

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bear Valley Unified

CDS Code: 36676370000000

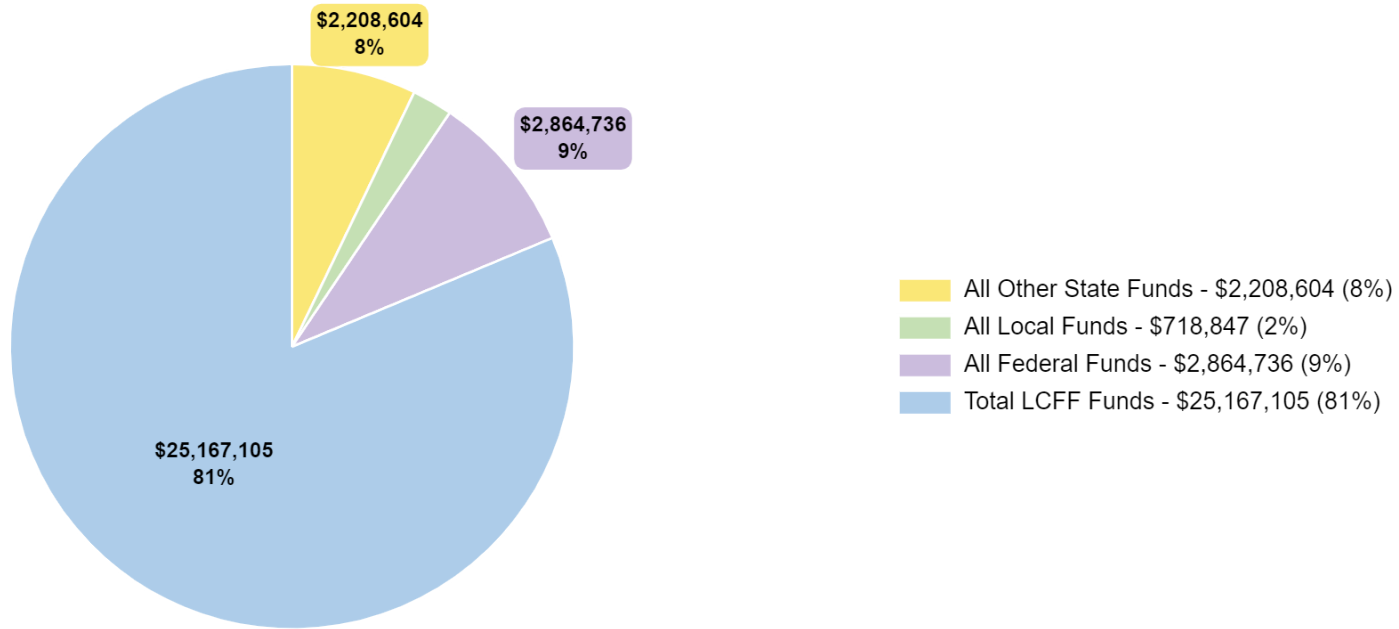
School Year: 2021-22

LEA Contact Information: Dr. Mary Suzuki | mary_suzuki@bearvalleyusd.org | 9098664631

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).

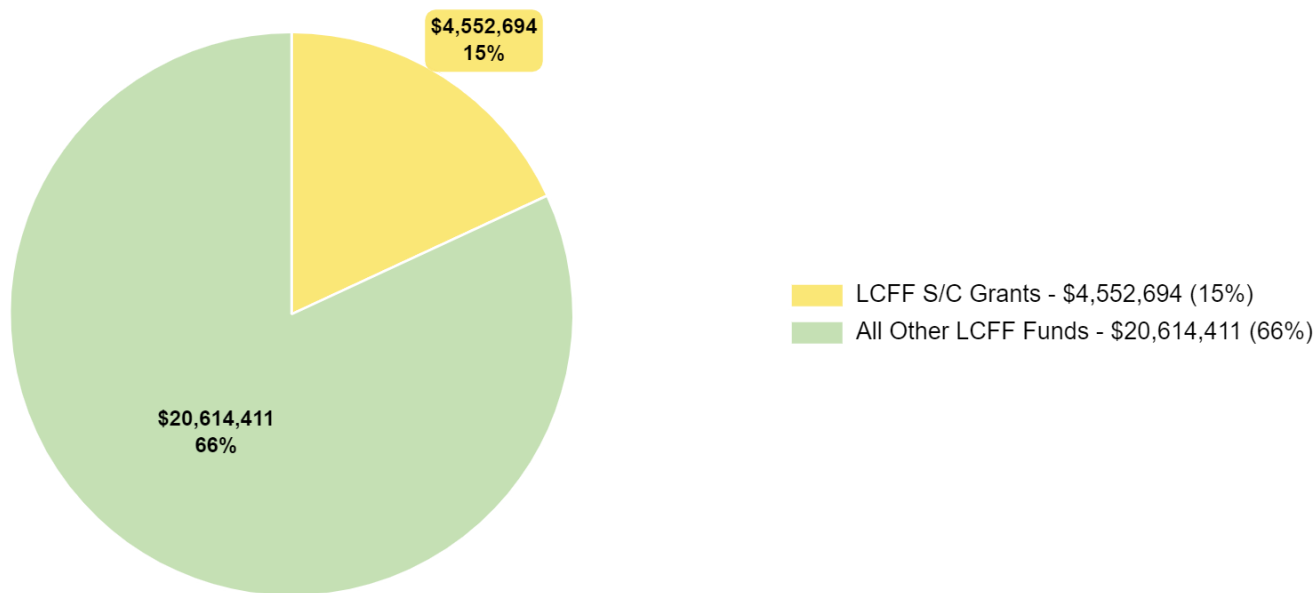
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$2,208,604	8%
All Local Funds	\$718,847	2%
All Federal Funds	\$2,864,736	9%
Total LCFF Funds	\$25,167,105	81%

Breakdown of Total LCFF Funds



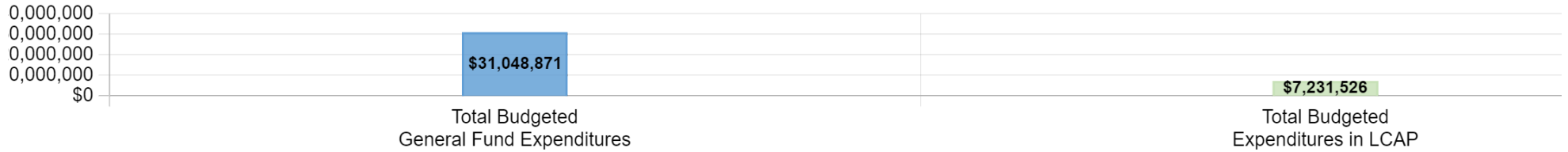
Source	Funds	Percentage
LCFF S/C Grants	\$4,552,694	15%
All Other LCFF Funds	\$20,614,411	66%

These charts show the total general purpose revenue Bear Valley Unified expects to receive in the coming year from all sources.

The total revenue projected for Bear Valley Unified is \$30,959,292, of which \$25,167,105 is Local Control Funding Formula (LCFF), \$2,208,604 is other state funds, \$718,847 is local funds, and \$2,864,736 is federal funds. Of the \$25,167,105 in LCFF Funds, \$4,552,694 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 Bear Valley Unified plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Bear Valley Unified plans to spend \$31,048,871 for the 2021-22 school year. Of that amount, \$7,231,526 is tied to actions/services in the LCAP and \$23,817,345 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

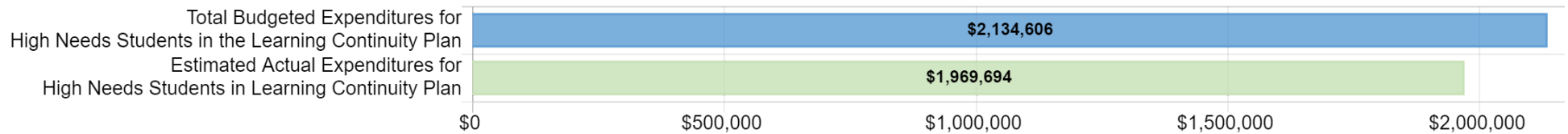
General Fund expenditures that are not included in the Local Control Accountability Plan include total compensation for all staff, utilities district wide, contracted services, overall operations cost, and capital projects.

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

In 2021-22, Bear Valley Unified is projecting it will receive \$4,552,694 based on the enrollment of foster youth, English learner, and low-income students. Bear Valley Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Bear Valley Unified plans to spend \$6,176,256 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 Bear Valley Unified 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 Bear Valley Unified 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, Bear Valley Unified's Learning Continuity Plan budgeted \$2,134,606 for planned actions to increase or improve services for high needs students. Bear Valley Unified actually spent \$1,969,694 for actions to increase or improve services for high needs students in 2020-21.

The difference between the budgeted and actual expenditures of \$164,912 had the following impact on Bear Valley Unified's ability to increase or improve services for high needs students:

Multiple expenditures were not needed due to COVID-19 restrictions and student's on Distance Learning.

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
Bear Valley Unified	Dr. Mary Suzuki Superintendent	mary_suzuki@bearvalleyusd.org 9098664631

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

Goal 1: Increase percent of students who are on track to graduate college and career ready

State and/or Local Priorities addressed by this goal:

State Priorities: 1

4
7
8

Local Priorities: District Strategic Academic Excellence; 1.1 Academic Performance; 1.2 Align Curriculum; 2.1 Expand Curricular Program; Site School Accountability Report Cards

Annual Measurable Outcomes

Expected	Actual
1a. A-G completion rate State Metric: Share of pupils that are college and career ready Local Metric: % completing UC/CSU required classes Expected 2019-2020: 47%	2019-2020: 36% 2020-2021: 31% (local data)

Expected	Actual
<p>1b. CTE pathway completion rate State Metric: Share of pupils that are college and career ready Local Metric: % of students taking CTE course who completed a sequence of courses Expected 2019-2020: 20%</p>	<p>2019-2020: 7%</p>
<p>1c. % of seniors seeking post secondary education Local Metric: Student Tracker Expected 2019-2020: 65%</p>	<p>2019-2020: 47%</p>
<p>1d. % of students EAP ELA college ready State Metric: Share of pupils determined prepared for college by EAP Expected 2019-2020: 65%</p>	<p>2019-2020: The CAASPP testing was cancelled due to COVID-19 pandemic.</p>
<p>1e. % of students EAP math college ready State Metric: Share of pupils determined prepared for college by EAP Expected 2019-2020: 45%</p>	<p>2019-2020: The CAASPP testing was cancelled due to COVID-19 pandemic.</p>
<p>1f. % of students with an AP Exam score of 3 or higher State Metric: Share of students that pass Advanced Placement exams with a 3 or higher Expected 2019-2020: 75%</p>	<p>2019-2020: 66%</p>
<p>1g. % of students who feel well prepared for college and/or career after graduation Local Metric: Alumni Survey Expected 2019-2020: 75%</p>	<p>2019 - 2020: Survey not completed due to COVID-19 pandemic 2020 - 2021: Only 35 emails collected in; only 1 response</p>
<p>1h. % of students required to take remedial college classes in math or English Local Metric: Alumni Survey Expected 2019 - 2020: 26%</p>	<p>2019-2020: The Alumni survey was not sent out to students due to the COVID-19 pandemic 2020 - 2021: Only 35 emails collected in previous year; only 1 response</p>
<p>2a. Implementation of State Academic Standards Survey (scale of 1-5) 2019-2020: Implementation of State Academic Standards Survey BVUSD provided Professional Learning for learning standards and content: ELA: 4.2 ELD: 4.2 Math: 4.4 NGSS: 3.5 Social Science: 3.7 BVUSD provided materials for teaching the standards and content: ELA: 4.5 ELD: 4.5 Math: 4.5 NGSS: 4.0 Social Science: 4.0</p>	<p>2019-2020 Implementation of State Academic Standards Survey BVUSD provided Professional Learning for learning standards and content: ELA: 4.4 ELD: 4.5 Math: 4.4 NGSS: 3.2 Social Science: 4.3 BVUSD provided materials for teaching the standards and content: ELA: 4.6 ELD: 4.6 Math: 4.5 NGSS: 3.9 Social Science: 4.2</p>

Expected	Actual
<p>2b. % of students who will meet or exceed standards on CAASPP ELA (3rd – 8th) State Metric: CAASPP ELA 2019-2020 In percentages 3rd: 65% 4th: 58% 5th: 55% 6th: 55% 7th: 55% 8th: 55%</p>	<p>The 2019-2020 CAASPP test was cancelled due to COVID-19</p>
<p>2c. % of students who will meet or exceed standards on CAASPP math (3rd – 8th) State Metric: CAASPP math In percentages 2019-2020 3rd: 60% 4th: 55% 5th: 55% 6th: 55% 7th: 65% 8th: 60%</p>	<p>The 2019-2020 CAASPP test was cancelled due to the COVID-19 pandemic</p>
<p>2d. % of students who meet and exceed standards on local benchmarks Local Metric: District Wide Benchmark scores ELA: 65% meets/exceeds Math: 60% meets/exceeds High School “above standard” Q3 Local Assessment Math I: 80% Math II: 80% Math III: 80%</p>	<p>The 2019-20 CAASPP test was cancelled due to the COVID-19 pandemic. 2020-2021: ELA: 50% meets/exceeds Math (3rd - 8th): 36% meets/exceeds High School “above standard” Q3 Local Assessment Math I: 38% Math II: 12% Math III: 75%</p>
<p>% of English Learner students being reclassified State Metric: English Learner Reclassification Rate Expected 2019-2020: 15%</p>	<p>2019-2020: 15%</p>

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Removed this Action and Service from the LCAP for 2019-20 1.2 Ensure TK – 3 small class sizes of 24:1 to promote student achievement and standards mastery; allow more one to one interaction and small group instruction and interventions</p>	<p>\$207,587 LCFF SCG RS 0006 Teacher Salaries and Benefits</p>	<p>\$341,490 LCFF SCG RS 0006 Teacher Salaries and Benefits</p>
<p>1.3 Additional teachers to maintain lower class sizes (11 teachers 4th – 12th)</p>	<p>\$1,380,928 LCFF SCG RS 0006 Teacher Salaries and Benefits</p>	<p>\$1,565,854 LCFF SCG RS 0006 Teacher Salaries and Benefits</p>
<p>1.4 Due to declining enrollment and the moving of Chautauqua High School’s location to Big Bear High School’s campus, the administration and secretarial duties have been changed. Big Bear High School principal will also be the principal at Chautauqua. The CT Secretary hours and the number of instructional aides will be modified due to declining enrollment</p>	<p>\$140,351 LCFF SCG RS 0006 Teacher Salaries Classified Salaries and Benefits</p>	<p>\$195,520 LCFF SCG RS 0006 Teacher Salaries Classified Salaries and Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.5 Offer induction program to allow new teachers to clear their credentials. This cost is typically paid for by the individual, but our district offers this program as an incentive to attract and retain new innovative teachers to better reduce the achievement gap	\$12,512 SCG RS 0006 Teacher Salaries Benefits Services/Operating Expenditures	\$13,200 SCG RS 0006 Teacher Salaries Benefits Services/Operating Expenditures
1.6 Professional Learning Opportunities as follows: • Universal Design for Learning (specifically in math) to develop strategies to provide access for all students to the curriculum • Continue Thinking Maps training and professional development to provide support for teachers as they use this cognitive thinking strategy for students • Achievement Via Individual Determination (AVID) strategies continue to be taught at BBHS • Next Generation Science Standards will continue to be a topic of PD as teachers integrate them into their classrooms.	\$1,000 SCG RS 0006 Services/Operating Expenditures	\$11,614 SCG RS 0006 Services/Operating Expenditures
1.7a Curricula Subscriptions • iReady Licenses (\$30,000 LCFF SCG) (Grades 2- 5; 7th -8th SPED): A reading supplemental program that supports struggling readers • ALEKS Licenses (\$6,000 LCFF SCG) (60 for 9-12): an online math program that allows students to move at an individualized pace 1.7b Curricula Subscriptions • Reading Counts/Accelerated Reader (\$6,720 – LCFF B) (Grades 1-6): a supplemental online reading program that promotes fluency and comprehension • EADMS Measure Progress (\$28,995– LCFF B) (Grades TK – 12) : a student data base system that houses testing data and benchmark tests in ELA, math, and science • ESGI subscription (\$1,750 – LCFF B) (Grades TK – 1): an online assessment system to track early reading progress • Edmentum (\$21,400 – SCG) (grades 9-12): an online program for credit recovery and additional classes not offered in the core curriculum	1.7a. \$36,000 LCFF SCG RS 0006 Services/Operating Expenditures 1.7b. \$58,865 LCFF B and LCFF SCG Services/Operating Expenditures	1.7a. \$32,421 LCFF SCG RS 0006 Services/Operating Expenditures 1.7b. \$34,446 LCFF B and LCFF SCG Services/Operating Expenditures
1.8 Release time for curriculum planning • 3x a year for each grade level/content area • Facilitated teacher collaboration time to create pacing guides and assessments, analyze student data, share best practices and instructional strategies	\$24,000 RS 4035 Title II Teacher salaries Benefits	\$10,120 RS 4035 Title II Teacher salaries Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.9 Maintain Elementary Curriculum Facilitator • Provides support for Educational Services positions and TK – 5 grade level teachers	\$10,000 Teacher Salaries Benefits	\$9,003 Teacher Salaries Benefits
1.10 Purchase Student Tracker to track High School graduates' post- secondary educational experiences	\$425 SBCSS Services/Operating Expenditures	Paid by SBCSS
1.11 Due to the increase in responsibilities of this position (District Wide EL Coordinator) to include parent education and the creation of a parent resource center, a continued monitoring of the increasing population of district wide English Learners, and continued provision of professional learning opportunities for district staff, this position has been revised to a .5 FTE from a .4 FTE.	\$65,585 Low Performing Student Grant RS 7510 Teacher Salaries Benefits	\$96,213 Low Performing Student Grant RS 7510 Teacher Salaries Benefits
1.12 Site Coordinator will monitor progress of EL students/provide site professional learning opportunities in ELD strategies 5 EL site coordinator stipends @ \$1,800 total compensation (\$1500 + statutes)	\$9,186 LCFF SCG Teacher Salaries Benefits	\$7,380 Title III Teacher Salaries Benefits
1.13 All students will have access to rigorous course of study • Counselors and Psychologists will ensure all students have equal access; Provide support and service in counseling for social and emotional well-being; place students in intervention if needed	\$483,868 LCFF SCG RS 0006 Teacher Salaries Benefits	\$503,163 LCFF SCG RS 0006 Teacher Salaries Benefits
1.14 Quarterly ELAC and DELAC meetings will be held Instructional materials	\$200 Resource 4203 Title III Books and supplies	\$449 Resource 4203 Title III Books and supplies
1.15 This program's development and implementation has been added to the responsibilities of the District wide English Learner Coordinator in Action/Services 1.11 above	\$0	n/a

