth over the school year. The biggest gains are seen for students coming from disadvantaged backgrounds. Teaching metacognition doesn't just level the playing field—it actually raises the playing field for all students. One very effective way to teach metacognitive strategies is to use visuals. Using visuals is associated with an effect size of 0.60 on John Hattie's "Barometer of Influence", where an effect of 0.40 equals one year's expected growth. Using metacognitive strategies has an effect size of 0.69. Visuals that are explicitly tied to cognitive processes—a visual "language for learning"—help students access metacognition and maximize these effects.

Metacognitive strategies help all students, but they are especially critical for students who are starting from behind. "Good" students typically are the students who are applying metacognition already, either because it comes naturally for them or because experiences in or outside of school have reinforced metacognitive skills. But most students need to have these strategies explicitly taught in school. This is especially true for students with learning differences and students coming from disadvantaged backgrounds." Based upon the evidence-based research cited above, the LEA determined Thinking Maps is the most effective use of funds to support our unduplicated students.

The 2017-2020 LCAP focused on the implementation of one layer of Thinking Maps. According to a survey in April of 2021, 71.4% of teachers reported they are effective in implementing Thinking Maps most of the time at a basic implementation level. Following that success, the LEA will expand the use of Thinking Maps across content areas and specifically as a learning scaffold for unduplicated students. The consistent use of Thinking Maps will contribute toward increased academic growth in unduplicated students.

For Goal 2 Action 3, unduplicated students were considered first in that, according to 2021 student survey data 20% of unduplicated students grades 3-8 stated they were not able to clearly describe their feelings. By integrating social emotional strategies, protocols, language and practices, teachers will be able to support student wellness in turn, supporting students' academic success.

The LEA will select an SEL curriculum and assessment that is aligned to the Collaborative for Academic, Social, Emotional, and Learning (CASEL) competencies. According to research found on the CASEL website, "SEL interventions that address CASEL's five core competencies increased students' academic performance by 11 percentile points, compared to students who did not participate in such SEL programs. Students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school." Expanding on the 2017-2020 LCAP SEL action, the LEA will implement a standardized measure and integrate SEL practices throughout the instructional day to support unduplicated students. "Within school contexts, SEL programming incorporates two coordinated sets of educational strategies to enhance school performance and youth development (Collaborative for Academic, Social, and Emotional Learning, 2005). The first involves instruction in processing, integrating, and selectively applying social and emotional skills in developmentally, contextually, and culturally appropriate ways (Crick & Dodge, 1994; Izard, 2002; Lemerise & Arsenio, 2000). Through systematic instruction, SEL skills may be taught, modeled, practiced, and applied to diverse situations so that students use them as part of their daily repertoire of behaviors (Ladd & Mize, 1983; Weissberg, Caplan, & Sivo, 1989)...Together these components promote personal and environmental resources so that students feel valued, experience greater intrinsic motivation to achieve, and develop a broadly applicable set of social-emotional competencies that mediate better academic performance, health-promoting behavior, and citizenship (Greenberg et al., 2003)." Over time, integrating SEL practices into the instructional day will increase student self rating in the SEL competencies and rates of chronic absenteeism will decrease. For these reasons, the LEA determined this to be the most effective use of funds to support student well-being and attendance for unduplicated students.

For Goal 2 Action 4, unduplicated students were considered first using the unduplicated student local metric data used for Action 1. Through professional development in content areas, lesson design, instructional practices and differentiated instruction teachers will be able to support high needs students in providing equal access to grade level standards across all content areas.

Professional development will focus on learning acceleration rather than remediation to optimize the use of available resources. The LEA researched a number of methods to support the learning needs of our

unduplicated students, such as remediation, tutoring, and the use of paraprofessionals and determined that the most effective use of funds to support the learning needs of our unduplicated students would be learning acceleration. "New data from Zearn, a nonprofit organization whose online math platform is used by one in four elementary students nationwide, provides one of the first direct comparisons of these two approaches—and compelling new evidence that school systems should make learning acceleration the foundation of their academic strategies next year and beyond. Findings include: Students who experienced learning acceleration struggled less and learned more than students who started at the same level but experience." This focus on excellent first instruction and providing equal access to grade level standards across all content areas, also known as learning acceleration, has shifted from the 2017-2020 LCAP to increase teacher capacity to expand integrated, whole child, student centered learning. The evidence-based practices for learning acceleration targeted toward the LEA's unduplicated student population was determined to be the most effective use of funds. This will be measured by increased growth of unduplicated students as shown by iReady data.

