

## LCFF Budget Overview for Parents: Data Input

<b>Local Educational Agency (LEA) name:</b>	Ballington Academy - San Bernardino
<b>CDS code:</b>	36 67876 0133892
<b>LEA contact information:</b>	Doreen Mulz - dmulz@voa-swcal.org
<b>Coming School Year:</b>	2021 – 22
<b>Current School Year:</b>	2020 – 21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021 – 22 School Year</b>		<b>Amount</b>
Total LCFF funds	\$	1,942,226
LCFF supplemental & concentration grants	\$	415,799
All other state funds	\$	680,272
All local funds	\$	-
All federal funds	\$	392,785
<b>Total Projected Revenue</b>	<b>\$</b>	<b>3,015,283</b>
<b>Total Budgeted Expenditures for the 2021 – 22 School Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	2,917,360
Total Budgeted Expenditures in the LCAP	\$	2,376,368
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,035,849
Expenditures not in the LCAP	\$	540,992
<b>Expenditures for High Needs Students in the 2020 – 21 School Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	22,800
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	489,014

## LCFF Budget Overview for Parents: Narrative Responses

### LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included are also capitalized assets and will not be recognized until later years.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>
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# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ballington Academy - San Bernardino

CDS Code: 36 67876 0133892

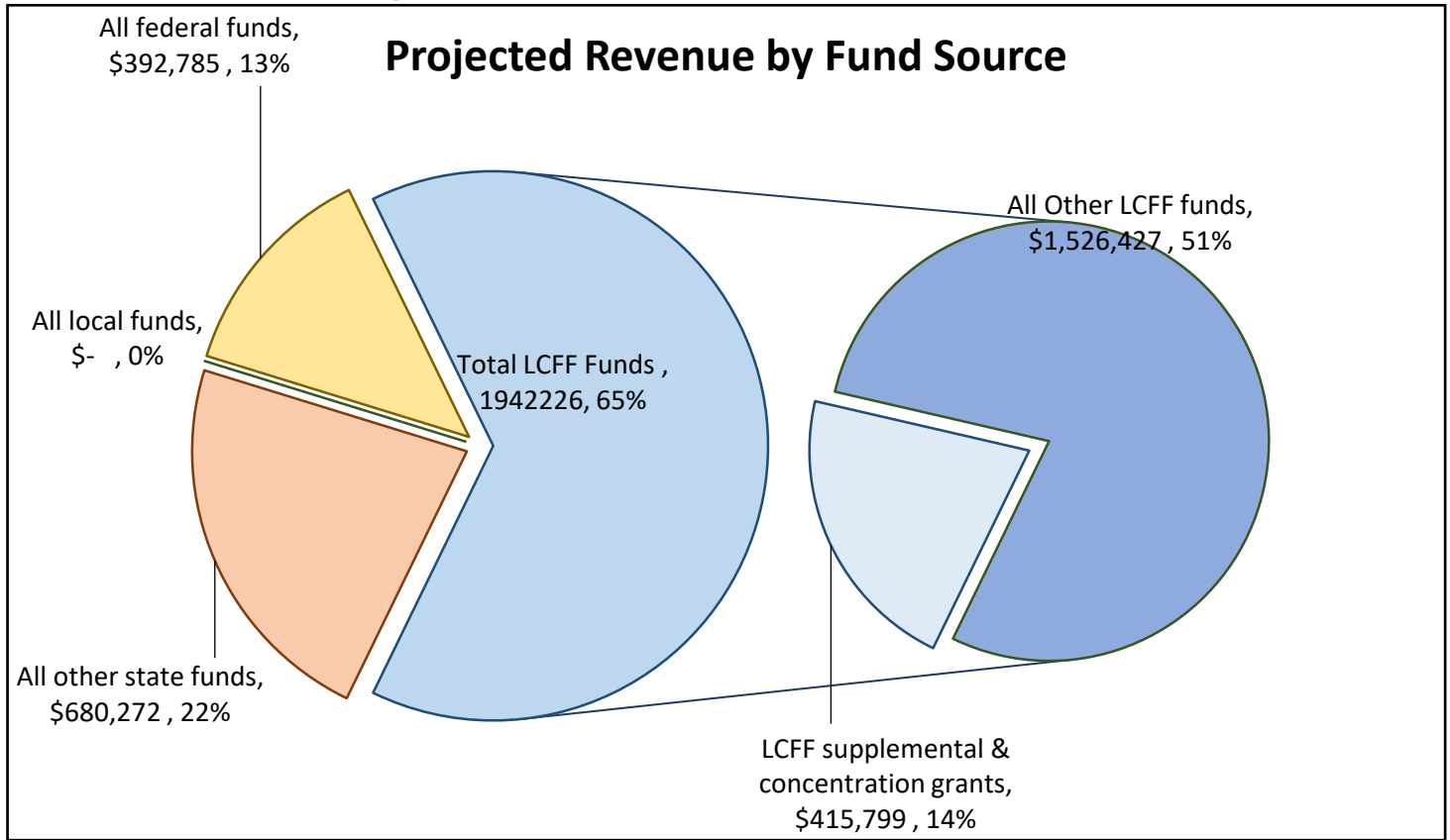
School Year: 2021 – 22

LEA contact information: Doreen Mulz - [dmulz@vos-swcal.org](mailto:dmulz@vos-swcal.org)

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

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

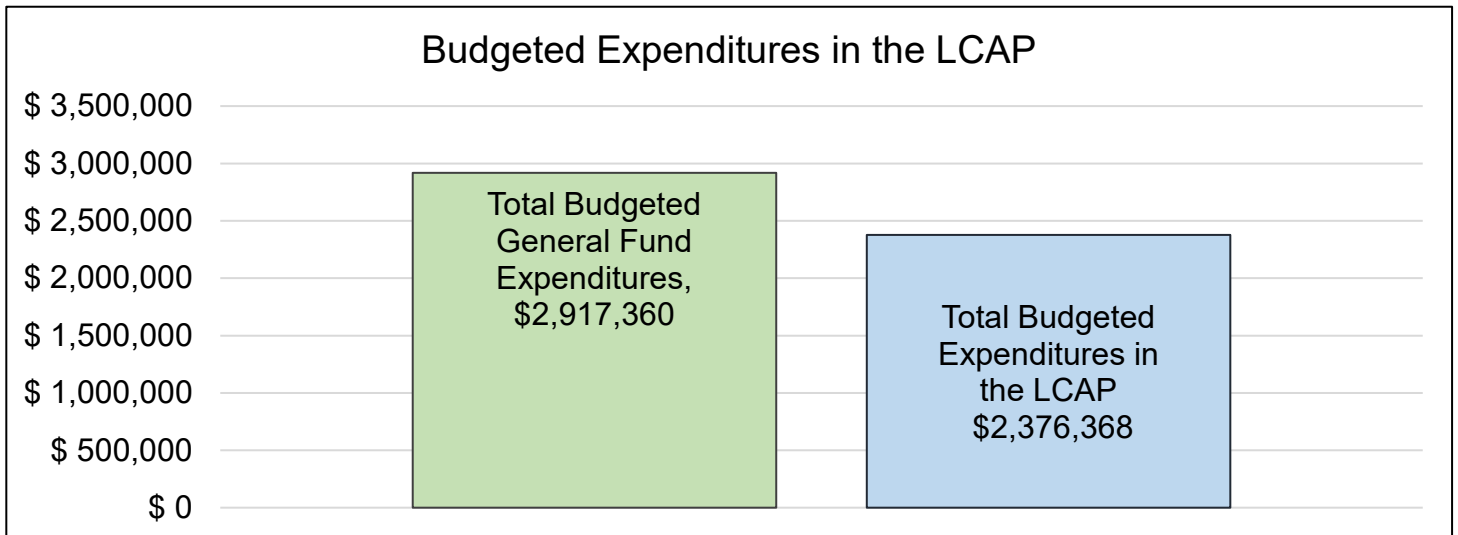


This chart shows the total general purpose revenue Ballington Academy - San Bernardino expects to receive in the coming year from all sources.

The total revenue projected for Ballington Academy - San Bernardino is \$3,015,283.00, of which \$1,942,226.00 is Local Control Funding Formula (LCFF), \$680,272.00 is other state funds, \$0.00 is local funds, and \$392,785.00 is federal funds. Of the \$1,942,226.00 in LCFF Funds, \$415,799.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

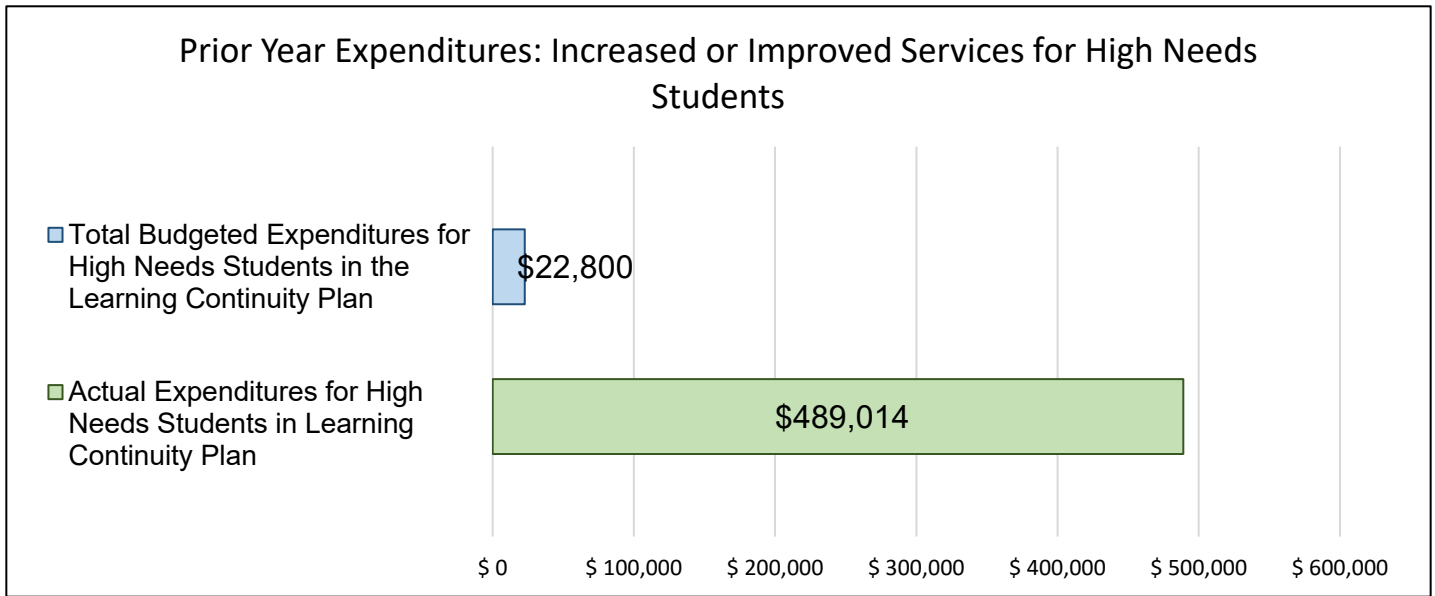
Ballington Academy - San Bernardino plans to spend \$2,917,360.00 for the 2021 – 22 school year. Of that amount, \$2,376,368.00 is tied to actions/services in the LCAP and \$540,992.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In **Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year**