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.16 Provide extra support and monitoring of students through intervention opportunities a. Maintain .5 FTEs Intervention Specialist: who provides support for 4th – 6th grade students who struggle (North Shore Elementary) \$65,585 SCG RS 0006 Obj 1110 & 3xxx b. 1 FTE Certificated Intervention Specialist: Provides extra support for students who struggle in math (Big Bear Middle School) \$124,023 SCG/Title I c. Purchase intervention materials (Fallsvale) \$1,000 SCG RS 0006 Obj 4310 d. 1 bus for after-school transportation to enable students to stay afterschool for intervention/enrichment activities (North Shore Elem, Baldwin Lane Elem, Big Bear Elem. Big Bear Middle) e. After school intervention opportunities at Big Bear High School in both English Language Arts and math (2 days a week/2 teacher/2hours) \$12,295 SCG f. 2.5 FTE Elementary Title I Intervention Specialists to support struggling students at all grade levels K-5, primarily in English Language Arts and math \$282,257 SCG/Title I g. Title I Aides: provide extra support at all sites except for BBHS for students within the classroom by holding small group instruction and individual student support when needed \$56,743 SCG h. Summer School for High School students who need credit recovery in math. A morning and afternoon session will be offered for 19 days in June 2020 and July 2020 \$32,410 i. Summer School for BBMS will not be held in summer of 2020 (2019-2020 school year). j. Due to declining enrollment at Chautauqua Continuation High School, the principal at Big Bear High School will be assuming the principalship at Chautauqua. \$73,998</p>	<p>\$648,310 LCFF SCG/LCFF Base Teacher Salaries Classified Salaries Benefits Books and Supplies Services</p>	<p>\$516,414 LCFF SCG/LCFF Base Teacher Salaries Classified Salaries Benefits Books and Supplies Services</p>
<p>1.17 Achievement Via Individual Determination (AVID) program expanded at BBHS. AVID is a program that offers extra support to students to prepare them to be college ready. In 2019-2020, there will be two sections offered: 9th and 10th grade.</p>	<p>\$30,000 LCFF SCG Services</p>	<p>Due to COVID-19 pandemic restrictions this training was canceled</p>
<p>1.18 Achievement Initiative (Chronic Absenteeism Monitoring program): an online support program that monitors student absences, sends out attendance letters, and prepares data sheet to better track district wide attendance in an effort to improve it.</p>	<p>\$10,000 LCFF SCG RS 0006 Services/Operating Expenditures</p>	<p>\$36,900 LCFF SCG RS 0006 Services/Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.19 Purchase instructional materials and supplies beyond core curriculum to support academic achievement for students who struggle.	\$99,976 Title I Books and Supplies	\$99,206 Title I Books and Supplies
1.20 Teacher extra assignments/additional pupil support for increased after school tutoring and enrichment	\$2,450 LCFF SCG Teacher Salaries Benefits	Due to COVID this was not expended
1.21 Professional development/travel and conferences to support teachers in intervention strategies and classroom practices	\$100,000 Title I Services	\$249,000 Title I Services
1.22 Professional development for all teachers to improve teacher quality and support effective instruction • Thinking Maps: strategies that facilitate student cognitive thinking and organizing skills • Universal Design for Learning: designing lessons in a way to provide equal access for ALL students • Next Generation Science Standards: classroom strategies to facilitate implementation of NGSS and to deepen teacher understanding of the framework	\$30,000 Title II (\$6390) SCG (\$23,070) Services	\$33,277 Title II (\$17,978) SCG (\$15,299) Services
1.23 Supplemental instructional supplies and materials to specifically support English Learners Professional development/travel and conferences to teachers to support effective instruction for English Learners	\$23,089 Title III Books and Supplies Service/Operating Expenditures	\$6,522 Title III Books and Supplies Service/Operating Expenditures
1.24 Elevations: a monitoring system for English Learners and Long- Term English Learners in attendance and academic performance and progress	\$1000 Title III Contracted Services	\$8,310 Title III Contracted Services
1.25 Bi-lingual aides to provide additional support to English Learners in the classroom	\$51,884 LCFF SCG Classified Salaries Benefits	\$36,325 LCFF SCG Classified Salaries Benefits
1.26 Due to declining enrollment and lack of work, this position (instructional aide for high school science department) will not be funded this year.	\$0	0\$
1.27 Dedicated Independent Study Teachers: in order to meet the needs of all students, this option is available for students who are unable to attend the comprehensive high school schedule for work or possible health related issues.	\$190,871 SCG Certificated Salaries Benefits	\$183,993 SCG Certificated Salaries Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.28 Due to declining enrollment, this position (addition teacher for support at Fallsvale) will not be needed this year.	\$0	\$0
1.29 Intervention support for students with disabilities: ELA/math curriculum support; Professional Development for Co-Teaching; Universal Design for Learning training; Thinking Maps implementation for all teachers	\$20,000 LCFF SCG (supplementing restricted funds) Teacher Salaries Benefits Services	\$28,146 LCFF SCG (supplementing restricted funds) Teacher Salaries Benefits Services
1.30 Professional Development for para-professionals in strategies to support students in their educational environment	\$10,000 SCG and Classified Professional Development Grant Services	Due to COVID this training was cancelled

Goal Analysis

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

As evidenced above, most Actions were implemented throughout the year despite the transition to Distance Learning in March. Funds that were budgeted for Actions/Services that were no longer a viable option, such as some of the intervention programs and scheduled professional development that had to be cancelled, were put into ensuring a smooth transition to Distance Learning.

Monies that were not used to implement the planned Actions/Services were instead used to supplement the purchases of devices and hotspots so all students would have digital and internet access, targeted professional learning for teachers related to use of virtual platforms and apps from which to teach, purchases of Personal Protective Equipment, and safety measures at each site in anticipation of a return to the sites (ie. sanitizers in every classroom, signage directing traffic flow, desk shields for every desk for every student, face masks for all students and staff, additional protective clothing for custodial staff).

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

In the fall of 2019, BVUSD experienced multiple successes with the opening of the year. We were able to maintain small class size averages (TK - 3 at 22:1; 4 - 8 at 30:1, 9 - 12 core classes at 28:1) which allows for more targeted instruction. The AVID program was expanded to include both 9th and 10th grade, and teachers received professional development in Kagan engagement strategies and Social Emotional Learning, and we continued our partnership with the CA Science Project to facilitate the implementation of the Middle School's new Science curriculum and the NGSS. The challenge of declining enrollment remains as families leave the valley and we were unable to move forward with the Parent Resource center

due to staffing changes.

When the schools had to go on a "stay at home order", plans had to change rapidly as we determined the best course of action to support our students and their families while continuing to pursue student success and academic achievement. During this transition, we still experienced multiple successes. By the end of March, all students had been issued a chromebook and hot spot if needed. Teachers implemented Google Classroom for instructional purposes and began to explore various digital apps in order to enhance academic access and maintain the high level of rigor that had been established since the beginning of the year. While large group professional learning had to be canceled, teachers continue to be trained on instructional digital devices and continued to meet in grade level/content area groups over zoom. Trainings were available on Notability, Zoom, and Google Suite. Teachers continued to connect with their students on Google classroom, actively reaching out to students that were struggling.

Paraprofessionals worked with teachers to facilitate small group break out rooms to support struggling students who had trouble adjusting to the Distance Learning model.

Challenges were present due to some students' lack of participation and engagement, and connectivity issues even with having a chromebook and a hot spot. As well, students were affected by family dynamics with parents losing jobs, childcare needs and overall stress related to the shift to Distance Learning.

Counselors and teachers continually reached out, but some students were battling mental and emotional issues where their schooling became a secondary priority.

Goal 2

Goal 2 Provide an educational setting that is conducive to learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: District Strategic 4.4 Increase Maintenance and Operations Capacity Facility Inspection Tool

Annual Measurable Outcomes

Expected	Actual
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Expected	Actual
<p>1a. Provide highly qualified and credentialed teachers trained in CA State Standard Implementation Strategies State Metric: Teacher Misassignment Rate Expected 2019-2020: 0%</p> <p>1b. % of students receiving instruction in CA State Standards with aligned materials Expected 2019-2020: 100%</p>	<p>1a. 2019-2020: 0% 1b. 2019-2020: 100%</p>
<p>2. School Climate/School Connectedness Local Metric: CA Healthy Kids Survey (administered every other year) Expected 2019-2020: 5th : 70 % 7th :75% 9th: 70% BBHS:11th :65% CT: 11th :65%</p>	<p>2019-2020: 5th : 76% 7th : 56% 9th: 50% BBHS:11th: 58% CT: 11th: 20%</p>
<p>3a. Continue to meet required class size reduction progress under LCFF (24:1) Local Metric: Average class size report in May of each year Expected 2019-2020: Below 24:1</p>	<p>2019-2020: Below 24:1 2020-2021: Below 24:1</p>
<p>4a. Individual site FIT reports State Metric: Overall Facility Rating Local Metric: FIT reports Expected 2019-2020: 1% increase at each site; 2% increase if below 85%</p>	<p>October 2020: FV: 97.9% (incr. of .43%) NS: 96% (incr. of 1.65%) BBE: 95.7% (incr. of 4.6%) BLES: 98.3% (incr. of 1.61%) MS: 95.9% (incr. of 1.66%) HS: 95.2% (incr. of 1.52%) CT: 97.9% (incr. of 6.64%)</p>
<p>5a. Suspension and Expulsion rates State Metric: LCAP defined Suspension Rate State Metric: LCAP defined Expulsion Rate Expected 2019-2020: Maintain Suspension rates below 2.0% Maintain 0% Expulsion rate 5b. Positive Behavior Intervention and Support (PBIS) reports (“major” incidents only) Local Metric: PBIS and Office Discipline Referrals Expected 2019-2020: There will be a decrease; baseline scores to be determined by 2018-2019 scores</p>	<p>5a. Suspension: 2019-2020: 3.4% Expulsion: .55% (4 students) 5b. 2019-2020: We are no longer using PBIS to track these reports</p>

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Maintain teachers to keep current class sizes	Embedded in Goal 1, 1.3	Embedded in Goal 1, 1.3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.2 Maintain safety assistant positions at BBHS: • Two 8 hours; • One 3.75 hours Due to increased grade level, add additional 3.75 hour at BBMS: • Two 6 hour • One 3.75 hour (new)	\$181,603 LCFF SCG RS 0006 Classified Salaries Benefits	\$150,729 LCFF SCG RS 0006 Classified Salaries Benefits
2.3 Due to the procurement of a School Resource Officer (Actions/Services 2.11), the position of a Probation Officer has been eliminated.	\$0	\$0
2.4 Fund “Days of Understanding” • Student activity days addressing tolerance, bullying and inclusion Guest speaker included	\$5,300 LCFF SCG Service/Operating Expenditures	\$5,300 LCFF SCG Service/Operating Expenditures
2.5 Provide access to food cards, gas cards, clothing, shoes, hygiene products, school supplies, incentives for students in small groups for social skills, emotion management, and peer leadership via principals	\$1000 LCFF SCG RS 0006 Services/Operating Expenditures	\$0 expended. Due to COVID this fund was not expended, however funding from other sources covered this need.
2.6 Fund Health Aides at each school site to support staff with students needing minor medical attention and to monitor immunization records	\$68,348 LCFF SCG RS 0006 Classified Salaries Benefits	\$93,692 LCFF SCG RS 0006 Classified Salaries Benefits
2.7 The Student Services Support Liaison works directly with students in need to provide food cards, gas cards, and clothing for the homeless and economically challenged. Additionally, the Student Support program works with the Department of Behavioral Health (DBH), Lutheran Social Services, and other local support agencies to meet the needs of our unduplicated count students.	\$20,695 LCFF SCG RS 0006 Classified Salaries Benefits	\$40,964 LCFF SCG RS 0006 Classified Salaries Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.8 Restorative Justice training/program implementation continued to work with students on collaborative and cohesive practices and strategies to navigate positive relationships among peer groups.	\$10,000 LCFF SCG RS 0006 Services/Operating Expenditures	The training that was scheduled in March 2020 through June 2020 was cancelled due to COVID-19 pandemic restrictions.
2.9 Hire a School Resource Officer (SRO) to provide support in the areas of students discipline as well as build rapport with students district wide to promote a positive culture on school sites.	\$217,000 LCFF SCG Contracted Services	\$217,679 LCFF SCG Contracted Services
2.10 Purchasing of Social Emotional Learning curriculum district wide and professional development for teachers Second Step (TK-8) School Connect (9th – 12th)	\$28,400 Systems of Support (SBCSS proposal) Contracted Services	Paid by SBCSS
2.11 Supplemental flexible seating options (balls, stand up desks, movable table and chairs) to better meet the needs of students with disabilities	\$5000 LCFF SCG Instructional Materials	\$2009 LCFF SCG Instructional Materials

Goal Analysis

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

Monies that were not used to implement the planned Actions/Services were instead used to supplement the purchases of devices and hotspots so all students would have digital and internet access, targeted professional learning for teachers related to use of virtual platforms and apps from which to teach, purchases of Personal Protective Equipment, and safety measures at each site in anticipation of a return to the sites (ie. sanitizers in every classroom, signage directing traffic flow, desk shields for every desk for every student, face masks for all students and staff, additional protective clothing for custodial staff).

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

BVUSD had a successful opening on school in 2019. The Student Support Liaison was able to work directly with our Foster Youth and Homeless to facilitate the procuring of what students needed for school, we welcomed a School Resource Officer, and with the implementation of the newly purchase Social Emotional Learning curriculum, these two actions worked in tandem to help students deal with conflict resolution and self monitoring which leads to a positive school culture and climate on campuses. There is

always the challenge of students who don't adhere to the introduction of new social emotional curriculum, but with time, it was believed the culture would continue to improve.

Successes with implementing these Actions/Services after transitioning to Distance Learning were related to our classified staff remaining on site even though students were not on campus. An Memorandum of Understanding (MOU) was developed that allowed classified to work out of class so for many, their duties pivoted into assisting with meal distribution, preparation of student materials, distribution of Personal Protective Equipment (PPE) and implementation of safety measures at the sites. By classified employees being on campus, it allowed consistency of student services related to meals being provided, student materials being distributed, and campus maintenance projects being completed as students weren't on campus.

Teachers continued to teach remotely as all students had access to a device and hotspot if needed. Inherent challenges remained regarding students lacking connectivity, non participation, and family issues related to unemployment, lack of child care, and mental health stress.