For Goal 2 Action 5, unduplicated students were considered first using the academic local metric data stated in Action 1 and the social emotional student survey data stated in Action 3. Through various student centered learning opportunities beyond core content areas, teachers will provide diverse learning experiences for high needs students to help close the achievement gap.

As David Sousa writes, "Studies consistently show the following in schools where arts are integrated into the core curriculum: Students have a greater emotional investment in their classes; students work more diligently and learn from each other; cooperative learning groups turn classrooms into learning communities; parents become more involved; teachers collaborate more; art and music teachers become the center of multi-class projects; learning in all subjects becomes attainable through the arts; curriculum becomes more authentic, hands-on and project-based; assessment is more thoughtful and varied; and teachers' expectations for their students rise." According to Sharon Danks from Green Schoolyards, "Living school grounds are richly layered outdoor environments that strengthen local ecological systems while providing place-based, hands-on learning resources for children and youth of all ages. They are child-centered places that foster empathy, exploration, adventure and a wide range of play and social opportunities, while enhancing health and well-being and engaging the community." Program enrichment has expanded from the 2017-2020 LCAP in response to stakeholder input to increase teacher capacity and provide student centered opportunities to educate the whole child. Incorporation of art and an increase of environmental/outdoor learning will increase student growth for unduplicated students as shown by iReady data and decrease the chronic absenteeism rate. The LEA decided this was the most effective use of funds as it leveraged local community resources as well as the existing infrastructure.

For Goal 3/Action 3 unduplicated students were considered first in that 48% of unduplicated students rode the bus in 2020-21. Two-thirds of the student population are transfers from other school districts. The LEA is a single school district located 4,000 feet in the San Gabriel Mountains. Providing transportation to and from school is essential for students to attend school in Mt Baldy. Transportation provides equitable access to academic and social emotional growth on a daily basis. This is the most effective use of funds in order to maintain student enrollment and daily attendance. In a survey from June 2020, 22.6% of families indicated they were not able to transport their children to and from school for the 2020-21 school year. When in-person instruction began in the Spring of 2020-21, 100% of students who needed bus transportation to attend Mt Baldy School were provided with transportation services.

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

For Goal 2 Action 6, the English language coordinator will provide teacher assistance through instructional support and English language learner resources. Additionally, the English language coordinator will support student learning through SDAIE strategies, intentional planning, and resources and strategies to allow scaffolding in order to support English learners in reaching grade level standards. As Thomas Maffi from TNTP describes, "For too long, the traditional approach to ELL instruction and curricula has been to prioritize English language development over exposure to rigorous content, with the rationale that English language learners must learn English first in order to access rigorous content later. But content matters, and English instruction should not be taught in isolation from it. Deliberately weaving rigorous and challenging content into daily instruction, while explicitly teaching the academic language necessary to access that content, is critical." In order to access grade level standards, English learners and their teachers need support in designing excellent first instruction to ensure equity in access to grade level standards. "To do this effectively, an ELL teacher is tasked with finding the sweet spot between rigor and accessibility. And while it's tough to find this balance, many educators are experimenting with new models and instructional strategies to meet the unique needs of English language learners." From the 2017-2020 LCAP, the LEA has improved the action by ensuring equity through TNTP intentional planning to include incorporation of research-based EL scaffold and supports. Through this approach, English learners will receive additional support to ensure equal access to integrated, grade level instruction.

The LEA-wide actions coupled with the EL Coordinator allow the district to meet or exceed its required percentage of 5.94% quantitatively. Based on local measures, 55% of students in grades 3-8 are meeting grade level standards in reading. However, 41% of students identified as foster youth, English learners, or low-income students are meeting grade level standards. In math, 42% of students in grades 3-8 are meeting grade level standards, 29% of students identified as foster youth, English learners, or low-income students are meeting grade level standards. In order to meet the needs of our unduplicated students and to grow services in quality, teachers will use iReady diagnostic data to provide equitable opportunities and personalized lessons to support high needs students in meeting grade level standards. In addition, teachers will use Thinking Maps across content areas in lessons to provide scaffolds for students in accessing grade level content. Finally, using SEL survey data and student check ins, teachers will be able to provide targeted and personalized scaffolds and supports to high needs students in improving student wellness as needed. Through the use of these services, foster youth, English learners and low-income students will be provided equal access to high quality education. All students have access to a CCSS aligned program, however, the actions in goal 2 are principally directed and effective in ensuring equity and access toward unduplicated student groups.