In 2021 – 22, Ballington Academy - San Bernardino is projecting it will receive \$415,799.00 based on the enrollment of foster youth, English learner, and low-income students. Ballington Academy - San Bernardino must describe how it intends to increase or improve services for high needs students in the LCAP. Ballington Academy - San Bernardino plans to spend \$1,035,849.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Ballington Academy - San Bernardino 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 Ballington Academy - San Bernardino 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, Ballington Academy - San Bernardino's Learning Continuity Plan budgeted \$22,800.00 for planned actions to increase or improve services for high needs students. Ballington Academy - San Bernardino actually spent \$489,014.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ballington Academy for the Arts & Sciences - San Bernardino	Shannon Brandner, Principal	sbrandner@voa-swcal.org 909.332.6699

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

Continue to implement and disaggregate benchmark assessments for ELA (reading/writing) and math; including school data such as chronic absenteeism, attendance rate and survey results to drive curricular and instructional decision-making, identification of students for academic, social-emotional and/or behavioral interventions, and appropriate allocation of resources as a result of the vulnerable, at-risk students our school serves.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
100% of teachers will be appropriately credentialed and assigned.	2019-20: 82% (9 out of 11 teachers were appropriately credentialed and assigned).
Annually increase ELA CAASPP Scale Scores by	As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment was not administered. See

Expected	Actual
	"Analysis" section for NWEA MAP reading assessments that were administered to monitor student academic progress.
Annually increase Math CAASPP Scale Scores by:	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment was not administered. See "Analysis" section for NWEA MAP Math assessments that were administered to monitor student academic progress.
Increase attendance rates by 0.5% annually	2019-20: 96.5%
Decrease chronic absenteeism rates by 3% annually	2019-20: 21.4%
Establish baseline CA Science Test results: Grade 5	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CA Science Test was not administered.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures																		
<p><b><u>STAFF TO SUPPORT SCHOOL'S EDUCATIONAL PROGRAM</u></b></p> <p>BAAS-San Bernardino will employ a Principal and a total of 8 appropriately credentialed and assigned classroom teachers for 200 students in grades TK-5, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program.</p> <p>Ballington Academy for the Arts and Sciences – San Bernardino will provide its students a longer school day and year as outlined in the following chart.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2"># INSTRUCTIONAL DAYS</th> <th colspan="2">TOTAL INSTRUCTIONAL MINUTES</th> </tr> <tr> <th>GRADES TK/K</th> <th>GRADES 1-4</th> </tr> </thead> <tbody> <tr> <td>CA REQUIRED</td> <td>175</td> <td>36,000</td> <td>50,400</td> </tr> <tr> <td>BALLINGTON</td> <td>183</td> <td>57,750</td> <td>60,945</td> </tr> <tr> <td>DIFFERENCE</td> <td>8 DAYS</td> <td>+21,750</td> <td>+10,545</td> </tr> </tbody> </table>		# INSTRUCTIONAL DAYS	TOTAL INSTRUCTIONAL MINUTES		GRADES TK/K	GRADES 1-4	CA REQUIRED	175	36,000	50,400	BALLINGTON	183	57,750	60,945	DIFFERENCE	8 DAYS	+21,750	+10,545	<p>Total: \$612,216</p> <p>LCFF Base: \$495,416</p> <p>LCFF S&amp;C: \$116,800</p> <p>1100, 1300, 3000's</p>	\$719,908
			# INSTRUCTIONAL DAYS	TOTAL INSTRUCTIONAL MINUTES																
	GRADES TK/K	GRADES 1-4																		
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BALLINGTON	183	57,750	60,945																	
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<p>All teachers will attend 9 days of Summer Professional Development and an additional non-instructional day during the academic year for professional development focusing on data analysis. All teachers will also attend Professional Development and/or staff development, which take place on Wednesdays (early release day).</p> <p>Our classroom teachers also provide academic intervention during the instructional day, at least 120 minutes per week.</p>		
<p><b><u>ASSESSMENTS</u></b></p> <p>In order to monitor the academic progress of every student and identify learning goals. and/or the need to provide academic intervention/support, BAAS-SB will administer the following local and diagnostic assessments:</p> <ul style="list-style-type: none"> <li>• NWEA MAP ELA &amp; Math: <ul style="list-style-type: none"> <li>◦ Grades 1-2: 4 times/year</li> <li>◦ Grades 3-5: 3 times/year</li> </ul> </li> <li>• Kindergarten Readiness Assessment</li> <li>• Formative Assessments</li> <li>• Summative Assessments</li> </ul> <p>Additionally, BAAS-SB will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> <li>• CAASSPP ELA/Math: Grades 3-5</li> <li>• ELPAC for EL</li> <li>• CA Science Test: Grade 5</li> <li>• Physical Fitness Test: Grade 5</li> </ul>	<p>\$12,500</p> <p>LCFF Base</p> <p>Materials &amp; Supplies (4300)</p>	<p>\$2,725</p>
<p><b><u>TECHNOLOGY</u></b></p> <p>Based on the school's technology needs assessment BAAS-SB plans to purchase the following technology devices:</p> <ul style="list-style-type: none"> <li>• 25 Tablets &amp; 1 charging cart (ASES Funding)</li> <li>• 5 Interactive Boards (to ensure every classroom is equipped with an interactive board)</li> </ul>	<p>1. \$10,000</p> <p>2. \$16,000</p> <p>1. ASES Coding</p> <p>2. LCFF Base 4000's</p>	<p>\$45,100.83</p>
<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></b></p> <p>Ballington Academy for the Arts &amp; Sciences - San Bernardino will align academic interventions to core instruction; and grade level content to ensure students are</p>	<p>1. \$70,000 (Intervention Specialist)</p> <p>2. \$120,000 (Instructional Aides &amp;</p>	<p>\$329,856.57</p>



<p>on track towards grade level mastery. Our Intervention Specialist and (4) Instructional Aides will administer small group and one-on-one targeted academic support for ELA and mathematics using:</p> <ul style="list-style-type: none"> <li>• STAR Math (subscription)</li> <li>• STAR Reading (subscription)</li> <li>• Didax Math manipulatives</li> <li>• Compass Learning/Edgenuity Path Blazer (subscription): will be used in conjunction with NWEA MAP results – as an evidence-based intervention (Funded with CSI Grant)</li> </ul> <p>Edgenuity Pathblazer (formerly Compass Learning) provides struggling students with personalized (differentiated) instruction that focuses on the specific skills and concepts they have yet to master which is critical to their academic success. This program helps teachers pinpoint specific learning gaps and provides a targeted, data-driven instructional pathway to assist students and close the achievement gap. In conjunction with NWEA MAP assessments, Pathblazer offers comprehensive learning intervention for elementary school students in math and ELA; and identifies where students are struggling and provides the targeted instruction, they need to close early learning gaps. The engaging instruction in math and reading helps educators hold students’ attention and accelerate them to grade level. In addition, the data collected via Pathblazer via student completion allows educators and students to monitor their progress seamlessly.</p> <p>In addition, BAAS-SB will provide all students with access to the after school academic and social enrichment program funded through ASES.</p>	<p>Supplemental intervention programs)</p> <ol style="list-style-type: none"> <li>3. \$6,500</li> <li>4. \$45,000 Compass Learning</li> <li>1. \$70K LCFF S&amp;C</li> <li>2. \$60K (2 Aides) Title I</li> <li>\$30K (1 Aide) ASES</li> <li>\$30K (1 Aide) LCFF S&amp;C</li> <li>3. \$6.5K in Title I</li> <li>4. CSI- \$45,000</li> <li>1. 1100’s &amp;3000’s</li> <li>2. 2000’s &amp; 3000’s</li> <li>3. 4000’s</li> <li>4. 4000’s</li> </ol>	
<p><b><u>STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION</u></b></p> <p>Ballington Academy for the Arts and Sciences – San Bernardino will continue to research an effective universal screener to implement that will serve to identify social, emotional and/or behavioral needs of its students. Our entire staff will receive training on Trauma Informed Care by VOA’s Social Worker. Our school</p>	<p>See Goal 1 Action 6. Psychologist is a pass through.</p>	<p>\$61,448</p>

<p>will continue its partnership with South Coast Community Health Services to provide our student’s families (who qualify for public assistance) with mental health services (onsite). We will also partner with Victor Support Services that also provides mental health services for families who reside in the City of San Bernardino.</p> <p>Additionally, our school will contract the services of a Psychologist to provide identified at-risk unduplicated students with services onsite who do not qualify for services from our partnered programs.</p> <p>Our teachers will continue to implement AVID strategies in the classroom that include self-reliance and self-sufficiency.</p> <p>Continue to implement the schoolwide Behavior Incentive Program based on the SHARP School Core Values which students can earn Ballington Bucks.</p> <p><u>Chronic Absenteeism</u>: Weekly monitoring of student attendance (registrar will provide weekly reports to the Principal). Proper protocols will be enacted so that (each) absence(s) will automatically trigger a phone call, letter sent home, home visit, etc.</p>		
<p><b><u>SPED TEAM &amp; SERVICES:</u></b></p> <p>Ballington Academy for the Arts and Sciences – San Bernardino SPED Team provides instructional and social-emotional supports as outlined in the student’s Individualized Educational Plan (IEP). San Bernardino Unified School District (SBUSD) serves as the school’s SELPA provider.</p> <ul style="list-style-type: none"> <li>• 1 RSP Teacher</li> <li>• 1 Psychologist: For SPED Only</li> <li>• 1 Speech &amp; Language Pathologist</li> </ul>	<p>\$193,273</p> <p>Base - \$20,915</p> <p>S&amp;C – 172,358</p> <p>7000’s</p>	<p>\$131,553</p> <p>Encroachment</p>

## Goal Analysis

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

For the 2019-20 school year, as a result of school closure, state mandated assessments were not administered: CAASPP ELA & Math, ELPAC, CA Science Test (CAST), and Physical Fitness Test (PFT).