Goal 3

Goal 3 Increase engagement level of students and families

State and/or Local Priorities addressed by this goal:

State Priorities: 3

4 5

Local Priorities: District Strategic Plan; 2.1 Expand Curricular Program; 2.2 Increase Technology Access; 2.3 Enhance Career Pathways

Annual Measurable Outcomes

Expected	Actual
1a. Middle School Dropout Rate State Metric: Middle School Dropout Rates Expected 2019-2020: Maintain 0% drop out rate	2019 - 2020: 0%
1b. High School Dropout Rate State Metric: High School Dropout Rates Expected 2019-2020: Maintain a less than .4% dropout rate	2019-2020: Big Bear HS: 1.9% Chautauqua HS: 18.2%
1c. High School Graduation Rate State Metric; High School Graduation Rates Expected 2019-2020: Maintain Graduation Rate above 95%	2019 - 2020: 93.3%

Expected	Actual
1d. District Attendance Rate State Metric: School Attendance Rates Local Metric: District Attendance Rates Expected 2019-2020: 96%	2019 - 2020: 94%
1e. LCAP defined Chronic Absenteeism Rate State Metric: LCAP defined Chronic Absenteeism Rate Local Metric: District LCAP defined Chronic Attendance Rates Expected 2019-2020: Decrease Chronic Absenteeism by 2% from previous year	2018 - 2019: 17% 2019 - 2020: 21%
2a. Multiple methods will be used to seek parental input State Metric: Effort to seek parental input on decision making at district/site levels Local Metric: Number of schools with functioning and active quarterly School Site Council Meetings; LCAP Surveys; Title I Surveys Expected 2019-2020: 100% of Title I Sites will continue Quarterly School Site Council Meetings	2019-2020: LCAP/LCP Survey (243 responses); Title I Survey (73 responses) 2020-2021: 100% of schools continued with Quarterly School Site Council meetings via Zoom
3a. % of student meeting 5/6 Healthy Fitness Zones Local Metric: Physical Fitness Test in grades 5, 7, and 9 Expected 2019-2020:	2019-2020: Due to COVID there was no Physical Fitness test administered.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 No longer need this service as we switched wireless programs	n/a	n/a
3.2 One to one technology in core; classroom instructional technology to increase student access to curriculum and increase achievement via engagement	\$218,884 LCFF SCG RS 0006 Inter-fund transfer to the Board approved technology sustainability plan	\$218,883 LCFF SCG RS 0006 Inter-fund transfer to the Board approved technology sustainability plan
3.3 Offer Science, Technology, Engineering, and Math (STEM) opportunities at every site to further support student achievement in the area of math and science	\$55,000 LCFF SCG RS 0006 Books and Supplies	\$34,135 LCFF SCG RS 0006 Books and Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.4 Beyond the Core Curriculum, we offer CTE classes to build college and career pathways to create options for post - secondary educational opportunities for our students. • Expanded Transportation Sector (Auto Mechanics) • Expanded Cyber Security I and II	\$145,642 LCFF SCG RS 0006 Teacher Salaries Benefits Books and Supplies Service/Operating Expenditures	\$123,131 LCFF SCG RS 0006 Teacher Salaries Benefits Books and Supplies Service/Operating Expenditures
3.5 Project Lead the Way: Principles of Engineering class that facilitates hands-on experiences in the fields of Physics and math (annual program fee)	\$3000 LCFF SCG Services/Operating Expenditures	\$3000 LCFF SCG Services/Operating Expenditures
3.6 Expand college and career awareness • Middle School field trips to colleges • Career Fair at Middle School	\$5000 LCFF SCG RS 0006 Services/Operating Expenditures	\$0 Due to COVID-19 restrictions these activities were cancelled
3.7 Offer enrichment and/or intervention opportunities at each site • Maintain teacher stipends at Elem and Middle School • 3 teachers @ 1 day/week for 2 hours Math/ELA intervention Yoga/Dance/Music/Coding/Art etc. enrichment classes	\$20,902 LCFF SCG RS 0006 Teacher Salaries Benefits	\$10,043 LCFF SCG RS 0006 Teacher Salaries Benefits
3.8 Music/Drama/Choir/Art is funded at multiple sites either as a class or afterschool enrichment to increase student engagement outside the core curriculum	\$287,353 LCFF SCG RS 0006 Teacher Salaries Benefits	\$298,982 LCFF SCG RS 0006 Teacher Salaries Benefits
3.9 Provide afterschool transportation for students staying after school for intervention/enrichment • 1 day a week for Baldwin Lane, North Shore, Big Bear Elementary, Big Bear Middle School	\$5,700 LCFF SCG RS 0006 Classified Salaries Benefits	\$4,217 LCFF SCG RS 0006 Classified Salaries Benefits
3.10 Provide league transportation for sports teams • Middle School • High School	\$34,000 LCFF B Services/Operating Expenditures	\$31,614 LCFF B Services/Operating Expenditures
3.11 Sensory tools/devices to support students in Special Education classes	\$5000 LCFF Base/Goal 5770 Instructional Materials	\$2902 LCFF Base/Goal 5770 Instructional Materials

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.12 Transportation sustainability costs provided for tires, fuel, oil and contracted services as there is no mechanic on staff; funding beyond base funding provided by state contribution of \$837,000 base amount	\$70,000 LCFF SCG RS 0006 Tires/Fuel/Oil Contracted Services	\$0 LCFF SCG RS 0006 Tires/Fuel/Oil Contracted Services
Creation of a parent education/resource center specifically targeting students and their families who are English Learners	\$10,000 LCFF SCG Instructional Materials	\$0 LCFF SCG Instructional Materials

Goal Analysis

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

Funds that were not used to implement some of the planned Actions/Services such as STEM activities, college and CTE field trips, and after school enrichment/intervention programs, were instead used to supplement the purchases of devices and hotspots so all students would have digital and internet access, targeted professional learning for teachers related to use of virtual platforms and apps from which to teach, purchases of Personal Protective Equipment, and safety measures at each site in anticipation of a return to the sites (i.e. sanitizers in every classroom, signage directing traffic flow, desk shields for every desk for every student, face masks for all students and staff, additional protective clothing for custodial staff).

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

As schools remained on campuses until March, the majority of Actions/Services were implemented. We continued to go one to one with devices to enhance instruction and access to curriculum for all students, the CTE program was expanded in Auto and Cyber Security to include additional sections, and after school intervention/enrichment continued to be offered and were well attended as we were able to provide transportation for K-8. Even after the transition to Distance Learning, success was evidenced by the Graduation Rate of 93.3%, up from the previous year of 88%. Average Daily attendance remained at 94% due to the continued reaching out of counselors, administration, and staff to engage students during the transition to Distance Learning. Students continued to participate and attend classes as teachers offered engaging instruction, however, there was still a significant drop in Chronic Absenteeism from 17% in 2018-2019 to 21% in 2019-2020.

Challenges remained with those students who did not participate or engage with Distance Learning due to internet connectivity issues, family needs, and mental health stresses.

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
1. District will employ additional substitute teachers/aides to lower class sizes to facilitate learning for students that have experienced significant learning loss and need focused instruction.	\$200,000	\$200,507	Y
2. District purchased additional technology to ensure all students and teachers have access to what is needed in case of a transition back to 100% Distance Learning.	\$500,000	\$525,210	Y
3. District purchased Personal Protective Equipment and other sanitization equipment to ensure the safety and health of all staff and students (masks, desk shields, face shields, hand sanitizers, plexiglass shields, electrostatic handheld sprayers with Vital Oxide, HEPA air purifiers)	\$225,000	\$212,994	N
4. District will maintain a District EL Coordinator to facilitate communication with our English Learner families and students through District English Learner Advisory Committee meetings.	\$56,000	\$31,798	Y
5. Sites will maintain EL Coordinators at each site to work with English Learner students and families and hold site specific English Learner Advisory Committee meetings.	\$1200 per site stipend for 5 sites (\$6000)	\$6000 total for 5 sites	Y
6. District will maintain bilingual aides to work with English Learner students in small groups as a support to the teachers and student learning.	\$180,015	\$13,510	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
7. District will increase offerings of Advancement Via Independent Determination (AVID) classes to include 9th, 10th, 11th grades to increase the percentage of students graduating prepared for college.	\$3,309	\$3,309	Y
8. District purchased EasyUps to allow Elementary teachers to conduct outdoor education instruction with their respective classroom cohorts.	\$38,768	\$38,768	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.

There were two Actions where there was a substantive difference between the budgeted expenditure and what was actually expended . In Action #4, the district budgeted funds for the District Wide English Learner Coordinator, however due to the fall retirement of the Assistant Principal at Big Bear High School, the EL Coordinator was moved to the high school to fill the AP position, therefore leaving the EL Coordinator position vacant. In Action #6, due to so may turnovers in staffing and the inability to fill these positions, we were not able to use para professionals to provide the needed classroom support in break out rooms as we did not have enough current employees.

The unused funds were reallocated to purchase PPE, and to provide professional development to contracted staff and substitutes on necessary technology skills to be able to provide Distance Learning.

Analysis of In-Person Instructional Offerings

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

Due to the Distance Learning requirement, offering in-person instruction to any student was a challenge. However, in September, as soon as we were able to bring back our Students with Special Needs, we offered in-person instruction four days a week. Classroom aides were available to facilitate small groups to support students that experienced significant learning loss, based on formative assessments used to identify this highly impacted student group. Approximately, 80% of our Special Needs students returned and received in-person instruction. As well, Transitional Kindergarten students also returned four days a week.

In September cohorts also returned. Each site made phone calls to students who were not engaging, nor participating consistently in Distance Learning instruction or had connectivity issues. Teachers volunteered to host a group within their class, while continuing to teach their own students. The challenge was that when making phone calls to our neediest students, many of them would not commit to returning to campus for a variety of reasons. Some students were reluctant to return due to family needs at home, or concerns about COVID. The challenge was to maintain student attendance and work completion.

During March, the hybrid schedule was rolled out first to elementary students, then by April, all students

TK - 12, transitioned to the Hybrid model and began to attend school two days a week. Success was related to the fact that all students already had devices and had become familiar with Google Classroom which all teachers utilized as an instructional platform. Shortly after April the county transitioned to the Orange Tier and all students returned to the classrooms five days a week on a modified bell schedule.

During these transitions, multiple stakeholder meetings were held, forums provided for questions and discussion on the best way to support the students during this time. Parent Surveys, in both English and Spanish, were sent out in February asking for input regarding a reopening plan. There were 1790 responses. Approximately, 52% of the respondents were in favor of returning students to school even if social distancing could not take place, 32% said they would prefer the hybrid model, and 15% preferred to remain on full time Distance Learning. 55% said that understanding how to help their child was the most difficult part of distance learning. Leadership/Management teams met to discuss the safety of returning to the classroom with a specific plan in place and District purchased all required equipment and sanitizing materials to ensure the safety of all students and staff.

The success of the in-person instruction was the preparation made as a district before bringing back students with 100% of the students having access to a device, the preparation of the teachers with professional development in instructional technology, the multiple safety precautions of designated labels at the sites and daily sanitization of all classrooms and common use areas, Personal Protective Equipment provided for all staff and students, the maintaining of social distances at each site, and the commitment of the teachers providing a rigorous curriculum in all models of instruction.

Challenges remained with some students reluctant to return to campuses for a variety of reasons, such as COVID concerns from the family, the need for childcare for younger siblings, and work schedules. With most students on campus, the need for constant sanitization, mask wearing, social distancing and non-congregating in groups was more difficult to manage. Also, the decisions surrounded the closing of a particular class or campus based on COVID exposure or positive test results as well as the contact tracing that accompanied such events.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. District purchased additional Edmentum licenses due to the increased number of students taking classes virtually.	\$11,185	\$11,185	Y
2. District purchased additional Connexus licenses to support increased enrollment in the Bear Valley Virtual Academy.	\$400,000	\$400,000	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
3. District purchased supplemental licenses/programs to facilitate rigorous online learning for teacher use during Distance Learning for student instruction (Freckles, Brain Pop, iReady, Reflex math, ScreenCastify, See saw, Mystery Science, Reading A-Z)	\$65,478	\$70,123	Y
4. District purchased Zoom Licenses for all teachers to facilitate the synchronous daily instruction for all students.	\$7500	\$7500	N
5. District purchased classroom materials (tote boxes) to be handed out to families to facilitate learning from home.	\$3000	\$2720	N
6. District purchased wireless hotspots for families lacking internet services at home.	\$1801	\$1200	Y
7. District purchased an additional 1000 Chromebooks for students to ensure a 1:1 ratio for Distance Learning.	\$300,000	\$259,608	Y
8. District purchased headsets for students to use while Distance Learning at home to facilitate focused learning.	\$2000	\$1607	Y
9. District purchased iPads with pencils for all teachers to facilitate Distance Learning from home.	\$30,939	\$30,938	N
10. District purchased updated laptops for all teachers to facilitate Distance Learning instruction capabilities.	\$180,000	\$212,292	N
11. The district hired two temporary one year teachers to reduce class sizes in the event we return to campus. This represents compensation until December 2020.	\$74,406	\$70,291	Y
12. District purchased Ellevations "strategies" component to provide standards-aligned lessons based on students' proficiency levels for teachers in support of English Learners.	\$15,000	\$0	Y
13. District will purchase multiple Rosetta Stone licenses to support English Learners and their families in the language acquisition process.	\$11,000	\$13,000	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
14. Professional Development will be offered in the use of Google Suite to provide training in all aspects of integrating into class instruction.	\$650	\$625	Y
15. All K-8th grade teachers participated in professional development in "Write from the Beginning", an integration of Thinking Maps into Distance Learning instructional practices which included materials.	\$12,600	\$0 (Cancelled due to COVID restrictions)	Y
16. All 9th - 12th grade teachers participated in Social Emotional Learning professional development to equip secondary teachers with tools to work with students during the re-engagement process.	\$500	\$500	Y
17. Psychologists and Counselors will attend the California Virtual Social Emotional Webinars to further equip them to address the mental health needs of students and staff.	\$450	\$415	Y
18. District hired a full time Counselor dedicated to Chautauqua Continuation High School to monitor students' academic progress, attendance, and support their mental health wellness needs.	\$78,329	\$72,144	Y
19. The District maintains the Student Services Liaison to work directly with homeless/foster youth in identifying needs and providing support services.	\$67,992	\$55,673	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.

Action #12, the purchase of Ellevations "Strategies" component was delayed until next year due to so many changes to the instructional model, the addition of digital devices for all students, and the need to focus on the essential components of content and instruction. This funding was instead used to support Bilingual paraeducators, additional Rosetta Stone licenses for families, and extra needed support in terms of devices and hot spots for English Learners.

Action #15, the Write from the Beginning training was postponed due to COVID restrictions and instead funding was expended on professional learning related to Distance Learning, instructional technology, and supplemental materials needed to support student learning.

Analysis of the Distance Learning Program

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

Continuity of Instruction: In the fall of 2020, although we had planned to return to sites, 100% Distance Learning became the instructional model required. As a District, preparations had been already made to preserve the continuity of instruction, making for a successful transition for students. There were multiple protocols in place to ensure students continued to have access to a full curriculum regardless of the mode of delivery.

Much of the District adopted curriculum has an online component that continued to be used while on Distance Learning and students were issued classroom textbooks, white boards, instructional materials needed (paper, writing utensils, crayons, composition books), along with a Chromebook. Teachers prepared these materials ahead of time and sites coordinated a drive through pick up and check out process.

A Teacher Resource page was developed to offer additional digital learning resources and training on programs including but not limited to Google Classroom, Zoom, Flipgrid, Pear Deck, etc. Professional development for classroom teachers was implemented to support the use of Google Classroom in combination with the Google G Suite tools, online live lessons (synchronous), recorded lessons (asynchronous). Additional training of substitutes in Google Classroom platform with Zoom or Google Meets took place as well.

Classroom teachers provided families their schedule of daily synchronous lessons for the week to create a regular routine for our students. Students received whole group, small group, and individual instruction using breakout rooms and instructional aides were in place to ensure students were provided the support needed to progress through the curriculum.

In addition to the current curriculum and materials being used, additional licenses to online programs were purchased. i-Ready ELA, Reading A-Z, and Renaissance Place are all supplemental digital resources that support reading and comprehension skills while providing monitoring and tracking of student learning. ALEKS (an online math program), Reflex math, and Edmentum (a rigorous self paced online credit recovery program for 9th - 12th grade) were all used as supplemental instructional tools. Each program is embedded with formative assessments as well as diagnostic measures. Additionally, the Bear Valley Virtual Academy uses Connexus Curriculum, an online program in Kindergarten - 5th that is taught by BVUSD teachers, and 6th - 12th grades are taught by Connections Academy instructors while our teachers provide additional support, individualized tutoring if needed, consistent monitoring of student progress as well as constant communication with students and parents to ensure success in this academically rigorous program.

Challenges remained in the areas of having all students engage in learning, participate in zoom meetings, and complete assigned work. For many students, mental health issues took precedence over schooling. As time progressed and we remained on Distance Learning, students became less engaged leading to a high number of Ds and Fs at the secondary level.

Access to Devices and Connectivity: Student needs for devices and connection to the internet were ascertained at each respective site by teachers as they connected with each student. All students were issued a District Chromebook for instructional use and hotspots were issued to students in need of internet connectivity. Home visits were made to those student who did not respond to previous attempts at communication in order to supply a Chromebook. The District purchased an additional 250 Chromebooks

to ensure access for all.

Pupil Participation and Progress: All Teachers held live synchronous lessons daily for a specified amount of time determined by the different grade levels. Particular successes were related to attendance/participation levels at all grades as evidenced by an overall 90.54% attendance rate from 8/30/2020 to 5/17/2021.

A challenge with Distance Learning was ensuring that the students were the ones who completed the work. Assessments presented the same challenge which brought into question the accuracy of the assessment scores. Often, during the Google Meets/Zoom meetings students opted to keep cameras off for a variety of reasons, which added to the limited measure of engagement, participation and the ability to monitor student activities.

Distance Learning Professional Development: At the beginning of the school year, all TK - 8th grade teachers participated in the "Write from the Beginning", an integration of Thinking Maps, which were introduced two years ago. This training offered specific practices to enable teachers to provide rigorous instruction in writing across the curriculum, including instruction for a Distance Learning model. At the 9th - 12th grade level, teachers participated in a training with Keeth Matheny from School Connect that focused on the need for attention to Social Emotional Learning as students either returned to school or remained on Distance Learning. An emphasis was placed on supporting students in their re-engagement process since leaving the physical classroom in March 2020.

On the District Website, there was a Distance Learning tab where teachers could find multiple trainings pertaining to Distance Learning. Under this tab there was also a list of "Digital Tools" and instructional apps for students.

While this transition was difficult for all teachers, there were successes related to the digitally proficient teachers working with the ones who were still learning. On site trainings were offered, as well as one on one support. The Instructional Technology Department was available for teachers as well and would walk teachers through the available digital resources to facilitate the instructional model. Feedback from stakeholders expressed compliments on how most teachers were handling the Distance Learning and the support being provided to keep students engaged and learning.