The actions above in Prompts 1 and 2 quantitatively and/or qualitatively meet the 5.94% minimum proportionality percentage for the 2021-22 school year, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils as calculated pursuant to 5 CCR 15496(a).

Total Expenditures Table

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal #1 Action #1						
Teacher Assignment	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #1 Action #2						
Adopted Textbooks	All	\$8,673.00	\$0.00	\$0.00	\$0.00	\$8,673.00
Goal #1 Action #3						
Enrollment	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Goal #2 Action #1						
Targeted Instructional Planning	Foster Youth, English Learners and Low-Income Students	\$8,195.00	\$0.00	\$0.00	\$0.00	\$8,195.00
Goal #2 Action #2						
Thinking Maps	Foster Youth, English Learners and Low-Income Students	\$4,190.00	\$0.00	\$0.00	\$0.00	\$4,190.00
Goal #2 Action #3						
Integrated SEL Skills	Foster Youth, English Learners, and Low Income Students	\$11,220.00	\$0.00	\$0.00	\$0.00	\$11,220.00
Goal #2 Action #4						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Professional Development	Foster Youth, English Learners, and Low Income Students	\$4,500.00	\$0.00	\$0.00	\$0.00	\$4,500.00
Goal #2 Action #5						
Program Enrichment	Foster Youth, English Learners, Low Income Students	\$1,770.00	\$0.00	\$0.00	\$0.00	\$1,770.00
Goal #2 Action #6						
EL Coordinator	English Learners	\$365.00	\$0.00	\$0.00	\$0.00	\$365.00
Goal #3 Action #1						
Communication Tools	All	\$9,647.00	\$0.00	\$0.00	\$0.00	\$9,647.00
Goal #3 Action #2						
Stakeholder Involvement	All	\$1,647.00	\$0.00	\$0.00	\$0.00	\$1,647.00
Goal #3 Action #3						
Transportation	Foster Youth, English Learners, and Low Income Students	\$53,100.00	\$0.00	\$0.00	\$0.00	\$53,100.00
LCFF Funds		Other State Funds		Local Funds	Federal Funds	Total Funds
\$103,307.00		\$0.00		\$0.00	\$0.00	\$103,307.00
Total Personnel				Total Non-Personnel		
\$0.00				\$103,307.00		

Contributing Expenditures Tables

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Goal #2 Action #1					
Targeted Instructional Planning	LEA-wide	Foster Youth, English Learners and Low-Income Students	LEA-wide	\$8,195.00	\$8,195.00
Goal #2 Action #2					
Thinking Maps	LEA-wide	Foster Youth, English Learners and Low-Income Students	LEA-wide	\$4,190.00	\$4,190.00
Goal #2 Action #3					
Integrated SEL Skills	LEA-wide	Foster Youth, English Learners, and Low Income Students	LEA-wide	\$11,220.00	\$11,220.00
Goal #2 Action #4					
Professional Development	LEA-wide	Foster Youth, English Learners, and Low Income Students	LEA-wide	\$4,500.00	\$4,500.00
Goal #2 Action #5					
Program Enrichment	LEA-wide	Foster Youth, English Learners, Low Income Students	LEA-wide	\$1,770.00	\$1,770.00
Goal #2 Action #6					
EL Coordinator	Limited	English Learners	Limited	\$365.00	\$365.00
Goal #3 Action #3					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Transportation	LEA-wide	Foster Youth, English Learners, and Low Income Students	LEA-wide	\$53,100.00	\$53,100.00
Totals by Type		Total LCFF Funds		Total Funds	
Total:		\$83,340.00		\$83,340.00	
LEA-wide Total:		\$82,975.00		\$82,975.00	
Limited Total:		\$365.00		\$365.00	
Schoolwide Total:		\$0.00		\$0.00	

Annual Update Table Year 1

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
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]
Totals		Planned Expenditure Table		Estimated Actual Total	
Totals		[Intentionally Blank]		[Intentionally Blank]	

Instructions

- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services

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.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 perse 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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022–23 LCAP year.

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 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	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 2020–21 .

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

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 2020–23 LCAP from the 2017–20 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.

Other State Funds:

Enter the total amount of Other State Funds utilized to implement this action, if any.

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).

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.