Throughout the academic school year, attendance reports were provided to the school Principal and the Parent Coordinator, who contacted families via phone calls to strengthen student attendance and ensure the social-emotional needs of students were being met especially during school closure.

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

Ballington Academy for the Arts and Sciences provided a robust program for the 2020-21 school year including partnerships with South Coast Community Health Services that provided group counseling sessions onsite. Teachers and school staff implemented AVID strategies in combination with Kagan strategies which have become integral to the school's culture.

Ballington Academy for the Arts & Sciences – San Bernardino support staff and teachers implemented numerous strategies to engage and/or support families with distance learning which included the following: regular check-ins via phone calls and Zoom meetings on resources available to family and consistent communication to answer questions and address issues families/students had.

Academic intervention was provided by our teachers via Zoom meetings, in small-group and individual instruction, and web-based programs: Pathblazer, Reading A-Z. Social-emotional support was provided through our partnership with South Coast Community Services provided our students with counseling services via Zoom.

### **NWEA MAP ANALYSIS**

Ballington Academy has implemented and administered the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), a standards-aligned, computerized adaptive test, that is nationally recognized. NWEA MAP, is a valid, peer reviewed assessment administered to over 11 million students (24,500 public schools in 5,800 districts across the United States) that accurately reflects the instructional level of each student and measures growth over time. MAP Growth measures student performance with the RIT Scale, a stable measurement that provides an accurate measure of student performance. ([www.nwea.org](http://www.nwea.org)) It is currently on the list of “verified data” that WestEd has recommended for the CA State Board of Education to adopt and approve in the January 2021 SBE Meeting.

The NWEA 2020 MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science. The study's results are based on K–12 grade level samples. Records are sampled from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states.

MAP Growth achievement and growth are defined for a number of different instructional weeks during the year, allowing for more valid comparisons and interpretation of student and school achievement status and growth. The following charts are the NWEA MAP school norms charts for reading and math that provide references for comparing how grade levels of students within a school compare as a group, to:

- The same grade level of students in another specific school

- The same grade level of students in public schools across the U.S.

The NWEA MAP charts serve to identify student growth, using Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring NWEA MAP Mean RIT and standard deviation.

2020 Reading School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	9.63	1.43	6.81	1.07	16.45	2.49
1	9.92	1.47	5.55	1.10	15.47	2.57
2	8.85	1.44	4.37	1.08	13.22	2.52
3	7.28	1.23	3.22	0.92	10.50	2.14
4	5.82	1.21	2.33	0.91	8.16	2.11
5	4.64	1.15	1.86	0.86	6.50	2.01
6	3.64	1.02	1.55	0.77	5.19	1.79
7	2.89	1.02	1.27	0.76	4.16	1.78
8	2.51	1.18	1.14	0.88	3.65	2.06
9	1.62	1.16	0.88	0.87	2.51	2.03
10	1.43	0.96	0.60	0.72	2.04	1.68
11	1.11	1.25	0.08	0.94	1.18	2.19
12	0.05	1.31	0.47	1.01	0.52	2.30

2020 Mathematics School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	10.57	1.36	6.97	1.02	17.54	2.38
1	10.13	1.44	6.22	1.08	16.35	2.52
2	9.03	1.30	5.35	0.97	14.38	2.27
3	7.75	1.21	4.85	0.91	12.60	2.12
4	6.50	1.16	4.46	0.87	10.96	2.02
5	5.56	1.39	4.05	1.04	9.61	2.42
6	4.81	1.28	3.32	0.96	8.13	2.24
7	3.83	1.19	2.69	0.89	6.52	2.08
8	3.20	1.38	2.18	1.04	5.38	2.42
9	2.24	1.10	1.36	0.83	3.60	1.93
10	2.14	1.16	1.21	0.87	3.35	2.02
11	1.77	1.15	0.76	0.86	2.52	2.01
12	0.30	1.23	0.88	0.93	1.18	2.15

All students are assessed using NWEA MAP assessments for reading and Mathematics. For the 2019-20 school year, NWEA MAP was administered in twice (Fall & Winter). Spring NWEA MAP was suspended due to school closure.

2019-20 NWEA MAP RESULTS: READING											
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
	19-20 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED					
GRADE K	--	--	--	137	137	139	--	--	--	9.63	1.43
GRADE 1	143	145	137	157	152	148	14	7	11	9.92	1.47
GRADE 2	157	154	158	165	171	162	8	17	4	8.85	1.44
GRADE 3	177	171	153	182	177	165	5	6	12	7.25	1.23
GRADE 4	186	163	168	193	164	178	7	1	10	5.82	1.21
GRADE 5	176	158	168	192	168	177	16	10	9	4.64	1.15

**Highlights – Overall Comparison of NWEA Reading Assessment**

- Grades 1, & 4-5 cohort exceeded School Growth Norms

- The English Learner (EL) Student Group outperformed their grade level cohort in grades 3-4, and exceeded School Growth Norms for all grades with the exception of grade 2.
- The Students with Disabilities (SWD) Student group outperformed their grade level cohort in grades 3-4, and exceeded School Growth norms for all grades with the exception of grade 2.

2019-20 NWEA MAP RESULTS: MATH											
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
	19-20 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED					
GRADE K	--	--	--	139	132	132	--	--	--	10.57	1.36
GRADE 1	151	150	140	163	156	160	12	6	20	10.13	1.44
GRADE 2	173	162	164	177	178	179	4	16	15	9.03	1.30
GRADE 3	175	180	158	183	180	173	8	0	15	7.75	1.21
GRADE 4	185	163	163	188	166	186	3	3	23	6.50	1.16
GRADE 5	190	169	176	199	178	194	9	9	18	5.56	1.39

**Highlights – Overall Comparison of NWEA Math Assessment**

- Grades 1, 3 & 5 cohort exceeded School Growth Norms
- The English Learner (EL) Student Group outperformed their grade level cohort in grade 2, and exceeded School Growth Norms for grades 2 & 5.
- The Students with Disabilities (SWD) Student group outperformed their grade level cohort for all grades, and exceeded School Growth norms for all grades.

## Goal 2

Continue to strengthen professional learning for all educators through ongoing coaching on evidence-based pedagogical strategies, to improve teacher retention, address the diverse learning needs of our student and improve academic outcome for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities: 1, 2, 7

### Annual Measurable Outcomes

Expected	Actual																
100% of students will have access to standards-aligned instructional materials.	2019-20: 100%																
100% of teachers will implement academic content and performance standards for all students.	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1073 760 1394 829">IMPLEMENTATION: ACADEMIC STANDARDS</th> </tr> </thead> <tbody> <tr> <td data-bbox="1073 829 1266 865">ELA</td> <td data-bbox="1266 829 1394 865">5</td> </tr> <tr> <td data-bbox="1073 865 1266 901">ELD</td> <td data-bbox="1266 865 1394 901">5</td> </tr> <tr> <td data-bbox="1073 901 1266 937">Math</td> <td data-bbox="1266 901 1394 937">5</td> </tr> <tr> <td data-bbox="1073 937 1266 972">NGSS</td> <td data-bbox="1266 937 1394 972">4</td> </tr> <tr> <td data-bbox="1073 972 1266 1008">History</td> <td data-bbox="1266 972 1394 1008">3</td> </tr> <tr> <td data-bbox="1073 1008 1266 1044">PE</td> <td data-bbox="1266 1008 1394 1044">5</td> </tr> <tr> <td data-bbox="1073 1044 1266 1079">VAPA</td> <td data-bbox="1266 1044 1394 1079">5</td> </tr> </tbody> </table>	IMPLEMENTATION: ACADEMIC STANDARDS		ELA	5	ELD	5	Math	5	NGSS	4	History	3	PE	5	VAPA	5
IMPLEMENTATION: ACADEMIC STANDARDS																	
ELA	5																
ELD	5																
Math	5																
NGSS	4																
History	3																
PE	5																
VAPA	5																
% of EL students will have access to ELD Standards.	2019-20: 100%																
Increase the percentage of EL who progress in English Proficiency as measured by ELPAC by 10% annually	Fall 2019 Dashboard ELPI: 36.8% (Low)																
Increase reclassification rates by 5%	2019-20: 12.2%																
Percentage of student who will have access to a broad course of study: Art, Music, Outdoor Science, and Physical Education.	2019-20: 100%																

Establish annual growth targets for grade 5 students as measured by PFT.

As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, PFT was not administered.

**Actions / Services**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p><b><u>PROFESSIONAL DEVELOPMENT</u></b></p> <p>BAAS-San Bernardino provides extensive research-based professional development for all teachers during the summer, weekly during the academic school year, and one non-instructional day during the academic year. Professional Development topics for this academic year includes:</p> <ul style="list-style-type: none"> <li>• AVID Institute</li> <li>• Buck Institute: PBL</li> <li>• Trauma-Based Instruction - Volunteers of America Social Worker</li> <li>• Eureka Math Curriculum</li> <li>• Engage NY ELA Curriculum</li> <li>• Next Generation Science Standards</li> <li>• History CA. State Standards</li> <li>• Strategies for student and parent engagement</li> <li>• Strategies to increase student and parent engagement with an emphasis on chronic absenteeism (Principal and classified staff).</li> </ul> <p>BAAS-SB will research, identify and implement professional development that focuses on strategies for increasing student engagement including UDL. (Funded with CSI funds)</p> <p>Instructional Coaching – this is a temporary position that will provide all teachers with coaching and professional development on evidence-based instructional strategies to engage all students in the learning process, including effective method for differentiation, dealing with trauma-impacted students, and classroom management. Coaching will be ongoing, to include classroom observations, professional development, and feedback. As a result of the high percentage of at-risk, vulnerable, students our school serves, teachers struggle with classroom management and student engagement. By improving</p>	<p>Total: \$124,597</p> <ol style="list-style-type: none"> <li>1. AVID - \$5,314</li> <li>2. AVID - \$1,844</li> <li>3. \$12,000 Buck Institute</li> <li>\$3,000 Other</li> <li>1. Instructional Coach Consultant-\$85,000; Professional Development Specific to Engagement-\$17,442</li> <li>1. Title II - \$5,314</li> <li>2. LCFF Base – \$1,844</li> <li>3. S&amp;C - \$15,000</li> <li>4. CSI - \$85,000 and \$17,442</li> <li>5000’s</li> </ol>	<p>\$91,496</p>