When new learning takes place, there are inherent challenges transitioning from one instructional model to another but these challenges were mitigated by technology proficient teachers who coached their peers with the technology skills needed to provide Distance Learning.

Staff Roles and Responsibilities: In order to maintain social distancing and smaller class sizes, our Intervention Specialists were placed back in the regular classroom. As our Virtual Academy grew, additional teachers from various sites were transferred to meet program needs. The Informational Technology team duties increased as they formatted student devices and troubleshooted technology needs. Classified personnel entered into an MOU agreement that all classified personnel positions may be used in any capacity needed to support student learning, meal distribution, and sanitization process. These changes were successful yet challenging.

Supports for Pupils with Unique Needs: The District Wide English Learner coordinator reached out to the English Learner students by phone to ensure that they all had access to devices and the internet. The

Student Services Liaison reached out personally to all Foster Youth and Homeless to ensure they had access to and knowledge of available resources. Under Cohort guidance, students with IEPs were returned to In-Person education for five days a week. Students with exceptional needs such as Occupational Therapy, Speech, and Behavioral Intervention, were met via the Special Academic Instruction (SAI) teacher in Zoom/Google Meets breakout rooms. Individualized Education Programs (IEPs) were conducted through Zoom meetings and personal phone calls. Success was found in the students who responded, had family support and availed themselves of the opportunities, however, challenges remained with student engagement and participation as some were unable to participate in the services offered due to family situations of job loss, family immediate needs, and mental health.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Teachers will receive Professional Development in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) to facilitate instruction in reading skills for K-8, specifically students with exceptional needs.	\$6200	\$0	N
2. Multiple resources and supports were mentioned in the table above. Please refer to these to ascertain the mitigation process toward addressing learning loss.	Refer to Actions listed above	Refer to Actions listed above	N

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 planned professional development in Action #1 was cancelled due to COVID restrictions. The unused funds were reallocated to purchase additional district-wide licenses for Zoom and Screen Castify. These licenses allowed for teachers to communicate daily with their students for as much time as needed on Zoom while instruction was taking place and student interaction was facilitated. With Screen Castify, teachers could implement a flipped classroom in which students could watch a pre-recorded video of instruction and then during a Zoom session, be able to discuss and ask questions pertaining to the video. This allowed a connection to be built between students, their peers, and their teachers while not together on the site.

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.

In the beginning of the 2020-2021 school year, students were given a diagnostic test to measure learning loss from the 2019-2020 year in the areas of Mathematics and English Language Arts. At the Elementary level, all students took the STAR in English Language Arts to determine reading levels and the i-Ready Diagnostic in ELA and math. Secondary students either took the Interim Comprehensive Assessment (ICA) or the same assessment taken the previous fall for comparison purposes.

Throughout the year, quarterly assessments (CAASPP IABs and District Benchmark Assessments) were administered, the same as before Distance Learning. As well, in other content areas across all grade spans, such as Social Sciences, Science, and World Languages, teachers used chapter and unit assessments from the district adopted curriculum. These assessments will continue to inform the instruction and interventions needed.

Throughout the year, English Learners were offered additional support from the onsite EL Coordinators who monitored progress through the Ellevations program which tracks student grades, performance on standardized testing, and academic progress. Supplemental software, Rosetta Stone, was purchased to support EL learning and progress in language acquisition.

For the low performing students, continued progress monitoring took place within i-Ready programs, Systematic Instruction in Phoneme Awareness, Phonics, and Sightwords (SIPPS), and local assessments.

Foster youth/homeless progress was monitored by our Student Services Liaison to ensure their basic needs were being met as well as assessment data to support their learning needs. The Student Connections Team reached out to site administrators monthly to discuss and collaborate on how to best reengage these students in their own learning process. Site administrators reached out to absent students via frequent phone calls and home visits.

Students with Exceptional Needs were assessed for learning loss through Beginning of the Year (BOY) assessments. Each student received a learning plan that addressed IEP goals and how best to provide opportunities for growth. A variety of strategies were used to reach students, such as engaging software programs (Kahoots, Peardeck etc), small groups in breakout rooms, and one on one conferencing during teacher office hours. White boards, hands on manipulatives, and demonstration videos were also used during live synchronous lessons.

When a comparison was made between the benchmark assessments given in 2019 - 2020 and the same benchmark assessment in 2020 - 2021 to measure learning loss, it was found that in English Language Arts, the loss was not as significant as anticipated. Math, however, showed a significant drop in standards mastery.

In ELA, 3rd graders went from 58% meets/exceeds to 57%. 4th graders went from 50% meets/exceeds to 39%. 5th grade went from 44% meets/exceeds to 42%. 6th grade went from 24% meets/exceeds to 36%. 7th grade went from 81% above/near to 74%. 8th grade went from 74% above/near to 62%. 9th graders went from 78% above/near to 74%, and 10th graders went from 76% to 74%. In spite of the time spent on Distance Learning and the immediate transition that had to take place, these ELA scores are evidence of the success of teachers outreach to students. Although a drop in scores took place at several grade levels, it was not so significant that the learning could not be mitigated in the coming year.

The challenge is in math, District Wide. 3rd graders went from 81% in January, 2020 to 34% in March 2021. 4th graders went from 48% to 39%, 5th graders went from 36% to 38%. At the secondary level, 6th

graders remained at 38% from 3rd quarter benchmarks administered in 2020 and 2021. 7th graders went from 46% to 22% and 8th graders went from 21% to 38%. Math I scores stayed at 38% on the same Q3 benchmark from 2020 to 2021, Math II scores went from 12% to 11%, and Math III scores stayed at 75%, however as some of the testing was done remotely, it is difficult to determine the accuracy of the data.

The challenge remained, as well, in the level of engagement and participation of students in classes as the year progressed, the students who turned off their cameras in spite of teacher requests to leave them on, and students who stopped turning in assignments and participating in classes.

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.

To address this increased need for support during this time, every student continued to participate in Second Step (TK - 8) and School Connect (9-12), both evidenced based instructional programs to support student mental health and wellness. Counselors continued to address the three domains Academic, Career, Social Emotional Development. Counselors provided appointments, if needed, to students for academic counseling, monitoring, and guidance from any one of the domains.

At Chautauqua Continuation High School, the a full-time Counselor was on-site at all times. The counselor conducted groups, offered individual counseling, worked with students in the areas of mental health and wellness, and helped students to move forward in their individual lives during this difficult time.

Each elementary and middle school site in the district has a Behavioral Intervention Support (BIS) person through a grant with Lutheran Social Services. This person is a resource for students who may be struggling emotionally or socially and need extra support. During Distance Learning, access to this Student Assistance Program (SAP) was available for conferencing via phone and/or video conferencing. This program is in conjunction with the local Lutheran Social Services.

Success was related to the continued use and implementation of Social Emotional Curriculum TK - 12, a full time Counselor dedicated to Chautauqua High School, a behavioral Intervention Support person at each site. The overall attendance rate of 90.54% from August, 2020 - May 2021 is evidence of the engagement and relationships of teacher to student.

The additional resource of Care Solace for teachers to access if dealing with Mental Health issues. Of the number of staff who reached out for support, 59% attended an appointment.

Challenges continue to be one of reaching those students who were experiencing multiple difficulties with Distance Learning and connecting with them to provide additional support or resources.

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.

Our first priority was to make sure that all students had access to school and what was being provided. We issued Chromebooks to all students and hotspots to any student in need. If the student did not participate in the classes and was not signing in or completing any work, we asked what were the challenges being faced and how could we help. If the student had access but was choosing to not participate, phone calls were made to the parents and home visits made if needed. Our Student Connections team met with all sites to develop a plan for supporting all students as they adjusted to this new learning environment to maintain a consistent learning process. To maintain this connectedness, especially with students missing three days consecutively or 60% of weekly attendance, emails, phone calls, even home visits were made to ensure all students were safe and able to participate in Distance Learning.

In order to reach our English Learner families, the District wide English Learner Coordinator reached out personally to students who were struggling. They were offered tutoring and Rosetta stone access for EL families to help with language acquisition. The goal was to enhance how the district communicated with the Spanish speaking community to engage in their children's education and increase parent involvement. As well, for our English Learner students, each site has an EL Coordinator who remained in close contact with the EL students' progress with the monitoring system, Ellevations, to keep tabs on the progress of grades and participation. Personal phone calls were made if there were concerns.

The success related to these outreach efforts are evidence by the 1300 responses to a parent survey, participation in LCAP meetings, School Site Council, and ELAC. As well, all meetings (SSC, ELAC, DELAC, LCAP) continued throughout the year via Zoom/Google Meets where stakeholder input was obtained.

Analysis of School Nutrition

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

Bear Valley USD Child Nutrition Department is currently participating in the meal service waivers that have been issued by the USDA as part of the COVID-19 Child Nutrition Response Act. These waivers have promoted multiple successes this year. Due to the "Seamless Summer Meal Program" as well as several other waivers, our students may receive free meals during the 2020-21 school year including students on 100% Distance Learning, students are allowed to take home meals for the next day and weekends. This allows for social distancing and the consumption of meals at home. As well, this allows us to serve meals based on foods available. This is especially important as the food supply chain has been deeply affected by all districts nationwide.

The "Farm to Families Food Box Program" enabled our district to provide over 15,000 pounds of USDA food items to students and families during the 2020-21 school year.

There were some challenges as well as successes. Providing meals on the Hybrid Instructional Model was a challenge and serving students on different schedules is difficult for planning, preparing and storing meals as well as the need to prepare multiple meals for students to take home. Our sites are challenged with having enough refrigeration space and staff. Curbside Meal pick up locations and times were constantly modified to meet the needs of the school sites, including inclement weather, transportation, and parent requests for pick up. Many vendors had a shortage of food items including prepackages items, shelf stable items and milk that affected our ability to procure foods, especially food items for students with special dietary needs. And finally, all this extra work with the packaging of meals and serving outside curbside has been difficult as we have not been able to fill our positions with permanent staff.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribution
Pupil and Family Engagement and Outreach	A2A Attendance program monitors students chronic absenteeism rates to mitigate learning loss due to absences.	\$36,000	\$36,900	Y
Student Nutrition	This money is used to mitigate the loss in revenues while serving meals during spring and summer, 2020.	\$120,000	\$196,089	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.

There were no substantive difference between the planned actions and budgeted expenditures.

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.

The lessons learned continue to validate the keeping of our current Goals related to Academic Achievement (Goal 1), the need to provide an environment that is conducive to learning (Goal 2) , and the importance of increased student and parent engagement (Goal 3).

One lesson we have learned is that when students are not engaged in the classroom they do not attend school. We have data that supports that the chronic absenteeism rate for pupils with unique needs is significantly higher than the general population. We therefore continue to fund and monitor the Achievement Initiative (Goal 1, Action 9) to facilitate the tracking of attendance and the provision of tools to support the Principals and Counselors at each site as they follow up on chronic absenteeism.

In looking specifically at our families of students with unique needs, challenges increased due to lack of employment, housing, and child care. Often families were unable to assist their students with academic learning in a distance learning environment due to difficulties accessing student software, and lack of understanding of how to assist their students struggling to assess learning on-line. As well, families taking on the role of “home school teachers” were challenged with meeting basic family needs. Knowing that this past year may have been a source of multiple challenges with student and family mental health and social emotional wellness, we have maintained a full time counselor at Chautauqua Continuation High School and hired a full time counselor to be shared between both elementary sites (Goal 2, Action 10).

We learned that education should be interactive, engaging, and include multiple modes of learning as they experienced extreme screen fatigue. We believe there has been some learning loss during Distance Learning and are committed to accelerate the recovery of this lost learning with our continued commitment to promoting preparation for college and career readiness upon graduation. To that end, we continue to support and grow the Achievement Via Individual Determination (AVID) program at the high school (Goal 1, Action 8).

To encourage this population of students to return to school ready to learn and re-engage in school we will provide teachers professional development in Kagan instructional strategies (Goal 1, Action 10). These strategies are designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction. As well, we've hired additional teachers to reduce class sizes and promote targeted learning in small groups (Goal 1, Action 2). In response to stakeholders concern regarding mental health issues post pandemic, we've increased the number of counselors district wide from three servicing 6th - 12th, to five counselors servicing TK - 12th (Goal 2, Action 10). We continue to provide one to one technology with Chromebooks or iPads for every student (Goal 3, Action 1). We are expanding the Career Technical Education (CTE) program to include an Aviation pathway (Goal 3, Action 3) to further explore post secondary options for students.

This past year has illuminated some areas of our District that necessitate a concentrated effort to equalize access to education and to question past practices that may be marginalizing certain subgroups within our district. Our goal is to address the needs of all students and minimize education gaps between subgroups.

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

Continuing with common benchmarks from the 2018-19 school years until March 2020 through the current year will help us compare and assess learning loss. In addition, we are adding a K - 8 reading assessment to increase and support progress monitoring through 8th grade. Using the data from i-Ready diagnosis in ELA/math, STAR reading test, and teacher input in grades Kindergarten - 5th, students are selected to receive additional instructional support using researched based strategies/curriculum such as SIPPS. In addition to the various assessments.

Additional teachers have been added to the sites to keep average class sizes lower when possible. TK - 3 are 24:1, 4th and 5th below 25-30, 6th - 12th 30 or lower. Additional English Learner Aides and Special Education Aides are being hired as well as the increase of hours from 3.75 hours a day to 5 hours a day to provide needed support for students in the classrooms. After school intervention is increasing from one day a week to two days a week with transportation provided for K - 8th to facilitate the acceleration of learning for students that are struggling. Summer school will be offered for the next three years to provide opportunities for 9th - 12th grade students needing credit recovery or at the lower grades, an opportunity to fill in learning gaps due to struggles with Distance Learning.

For mental health services, a full time Elementary Counselor has been hired to service two of the Elementary schools, and there are four full time counselors in place at the secondary level to address students' social emotional and mental health 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.

In-Person Instructional Offerings

- +Action 4 - Due to the transfer of the EL Coordinator to the Assistant High School Principal position, the funding budgeted for the salary of the Coordinator was not fully expended. The position was not filled.
- +Action 6 - Although openings were posted on Edjoin continuously through out the 2020-2021 school year, we were unable to fill this positions due to the paucity of applicants.

Distance Learning Program

- +Action 12 - "Strategies" was a component of an existing English Learner monitoring program that due to the transition to Distance Learning and the need for teachers to receive training in a multitude of digital platforms for Distance Learning, it was decided to wait until 2021-2022 to purchase and implement the "Strategies" component.
- +Action 15 - This professional development training was cancelled due to COVID restrictions.

Pupil Learning Loss

- +Action 1 - This professional development training was cancelled due to COVID restrictions.

Additional Actions

- +Action 2 - The restricted revenues were less than expected, while we continued to maintain our full staff, therefore requiring a larger funding amount to mitigate the loss.

Unused funding from these budgeted actions were directed toward increasing hours of classified employees to provide more targeted and small group support for students as the challenge to hire additional para professionals remained.

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.

After the analysis and reflection on student outcomes and lessons learned, the development of the LCAP was primarily focused on accelerating learning in order to mitigate any losses that occurred over the past 15 months as we navigated through Distance Learning, Hybrid Learning, cohorts, and virtual academies. We maintained our commitment to a rigorous curriculum and dedication to preparing students to graduate college and career ready. We recognize the need to address the social emotional and mental health needs of all students therefore we will provide additional student support by increasing the number of full time

counselors available to TK-12th grade students. Care Solace is also partnering with Bear Valley Unified School District to address both student and staff mental health needs. We will be addressing the need to engage students in active learning by providing professional learning for teachers in strategies designed to promote collaboration and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.

Consideration of low income, English learners, pupils with disabilities, Foster Youth and Homeless were specifically taken into account. Additional support for low income, foster youth, and homeless students is provided via the Student Support Liaison (Goal 2: Actions 3 and 5) who provides access to supplemental resources such as gas cards, clothing items and school supplies as well as personal contacts to ascertain the level of support required to facilitate student success at school. All unduplicated students have access to intervention opportunities and smaller class sizes to provide small group and individual instruction to mitigate learning loss that took place during Distance Learning (Goal 1: Actions 1, 2, 13, 15, 16; Goal 3: Action 6). An additional Focus Goal, specifically targeted to English Learners was created to address their continued needs of support and to facilitate language acquisition and proficiency (Focus Goal 4: Actions 1 and 6).

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
Bear Valley Unified	Dr. Mary Suzuki Superintendent	mary_suzuki@bearvalleyusd.org 9098664631

Plan Summary 2021-24

General Information

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

Bear Valley Unified School District is in the San Bernardino Mountains, 70 miles from Los Angeles, 6,700 feet above sea level. There are approximately 19,000 full time residents in the valley and our median income is \$33,000. 71% of our students qualify for Free and Reduced lunches, 73% of our students are socioeconomically disadvantaged/EL/Foster Youth, and 13% of our students are English Language Learners. Our district serves students, TK – 12, in a variety of settings with three elementary schools, one middle school, one comprehensive high school, and one continuation high school. In addition to the traditional brick and mortar setting, we offer Independent Study options including blended learning at the elementary and middle school, where students meet with a credentialed teacher once a week for the core subject instruction with the opportunity to participate in specific class instruction, special events, field trips, and sports at their respective site. At the high school level, students have a hybrid option where students can take some classes on campus and some in an independent setting with a credentialed teacher. Additionally, our Bear Valley Virtual Academy allows students to do all their work online with a credentialed teacher, overseen by a Bear Valley teacher who meets with students once a week. Virtual Academy students are also encouraged to participate in special events at their respective grade levels. Our commitment is to meet the needs of ALL our students and have them graduate college and career ready with multiple options for post-secondary education, whether at a 4-year University, a 2-year community college, a vocational school, or a particular career path.

Reflections: Successes

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

Successes:

Graduation Rate continues to be a success as BVUSD continually scores above the state (2020, BVUSD 94.4%; State 86.6% per CA Dashboard). Contributing to this rate is the work of the three high school counselors with the position at Chautauqua High School being a new position for 2020-2021. To maintain this success rate, counselors will continue to meet with all students to review their 4 year plans, will continue to hold FASFA and college information nights, and will explore further College and Career programs to enhance student engagement regarding post secondary educational opportunities.

ELA scores remained fairly consistent from last year to this year based on STAR reading levels at the 3rd - 6th grades, and ELA IAB scores remained high in secondary levels per quarterly benchmarks. Some of this can be attributed to the continual training of teachers in the areas of intervention strategies with SIPPS and ongoing monitoring through iReady and STAR assessments. To maintain this upward trajectory, professional training will be continued in engagement strategies with Kagan training, Write from the Beginning training as it relates to Thinking Maps, and consistent department meetings to discuss pacing, use of variety of strategies and instructional techniques and the use of the STAR assessment 3rd - 8th to progress monitor.

Another area of success comes from our English Learner students who continue to outscore the State on ELPAC levels 3 and 4. In 2019, 70% of BVUSD English Learners were at Level 3/Level 4, 54% of San Bernardino County were at L3/L4 and 54% of the State English Learners were at L3/L4. To maintain this level, we will continue to have EL Site coordinators as well as a District Coordinator who will work with general education teachers to implement practices to enhance EL successes. We have added the "Strategies" component to Ellevations, our EL monitoring website, and the site coordinators will work with teachers to implement that program in their classrooms as well as in the ELD classes at the middle school and high school levels.

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.

1. Based on benchmark data throughout the year and past CAASPP scores, math emerges as an area of need. To better support student achievement, we continue to hold professional development and training in the use of our California Content Standards aligned core curriculum in math. We continue this support as we move into partnering with the California Math Project to deepen teacher understanding and implementation of the standards. Lesson Study over the next several years will be facilitated by Cal State San Bernardino instructors to focus on instructional strategies, essential standards, and defining what students need to know to be successful in math.

2. Based on the current completion rate of CTE pathways and the input from students/parents/staff/community members calling for an increase in CTE offerings and a focus on authentic learning opportunities was a priority, we need to increase the percent of students taking CTE course who complete a CTE pathway (2018: 9%; 2019: 8%; 2020: 7%). The challenge of declining enrollment and limited staff with CTE credentials remains. In response to that challenge, we are

focusing on developing further the pathways already in existence (Information and Communication Technology, Transportation, Health Science and Medical Technology) by maintaining sections of Automotives and Cyber Security. For the 2021-2022 school year, Aviation will also be added to start an additional pathway in transportation.

3. CA Dashboard Data reveals a need to better prepare our students for College and Careers. In 2019, 27% of all students were prepared, however 0% English Learners, 0% Students with Disabilities and 21% Low Income were prepared. In 2020, 39% of all students, 5.3% English Learners, 14% Students with Disabilities, and 33% Low Income were prepared. While scores are going up, we recognize there is a need to focus on this area, specifically the unduplicated pupils. To address these needs the District has created a Focus Goal specifically to address English Learners. The District EL Coordinator will oversee the continued training of site coordinators in the use of Ellevations, a monitoring tool, and Strategies, an instructional component of Ellevations that differentiates instruction for all levels of English language proficiency. Site coordinators will work with general education teachers to implement this component with their English Learner students within their classroom. As well, Rosetta Stone licenses have been purchased to facilitate language acquisition for students and their families. All unduplicated students have access to additional intervention programs after school as well as smaller class sizes to enable targeted and small group instruction to support academic learning. College and Career counseling will also be conducted via the five District counselors.

LCAP Highlights

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

In keeping with the Bear Valley Unified School District's commitment to our students' success, we continue to use our funding to support ALL students. This year on the LCAP, we will be adding additional teachers to reduce class sizes (Goal 1 - Action 2) and providing more intervention opportunities after school along with provided transportation (Goal 1 - Action 8, 13; Goal 3 - Action 6). A focus on the College and Career Indicators as it relates to English Learners, Low Income, and Students with Disabilities specifically through extra intervention days added and Summer School (Goal 1 - Action 8; Focus Goal). As well, in order to expand the Career Technical Education (CTE) program, Aviation is being added to the Transportation Sector (Goal 3 - Action 3)

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.

Support for Identified Schools

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

On the 2019 CA Dashboard, Chautauqua High School (CT) was identified as a Comprehensive Support and Improvement (CSI) school for Low Performing in the 2018-2019 school year. In order to develop the CSI plan, we used a multifaceted framework which integrated the American School Counselor Association's (ASCA) comprehensive schools counseling program and the Collaborative for Academic, Social, and Emotional Learning (CASEL) to address students' needs with a focus on social emotional learning, mental health, trauma informed practices, increasing engagement and attendance, and decreasing student suspensions.

To engage multiple stakeholders in development of the plan to address suspensions thus low academic performance, meetings were held with counselors, administrators, safety assistants, and district support staff to conduct a root cause analysis to determine the challenges faced by our CT students.

Suspension data, attendance, and alternatives to suspension practices were discussed. The plan was developed based on the evidence based practices listed above and implementation decisions were made based on the use of the frameworks derived from ASCA and CASEL.

Chautauqua High School completed a comprehensive needs assessment survey of all students enrolled, which included the analysis of student performance in relation to the state academic content standards. In addition to the meetings listed above, during staff development activities, staff meetings, and on early release days, school administrators and the leadership team considered the results of two student surveys, as well as academic data, suspension rate, and drop out and graduation rates to identify areas of need and add to the development of a specific plan of action.

The Youth Truth Survey was administered to all 36 students. This survey assessed student opinions in six different areas: Student Engagement, Academic Rigor, Relationships with Teachers, Relationships with Peers, School Culture, and College and Career Readiness.

Based on the results of the Youth Truth Survey in 2019-2020, all six domains needed to be addressed. 53% of the students believed they try their best at school but only 8% said they enjoyed coming to school. 60% believe that they have to work hard to get a good grade while only 44% believe the work that they do for their classes makes them really think. 51% of the students believe that their teachers think they can get a good grade if they try, however only 40% believe that teachers give them assignments that help them to better understand the subject. Only 14% feel like a part of their school's community, 26% of students believe that most adults at school treat them with respect, however, only 11% believe that most students at school treat adults with respect. And finally, only 26% of students believe that school has helped them understand the steps they need to take in order to have the career that they want and which careers match their interests and abilities.

In addition, data related to School Engagement, Safety, Substance Abuse, and Mental Health was collected through the CA Healthy Kids Survey. The results of this survey showed few students expressed an interest in school engagement with 42% admitting to chronic truancies. Only 36 % of the students believed there were caring adult relationships and only 15% believed their participation in their education was meaningful. Substance Use and Physical/Mental Health needs raised additional concerns with 83% expressing that they currently use alcohol or drugs and 75% said they were vaping.

As well as discussion of the data and survey results, resource inequities were discussed in terms of having two counselors dedicated to serving the students at the Comprehensive High School and while these counselors also supported Chautauqua students, Chautauqua did not have a counselor dedicated to the specific needs of students at the site. A full time counselor at Chautauqua would allow the students to have personnel on campus with whom they can meet immediately and develop a personal relationship to provide timely interventions. Previously, students had to walk across the comprehensive high school campus for access to the counselors or wait for the counselors to come to them. Based on anecdotal data from students and a conversation with the comprehensive high school counselors, it was evident that Chautauqua students were not comfortable with walking across campus to meet with the high school counselors and therefore, they didn't.

After multiple meetings with Site and District Leadership teams and discussions surrounding the survey results in conjunction with CAASPP scores, suspension rates, and dropout/graduation data, this information was brought to the LCAP committee via Zoom which included students, parents, teachers, administrators, community members, and Association Presidents. In looking at the Social Emotional Learning program purchased previously for TK - 12, it was decided that a focus on the SEL component of students was needed to ultimately increase student performance. It had been working well in other sites when used to fidelity and therefore the plan was to transfer that focus to Chautauqua students. Some of the interventions selected included School Connect (Optimizing the High School Experience), "EQ@home" (a digital component of School Connect curriculum), DBT Skills Training for Emotional Problems Solving for Adolescents (DBT STEPS-A), and the organizing and implementing of College Talk Thursdays to further increase student engagement and encourage them to consider the goal of going to college.

This data and the ensuing discussion was what led to the decision to use the CSI grant money to support all Chautauqua students with their own counselor dedicated to offering trauma and mental health support, Social Emotional Learning, College and Career Education and individualized support for students' personal growth using but not limited to the intervention programs listed above.

In response to stakeholder input and student surveys, in 2020-2021, Chautauqua added a .6 FTE counselor designated for CT students with the focus of Social Emotional Learning, College and Career Education as well as personal growth. Part way through the year, this was increased to a 1.0 FTE with added responsibilities of academic counseling and class scheduling.

In addition, a .5 FTE teacher was hired to reduce class sizes in order to afford more individualized attention and support for CT students. For 2021-2022, the Counselor will remain in place and the .5 teacher position will be increased to a 1.0 FTE to offer continued support in the areas of academic and social emotional support.

Monitoring and Evaluating Effectiveness

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

The Chautauqua Counselor will review attendance, academic and discipline data from the school's data system in addition to reviewing the school's improvement plan to inform and identify students' needs and to evaluate the effectiveness of the interventions put in place. Intentionality collecting and using data from a variety of perspectives allows the CT counselor to identify the goals of the program, track student change, assess the program's interventions and demonstrate the positive outcomes of the school counseling program to important stakeholders - students, parents, teachers, administrators, and community leaders. When evaluating CT counselor and staff interventions through the use of data-driven decision-making, data is assessed in three primary categories: process, perception and outcome data. This data is reviewed by stakeholders including the CT leadership team. The Chautauqua High School's Leadership Team and School Site Council (SSC) are the groups that work together to oversee the implementation and monitoring of the school-wide-action plan. The School Leadership Team includes the administration and teachers. These two teams review all relevant data to set School Plan for Student Achievement (SPSA) goals. Chautauqua High School's Leadership team meets weekly while the School Site Council meets quarterly to review data, progress, and respond to new needs.

At the beginning of the school year, the CT counselor utilizes a comprehensive needs assessment with questions sourced from the Collaborative for Academic, Social, and Emotional Learning (CASEL) and Panorama Education in order to establish baseline data, identify areas that need the most support, prioritize time, inform direct/indirect services and resources to high-needs areas. This assessment also acts as a screener to identify students at risk for poor outcomes, identify students who may need targeted support or intervention (ie. chronic behavioral issues, emerging adjustment problems), and identify personal strengths/wellness as well as risk factors/emotional distress.

This comprehensive needs assessment will also be given to CT students at the beginning of 3rd quarter to evaluate the change in perception data as well as a way to monitor the effectiveness of the interventions. Any time a new student is added to the CT student body the comprehensive needs assessment is given and recorded. Information will be shared with stakeholders (ie administration and teachers) as needed and if appropriate. The counselor analyzes data responses and will follow up with students accordingly.

Universal SEL Curriculum: Chautauqua High School will reduce suspension and expulsion by implementation of School-Connect (Optimizing the High School Experience). Through SEL, students acquire social skills that contribute to the reduction of risky behavior and reduced need for disciplinary actions such as suspension and expulsion, further affecting the development of their academic skills by being in consistent attendance. By focusing on promoting a positive environment, students are more apt and able to improve their depth of knowledge and understanding of the California State Standards.

Before starting the School-Connect Curriculum, the counselor will give an initial assessment that will be used to create baseline data. Assessment provides baseline information on student understanding, comprehension, and familiarity with the CASEL five competencies of social emotional learning that will be discussed and practiced in the School-Connect Lessons. Data will be collected and reviewed to track student progress from beginning to end of program and to inform improvements if needed.

Targeted SEL Curriculum: “DBT Skills Training for Emotional Problems Solving for Adolescents (DBT STEPS-A) is a program for developing emotional management, interpersonal, and decision-making skills in middle and high school students. DBT STEPS-A is based on the skills training component of Dialectical Behavior Therapy (DBT), an empirically supported psychological treatment” (Mazza, J.J., 2016, pg. 3-4). An initial assessment is given to students to establish baseline data and a benchmark assessment is given after every module completed. After the last module, the initial assessment is repeated and the data responses compared for mastery of comprehension, skill set development, and program goal attainment.

College and Career: In order to meet the LEA/LCAP goal of increasing the percent of students by 10% who are on track to graduate college and be career ready, the CT Counselor is implementing strategic informational student/parent workshops, collaborating with school staff, offering evidence-based aptitude/career assessments, and partnering with local community members. The CT leadership team is working to create a college-going and career-ready culture/climate on the CT campus. “College Talk Thursdays” are being implemented in order to have a committed day each week to discuss college/career readiness in order to better prepare students for post-graduation opportunities. Workshop presentations focus on topics such as FAFSA and Financial Aid, California Community Colleges, Degree for Transfer, California College Promise Grants, Career Education and Exploration, Military Options, Life Skills, and Career Preparation (ie. interviewing, resume drafting, networking, etc.). Before each presentation, a short survey is given to those attending to assess their level of knowledge in the various areas and to establish baseline data. Once the presentation is completed, the survey is given again to assess what students learned from the presentation. This helps the counselor better understand who needs to be followed up with or what kinds of supports a student might need with various topics.

In addition to the implementation of the SEL programs and college conversations, the counselor will continue to monitor student progress through grades, academic progress, attendance, and suspension data. Parent conferences are formally held at the end of the first quarter, but informally on a continuous basis. All stakeholders, students, parents, teachers and administrators are kept informed regarding these matrices and additional interventions put in place based on need.

Stakeholder Engagement

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

In 2020-2021, on March 2, the first stakeholder meeting was held. Parents of English Learners, parents of students with disabilities, Credentialed/Classified Staff Association Representatives, county child welfare and foster youth representatives (SELPA), and community members were in attendance. Additionally, all principals attended and had each invited two staff members, two teachers, two parents, and two students. During this meeting, a review of the LCAP from 2019-2020 and the LCP from 2020-2021 was given. The district's mission, vision, and core values were shared. The history and funding of the LCFF was covered. Available data was shared including graduation rates, college and career

indicators, A-G completion rates, ELPAC levels and reclassification rates. The goals from the 2019-2020 LCAP were reviewed.

At the conclusion of this meeting, a Parent and Family engagement survey and a LCAP Stakeholder survey (both English and Spanish) were sent out. Links to the surveys were posted on the District Website and Facebook pages and hard copies were made available in the District Office if requested.

On March 25, the LCAP committee met to review the list of Actions and Services from the 2019-2020 LCAP and the 2020-2021 LCP with funding sources listed. At this time, feedback was requested regarding the maintain, modification, or deletion of specific Actions and Services. During the month of April, three separate LCAP surveys were sent out to obtain feedback from stakeholders, staff, and students.

A final review of the LCAP DRAFT was held with the District English Learner Advisory Committee (DELAC) on June 1 and the LCAP Parent advisory committee on June 8. No comments were submitted from either committee, and therefore there was no need for a written response from the superintendent.

The LCAP DRAFT was posted publicly on the District Website on June 11, 2021 to allow time for public written comment. No comments were submitted, and therefore there was no need for a written response from the superintendent.

Public Hearing of the LCAP: June 14, 2021

Governing Board adoption of the LCAP: June 16, 2021

A summary of the feedback provided by specific stakeholder groups.

During the multiple meetings, conversations, and surveys through out the year, the predominate themes and trends remain as a request for more intervention provided to students in all content areas, a continued expansion of the Career Technical Education (CTE) programs, the incorporation of Life Skills/Financial Literacy classes into the curriculum, and continued Mental Health supports. The LCAP Parent advisory committee specifically asked for expanded vocational offerings, hands on projects in the classrooms, and the implementation of Financial Literacy classes as well as continued small class sizes. Students and parents alike asked for continued and expanded opportunities for intervention and support in all content areas as well as mental health supports and resources.

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

The following Actions will be a part of the 2021-2024 LCAP based on stakeholder input, a budgetary resources review, and focus areas on the LCAP.

In response to the need to additional intervention supports to mitigate learning loss during Distance Learning, the following is addressed in the Actions and Services. Afterschool intervention was increase from one day a week to two, and summer school will be offered 3rd - 12th to accelerate 3rd - 8th grade learning over the summer and to provide credit recovery for 9th - 12th grade to increase graduation rates.

Goal 1:

Action 2: Increase number of teachers to reduce class size enabling targeted support and interventions

Action 10: Professional development/travel and conferences to support teachers in intervention strategies, distance learning, and classroom practices

Action 15: Provide extra support and monitoring of students through intervention opportunities - Personnel

Action 16: One bus for after-school transportation 2 days a week from intervention - transportation

Action 17: Summer School (3rd - 12th)

In response to the desire for more mental health services and supports, a full time Elementary Counselor was hired and the full time counselor at Chautauqua High School was maintained.