<p>instructional strategies, our goal is to increase student engagement resulting in increased student attendance rates, decline in chronic absenteeism rates, and providing students with experiential learning opportunities. (Funded with CSI Funds)</p> <p>In addition, the Principal, teachers and/or staff will attend the following conferences or workshops:</p> <ul style="list-style-type: none"> <li>• CACSWA (Chronic absenteeism)</li> <li>• CCSA</li> <li>• Deeper Dive PBL (teachers)</li> <li>• ELPAC Institute/Academy</li> <li>• Workshops at the San Bernardino County Office of Education</li> <li>• McKinney-Vento Training</li> <li>• Belief Module for ELL</li> </ul>		
<p><b><u>CORE CURRICULUM TO BE PURCHASED:</u></b></p> <p>BAAS-SB will purchase the following CA Standards aligned curriculum for students and teachers to ensure all students in grades TK-5 have access to standards aligned curriculum:</p> <ul style="list-style-type: none"> <li>• Engage New York- TE and consumables (ELA)</li> <li>• Eureka Math- TE and consumables</li> <li>• TCI- Science Alive</li> <li>• TCI- Social Studies Alive</li> </ul>	<p>\$4,400 LCFF Base 4315</p>	<p>\$1,000</p>
<p><b><u>STAFFING, SERVICES &amp; PROGRAM TO SERVICE ELL STUDENTS:</u></b></p> <p>BAAS-SB will continue to revise its EL Master Plan to include the recently approved CDE/SBE Reclassification Criteria for ELPAC. The Intervention Specialist will provide ELD designated instruction, administer the ELPAC, attend ELPAC trainings (Institute/Academy), and collaborate with the Principal to identify EL students for reclassification and academic support. Our school will purchase Learning A-Z ELD Supplemental Program to support our EL students. In 2019-20 teachers will use Compass Learning to further disaggregate and differentiate instruction.</p>	<p>\$825 LCFF S&amp;C 4200's</p>	<p>\$9,000</p>



<p>Our EL students receive on average 120 minutes of Designated ELD per week.</p> <p>In addition, “Newcomers” receive individualized ELD instruction and support; parents are provided with workshops, transportation and referrals for medical care services.</p>		
<p><b><u>COURSE ACCESS:</u></b></p> <p>BAAS-SB core teachers provides all students with access to core courses that includes: ELA, Math, Science, History and Physical Education. Additionally, our students also have access to the following non-core courses taught by 1 Enrichment Instructor for (Art/Music); and 1 Credentialed Teacher for (Science/Technology): Science/Technology is a supplemental Science course taught by a credentialed Science teacher that will provide all TK-4 students with access to Science labs, and hands-on activities aligned to the NGSS.</p> <p>According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases.</p>	<p>\$99,079</p> <p>LCFF S/C</p> <p>1000’s and 3000’s</p>	<p>\$94,325</p>
<p><b><u>STUDENT ENGAGEMENT</u></b></p> <p>In order to provide students with relevant learning experiences outside of the classroom, our school will provide experiential learning opportunities through content aligned field trips, enriching lessons using project-based learning, and integrate/implement AVID strategies across all disciplines including but not limited to:</p> <ul style="list-style-type: none"> <li>• Field trips that focus on PBL Culminating Projects</li> <li>• Ballington Bucks based on AVID SHARP Core Values</li> <li>• Host Presentations of Learning across all grade levels for families and community members to attend.</li> <li>• Host schoolwide events such as assemblies, Fall event, Open House, Back-to-School, Market Day, Art &amp; Media Gallery Walks.</li> </ul>	<p>1. Field Trips: \$5,372</p> <p>LCFF S/C</p> <p>2. Student engagement: \$17,000</p> <p>1. LCFF S&amp;C</p> <p>2. CSI</p> <p>5800’s</p>	<p>\$7,392</p>

- Implement Art-to-go: in collaboration with the Riverside County Office of Education that integrates Art in Science, and Art in Math instruction via our after-school academic and social enrichment program.
- Strengthen student engagement by providing students with experiential learning opportunities that take place outside of the classroom but aligned with the content standards. (Funded with CSI Grant)
- Develop & host classroom/schoolwide activities and/or competitions to increase student attendance rates (reduce chronic absenteeism rates) that integrates our school's SHARP Core Values and Ballington "Scholar" Dollars incentive program. (Funded with CSI Grant)

## 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 a result of the Governor's stay at home orders, conferences scheduled in the Spring 2020 were cancelled.

For Action 3: Imagine Learning was implemented rather than learning A-Z, because it is an evidence-based literacy program, that is highly effective especially among English Learners.

For Action 5: Field trips scheduled in the spring, did not take place as a result of the Governor's stay at home orders.

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

During the initial weeks of school closure our school developed a Distance Learning Plan, a professional development plan for our teachers and paraprofessionals, including a Technology Needs Assessment to assess student needs, and an accountability plan to clearly outline our entire school staff shift in roles and responsibilities as a result of school closure. The Distance Learning Plan was communicated to the entire staff along with staff roles and responsibilities, schoolwide expectations and a timeline for dissemination and implementation of Distance Learning. Professional Development for teachers was focused on implementing Zoom meetings, breakout sessions, and scaffolding instruction through Distance Learning.

Our school's Distance Learning Program included asynchronous and synchronous instruction via Zoom meeting and implemented Odysseyware and Pathblazer.

## Goal 3

Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3

### Annual Measurable Outcomes

Expected	Actual
Parent involvement (including Unduplicated students and Students with Disabilities) will include input in decision-making: SSC, ELAC, PTO	2019-20: Outcome Met
Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities.	2019-20: Outcome met
Maintain suspension rates <2%	2019-20: 0%
Maintain expulsion rates <1%	2019-20: 0%
FIT Report of "Good" or better.	2019-20: Exemplary
Increase student survey participation rate.	As a result of Governor's legislative action, stay at home orders, which resulted in school closure in response to COVID-19 Outbreak, student surveys were not administered.
Increase parent survey participation rate.	As a result of Governor's legislative action, stay at home orders, which resulted in school closure in response to COVID-19 Outbreak, parent surveys were not administered.
Increase staff survey participation rate.	As a result of Governor's legislative action, stay at home orders, which resulted in school closure in response to COVID-19 Outbreak, staff surveys were not administered.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p><b><u>SCHOOL CLIMATE &amp; SAFETY</u></b></p> <p>BAAS-SB will continue to implement the following services and staff to provide all students and staff with a safe, welcoming and positive learning environment:</p> <ul style="list-style-type: none"> <li>• Principal greets every student in the morning as they enter the school.</li> <li>• Monthly assemblies on school’s positive behavior character traits, attendance, academic achievement, and AVID traits</li> <li>• Annually review/revise the school’s Comprehensive Safety Plan, attend Safety Plan training, and administer drills as required. Purchase necessary first aid supplies.</li> <li>• Ensure students undergo screening (Vision, hearing and scoliosis) by nurse.</li> <li>• Administer Student, staff and parent survey to measure school climate and school connectedness.</li> <li>• Principal will assess student needs and provide transportation services for identified students to reduce chronic absenteeism rates. (Funded with CSI Grant)</li> </ul>	<p>Transportation \$8,000 CSI \$8,000 5000’s</p>	<p>\$27,297</p>
<p><b><u>PARENT INPUT IN DECISION-MAKING</u></b></p> <p>At Ballington Academy for the Arts &amp; Sciences - San Bernardino, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> <li>• School Site Council (SSC) Meetings to revise the SPSA</li> <li>• English Language Advisory Committee (ELAC)</li> <li>• Parent Advisory: meets quarterly to discuss and provide input in components of the school’s program.</li> </ul>	<p>\$500 LCFF Base 4000-5999</p>	<p>\$0</p>
<p><b><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION:</u></b></p> <p>BAAS-SB provides parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities.</p>	<p>\$68,851 LCFF S&amp;C 2000’s, 3000’s, 5000’s</p>	<p>\$108,242.98</p>

<p>Our school’s Family Community Outreach Coordinator will communicate with families, facilitate parent workshops and outreach to families of unduplicated and Students with Disabilities to increase parent engagement. The Family Community Outreach Coordinator will continue to work closely with the school principal to address chronic absenteeism rates.</p> <p>Our school will continue to implement the following strategies and programs to increase parent engagement:</p> <ul style="list-style-type: none"> <li>• Strengthen &amp; formalize SARB Process via San Bernardino Unified: community resources to address chronic absenteeism and involve parents in the process and solution.</li> <li>• Develop evidence-based strategies for incentives for parents to reduce chronic absenteeism rates and increase attendance rates.</li> <li>• Provide Parenting workshops open to all parents, but especially to target families who child is chronically absent (to address the impact absenteeism has on student academic performance) and evidence-based strategies.</li> <li>• Coffee with the Principal: Bi-monthly</li> <li>• Host Parent Workshops led by Interventionist in collaboration with FCEC: Reading strategies, Math strategies, understanding CAASPP Assessments, chronic absenteeism</li> <li>• Assemblies/Awards: AVID Criteria (Sharp and growth mindset; attendance)</li> <li>• Daily, personal interactions meeting with families and students – to create a positive school culture.</li> </ul>		
<p><b><u>FACILITIES</u></b></p> <p>BAAS-SB currently leases its school facility and is seeking another site as enrollment increases in combination with annual grade expansion. Our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. BAAS-SB contracts janitorial and maintenance services.</p>	<p>\$525,073</p> <ol style="list-style-type: none"> <li>1. Lease \$412,208</li> <li>2. Janitorial \$88,865</li> <li>3. Building Repairs and Maintenance \$24,000</li> </ol> <ol style="list-style-type: none"> <li>1. \$196,572 LCFF Base</li> </ol> <p>\$215,636 SB740</p> <ol style="list-style-type: none"> <li>2. LCFF Base</li> <li>3. LCFF Base</li> </ol> <p>5600’s</p>	<p>\$328,701</p>

## Goal Analysis

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

As a result of school closure parent, student and staff surveys were not administered. However, we did administer a technology needs assessment to ensure all students and families were provided with a Chromebook and/or Wi-Fi hotspot for internet access.

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

On Friday, March 13<sup>th</sup> Ballington Academy for the Arts & Sciences San Bernardino notified families of the school's closure due to COVID-19 via letter sent home with students, Class Dojo, Remind App, text message, and our school's website which has provided families/students with regular updates, resources, and our transition to Distance Learning.