Goal 2:

Action 10: Hire Elementary Counselor for North Shore and Baldwin Lane

Action 11: Maintain full time counselor at Chautauqua High School

In response to the desire for increased vocational/CTE offerings, a new pathway was started in Aviation.

Goal 3:

Action 3: Expand CTE classes (Aviation)

Goals and Actions

Goals

Goal #	Description
Goal 1	Goal 1: Increase percent of students who are on track to graduate college and career ready State Priorities: 1- Basic Conditions of Learning, 2 - Implementation of State Standards; 4 - Pupil Achievement; 7 - Access to a Broad Course of Study; 8 - Pupil Outcomes

An explanation of why the LEA has developed this goal.

BVUSD is dedicated to creating an educational path that leads to student success post graduation, either through college or a career and therefore continue to expand and offer programs that will prepare students for their futures. This goal also addressed the State Priorities of 1) Conditions of Learning, 4) Pupil Achievement, 7) Course Access, and 8) Other Pupil Outcomes.

As BVUSD analyzed the College and Career Indicator from the CA Dashboard for the past two years, the need to increase the % of students identified as "prepared for college" was identified. In 2019, 27% of all students were at the "prepared" level, and in 2020, 39% of all students were designated as "prepared". BVUSD is working to continue to increase the number of students prepared.

Based on the current completion rates of CTE pathways (2018: 9%, 2019: 8%; 2020: 7%) and the input from students/parents/staff/community members calling for an increase in CTE offerings and a focus on authentic learning opportunities, we need to increase the percent of students taking CTE course. The challenge of declining enrollment and limited staff with CTE credentials remains. In response to that

challenge, we are focusing on developing further the pathways already in existence (Information and Communication Technology, Transportation, Health Science and Medical Technology) by maintaining the current pathways and adding an Aviation pathway in 2021-2022.

We also continue to analyze CAASPP data (2018 3rd – 8th /11th ELA: 44% overall; math: 29% overall; 2019 EAP: ELA 59%; math 34%;), while we increased across the board, it was clear that we still need to increase the level of performance in both math and ELA, to support our goal of students graduating college and career ready.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1. A-G completion rate State Metric: Share of pupils that are college and career ready Local Metric: % completing UC/CSU required classes	2021: 38%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	55%
2. CTE pathway completion rate State Metric: Share of pupils that are college and career ready Local Metric: % of students taking CTE courses who completed a sequence of courses	2021: 11%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	20%
3. % of seniors seeking post secondary education Local Metric: Student Tracker	2020: 46%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	60%

4. 1d. % of students EAP ELA college ready State Metric: Share of pupils determined prepared for college by EAP	2019: 59%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80%
5. % of students EAP math college ready State Metric: Share of pupils determined prepared for college by EAP	2019: 34%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	55%
6. % of students with an AP Exam score of 3 or higher State Metric: Share of students that pass Advanced Placement exams with a 3 or higher	2020: 66%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	70%
7. % of students who feel well prepared for college and/or career after graduation Local Metric: Alumni Survey	2019: 58% of the students who responded 2020: Very limited response to the survey	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	70% of the students who respond
8. % of students required to take remedial college classes in math or English Local Metric: Alumni Survey	2019: 29% 2020: very limited response to survey	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	20%

<p>9. Scaled score of 1 (exploration and research stage) to 5 (full implementation and sustainability) per BVUSD provision of professional learning opportunities and instructional materials Local Metric: Implementation of State Academic Standards Survey</p>	<p>2020-2021: Implementation of State Academic Standards Survey (scale of 1-5) BVUSD provided Professional Learning for learning standards and content: ELA: 4.3 ELD: 4.1 Math: 4.0 NGSS: 2.8 Social Science: 4.0 BVUSD provided materials for teaching the standards and content (scale of 1-5) ELA: 4.2 ELD: 4.4 Math: 4.2 NGSS: 3.3 Social Science: 3.6</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>BVUSD provided Professional Learning for learning standards and content: (scale of 1-5) ELA: 4.5 ELD: 4.5 Math: 4.5 NGSS: 4.5 Social Science: 4.5 BVUSD provided materials for teaching the standards and content: (scale of 1-5) ELA: 4.5 ELD: 4.5 Math: 4.5 NGSS: 4.5 Social Science: 4.5</p>
<p>10. % of students who will meet or exceed standards on CAASPP ELA (3rd – 8th) State Metric: CAASPP ELA</p>	<p>2018-2019 (in percentages) 3rd: 57% 4th: 50% 5th: 43% 6th: 42% 7th: 38% 8th: 41%</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>3rd: 75% 4th: 75% 5th: 75% 6th: 75% 7th: 75% 8th: 75%</p>

11. % of students who will meet or exceed standards on CAASPP math (3rd – 8th) State Metric: CAASPP math	2018 - 2019 (in percentages) 3rd: 48% 4th: 39% 5th: 25% 6th: 29% 7th: 19% 8th: 25%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	3rd: 60% 4th: 60% 5th: 60% 6th: 60% 7th: 60% 8th: 60%
12. Provide highly qualified and credentialed teachers trained in CA State Standard Implementation Strategies State Metric: Teacher Misassignment Rate	2021: 0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0%
13. % of students receiving instruction in CA State Standards with aligned materials	2021: 100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Tk - 3rd Grad Span Adjustment	Additional teachers will be hired to ensure TK – 3 small class sizes of 24:1 and allow more one to one interaction, small group instruction and intervention to promote increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores. This action is principally directed to unduplicated students.	\$782,097.00	Yes

Action #	Title	Description	Total Funds	Contribution
Action #2	Maintain additional teachers to lower class size	Additional teachers will be hired to facilitate 4th - 12th class size averages of 30:1 to allow more one to one interaction, small group instruction and intervention to promote increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores. This action is principally directed to unduplicated students.	\$1,688,230.00	Yes
Action #3	Teacher Induction Program	All new teachers will participate in an induction program for the purposes of providing one to one mentoring during their first two years and to facilitate improved instructional strategies and practices in the classroom. The expected outcomes are that all students will receive instruction from highly qualified teachers to improve academic achievement as measured by CAASPP scores.	\$15,000.00	No
Action #4	Curricular Licenses and Subscriptions	All teachers will have access to supplemental curriculum materials for the purpose of providing intervention support for all students based on need. The expected outcome is increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores. *iReady Licenses (Grades 2-5; 7th -8th SPED): A reading supplemental program that supports struggling readers *ALEKS Licenses (Grades 4-8): an online math program that allows students to move at an individualize pace *Reading Counts/Accelerated Reader (Grades 1-6): a supplemental online reading program that promotes fluency and comprehension *DnA Measure Progress ((Grades TK – 12) : a student data base system that houses testing data and benchmark tests in ELA, math, and science *ESGI subscription (Grades TK – 1): an online assessment system to track early reading progress •Edgenuity (grades 9-12): an online program for credit recovery and additional classes not offered in the core curriculum	\$103,820.00	No

Action #	Title	Description	Total Funds	Contribution
Action #5	Release time for teacher collaboration and curriculum planning	All grade level and content area teachers will collaborate three times a year to create pacing guides and assessments, analyze student data, share best practices and instructional strategies for the purpose of increasing student achievement and standards mastery in core content areas as measured by CAASPP scores.	\$10,000.00	No
Action #6	Purchase Student Tracker	The Student Tracker program will track High School graduates' post secondary educational experiences and provide relevant data for the purpose of informing our practices and provided opportunities to support students post graduation pursuits. The expected outcome is an increase percentage of students attending post secondary institutions as measured by Student Tracker data.	\$500.00	No
Action #7	Advancement Via Individual Determination (AVID)	Select teachers will be implementing the Achievement Via Individual Determination (AVID) program with freshmen through seniors for the purpose of providing extra support to students preparing to pursue a college education upon graduation. The expected outcome will be an increase in students completing A-G requirements, increased graduation rates, and ELA and math CAASPP scores. This action is principally directed to unduplicated students.	\$94,009.00	Yes
Action #8	Professional Learning Opportunities	All teachers, TK - 12, will participate in professional learning opportunities (Kagan strategies, CA math project, Write From the Beginning) to support teachers in intervention strategies and classroom practices to meet the needs of struggling students for the purpose of increasing math and ELA scores as measured by CAASPP scores. This action is principally directed to unduplicated students.	\$30,000.00	No

Action #	Title	Description	Total Funds	Contribution
Action #9	Independent Study Teachers	Independent Study teachers offer the educational option of students being on independent study for students who are unable to attend the comprehensive high school schedule due to work, possible health related issues, or other personal reasons for the purpose of providing a rigorous academic experience for those students not able to be on campuses five days a week. The intended outcome is to provide an alternative pathway for student graduation as measured by graduation rates, A-G completion, and ELA and math CAASPP scores. This action is principally directed to unduplicated students.	\$202,748.00	Yes
Action #10	Intervention support for Students with Disabilities	Education Specialist Teacher Aides will provide additional instructional assistance to the classroom teacher for the students with disabilities through small group intervention and support for the purpose of increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores.	\$89,000.00	No
Action #11	Professional Learning opportunities for para-professionals	Para-professionals will be provided the following learning opportunities, CSEA Para-Professional annual conference and certificate program through DM SELPA for the purpose of providing more skills and expertise to the para professionals as they support the classroom teacher. The expected outcome will be increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores.	\$16,977.00	No
Action #12	Intervention Support Personnel	Certificated Elementary Intervention Specialists and Title I aides will provide extra support for students who struggle in math and ELA with small groups and one on one tutoring for the purpose of increasing student achievement and standards mastery in Math and ELA as measured by CAASPP scores. This action is principally directed to Unduplicated Students.	\$502,680.00	Yes

Action #	Title	Description	Total Funds	Contribution
Action #13	Provide Intervention materials	Because Fallsvale is not provided after school transportation for intervention classes, the District will purchase supplemental intervention materials such as Systematic Instruction for Phonemic and Phonics Instruction (SIPPS), A-Z Learning, Reflex Math etc. for teacher's use with students to provide individual and small group targeted instruction for the purpose of increasing student achievement and standards mastery in Math and ELA as measured by CAASPP scores. This action is principally directed to unduplicated students.	\$1,500.00	Yes
Action #14	Summer School	Teachers will provide either credit recovery (9th - 12th) or accelerated learning (3rd - 8th) opportunities in the core content areas to promote increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores and increased high school graduation rates.	\$85,864.00	No
Action #15	Big Bear High School/Chautauqua Continuation High School Principal	The Principal over the two schools will be working with students at Chautauqua Continuation High School for the purpose of facilitating their participation in the Career Tech Ed program at the comprehensive high school, working with students to facilitate credit recovery if needed, and monitoring attendance data of all unduplicated students. The expected outcome will be an increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores. This action is principally directed to unduplicated students.	\$204,129.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #16	Provide after school transportation for Intervention classes	Buses will provide after school transportation two days a week to students for the purpose of providing the means for students to stay after school for intervention support. The expected outcome will be to promote increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores. This action is principally directed to unduplicated students.	\$5,500.00	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 2	Goal 2: Provide an educational setting that is conducive to learning. State Priorities: 1 - Basic Services; 2 - Implementation of State Standards; 6 - School Climate

An explanation of why the LEA has developed this goal.

Due to the necessary implementation of CA State Standards aligned curriculum and a review of our CAASPP and local assessment data, it is imperative to provide highly qualified and credentialed teachers trained in State Standards implementation strategies to support and educate our students in an environment that is conducive to learning.

In looking at student climate data: local Youth Truth data: the percentage of students who agree/strongly agree that they enjoy coming to school is 45% at Big Bear Middle School, 20% at Big Bear High School and 21% at Chautauqua High School. Knowing that this survey administered in February of 2021 was influenced by the transition to Distance Learning, we recognize the need to ensure students feel engaged in their learning, while feeling emotionally and physically supported and safe on campus.

To continue to meet the academic and social needs of our TK – 3rd grade students, we need to maintain the 24:1 ratio at those grade levels while reducing the 4th - 5th grade classes to a 25:1 ratio.

To provide students with a positive learning environment, we feel the need to continuously improve facility cleanliness and maintenance at all sites. We use the Facility Inspection Tool (FIT) reports to annually self-evaluate our sites.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
3. School Climate/School Connectedness Local Metric: CA Healthy Kids Survey (administered every other year)	2019-2020 School Connectedness Score (combined "agree" and "strongly agree") 5th - 76% 7th - 56% 9th - 50% 11th - 58% (BBHS) 11th - 20% (CT)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	School Connectedness Score (combined "agree" and "strongly agree") 5th - 75% 7th - 75% 9th - 75% 11th - 75% (BBHS) 11th - 65% (CT)

3a. Continue to meet required class size reduction progress under LCFF (24:1) Local Metric: Average class size report in May of each year	2019-2020: maintained 22.4 to 23.1 on average	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Below 24:1
5a. District Suspension and Expulsion rates State Metric: LCAP defined Suspension Rate State Metric: LCAP defined Expulsion Rate	2019-2020: Suspension: 3.4%, Expulsion: .24%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Suspension: 2.5% Expulsion: .05%
Individual Site FIT reports State Metric: Overall Facility Rating Local Metric: FIT reports	October 2020 BBHS: 95.2% CT: 97.9% BBMS: 95.9% NS: 96% BLES: 98.3% FV: 97.9%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All sites will continue to be greater than 95%

Actions

Action #	Title	Description	Total Funds	Contributor
Action #1	Maintain Safety Assistants at Middle School and High School sites	Campus Safety Assistants at BBHS (two 8 hours, one 3.75 hours) and BBMS (two 6 hour and one 3.75) will be on campuses for the purpose of facilitating and monitoring a safe environment for all students during the school day. The expected outcome would be an increase in the percent of student who feel safe and connected to school as measured by the CA Healthy Kids Survey and a reduction in suspension/expulsion rates at the secondary level.	\$154,611.00	No

Action #	Title	Description	Total Funds	Contributin
Action #2	Days of Understanding	“Days of Understanding” is a two day activity for all students led by a guest speaker for the purpose of addressing tolerance, bullying, and inclusion on the high school campus. The expected outcome is the increase in the percent of students feeling connected to the site as measured by the CA Healthy Kids Survey and the decrease of suspension/expulsion rates.	\$5,000.00	No
Action #3	Provide access to supplemental supports	District employees (Health clerks, school nurse, front office staffs) provide access to food cards, gas cards, clothing, shoes, hygiene products, school supplies and incentives for students in small groups for social skills, emotion management, and peer leadership for the purpose of enabling students to feel comfortable at school and have resources available if needed. The expected outcome is an increase in the percent of students that feel connected and safe which leads to a decrease in Chronic Absenteeism (Goal 3). This action is principally directed to Low Income and Foster Youth students.	\$6,500.00	Yes
Action #4	Health Aides	Health Aides at each school site attend to the needs of all students who require minor medical attention and assist office staff in the monitoring of immunization records for the purpose of maintaining a safe and healthy environment for students on campus. The expected outcome is an increase in the percent of students that feel connected and safe at their site as measured by the CA Healthy Kids Survey.	\$72,937.00	No

Action #	Title	Description	Total Funds	Contributin
Action #5	Student Support Liaison	The Student Services Support Liaison works directly with students in need to provide food cards, gas cards, and clothing for students. Additionally, the Student Support Liaison works with the Department of Behavioral Health (DBH), Lutheran Social Services, and other local support agencies for the purpose of meeting the social emotional and mental health needs of students. The expected outcome is an increase in the percent of students that feel connected and safe which leads to a decrease in Chronic Absenteeism (Goal 3). This action is principally directed to Low Income and Foster Youth.	\$67,066.00	Yes
Action #6	Fund the Students at School (SAS) program	The Students at School (SAS) program is for all students at BBHS for the purpose of allowing in house campus suspension that integrates counseling, academic support, and substance abuse curriculum. The expected outcome is a decrease in suspension/expulsion rates.	\$20,000.00	No
Action #7	Social Emotional Curriculum	Teachers will use the district adopted Social Emotional Learning (SEL) curriculum district wide (TK - 8 Second Step; 9th - 12th School Connect) and attend professional development for the purpose of instructing the students in social emotional skills needed to improve school climate and culture. The expected outcome is an increase in the percent of students that feel connected to their site as measured by the CA Healthy Kids Survey and a reduction in suspension/expulsion rates.	\$19,999.00	No

Action #	Title	Description	Total Funds	Contributin
Action #8	Flexible Seating options for Students with Special Needs	The district will provide supplemental flexible seating options for students with disabilities (balls; stand up desks; movable tables and chairs) for the purpose of providing an environment more conducive to learning for students with disabilities. The expected outcome is that students will be able to use these seating arrangements to support their learning and engagement at school and increase the percent of students feeling connected to the site as measured by the CA Healthy Kids Survey.	\$1,000.00	No
Action #9	Personal Protective Equipment	The district will provide Personal Protective Equipment to all staff and students for the purpose of promoting the necessary safety measures to maintain healthy campuses. The expected outcome will be campuses that are safe for students and staff as measured by the CA Healthy Kids Survey.	\$25,000.00	No
Action #10	Full Time Elementary Counselor	A full time Elementary Counselor split between two sites (North Shore/Baldwin Lane) will work with elementary students for the purpose of supporting them in academics and meeting the increasing need of social emotional and mental health support. The expected outcome is an increase in the percent of students that feel connected to their site as measured by the CA Healthy Kids Survey and a reduction in suspension rates.	\$104,881.00	No
Action #11	Full time Chautauqua High School Counselor	A full time Chautauqua High School Counselor will work with students for the purpose of supporting them in academics, college and career pursuits, and meeting the increasing need of social emotional and mental health support. The expected outcome is an increase in the percent of students that feel connected to their site as measured by the CA Healthy Kids Survey and a reduction in suspension/expulsion rates.	\$87,379.00	No

Action #	Title	Description	Total Funds	Contributin
Action #12	Counselors and Psychologists	Three full time Counselors and two Psychologists will ensure that students have equal access to all curriculum and resources for the purpose of providing support via counseling for social and emotional well being and placing students in intervention if needed. The expected outcome will be an increase in connectedness to the sites resulting in a decrease in suspension/expulsion rates. This action is principally directed to unduplicated students.	\$705,330.00	Yes
Action #13	Professional Learning opportunities for Classified Staff	Classified staff (custodial, safety assistants, health clerks) will participate in professional learning opportunities for the purpose of increasing their ability to maintain clean and operational sites for students, maintain safety protocols for students and staff on campuses, and provide needed mental and physical support for students at school. The expected outcomes will be an increase in the FIT report scores and student connectedness levels as measured by the CA Healthy Kids Survey.	\$15,000.00	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 3	Goal 3: Increase engagement level of students and families State Priorities: 3 - Parent and Family Enagement; 4 - Pupil Achievement; 5 - Pupil Engagement; 7 - Access to a Broad Course of Study; 8 - Pupil Outcomes

An explanation of why the LEA has developed this goal.

As we return from Distance Learning and looked at the attendance data and the upcoming metric of chronic absenteeism, and after talking about the importance of making sure our students attend school to facilitate their learning, we feel the need to increase attendance rates and reduce chronic absenteeism rates (2020: Attendance- 94%; Chronic Absenteeism - 17%; 2021: Attendance rate as of 5/17/21: 91%; Chronic Absenteeism - 21%).

We believe there is need to increase parental involvement on multiple levels to ensure student success and are exploring ways to invite participation and allow all stakeholder voices to be heard. On the 2021 Parent Engagement Survey, on a scale of 1-5 (5 being a full implementation of the activity), BVUSD was rated a 3.7 on BVUSD's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and a 3.5 on progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1. Middle School Dropout Rate State Metric: Middle School Dropout Rates	2020: 0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0%
2. High School Dropout Rate State Metric: High School Dropout Rates	2020: 2.9%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	2.0%

3. High School Graduation Rate State Metric; High School Graduation Rates	2021: BBHS 91.6%; CT: 77.3%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	BBHS 95%; CT 85%
4. District Attendance Rate State Metric: School Attendance Rates Local Metric: District Attendance Rates	2020: 93.6%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	97%
5. LCAP defined Chronic Absenteeism Rate State Metric: LCAP defined Chronic Absenteeism Rate Local Metric: District LCAP defined Chronic Attendance Rates	2020: 21%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Less than 12%
6. % of TK - 8 attendance at Parent Conference and Decision Making meeting Local Metric: attendance at Parent conferences	2021: Done virtually; attendance not tracked; will set base line in 2021-2022	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	85%

% of Parents attendance at Back To School Night/Decision Input meeting	2020: Attended virtually, attendance not tracked; will set base line in 2021-2022	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	85%
8. 3a. % of student meeting 5/6 Healthy Fitness Zones Local Metric: Physical Fitness Test in grades 5, 7, and 9	2019: 5th: 49% 7th: 65% 9th: 74%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	5th: 75% 7th: 75% 9th: 75%

Actions

Action #	Title	Description	Total Funds	Contribution
Action #1	One to one technology	The District will issue a chrome book or ipad (pending grade level) to ensure access to the curriculum and increase achievement via engagement. The expected outcome is a decrease in chronic absenteeism. This action is principally directed to Unduplicated students.	\$217,000.00	Yes
Action #2	Science, Technology, Engineering, and Math (STEM) at every site	Each site will offer Science, Technology, Engineering, and Math (STEM) opportunities for the purpose of engaging students and exposing them to a variety of courses. The expected outcomes are an increase in student attendance rates and a decrease in chronic absenteeism.	\$54,999.00	No

Action #	Title	Description	Total Funds	Contribution
Action #3	Expand Career Technical Education classes	High school students will have the opportunity to enroll in Career Technical Education (CTE) classes to build college and career pathways for the purpose of providing options for post-secondary educational opportunities for our students. The expected outcomes are an increase in engagement as measured by increased graduation rates and decreased chronic absenteeism. This action is principally directed to Low Income students and Foster Youth.	\$285,326.00	Yes
Action #4	Project Lead the Way Engineering Class	Big Bear High School students may enroll in Project Lead the Way: Principles of Engineering class for the purpose of participating in hands-on experiences in the fields of Physics and math (annual program fee) to expand their opportunities in post secondary educational pursuits. The expected outcome is an increase in engagement as measured by attendance rates, absenteeism rates and graduation rates, as well as an increase in student achievement as measured by math CAASPP scores (Goal 1).	\$3,200.00	No
Action #5	Expand College and Career awareness	BVUSD will provide middle school and high school students opportunities to participate on field trips to 4 year universities and community colleges for the purpose of expanding college and career awareness and promoting options for post secondary educational options. The expected outcome will be an increased high school graduation rate, and an increase in the percent of seniors seeing post secondary education as measured by the Student Tracker (Goal 1). This action is principally directed to unduplicated students.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contribution
Action #6	Intervention/Enrichment opportunities	Teachers will offer offer enrichment (yoga/dance/music/coding/art etc) and intervention (math/ELA) opportunities at North Shore Elementary, Baldwin Lane Elementary, and Big Bear Middle School for after school two ^{two} days a week for the purpose of providing engaging curriculum and academic support. The expected outcomes will be to promote increased student achievement and standards mastery in Math and ELA as measured by CAASPP scores. This action is principally directed to unduplicated students.	\$20,400.00	Yes
Action #7	Athletic League transportation	The district will provide league transportation for sports teams at Big Bear Middle School and Big Bear High School for the purpose of supporting student engagement and academic performance as students must maintain a 2.0 to participate. The expected outcome will be an increase in attendance rates and a decrease in chronic absenteeism.	\$71,005.00	No
Action #8	Offer Music/Choir/Drama/Art	The District will offer Music/Drama/Choir/Art classes to students either as a class or after school enrichment program for the purpose of increasing student engagement in classes outside the core curriculum. The expected outcome will be an increase in graduation rate as well as a decrease in chronic absenteeism. This action is principally directed to Low Income students and Foster Youth.	\$318,285.00	Yes
Action #9	Sensory Tools for Students with Special Needs	The District will provide sensory tools to students with disabilities for the purpose of enhancing the learning experience of students with special needs and providing alternative stimulation to facilitate academic learning and growth in the classroom. The expected outcome are increased attendance rates, a decrease in chronic absenteeism as well as increased academics as measured by CAASPP scores.	\$5,000.00	No

Action # Title		Description	Total Funds	Contribution
Action #10	Transportation above Base amount	The District will continue to supplement the allotted base funding to ensure transportation for students due to having to travel off the mountain for athletics and field trips, and ongoing increased compensation costs for the purpose of maintaining a competitive sports program for students. As well, it provides home to school transportation to mitigate chronic absenteeism. The expected outcome is students will be able to attend athletic competitions and school on a daily basis and for the purpose of reducing chronic absenteeism rates. This action is principally directed to unduplicated students.	\$988,147.00	Yes
Action #11	Achievement Initiative (A2A Attendance monitoring program)	Achievement Initiative (Chronic Absenteeism Monitoring program) is an online program that will monitor student absences, sends out attendance letter, and prepare data sheets for the purpose of providing sites data to contact and support students/families with the expected outcome of reducing the Chronic Absenteeism rate.	\$36,900.00	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 4	Goal 4: Increase the percentage of English Learners who graduate College and Career Ready.

An explanation of why the LEA has developed this goal.

BVUSD is committed to ensuring the success of ALL students and providing them with choices to further educational pursuits upon graduation. As College and Career Indicator data was analyzed, the need to increase the preparedness of our English Learners for college and careers. In 2019, 0% were designated as "prepared" and in 2020, 5% were designated as "prepared". We recognize that while our English Learners often out scored the county and state in proficiency levels on the ELPAC (2021: Level 3/4: 64%), they continue to need support in the rigorous academic program preparing them for College and Careers after they graduate.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1. % of English Learners designated as College and Career Ready State Metric: CCI	2020: Prepared - 5% Approaching - 5% Not - 90%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	2020: Prepared - 30% Approaching - 30% Not - 40%
2. % of English Learner students being reclassified State Metric: English Learner Reclassification	2021: 8%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	30%
3. % of students at a 3 and 4 ELPAC proficiency level State Metric	2021: Level 4 - 31% Level 3 - 33% Level 2 - 27% Level 1 - 8%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	2024: Level 4 - 40% Level 3 - 40% Level 2 - 15% Level 1 - 5%

% of Long Term English Learners State Metric:	2020: 29%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	15%
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Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Maintain .3 FTE District Wide English Learner Coordinator	The District Wide English Learner Coordinator will monitor English Learners district wide and and their academic progress, provide professional learning opportunities for teachers district wide, facilitate the District English Learner Advisory Committee (DELAC), and coordinate all ELPAC testing for the purpose of providing needed support for the students. The expected outcome of this action is an increase in the percent of English Learners designated as college and career ready, and increase in % of students at level 4 on the ELPAC, an increase in the reclassification rate, and a decrease in the % of long term English Learners. This action is limited to English Learners.	\$50,772.00	Yes
Action #2	Maintain Site English Learner coordinators at each site	Site Coordinators will monitor progress and support EL students at their respective sites. They will provide professional learning opportunities in ELD strategies, coordinate ELPAC testing, facilitate quarterly English Learner Advisory Council (ELAC) for the purpose of supporting English Learners academic progress. The expected outcome is an increase in the reclassification rates, and a decrease in the percent of Long Term English Learners. This action is limited to English Learners.	\$7,200.00	No

Action #	Title	Description	Total Funds	Contributin
Action #3	Quarterly ELAC and DELAC meetings will be held	The District will hold ELAC and DELAC meetings for the purpose of keeping students and families informed of school practices and procedures, academic related processes such as applying for colleges, and provide a venue for parents of English Learners to ask questions and ask for clarification. The expected outcome is an increase in the percent of English Learners designated as college and career Ready as measured by the College and Career Indicator. This action is limited to English Learners.	\$500.00	No
Action #4	Purchase supplemental instructional supplies to support English Learners	The District will purchase supplemental instructional supplies and materials to specifically support English Learners (Rosetta Stone, library books in Spanish, translated text books) for the purpose of additional support and instruction for English Learner's academic achievement. The expected outcome of this action is an increase in the percent of English Learners designated as college and career ready, and increase in % of students at level 4 on the ELPAC, and an increase in the reclassification rate. This action is limited to English Learners.	\$15,000.00	No
Action #5	Maintain Ellevations software	The District will purchase Ellevations software, a monitoring system for English Learners and Long Term English Learners for the purpose of supporting English Learners in the areas of academic achievement. District and Site coordinators will use to track and monitor English's progress. The expected outcome is an increase in reclassification rates and a decrease in the percent of Long Term English Learners. This action is limited to English Learners.	\$4,500.00	No

Action #	Title	Description	Total Funds	Contribution
Action #6	Maintain Bi-lingual aides	Bi-lingual aides, under the direction of the classroom teacher, will work in small groups or one on one with English Learners for the purpose of providing additional academic support. The expected outcome of this action is an increase in the percent of English Learners designated as college and career ready, and increase in % of students at level 4 on the ELPAC, an increase in the reclassification rate, and a decrease in the % of long term English Learners. This action is limited to English Learners.	\$31,535.00	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
22.68%	\$4,552,694.00

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 District has a very small number of Foster Youth Students and as a result in some metrics, data is not generated. That being said, the district has great concern for our FY and wants to ensure that actions are implemented to meet their needs and provide equitable access opportunities for academic achievement and social emotional growth.

Goal 1: Increase the % of students graduating College and Career ready

Action 1 - TK - 3 Grade Span Adjustment

Action 2 - Additional teachers to lower class sizes

Action 12 - Intervention Support Personnel

Action 13 - Intervention Support Materials

Action 15 - Big Bear High School/Chautauqua High School

Action 16 - Transportation for After School Intervention

Goal 3: Increase Engagement Levels of Students and Families

Action 6 - Offer intervention and/or enrichment opportunities at each site

Needs, Conditions, or Circumstances: In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the CAASPP scores are significantly lower than the District average (2019: All students - 44% ELA meets/exceeds and 30% Math meets/exceeds; Low Income - 39% ELA meets/exceeds and 22% Math meets/exceeds; English Learners - 22% ELA meets/exceeds and 9% Math meets/exceeds. These data points demonstrate the need for the District to implement multiple intervention

strategies.

Purpose: To address the identified needs of our unduplicated population we are providing extra teachers and proven research-based intervention supports to support smaller class sizes providing opportunities for targeted instruction as well as 3rd - 12th grade summer school opportunities, after school intervention programs with transportation provided (extended instructional time), additional professional development for teachers in intervention strategies, AVID at Big Bear High School, and the maintenance of two school psychologists and five counselors (adding a new Elementary Counselor) for social emotional, mental health and academic achievement support. While these services are available District Wide to all students, we have reviewed the data to prioritize and target the needs of unduplicated students and expect that unduplicated students' academic scores will increase at a greater rate to close the achievement gap between the unduplicated population and the District average. Although we anticipate all students will demonstrate increased achievement, we believe these targeted interventions will address the unique needs of the unduplicated student population and low performing students.

Justification to Continue Action: The continuation of these services was based on the effectiveness in previous years as demonstrated by the increase of scores on the CAASPP. From 2017 to 2019 in ELA, English Learners went from 11% to 22% meets/exceeds, Low Income went from 33% to 39% meets/exceeds. In Math, English Learners went from 4% to 9% meets/exceeds, Low Income went from 21% to 22%. Even though some of the growth is minimal, it is moving in the right direction.

Measurement of Effectiveness: These actions continued effectiveness will be demonstrated by increased academic achievement and language proficiency which will be measured by academic indicators such as the ELA and math CAASPP scores.

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Goal 1: Increase the % of students graduating College and Career ready

Action 7 - Achievement Via Individual Determination (AVID)

Action 9 - Dedicated Independent Study Teachers

Needs, Conditions, or Circumstances: In analyzing the needs, conditions, and circumstances of unduplicated students, we learned that the CAASPP scores are significantly lower than the District average (2019: All students - 44% ELA meets/exceeds and 30% Math meets/exceeds; Low Income - 39% ELA meets/exceeds and 22% Math meets/exceeds; English Learners - 22% ELA meets/exceeds and 9% Math meets/exceeds. In 2020-2021, the District average of students completing A-G was 38%, foster youth was 0%, Low Income was 24%, and only one English Learner completed A-G. In 2019-2020, the graduation rates of Low Income students at 92% was lower than the District average of 93.3% and although English Learners were at 94%, and there were not enough Foster Youth to generate data, the District still believes we need to keep a close watch on this data due to gaps in scores in CAASPP and A-G rates.

Purpose: Provision of the AVID program, targeting unduplicated students, allows for concentrated focus on preparing students for college and careers with specialize support for students who may be the first to aspire to attend college, who need help with navigating college paperwork and grants, who have not been aware of post secondary graduation college options as well as a focus on skills that foster independence and problem solving. Research attests to one to one focus increase practices attest that The Independent Study program offers one to one relationships between teachers and students, and focused attention on academics and post secondary pursuits. As well, the independent study option allows students who are unable to attend 5 days a week to be able graduate with A-G classes completed.

Justification to Continue Action: This will be the first year that we have AVID seniors graduating so do not yet have data on graduation rates for AVID students or A-G completion rates. However, demonstrating the

effectiveness of the AVID program and Independent study program is evidenced by the Graduation rate increase from 2019 to 2020 for English Learners with 91% to 94% and Low Income students from 87% to 92%. The A-G rate also increased from 2020 to 2021 with English Learners going from barely 1% to 3%, Low Income, 20% to 24%. There were not enough Foster Youth to generate any data. While these increases are not significant, the scores are moving in the right direction.

Measurement of Effectiveness: These actions continued effectiveness will be demonstrated by increased academic achievement and language proficiency which will be measured by academic indicators such as the ELA and math CAASPP scores, proficiency rates on the ELPAC, reclassification rates, graduation rates, and college and career readiness indicators, as well as engagement indicators such as chronic absenteeism and suspension rates.

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Goal 2: Provide an Educational Setting that is Conducive to Learning

Action 3 - Provide access to supplemental support and resources

Action 5 - Fund Student Support Liaison

Needs, Conditions, or Circumstances: Our Chronic Absenteeism data shows that our Low Income and Foster Youth are chronically absent significantly more than all students. In 2019, 17% of All students were chronically absent while 20% of Low Income, 36% of Foster Youth were chronically absent.

Purpose: In order to provide more support for these students and address their absenteeism, we are providing access to gas cards, food cards, and school supplies as needed. We also have a full time Student Support Liaison specifically for our low income and foster youth students. We have a research based attendance monitoring program that targets chronically absent students and that identifies and notifies students and their families of poor attendance. We also have a School Connect Team that visits attendance clerks and principals at each site to monitor absenteeism overall. While these programs are all District wide, in targeting Low Income and Foster Youth, the expectation is that their chronic absenteeism rate will decrease to be more in line with the District average.