During the initial weeks of school closure our school developed a Distance Learning Plan, a professional development plan for our teachers and paraprofessionals, including a Technology Needs Assessment to assess student needs, and an accountability plan to clearly outline our entire school staff shift in roles and responsibilities as a result of school closure. The Distance Learning Plan was communicated to the entire staff along with staff roles and responsibilities, schoolwide expectations and a timeline for dissemination and implementation of Distance Learning.

Our staff contacted each family to identify if they had access to a technology device, internet service at home, in order to access curricular and instructional materials. Devices were provided to families who lacked a technology device to the extent possible. Our school applied for grants to purchase additional devices. Our staff provided families with information to access [free internet service](#).

# 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
Principal & classroom teachers to provide in-person/distance learning instruction	\$625,415	\$741,505	Y
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	\$97,000	\$87,772	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 no substantive differences between the planned actions. All actions took place as planned. However, Ballington Academy for the Arts & Sciences – San Bernardino provided 183 instructional days (175 required); and daily instructional minutes that exceeded CA State requirements under SB98 for the 2020-21 school year, therefore a portion of salaries were funded with LCFF S&C.

### Analysis of In-Person Instructional Offerings

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

On March 31<sup>st</sup>, Ballington Academy for the Arts & Sciences – San Bernardino opened for hybrid instruction which was offered to all students in grades TK-5. Approximately 60% of its students (families) opted for in-person/hybrid instruction, and 40% remained in distance learning. Currently, we have 2 cohorts participating in hybrid instruction 2 days per week: Cohort A (Monday/Tuesday) and Cohort B (Wednesday/Thursday), for four hours each day. Asynchronous instruction took place in the afternoon with online “specials” that include Music, Technology, and small group instruction/intervention. Despite our numerous outreach efforts led by the Principal and our educators with families especially those with children who were disengaged and/or not participating regularly in distance learning, and the impact on student achievement, a significant percentage of families opted to continue with distance learning rather

than in-person instruction despite knowing that their child is struggling with distance learning and experiencing isolation. The community that Ballington Academy for the Arts & Sciences – San Bernardino serves was significantly impacted by the COVID pandemic, and for many families the risks of infection outweigh the benefits of in-person instruction for the final few weeks of the academic school year.

Challenges include that 40% of families chose distance/remote learning for their child, despite numerous efforts to provide in-person/hybrid instruction. Challenges also include that onsite teachers provided instruction for students participating in in-person/hybrid instruction and distance learning simultaneously.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology Devices for students (Distance learning)	\$65,000	\$15,909	N
Wi-Fi Hotspots for students who lack connectivity at home	\$2,000	\$0	N
SPED Services and staffing	\$202,937	\$131,552	N
Online Core Curriculum: Engage NY, Imagine Learning ELD	\$10,000	\$12,927	Y
Technology-based supplemental instructional materials including but not limited to: Google Classroom/Suites, Accelerated reader	\$13,300	\$216,501	Y
Professional Development for all teachers and staff	\$27,500	\$12,184	Y
Tech Support & Infrastructure Upgrades to improve broadband internet schoolwide	--	\$53,878	N

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.



Ballington Academy for the Arts & Science incurred additional expenses with IT/Tech Support (noted above) not previously identified in the LCP. There were significant infrastructure upgrades that were made to the broadband network system schoolwide to ensure all staff and students would have the necessary internet speed for in-person/hybrid instruction and for the upcoming school year.

## 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.

The following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school's 2020-21 Learning Continuity & Attendance Plan:

### Continuity of Instruction

- Successes: BAAS-SB has designed a daily instructional schedule that includes both synchronous (live) and asynchronous instruction. The daily instructional day includes instruction in all core subjects, with instructional blocks to provide small group instruction, reading and math intervention, English Language Development (ELD), and "Specials" which are courses that include Art, Music and STEM Science to provide every student with a well-rounded education. The school day starts at 8am and ends at 3pm daily. Every morning starts with a Community Circle and Social-emotional (SEL) that supports students with their social-emotional health and includes components of building community and relationships.

<b>SB98 CDE: Daily Instructional Minute Requirement</b>	<b>Ballington's Daily Instructional Minutes</b>
<b>K - 180 minutes, 31,500 annually</b>	<b>K - 360 minutes, 52,560 annually</b>
<b>1-3 - 230 minutes, 40,250 annually</b>	<b>1-3 - 360 minutes, 52,560 annually</b>
<b>4-8 - 240 minutes, 42,000 annually</b>	<b>4-8 - 360 minutes, 52,560 annually</b>

**Synchronous Instruction** refers to live, scheduled, interactive classes with teachers and students in real-time. Students will engage in direct instruction lessons, teacher-supported work time, small group intervention and/or scheduled online assessments.

**Asynchronous instruction** refers to self-paced instruction with intermittent teacher interaction. This will be in the form of pre-assigned work, standards-aligned practice on our online learning programs, or formative assessments, all posted in each student's Google Classroom.

Google hang outs and zoom will be the primary platforms for distance learning. BAAS-SB will offer a varied schedule for specials (art, music, and science) and will use a pull out (break room) model for collaborative group work, special education, ELD, and reading. To specifically mitigate learning loss potential and differentiate instruction, BAAS-SB has structured several pull outs and break out rooms designed based on the individualized needs of the students.

- Challenges with distance learning is that despite the numerous strategies our teachers implemented to engage students, this platform was a challenge for our students. As an elementary school, especially with lower grades, in order to succeed in distance learning there was a need to have parents support their child daily with instruction, logging on the platform, participating in synchronous instruction and if technical difficulties occurred to be able to address them. However, this was not the norm for our students. Our school serves a significantly "high-need, low-income" community and parents in many cases were working, some multiple jobs to support their family. During the day, many of our students were home with either a caregiver, older sibling or grandparent. This created issues with consistency, participation and engagement. Our staff contacted families each morning, and at times several times throughout the day when the student was not participating in daily instruction to identify root causes and develop a plan to address the issue.

Distance learning has been an incredibly difficult learning environment for English Learners because of the lack of opportunities to participate in oral language with peers. This has created unintentional consequences in the form of opportunity gaps. Our teachers have implemented daily intervention blocks to further mitigate learning loss and support the needs of our ELs.

For Students with Disabilities in distance learning, parent roles have been extended to include the role of educator and paraprofessional which created added stress, and anxiety during a pandemic. Our SPED team has been responsive to family/student needs, and prioritized this student group when offering hybrid instruction.

- Access to Devices & Connectivity:

- Successes: All students who lacked a technology device or WIFI hotspot was provided with one.

- Challenges: Most families lacked high speed internet at home, and WIFI hotspots worked intermittently because of the limited bandwidth issues.

- Pupil Participation & Progress:

- Successes: Once hybrid instruction was provided in late March student participation and academic progress improved significantly, but many who remained in distance learning continued to be disengaged.

- Challenges: Distance learning platform was a struggle for students and families. Despite offering hybrid instruction, for some families the scheduling changes created issues with their work routine.

- Distance Learning Professional Development:

- Successes: All teachers participated regularly in professional development and provided feedback to the Principal on a regular basis. Additional professional development was provided to our educators as requested to support distance learning.

- Challenges: There were no challenges with professional development.

- Staff Roles & Responsibilities:

- Successes: The entire staff at Ballington Academy has been very flexible, accommodating and focused on addressing the needs of our students/families.

- Challenges: There were no challenges to staff roles and responsibilities.

- Support for Pupils with Unique Needs including EL, SWD served across a full continuum of placements, Foster Youth, and Homeless:

Our teachers provided both designated and integrated ELD instruction for English Learners. To develop English learner language skills, teachers provided daily comprehensive English Language Development. Designated English Language Development “first teaching” was provided through synchronous instruction via small group instruction, differentiated by proficiency level. Asynchronous instruction was also provided.

Designated ELD - Teachers provided academic language instruction to English Learners through Designated ELD that took place during the week during ELD Blocks based on the student’s ELPAC performance levels. Additionally, teachers used visuals and videos during this time to deepen students’ learning and support them with academic language and comprehension of key concepts. Because distance learning presented unique set of challenges for English Learners, designated ELD time was also used to respond to students’ specific needs in tackling asynchronous distance learning tasks.

During this unprecedented time of COVID-19 health crisis, Ballington Academy implemented distance learning, which included specialized services for students in special education. We took an individualized approach to providing services and supports to Students with Disabilities, utilizing various methods to provide services to best meet the current needs of our students and families. We dedicated our efforts to provide each student a distance learning experience based on these goals:

- Access to technology, internet, and instruction

- Equity of programming

- Individualization of services provided to each student

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assessments: NWEA MAP, Edgenuity	\$9,500	\$2,500	Y
Enrichment: Art, Music, & Technology Instruction & Instructional supplies	\$66,881	\$74,150	Y
Additional assessments: STAR Reading, SIPPS	--	\$2,846	N
Instructional Aide to provide academic support/intervention	--	\$14,120	Y

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

Ballington Academy for the Arts & Science incurred additional expenses (noted above) that were not previously identified in the LCP which includes the following:

- STAR Reading, SIPPS
- Instructional Aide – for academic support/intervention

## Analysis of Pupil Learning Loss

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

The following is an analysis of the successes and challenges in addressing pupil learning loss based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, and the strategies implemented to accelerate student learning in the 2020-21 school year. In addition, the analysis of the effectiveness of the efforts to address pupil learning loss included Unduplicated Pupils (EL, Low-income, Foster youth), Students with Disabilities (SWD), and students experiencing homelessness.

- Successes include that our daily schedule provided synchronous instruction with academic support in the afternoon for all students.
- Challenges include: academic integrity with administering assessment during remote/distance learning. Despite communicating with families, the importance of academic integrity and the purpose of these assessment to check for student understanding, this was a significant challenge, therefore interpretation of NWEA MAP results must be done with caution.

2020-21 NWEA MAP RESULTS: READING											
GRADE LEVEL	FALL 2020			WINTER 2021			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	Fall to Winter	
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD				MEAN	SD
GRADE K					151	139	--	--	--	9.63	1.43
GRADE 1	154.8	153.4	148	156.8	146.9	145	2	-6.5	-3	9.92	1.47
GRADE 2	173.9	177.7	156.5	174.2	174.5	156	0.3	-3.2	-0.5	8.85	1.44
GRADE 3	173.8	174.8	173.5	181.8	183.8	159	8	9	-14.5	7.25	1.23
GRADE 4	186.3	196	192	183.5	183.3	190	-2.8	-12.7	-2	5.82	1.21
GRADE 5	185.3	156.3	172.5	191.3	155.3	175.8	6	-1	3.3	4.64	1.15
2020-21 NWEA MAP RESULTS: MATH											
GRADE LEVEL	FALL 2020			WINTER 2021			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	Fall to Winter	
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD				MEAN	SD
GRADE K				138.7	177	132	--	--	--	10.57	1.36
GRADE 1	167.8	164.7	149	162.2	164	155	-5.6	-0.7	6	10.13	1.44
GRADE 2	180	182.2	168.8	176.8	176.3	174	-3.2	-5.9	5.2	9.03	1.30
GRADE 3	176.2	176.7	169	182.4	187.2	170.5	6.2	10.5	1.5	7.75	1.21
GRADE 4	185.5	192	178	187.3	181.3	173	1.8	-10.7	-5	6.50	1.16
GRADE 5	185.6	154.3	170	197	165.5	181	11.4	11.2	11	5.56	1.39

As a result of our needs assessment for the 2020-21 school year, our teachers are implementing targeted small group instruction through guided reading groups, especially with Distance learning. The following includes programs and supports that will be implemented for 2020-21 school year to improve student academic outcomes.

- The ***Interventionist (credentialed teacher)*** supported targeted/identified students with additional math and reading support during asynchronous instructional block. The Interventionist, a credentialed Music teacher incorporated music education throughout the schedule using a whole child approach to education. Extensive research has concluded that music assists students in elementary in learning all subjecting by allowing them to critically think, about how society works and how different subjects connect to one another. Music allows students to remember lessons and retain knowledge and concepts taught. Music instruction also improves children's communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps. Music provides an alternate strategy for support.
- ***SIPPs Reading (intervention) Program***, an evidence-based structured reading program that focuses on foundational skills and strengthens reading skills by building confidence and motivation. It can improve reading proficiency between 2.0-2.5 grade levels.
- ***Music Resonator Bells*** were used for Music Education during distance learning and hybrid learning as part of our whole child approach to learning and facilitate engagement.

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

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

The following is an analysis of the successes and challenges in monitoring and supporting student and staff - mental health and social and emotional well-being based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, in the 2020-21 school year:

- Successes with professional learning and resources provided to both students and staff include:

Ballington Academy partnered with South Coast Community Services group that provide virtual counseling services to families. As a small school our staff contacted each family at least on a weekly basis individually as part of regular check-ins for students but also to address and communicate resources available to families. Some families were displaced and were living with relatives as a result of job loss.

- Challenges include that some families did not feel comfortable discussing mental health and/or social-emotional needs so building positive and trusting relationships with families was critical.

## **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.

The following is an analysis of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data:

- Successes with student engagement/outreach were that families that were engaged ensured their child participated in daily instruction whether via remote learning or hybrid instruction. When our school transitioned to hybrid instruction, student engagement, attendance, and motivation improved drastically. Learning was consistent, ongoing and visible.
- Successes with parent engagement: Ballington Academy staff communicated effectively with families using Class Dojo, and phone calls.
- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction. Our school evidenced a significant increase in chronic absenteeism this year.
- Challenges include issues with parent engagement for families who endured job, food, housing insecurity during the pandemic. Some families were displaced, which created challenges in communicating with families to provide resources and connect them with community-based organizations.

## **Analysis of School Nutrition**

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

The following is an analysis of the successes and challenges in providing school nutrition in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local data:

- Successes include connecting families with local food banks.
- Challenges were that our school did not continue to provide meals because of low family participation. Instead, families accessed free meals from the local district or schools that were in closer proximity to their home.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil & Family Engagement and Outreach	Synergy SIS Parent Portal, Remind App, Class Dojo, website to communicate with families	\$18,679	\$18,679	Y
Pupil & Family Engagement and Outreach	Support Staff: Outreach, SB98 attendance, truancy, communicate with families, translation services	--	\$77,591	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.

Ballington Academy for the Arts & Science incurred additional expenses (noted above) that were not previously identified in the LCP which includes the following:

- Support Staff to communicate with families, students, implement tiered reengagement strategies, and provide translation services.



## Overall Analysis

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

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety: adherence to state and local county health department guidelines. Ballington Academy has expended a significant amount of funds to purchase PPE, maintain consistent facilities cleaning, classroom arrangement
- Distance Learning: the detrimental impacts distance learning has had on our students and their families with housing, job, and food insecurity, and accessibility to internet service,
- Monitoring and Supporting Mental Health and Social-emotional Well-Being:
- Student Engagement: there is a need to ensure all students have access to a broad course of study that includes enrichment courses that integrate experiential learning opportunities,
- Family Engagement: Our educators and support staff in addition to the School Principal have developed strong relationships over the past year with ongoing and consistent communication using various platforms.

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

Ballington Academy for the Arts & Science has implemented the following cycle of assessments that will be incorporated in the school's 2021-24 LCAP and used to assess and address learning loss in the upcoming school year. Ballington Academy will continue to administer a systematic cycle of assessments that include diagnostic, formative, summative and internal/local assessments.

- NWEA MAP: Reading/Math: 3 times/year Gr. 3-5
- NWEA MAP: Reading/Math: 4 times/year Gr. 1-2
- STAR Reading Assessments Gr. 2-5
- Kindergarten Readiness Assessment
- Formative Assessments
- Summative Assessments

Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning.

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.

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.

# 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.

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP as follows:

- There is a need to implement a Multi-tiered System of Supports to identify and provide academic, social-emotional and/or behavioral supports based on findings from a multitude of assessments and ensure progress monitoring and measuring program effectiveness.
- There is a need to implement a comprehensive academic intervention system that focuses on teaching the foundational literacy and math skills – address learning gaps
- Continue to implement and expand the components of the Early Literacy Support Program
- Implement a Summer Program to continue to accelerate learning in Reading and Math.

## **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
Ballington Academy for the Arts & Sciences - San Bernardino	Shannon Brandner, Principal	sbrandner@voa-swcal.org 909.332.6699

## Plan Summary 2021-22

### General Information

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

Ballington Academy for the Arts & Sciences – San Bernardino (BAAS-SB) was established in 2016 and recently received approval to operate for an addition 5 years from its authorizer San Bernardino City Unified School District. Ballington currently serves 176 students in grades TK-5. Our current student demographics include: 26.4% English Language Learners (ELL); 6.7% Students with Disabilities, 4.5% Foster Youth; 15% Homeless; and 89% qualify for Free/reduced Lunch, of which 22% are African American, 67% Hispanic, 1.8% White, and 2.2% 2+ Races.

#### MISSION

Ballington Academy for the Arts and Sciences San Bernardino seeks to address the need for a rigorous and innovative educational program that prepares young children for the demands of the future, by providing the skills necessary to usher students into the 21<sup>st</sup> century, ensure each student is educated to the fullest potential and is College and Career ready.

#### EDUCATIONAL PROGRAM

Our school integrates the Arts, Music, Science and Technology with its educational program. Arts and Music will allow a student to be flexible, open, and foster self-discipline. Science will allow the student to be a critical thinker and problem solver. Technology will support engaged learning and the practical application of learning.



## 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.

Based on stakeholder input from teachers, staff, parents/guardian, students, and analysis of NWEA MAP data and schoolwide data there is a need to:

- Implement a Multi-tiered System of Support comprehensive framework that integrates instructional and intervention support to ensure systemic changes schoolwide that are sustainable.
- Strengthen Literacy & Math instruction with a focus on foundational skills.
- Strengthen delivery of designated & integrated English Language Development (ELD), to improve English Language Proficiency and language acquisition.
- Utilize supplemental support programs and staff to accelerate student learning and further mitigate learning loss
- Ensure SEL and mental health needs are met for students to improve student academic outcomes and decrease chronic absenteeism rates.

## LCAP Highlights

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

Ballington Academy is in its initial phase of implementing a Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction

LCAP Goals were revised to reflect an equity lens and key areas of focus at Ballington Academy.

- **Goal #1:** Continue to implement and disaggregate student achievement data and schoolwide data to inform instructional decision-making, identify the academic, social-emotional and/or behavioral needs of students as part of the schoolwide implementation of its Multi-tiered System of Supports (MTSS).

- **Goal #2:** Continue to strengthen professional learning for all educators in order to ensure the delivery of effective evidence-based pedagogical strategies to accelerate student learning and address the diverse learning needs of all student groups (including English learners, Socioeconomically Disadvantaged, & Students with Disabilities).

- **Goal #3:** Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

Ballington Academy was the recipient of the Early Literacy Support Block Grant (Professional Standards) Section 112 of the Education Omnibus Trailer Bill (Senate Bill 98) for the 2020-21 school year. The California Department of Education (CDE) and California Collaborative for Educational Excellence (CCEE) selected an Expert Lead in Literacy to support schools with literacy instruction and support. For Ballington this grant provided our teachers with extensive professional development in literacy instructions specifically with the early grades 1-3. The focus was in four categories: access to high quality literacy instruction, support for literacy learning, pupil supports, and family and community supports.

Our team was comprised of a one teacher from each grade level in K-3, the ELD teacher, Principal and Superintendent. A Root Cause Analysis was performed which revealed that most of our students lack foundational skills in literacy. This resulted in the development of an Action Plan with specific steps to address literacy in grades K-3; and implementation of interventions across all grade levels.

Ballington Academy has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- Providing written response to each of the committees regarding their comments

# 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.

Ballington Academy for the Arts & Sciences – San Bernardino has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

## Support for Identified Schools

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

Ballington Academy for the Arts & Sciences – San Bernardino has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

## Monitoring and Evaluating Effectiveness

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

Ballington Academy for the Arts & Sciences – San Bernardino has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

# Stakeholder Engagement

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

The following chart provides a timeline of our school’s stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

Ballington Academy for the Arts & Sciences - San Bernardino engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP including the LCAP goals, actions and services. Ballington Academy for the Arts & Sciences - San Bernardino also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
8/17/20	Staff	LCAP Goals; Remote Learning	Staff Meeting
8/19/20	Parents/families	LCAP Goals, Remote Learning	Zoom meeting
9/11/20	Staff	LCAP Goal #1: Student achievement: CAASPP & NWEA	Staff Meeting
10/21/20	Parents/Families, community	Update on LCAP Goals, Testing, Absences during Remote Learning	Parent Meeting (Zoom) including PAC and ELAC
3/25/2021	Parents/Families	Transition to In-Person instruction, LCAP Actions, & AB86 Funding	Parent Meeting (Zoom) including PAC and ELAC
3/16/21	Staff & Board	Transition to In-Person instruction, LCAP Actions, & AB86 Funding	Zoom meeting
5/12/21	Parents/families	Summer Enrichment & ELO Grant, in alignment with LCAP Goals	Parent webinar (Zoom) including PAC, ELAC
5/3/21	Parents, Staff & Students	Panorama School Climate, SEL Survey Administration	Survey
4/23/21	Parents/Families	Summer Enrichment & ELO Grant, in alignment with LCAP Goals	Zoom meeting (Zoom) including PAC, ELAC
All year	Parents/Families	Remote Learning, Attendance, LCAP Goals	Class Dojo, including questions/responses
1/29/21	SELPA	Remote Learning	Google Meet
5/6/21	SELPA	Remote Learning, Testing, Services	Google Meet

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

Leadership Team have requested the need for Interventionist to provide Tier 2 & 3 support for the lower grades (K-2); and upper grades (3-5).