Justification to Continue Action: The implementation of the Student Support Liaison and the School Connect Team has only been operational for the past two years with one of those years being 100% Distance Learning. Therefore, we are keeping both actions and will examine the data at the end of the 2021-2022 for effectiveness when we reevaluate the LCAP.

Measurement of Effectiveness: These actions continued effectiveness will be demonstrated by a decrease in chronic absenteeism.

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Goal 2: Provide an Educational Setting that is Conducive to Learning

Action 12 - Counselors/Psychologists

Needs, Conditions, or Circumstances: In 2019-2020, District Wide suspension rates were 3.4%, while Low Income was at 4.3%, Foster Youth at 7.4%, and English Learners at 4.3%. In 2019-2020 Expulsion rates District Wide were .24%, while English Learners were at .28%, and Low Income were at .32%. There were not enough Foster Youth to produce data for that student group. These data points are enough for the district to provide support and intervention for unduplicated students.

Purpose: Providing access to Counselors and Psychologists allows students to connect with adults at their site for support in academics (the counselors) as well as mental health. Research supported Social Emotional Learning Curriculum was adopted two years ago and is being implemented District Wide to instruct students in self monitoring and self regulation techniques. Open access to Counselors and Psychologists promotes a feeling of belonging and safety on school sites. These personnel are available

for group or individual counseling.

Justification to Continue Action: The continuation with the provision of these employees and their services is based on the effectiveness shown by the decrease in suspension rate for Foster Youth from 15% in 2018-2019 to 7.4% in 2019-2020 and in Low Income from 5.4% to 4.3%. There were not enough unduplicated students to generate expulsion rates in, 2017-2018 or 2018-2019, and in 2019-2020 for Foster Youth, the rate was 0%, Low-Income .32%, and English Learners, .28%. These scores will be monitored for a decrease for 2021-2022 as there is no data for the previous years with which to compare.

Measurement of Effectiveness: These actions continued effectiveness will be demonstrated by a continued decrease in suspensions and expulsions for unduplicated students.

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Goal 3: Increase Engagement Levels of Students and Families

Action 1 - One to One Technology

Action 3 - Expand CTE program

Action 8 - Music/Choir/Drama/Art

Action 10 - Transportation above Base Amount

Needs, Conditions, or Circumstances: Our absenteeism data shows that our Low Income students and Foster Youth are chronically absent significantly more than all students. In 2019, 17% of All students were chronically absent while 20% of Low Income and 36% of Foster Youth were chronically absent. In 2019-2020, the graduation rates of Low Income students at 92% was lower than the District average of 93.3% and there were not enough Foster Youth to generate data, and although this is not a significant gap, the District still believes we need to keep a close watch on this data. These data points demonstrate the need for outreach services for our Low Income and Foster Youth.

Purpose: Recent research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out (Lamborn et al, 1992; Finn, 1993; National Center for Education Statistics). The courses offered outside the core curriculum increase students' desire to attend school as for some students, extra curricular activities promote peer interaction and collaboration. The expanded CTE program has grown to include multiple sections of Automotive, Cyber Security, and now Aviation, all three introductions to options for students upon graduation. Additional opportunities are provided by the Arts in terms of Choir competition, Drama club that produces several shows throughout the year, and Poetry Club that culminates in a school wide performance. By offering multiple opportunities for increased and improved services, students can explore and expand their learning, while increasing engagement as well as students' sense of belonging.

Justification to Continue Action: The continuation with the offerings of extracurricular programs is shown to be effective due to the decrease in Foster Youth chronic absenteeism over a three year period between 2017 at 50% and 2019 at 29%. Low Income rates went from 20% in 2017 to 17% in 2019. Again, it is not decreasing as much as we'd like but it is moving in the right direction. Graduation rates increased from 2019 to 2020 for both English Learners, going from 91% to 94% and Low Income, going from 87% to 92%. There were not enough Foster Youth to generate a graduation rate.

Measurement of Effectiveness: These actions continued effectiveness will be demonstrated by decreased chronic absenteeism and increased graduation rates.

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Goal 3: Increase Engagement Levels of Students and Families

Action 5 - Expand College and Career Awareness

Needs, Conditions, or Circumstances: The number of students seeking post secondary education as measured by National Student Clearing House (Student Tracker) in 2021 was reported as an average of 46% of our graduates which was a decrease from the prior year of 48%. While this data is not disaggregated by student groups, this is a measure where we seek an increase for all students, primarily unduplicated students as measured by graduation rates. In 2019-2020, the graduation rates of Low Income students at 92% was lower than the District average of 93.3% and although English Learners were at 94%, and there were not enough Foster Youth to generate data, the District still believes we need to keep a close watch on this data. In the 2020 College and Career Indicators, All students were 44% prepared, Low Income students were 39%, English Learners were 7%, and there were not enough Foster Youth to generate data. These data points demonstrate a need to facilitate college and career awareness for Unduplicated students.

Purpose: The District has committed to creating increased awareness of the options available for graduates. We have increased the CTE offerings of Automotive sections and have added Aviation for the 2021-2022 school year. The high school has added AVID and includes field trips to nearby Universities and Community Colleges. The District continues to host Guest Speakers (on hold until COVID restrictions are lifted) to familiarize students with a variety of choices post graduation. The Middle School hosts an annual career fair and college field trips to introduce students to the options available.

Justification to Continue Action: The continuation with providing college and career awareness is due to the effectiveness based on the increased graduation rates of English Learners in 2019 of 91% to 2020 of 94%, and Low Incomes in 2019 of 87% to 2020 of 92%. There are not enough Foster Youth to generate the data. From 2019 to 2020, English Learners designated as prepared went from 0% to 7%, Low Income went from 25% to 39%, and again, there were not enough Foster Youth to generate data.

Measurement of Effectiveness: These actions continued effectiveness will be demonstrated by increased graduation rates, and college and career readiness indicators.

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

Goal 4: Increase the % of English Learners who graduate College and Career Ready

Action 1 - Maintain District Wide English Learner Coordinator

Action 6 - Maintain Bi-Lingual Aides

Needs, Conditions, or Circumstances:

From 2019 to 2020, English Learner reclassification rate went from 8% to 15% and then dropped back to 6% in 2021. From 2019 - 2021, English Learners went from 26% proficiency to 31% proficiency on the ELPAC, however the concern arises from the College and Career Data. In 2019, 27% of All students were prepared for College, but 0% of English learners were prepared. In 2020, 39% of All students were prepared, and 5% of English learners were prepared. These data points justify the need for a focus on preparing English learners for post graduation opportunities.

Purpose: To support the process of preparing for college and careers, we are expanding the CTE Transportation pathway with adding an Aviation class and continuing to offer college tours. To also address this condition of our English Learners, we created a Goal 4 (Actions 1 - 6) to support these students. Training will be offered that specifically targets instructional strategies for English Learners, Site coordinators will continue training on Elevations, our EL monitoring software program, as well as be

trained on a new component added for the 2021-2022 school year, Strategies. This new component is an instructional resource that allows teachers to differentiate instruction in all grades and content areas. The Family Based English Tutoring (FBET) classes will be brought back to support the families of the English Learners. This program works with parents on how to best support their child(ren)'s academic progress and navigate a sometimes unfamiliar educational system.

These actions in the Goal 4 (Actions 1-6) provide extra support and monitoring to our English Learners, and the expectation is that English Learners will increase significantly more than the increase for all students in CCI prepared designations.

Justification to Continue Action: The continuation with a focus on English Learners and their preparation for post graduation pursuits is based on the effectiveness demonstrated by the beginning rise of English Learners going from 0% to 5% designated as prepared as measured by the College and Career Indicator.

Measurement of Effectiveness: These actions' continued effectiveness will be demonstrated by increased language proficiency which will be measured by proficiency rates on the ELPAC, reclassification rates and college and career readiness indicators.

The LEA Wide actions above, coupled with the limited actions described here allow the District to meet or exceed its percentage to increase and improve its services by 22.68% quantitatively.

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Tk - 3rd Grad Span Adjustment		\$446,912.00	\$0.00	\$0.00	\$335,185.00	\$782,097.00
1	2	Maintain additional teachers to lower class size		\$1,241,318.00	\$0.00	\$0.00	\$446,912.00	\$1,688,230.00
1	3	Teacher Induction Program	All Students	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
1	4	Curricular Licenses and Subscriptions	All students	\$92,820.00	\$11,000.00	\$0.00	\$0.00	\$103,820.00

1	5	Release time for teacher collaboration and curriculum planning	All Students	\$0.00	\$0.00	\$0.00	\$10,000.00	\$10,000.00
1	6	Purchase Student Tracker	High School Graduates	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
1	7	Advancement Via Individual Determination (AVID)		\$94,009.00	\$0.00	\$0.00	\$0.00	\$94,009.00
1	8	Professional Learning Opportunities	All students	\$0.00	\$0.00	\$0.00	\$30,000.00	\$30,000.00
1	9	Independent Study Teachers		\$202,748.00	\$0.00	\$0.00	\$0.00	\$202,748.00
1	10	Intervention support for Students with Disabilities	Students with disabilities	\$89,000.00	\$0.00	\$0.00	\$0.00	\$89,000.00
1	11	Professional Learning opportunities for para-professionals	All students	\$5,000.00	\$11,977.00	\$0.00	\$0.00	\$16,977.00
1	12	Intervention Support Personnel	All students	\$163,033.00	\$0.00	\$0.00	\$339,647.00	\$502,680.00
1	13	Provide Intervention materials		\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00

1	14	Summer School	3rd - 12th grades	\$0.00	\$55,872.00	\$0.00	\$29,992.00	\$85,864.00
1	15	Big Bear High School/Chautauqua Continuation High School Principal		\$204,129.00	\$0.00	\$0.00	\$0.00	\$204,129.00
1	16	Provide after school transportation for Intervention classes		\$5,500.00	\$0.00	\$0.00	\$0.00	\$5,500.00
2	1	Maintain Safety Assistants at Middle School and High School sites	All secondary students	\$154,611.00	\$0.00	\$0.00	\$0.00	\$154,611.00
2	2	Days of Understanding	All students	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
2	3	Provide access to supplemental supports		\$5,000.00	\$1,500.00	\$0.00	\$0.00	\$6,500.00
2	4	Health Aides	All students	\$72,937.00	\$0.00	\$0.00	\$0.00	\$72,937.00
2	5	Student Support Liaison		\$40,240.00	\$26,826.00	\$0.00	\$0.00	\$67,066.00
2	6	Fund the Students at School (SAS) program	All students	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00

2	7	Social Emotional Curriculum	All students	\$19,999.00	\$0.00	\$0.00	\$0.00	\$19,999.00
2	8	Flexible Seating options for Students with Special Needs	Students with Special Needs	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
2	9	Personal Protective Equipment	All students	\$0.00	\$0.00	\$0.00	\$25,000.00	\$25,000.00
2	10	Full Time Elementary Counselor	TK - 5th grade	\$0.00	\$0.00	\$0.00	\$104,881.00	\$104,881.00
2	11	Full time Chautauqua High School Counselor	Chautauqua High School students	\$0.00	\$0.00	\$0.00	\$87,379.00	\$87,379.00
2	12	Counselors and Psychologists		\$705,330.00	\$0.00	\$0.00	\$0.00	\$705,330.00
2	13	Professional Learning opportunities for Classified Staff	All students	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
3	1	One to one technology	All students	\$217,000.00	\$0.00	\$0.00	\$0.00	\$217,000.00
3	2	Science, Technology, Engineering and Math (STEM) at every site	All Students	\$54,999.00	\$0.00	\$0.00	\$0.00	\$54,999.00

3	3	Expand Career Technical Education classes		\$271,326.00	\$0.00	\$14,000.00	\$0.00	\$285,326.00
3	4	Project Lead the Way Engineering Class	Big Bear High School Students	\$3,200.00	\$0.00	\$0.00	\$0.00	\$3,200.00
3	5	Expand College and Career awareness		\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
3	6	Intervention/Enrichment opportunities		\$20,400.00	\$0.00	\$0.00	\$0.00	\$20,400.00
3	7	Athletic League transportation	6th - 12th grade	\$71,005.00	\$0.00	\$0.00	\$0.00	\$71,005.00
3	8	Offer Music/Choir/Drama/Art		\$318,285.00	\$0.00	\$0.00	\$0.00	\$318,285.00
3	9	Sensory Tools for Students with Special Needs	Students with Special Needs	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
3	10	Transportation above Base amount	All students	\$988,147.00	\$0.00	\$0.00	\$0.00	\$988,147.00
3	11	Achievement Initiative (A2A Attendance monitoring program)	All students	\$0.00	\$0.00	\$36,900.00	\$0.00	\$36,900.00

4	1	Maintain .3 FTE District Wide English Learner Coordinator	English Learners	\$50,772.00	\$0.00	\$0.00	\$0.00	\$50,772.00
4	2	Maintain Site English Learner coordinators at each site	English Learners	\$0.00	\$0.00	\$0.00	\$7,200.00	\$7,200.00
4	3	Quarterly ELAC and DELAC meetings will be held	English Learners	\$0.00	\$0.00	\$0.00	\$500.00	\$500.00
4	4	Purchase supplemental instructional supplies to support English Learners	English Learners	\$0.00	\$0.00	\$0.00	\$15,000.00	\$15,000.00
4	5	Maintain Ellevation software	English Learners	\$0.00	\$0.00	\$0.00	\$4,500.00	\$4,500.00
4	6	Maintain Bi-lingual aides		\$31,535.00	\$0.00	\$0.00	\$0.00	\$31,535.00
LCFF Funds			Other State Funds	Local Funds		Federal Funds		Total Funds
\$5,637,255.00			\$107,175.00	\$50,900.00		\$1,436,196.00		\$7,231,526.00
Total Personnel					Total Non-Personnel			
\$5,680,104.00					\$1,551,422.00			

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Tk - 3rd Grad Span Adjustment	LEA-wide	English Learners, Low Income, Foster Youth	North Shore Elementary, Baldwin Lane Elementary, Fallsvale Elementary	\$446,912.00	\$782,097.00
1	2	Maintain additional teachers to lower class size	LEA-wide	English Learners, Low Income, Foster Youth	District Wide	\$1,241,318.00	\$1,688,230.00
1	7	Advancement Via Individual Determination (AVID)	LEA-wide	English Learners, Low Income, Foster Youth	Big Bear High School	\$94,009.00	\$94,009.00
1	9	Independent Study Teachers	LEA-wide	English Learners, Low Income, Foster Youth	District wide	\$202,748.00	\$202,748.00
1	12	Intervention Support Personnel	LEA-wide	English Learners, Foster Youth, Low Income	District Wide	\$163,033.00	\$502,680.00
1	13	Provide Intervention materials	Schoolwide	English Learners, Foster Youth, Low Income	Fallsvale Elementary	\$1,500.00	\$1,500.00

1	15	Big Bear High School/Chautauque Continuation High School Principal	Schoolwide	English Learners, Low Income, Foster Youth	Big Bear High School/Chautauque High School Principal	\$204,129.00	\$204,129.00
1	16	Provide after school transportation for Intervention classes	Schoolwide	English Learners, Low Income, Foster Youth	North Shore Elementary, Baldwin Lane Elementary, Big Bear Middle School	\$5,500.00	\$5,500.00
2	3	Provide access to supplemental supports	LEA-wide	Low Income, Foster Youth	District Wide	\$5,000.00	\$6,500.00
2	5	Student Support Liaison	LEA-wide	Low Income, Foster Youth	District wide	\$40,240.00	\$67,066.00
2	12	Counselors and Psychologists	LEA-wide	English Learners, Low Income, Foster Youth	Districtwide	\$705,330.00	\$705,330.00
3	1	One to one technology	LEA-wide	English Learners, Low Income, Foster Youth	District Wide	\$217,000.00	\$217,000.00
3	3	Expand Career Technical Education classes	Schoolwide	Low Income, Foster Youth	Big Bear High School	\$271,326.00	\$285,326.00

3	5	Expand College and Career awareness	LEA-wide	English Learners, Low Income, Foster Youth	Big Bear Middle School, Big Bear High School, and Chautauqua High School	\$5,000.00	\$5,000.00
3	6	Intervention/Enrichment opportunities	LEA-wide	English Learners, Low Income, Foster Youth	Big Bear Middle School, North Shore Elementary, Baldwin Lane Elementary	\$20,400.00	\$20,400.00
3	8	Offer Music/Choir/Drama/Art	LEA-wide	English Learners, Low Income, Foster Youth	Districtwide, Big Bear High School	\$318,285.00	\$318,285.00
3	10	Transportation above Base amount	LEA-wide	English Learners, Low Income, Foster Youth	District Wide	\$988,147.00	\$988,147.00
4	1	Maintain .3 FTE District Wide English Learner Coordinator	Limited	English Learners	District Wide	\$50,772.00	\$50,772.00
4	6	Maintain Bi-lingual aides	Limited	English Learners	District wide	\$31,535.00	\$31,535.00
Totals by Type			Total LCFF Funds			Total Funds	
Total:			\$5,012,184.00			\$6,176,254.00	
LEA-wide Total:			\$4,447,422.00			\$5,597,492.00	
Limited Total:			\$82,307.00			\$82,307.00	
Schoolwide Total:			\$482,455.00			\$496,455.00	

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.