Leadership Team and Teachers would like to continue with the professional learning on literacy instruction and effective pedagogical strategies to increase student academic outcomes.

Staff would like to continue with strategies to increase student attendance and provide workshops for parents on the impact of attendance on student outcomes.

Parents including Parent Advisory Committee and ELAC would like the school to provide a summer learning program to address learning loss and support to address the SEL needs of their children.

Students would like to have recess and after-school program where they can engage with their peers.

SELPA: The Principal consulted with the school's SELPA. No additional feedback was provided.

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

The input of stakeholders has been instrumental in the development of our school's Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- Implementation of a robust professional development for all educators
- Comprehensive academic and social-emotional supports for our students
- Initial implementation of a Multi-tiered System of Supports
- 2021 Intensive Summer School Program that focuses on reading and mathematics to address learning gaps and accelerate student learning.

# Goals and Actions

## Goal

Goal #	Description
1	Continue to implement and disaggregate student achievement data and schoolwide data to inform instructional decision-making, identify the academic, social-emotional and/or behavioral needs of students as part of the schoolwide implementation of its Multi-tiered System of Supports (MTSS).

An explanation of why the LEA has developed this goal.

This goal was revised because after over a year of distance/remote learning, there is a significant need to utilize multiple forms of data to assess the academic, social-emotional and behavioral needs of our students in order to accelerated learning and further mitigate learning loss. The community of families we serve were detrimentally impacted and faced financial, and health, implications in addition to food and job insecurity.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Teachers appropriately credentialed & assigned	100%				100%
ELA CAASPP Scale Score - DFS	* Not administered				+15 Scale Score growth
Math CAASPP Scale Score - DFS	* Not administered				+15 Scale Score growth
Gr 5: CA Science Test (CAST) Scale Score - DFS	** Not administered				+15 Scale Score growth
Attendance Rate	94.4%				95.5%
Chronic Absenteeism Rate	13%				8%



\* For the 2020-21 school year, NWEA MAP Reading & Math Assessment were administered as the most viable testing option per the LEA and SBE/CDE testing flexibility option.

\*\* For the 2020-21 school year, CA Science Test (CAST) was not administered per SBE/CDE waiver

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>ADMIN. &amp; EDUCATORS THAT SUPPORT THE EDUCATIONAL (CORE) PROGRAM</b>	<p>Ballington Academy - San Bernardino will employ a Principal and a total of 8 appropriately credentialed and assigned classroom teachers for students in grades TK-5, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program.</p> <p>Ballington Academy will provide its students with 183 instructional days which exceeds CA state requirement of 175 instructional days.</p> <p>All teachers will participate in 9 days of intensive Summer Professional Development, to prepare for the 2021-22 academic school year, and an additional non-instructional day during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development.</p>	\$681,417	Y

Action #	Title	Description	Total Funds	Contributing
2	<b>MEASURING STUDENT PROGRESS – ASSESSMENTS</b>	<p>In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support:</p> <ul style="list-style-type: none"> <li>• NWEA MAP Reading &amp; Math: TK-5</li> <li>• NWEA MAP Language: Gr 3-5</li> <li>• Kindergarten readiness assessment</li> <li>• SIPPS Assessments: Gr TK-1, as needed to assess gaps in foundational skills, including phonemic awareness</li> <li>• DIBELS: Reading Lexile levels: Gr K-3</li> </ul> <p>Our entire teaching staff participated in an extensive early literacy professional learning funded by the SBCOE Early Literacy Block Grant and identified that most of our students lacked foundational literacy skills.</p>	\$2,725	N
3	<b>CLOSING THE DIGITAL DIVIDE</b>	<p>Ballington Academy has implemented a 1:1 student to device ratio. However, over the past year, access to high-speed internet service for our students was lacking, despite providing Wi-Fi hotspots. Our school has partnered with Spectrum Cable to provide families that qualify for FRL with high-speed internet service for \$5/month).</p> <p>Digital Flip charts is an interactive, touchscreen digital display that allows teachers and students to hold and recap meetings or classroom instruction with ease. will be installed in classrooms for teachers to utilize during instruction</p>	\$93,000	N

4	<b>ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</b>	<p>Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. Our school will employ (2) Intervention Specialists (credentialed teachers) one to serve grades (K-2) and another for grades (3-5), to provide Tier 2 &amp; 3 targeted intervention and academic support. Instructional aides will be placed in Kindergarten classes to assist the credentialed teacher with small group instruction.</p> <p>Our students will access Renaissance STAR/Accelerated Reader; Edgenuity's Compass Learning, as supplemental literacy differentiated evidence-based intervention. Edgenuity's Pathblazer (formerly Compass Learning) provides struggling students with personalized (differentiated) instruction that focuses on the specific skills and concepts they have yet to master which is critical to their academic success. This program helps teachers pinpoint specific learning gaps and provides a targeted, data-driven instructional pathway to assist students and close the achievement gap. In conjunction with NWEA MAP assessments, Pathblazer offers a comprehensive learning intervention for elementary school students in math and ELA; and identifies where students are struggling and provides the targeted instruction, to close learning gaps, and accelerate student learning. This program provides students with engaging and differentiated instruction in math and reading to hold students' attention and accelerate them toward grade level mastery. In addition, data from Pathblazer will be analyzed by educators to measure and monitor student progress through our MTSS process.</p> <p>Our school will also provide students with access to the after school academic and social enrichment program</p>	\$313,095	N
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Action #	Title	Description	Total Funds	Contributing
		<p>(academic support, and enrichment) funded through ASES.</p> <p>In order to further accelerate student learning and address learning gaps, we will offer a 5-week intensive Summer School program that will focus on reading and mathematics daily for 4 hours/day funded with ELO Grant funds.</p>		
5	<b>ADDRESSING SOCIAL-EMOTIONAL &amp; BEHAVIORAL STUDENT NEEDS</b>	<p>We will implement Panorama surveys, an evidence-based SEL universal screener to all students 2-3 times per year to identify, monitor and address Social-emotional, and/or behavioral needs. Additionally, we will employ an SEL Interventionist (funded with ELO) to support the SEL and mental health needs of our students and identify students for referral services to South Coast Community Health Services, as needed.</p> <p>Our teachers will continue to implement AVID strategies in the classroom that include self-reliance and self-sufficiency.</p>	\$81,000	N
6	<b>SERVICES TO SUPPORT SWD</b>	<p>Ballington Academy's SPED Team provides instructional and social-emotional supports as outlined in the student's Individualized Educational Plan (IEP). San Bernardino Unified School District (SBUSD) serves as the school's SELPA provider. Required services for Student with Disabilities (SWD) will be provided per the student's IEP.</p>	\$202,937	Y

## Goal Analysis

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.

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

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

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.

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

# Goal

Goal #	Description
2	<b>Continue to strengthen professional learning for all educators in order to ensure the delivery of effective evidence-based pedagogical strategies to accelerate student learning and address the diverse learning needs of all student groups (including English learners, Socioeconomically Disadvantaged, &amp; Students with Disabilities).</b>

An explanation of why the LEA has developed this goal.

With the transition to distance learning for over a year, there is a need for all educators to implement effective and impactful lessons to accelerate student learning, mitigate further learning loss and engage students in the learning process.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																				
Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric.	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>3</td> </tr> <tr> <td>MATH</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>3</td> </tr> <tr> <td>HISTORY</td> <td>3</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>4</td> </tr> <tr> <td>VAPA</td> <td>4</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2020-21	ELA	4	ELD	3	MATH	4	NGSS	3	HISTORY	3	PHYSICAL ED.	4	VAPA	4				<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>5</td> </tr> <tr> <td>MATH</td> <td>5</td> </tr> <tr> <td>NGSS</td> <td>4</td> </tr> <tr> <td>HISTORY</td> <td>4</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>5</td> </tr> <tr> <td>VAPA</td> <td>5</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2023-24	ELA	5	ELD	5	MATH	5	NGSS	4	HISTORY	4	PHYSICAL ED.	5	VAPA	5
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PHYSICAL ED.	5																																								
VAPA	5																																								
% of students with access to Standards-aligned materials	100%				100%																																				
% EL who progress in English Proficiency (ELPI)	Fall 2019 Dashboard 36.8%				Fall 2023 Dashboard 45%																																				
EL Reclassification Rate:	0%				15%																																				
% EL with access to CCSS & ELD Standards	100%				100%																																				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study:	100%				100%
Gr 5 PFT: % students meeting all 6 HFZ	***Not administered				20%

\*\*\* For the 2020-21 school year, PFT was not administered per SBE/CDE waiver

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>PROFESSIONAL DEVELOPMENT</b>	<p>Ballington Academy’s educators will participate in a robust evidence-based professional development for 2-weeks during the summer, weekly during the academic school year, and one non-instructional day during the academic year. To address the learning loss and initial student achievement data findings, professional development will on the ELA standards, newly adopted supplemental ELA curriculum, strengthening interventions and integrating Social-emotional learning throughout the instructional day.</p> <p>To support teacher effectiveness and credential clearance, Ballington will reimburse teacher induction expenses. (Title II Funded)</p>	\$17,712	Y
2	<b>CORE CURRICULAR PROGRAM NEEDS</b>	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> <li>• Eureka Math</li> <li>• Consumables</li> <li>• Teacher’s manuals</li> <li>• Math manipulatives</li> </ul>	\$87,809	N

Action #	Title	Description	Total Funds	Contributing
3	<b>STRENGTHENING EL PROGRAM &amp; SERVICES</b>	<p>In order to strengthen instruction for English Learners and address low reclassification rates and increase EL acquisition of English language proficiency, Ballington will revise its EL Master Plan; employ an ELD Credentialed teacher to provide designated ELD and academic support for EL; adopt Imagine Learning ELD curriculum, and additional supplemental ELD support.</p> <p>Imagine Learning Reading (Title I funded) is a supplemental, research-based, blended learning intervention program to support struggling students in becoming stronger readers, critical thinkers, and confident communicators. Imagine Learning makes texts meaningful and personal; and provides individualized and differentiated support for each student based on their specific literacy needs. The rigorous and age-appropriate content will engage and empower our students to be independent readers and extend their basic reading skills to higher-level literacy.</p>	\$82,423	N
4	<b>BROAD COURSE OF STUDY</b>	<p>Ballington Academy will provide all students with a broad course of study beyond core subjects that include the following: Art, Science, Music &amp; Technology taught by credentialed teachers. Science is a supplemental course that includes integration of Science labs, and hands-on activities aligned to the Next Generation Science Standards (NGSS).</p> <p>The Interventionist (credentialed teacher) will support targeted/identified students with additional math and reading support during asynchronous instructional block. (Title I funded) The Interventionist who is a credentialed Music teacher will incorporate music education throughout the schedule using a whole child approach to education. Extensive research has</p>	\$73,705	Y



Action #	Title	Description	Total Funds	Contributing
		<p>concluded that music assists students in elementary in learning all subjecting by allowing them to critically think, about how society works and how different subjects connect to one another. Music also allows students to remember lessons and retain knowledge and concepts taught. Music instruction also improves children's communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps. Music provides an alternate strategy for support</p>		

# Goal Analysis

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.

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

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

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.

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

# Goal

Goal #	Description
3	Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

An explanation of why the LEA has developed this goal.

There is a need to continue to engage parents on how to support their child’s academic and/or social-emotional needs to improve student outcomes.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facility FIT Report Score of “Good”	Exemplary				Exemplary
Parents will have input in decision-making (including UP, and SWD): PAC, & ELAC	Outcome met				Outcome met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome met				Outcome met
Suspension Rate	0%				0%
Expulsion Rate	0%				0%
Increase parent satisfaction rate as measured in the annual survey.	21%				60%
Increase % of students who feel connected, safe and engaged at school as measured in the annual survey.	100%				100%
Increase % of staff who feel supported and connected as measured in the annual staff survey	100%				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT &amp; SAFE LEARNING ENVIRONMENT</b>	<p>Ballington will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation.</p> <p>Our school will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that will promote student academic growth and SEL needs:</p> <ul style="list-style-type: none"> <li>- Update School Safety Plan</li> <li>- Assemblies</li> <li>- Annual surveys: staff, students &amp; parents</li> <li>- Field trips</li> <li>- Bedtime stories with the Principal (literacy)</li> </ul>	\$1,500	N
2	<b>PARENT INPUT IN DECISION-MAKING</b>	<p>At Ballington Academy for the Arts &amp; Sciences - San Bernardino, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> <li>• English Language Advisory Committee (ELAC)</li> <li>• Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</li> </ul>	\$0	N
3	<b>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION</b>	<p>Ballington Academy provides parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child education.</p> <p>The Family Community Outreach Coordinator/Office Assistant will communicate with families, facilitate parent workshops and outreach to families of unduplicated and Students with Disabilities to increase parent engagement. The Family Community Outreach Coordinator will continue to work closely</p>	\$60,078	Y

Action #	Title	Description	Total Funds	Contributing
		<p>with the school principal to address chronic absenteeism rates.</p> <p>Our school will continue to implement the following strategies and programs to increase parent engagement:</p> <ul style="list-style-type: none"> <li>• Strengthen &amp; formalize SARB Process via San Bernardino Unified: community resources to address chronic absenteeism and involve parents in the process and solution.</li> <li>• Develop evidence-based strategies for incentives for parents to reduce chronic absenteeism rates and increase attendance rates.</li> <li>• Provide Parenting workshops including addressing chronic absenteeism and the impact of absenteeism on student academic performance.</li> <li>• Virtual Coffee with the Principal/PAC Meetings</li> <li>• Host Parent Workshops led by Interventionist in collaboration with Family Community Outreach Coordinator: Reading strategies, Math strategies, understanding CAASPP Assessments, chronic absenteeism</li> <li>• Assemblies/Awards: AVID Criteria (Sharp and growth mindset; attendance)</li> </ul>		
4	<b>MAINTAINING SAFE &amp; CLEAN SCHOOL FACILITIES</b>	Ballington Academy strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services. Annually, our school administers an annual Facility Inspection Tool (FIT)	\$534,330	N

Action #	Title	Description	Total Funds	Contributing
		report and if any findings are identified, appropriate repairs are made.		

## Goal Analysis

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.

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

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

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.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.18%	\$379,229

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 following actions were principally directed towards and effective in meeting Ballington Academy's goals for Unduplicated Pupils (UP), as identified upon completing a Comprehensive Needs Assessment and Root Cause Analysis. After assessing the needs, conditions, and circumstances of our low-income students, we learned that they lack foundational literacy and math skills. In order to address this issue and the underlying issues, Ballington will implement a robust student support program to address the academic and social-emotional needs of our students.

- Goal 1, Action 1
- Goal 1, Action 4: Academic interventions and supports for ELA and Mathematics
- Goal 1, Action 6: Additional academic supports for dually identified EL/SWD, Low-income/SWD students
- Goal 2, Action 1: Professional development on use of evidence based SEL Practices
- Goal 2, Action 4: Additional instructional materials for Art & Music enrichment program
- Goal 3, Action 3: Parent outreach coordinator and web-based modes of communicating with families about their child's academic progress, attendance, and to communicate with families. Parent Outreach Coordinator will provide translation services, and facilitate workshops with parents and the school's principal.



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

The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 27.18% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP. For example, the addition of (2) Intervention Specialists (credentialed teachers) for grades (K-2) and afor grades (3-5), to provide Tier 2 & 3 targeted intervention and academic support. Instructional aides will be placed in Kindergarten classes to assist the credentialed teacher with small group instruction. Our students will access Renaissance STAR/Accelerated Reader; Edgenuity's Compass Learning, as supplemental literacy differentiated evidence-based intervention.

Imagine Learning Reading is a supplemental, research-based, blended learning intervention program to support struggling students in becoming stronger readers, critical thinkers, and confident communicators. Imagine Learning makes texts meaningful and personal; and provides individualized and differentiated support for each student based on their specific literacy needs. The rigorous and age-appropriate content will engage and empower our students to be independent readers and extend their basic reading skills to higher-level literacy.

The Family Community Outreach Coordinator/Office Assistant will communicate with families, facilitate parent workshops and outreach to families of unduplicated and Students with Disabilities to increase parent engagement. The Family Community Outreach Coordinator will continue to work closely with the school principal to address chronic absenteeism rates.

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,485,975	\$ 245,771	\$ -	\$ 374,383	3,106,129	\$ 1,435,235	\$ 1,150,948

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal 1	Action 1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 1,106,499	\$ 51,300			\$ 1,157,799
Goal 1	Action 2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	\$ 2,525			\$ 2,446	\$ 4,971
Goal 1	Action 3	CLOSING THE DIGITAL DIVIDE	All	\$ 382,819				\$ 382,819
Goal 1	Action 4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 107,434			\$ 82,554	\$ 189,988
Goal 1	Action 5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All					\$ -
Goal 1	Action 6	SERVICES TO SUPPORT SWD	SPED				\$ 191,253	\$ 191,253
Goal 2	Action 1	PROFESSIONAL DEVELOPMENT	All	\$ 70,000			\$ 25,000	\$ 95,000
Goal 2	Action 2	CORE CURRICULAR PROGRAM NEEDS	All	\$ 170,790				\$ 170,790
Goal 2	Action 3	STRENGTHENING EL PROGRAM & SERVICES	English Learners				\$ 73,130	\$ 73,130
Goal 2	Action 4	BROAD COURSE OF STUDY	All	\$ 176,302				\$ 176,302
Goal 3	Action 1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	\$ 60,000				\$ 60,000
Goal 3	Action 2	PARENT INPUT IN DECISION-MAKING	All					\$ -
Goal 3	Action 3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	\$ 42,278	\$ 20,000			\$ 62,278
Goal 3	Action 4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	\$ 367,328	\$ 174,471			\$ 541,799

## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 988,885	\$ 988,885
<b>LEA-wide Total:</b>	\$ -	\$ -
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ 988,885	\$ 988,885

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Schoolwide	EL, low Income, FY	Ballington - San Bernardino	\$ 988,885	\$ 988,885
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	Schoolwide		Ballington - San Bernardino	\$ 2,725	\$ 5,171
1	3	CLOSING THE DIGITAL DIVIDE	Schoolwide		Ballington - San Bernardino	\$ 93,000	\$ 93,000
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Schoolwide	-	Ballington - San Bernardino	\$ 38,618	\$ 168,818
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Schoolwide		Ballington - San Bernardino		\$ 75,000
1	6	SERVICES TO SUPPORT SWD	Schoolwide	EL, low Income, FY	Ballington - San Bernardino	\$ 202,937	\$ 202,937
2	1	PROFESSIONAL DEVELOPMENT	Schoolwide	-	Ballington - San Bernardino	\$ 2,500	\$ 14,212
2	2	CORE CURRICULAR PROGRAM NEEDS	Schoolwide		Ballington - San Bernardino	\$ 87,809	\$ 87,809
2	3	STRENGTHENING EL PROGRAM & SERVICES	Schoolwide		Ballington - San Bernardino	\$ 72,423	\$ 72,423
2	4	BROAD COURSE OF STUDY	Schoolwide	EL, low Income, FY	Ballington - San Bernardino	\$ 6,500	\$ 73,705
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Schoolwide		Ballington - San Bernardino		\$ -
3	2	PARENT INPUT IN DECISION-MAKING	Schoolwide		Ballington - San Bernardino		\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Schoolwide	-	Ballington - San Bernardino	\$ 60,078	\$ 60,078
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Schoolwide		Ballington - San Bernardino	\$ 359,859	\$ 534,330

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

# Introduction and Instructions

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

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

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

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

## Plan Summary

### **Purpose**

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

### **Requirements and Instructions**

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

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

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

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

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

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

## Stakeholder Engagement

### Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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



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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

## **Requirements and Instructions**

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative

terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

## Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

### **Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how



the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## **Expenditure Tables**

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.