

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
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Plan Summary 2021-2024

General Information

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

Bella Mente Academies (BMA) is a free public charter school that serves a diverse student population which is founded on the educational philosophy of Dr. Maria Montessori. The mission of BMA is to provide an educational atmosphere that encourages socioeconomic diversity by providing all students with the opportunity to obtain a quality public education. Our aim is to prepare each of our scholars with the skills, knowledge, and values necessary to participate meaningfully in the pluralistic world of the 21st century.

BMA is located in an urban area of Vista, California. Many of our scholars would not have the opportunity to attend a Montessori school due to the high cost associated with traditional private Montessori schools. Bella Mente gives all scholars the opportunity to participate in an educational setting that values an atmosphere of respect, responsibility, which encourages all to be productive and safe. We believe that each scholar has amazing potential and supports independence and autonomy.

BMA's 2020-21 student population is 52% Hispanic, 33% White, 8% Multi Race, 2% Black or African American and .02% American Indian. Over 54% of our students are identified as socioeconomically disadvantaged and 51% qualify for free or reduced lunch meals. Currently over 10% of our population is experiencing homelessness. 13% of our students have special needs.

The COVID-19 pandemic has had a profound impact on our Local Education Agency (LEA) and school community. The school campus closed to onsite learning during the 2019-2020 school year on March 13, 2020. The pandemic impacted the emotional, social, physical, and educational needs of our scholars. BMA recognized the disproportionate impact on scholars and families who were already experiencing inequity. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students of color. On April 12, 2021 BMA was able to offer hybrid and distance learning to our student population. When offered a hybrid learning option, 53% of our students began coming to campus four days a week with a virtual fifth day for all students. 47% of our student population chose to remain in a distance learning only environment.

Reflections: Successes

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

BMA's personalized learning model based on Dr. Maria Montessori's educational philosophy is tailored to meet the needs and interests of all learners. It is a view based on supporting the development of the whole child - physical, social, emotional, cognitive. Using this lens, BMA developed a

standards-based distance learning program to support all scholars. While state testing was suspended for the 2019-20 school year, BMA utilized the research based assessments developed by NWEA to measure scholar learning during this unusual time in educational history. Through Professional Learning Communities, both grade-level teams and whole staff meetings, teachers and administration analysed data to develop targeted interventions for scholars. Targeted interventions were implemented in the classroom by the teacher of record with additional support provided by two reading specialists, and/or after-school bilingual teachers. Students who found they needed additional assistance were offered support four days a week after normal school hours via a robust standard-based online tutoring program to support both English and Spanish speaking scholars.

The 2019 Dashboard for BMA demonstrated an increase of 5.8 points from the previous year in ELA for all students. An increase of 5.4 points in mathematics was demonstrated, scholars with Disabilities demonstrated an increase of 17.1 points, English Language Learners demonstrated an increase of 8.8 points. CAASPP was canceled for the 2019/20 school year. BMA has administered NWEA MAPs assessments for the 2019/20 and 2020/21 school year in the Fall, Winter, and Spring. Kindergarten maintained or improved in both reading and math. BMA saw an improvement in the following grades for **ELA**:

- Kindergarten by 17%
- 1st grade by 1%
- 7th grade by 1%
- 8th grade by 9%

Mathematics:

- Kindergarten by 34%
- 1st grade by 2%
- 5th grade by 1%
- 7th grade by 17%

Although our school year was disrupted by a pandemic more scholars continued to move toward grade level standards.

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.

Overall BMA continues to work toward all scholars working at grade level, however BMA recognizes the need for continuous improvement and supports for all student groups to grow academically at the same rate as their peers. Reviewing the 2019 Dashboard for ELA we see that Students with Disabilities are in the Red, English Learners and Hispanic subgroups are in the Orange, Socioeconomically Disadvantaged subgroups are in the Yellow. Mathematics demonstrates similar results: English Learners, Hispanic, Students with Disabilities are in the Orange, and our Socioeconomically Disadvantaged subgroup is in the Yellow.

BMA began administering NWEA MAP formative assessment in the 2019-20 school year and maintained using MAP assessments throughout the 2020-21 school year. MAP data indicates an overall decrease in students At or Above Grade Level in both Reading and Math, except Kindergarten, First grade and Eighth grade. BMA continues to demonstrate a need to provide targeted support and interventions to improve the overall performance of scholars meeting or exceeding state standards.

Chronic Absenteeism Rates overall were in the Orange performance band. While no student group was in the Red Band, Students with Disabilities, English Learners, Hispanic, and Two or More Races were in the Orange band, and Socioeconomically Disadvantaged were in the Yellow band. BMA is working with SDCOE and our District authorizer to focus on programs that encourage attendance by all subgroups. BMA demonstrates that five subgroups are in the Orange for Suspension Rate. BMA has had no suspensions during the current school year. BMA actively participates in SDCOE's

Restorative Practices program and all teachers will be trained at the beginning of the next school year. BMA also holds parent workshops regarding Restorative Practices.

BMA is implementing a SEL Committee that has attended all training sessions at SDCOE and will be supporting the implementation of a new SEL curriculum to be used in the classroom for all grade levels. The goal is to decrease suspensions, increase attendance, and overall increase positive teacher-student relationships and student belonging.

LCAP Highlights

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

In the area of academic performance the subgroups of Students with Disabilities were in the Red band, English Learners and Hispanic subgroups were in the Orange, Socioeconomically Disadvantaged subgroups were in the Yellow. Mathematics demonstrates similar results: English Learners, Hispanic, Students with Disabilities were in the Orange Band, and our Socioeconomically Disadvantaged subgroup was in the Yellow band. BMA will continue to provide targeted instruction and interventions to meet the needs of all scholars via reading specialists, standards based curriculum, and after school academic support (Goal 1 Actions 1, 2, 3, 4).

In the area of social emotional learning, BMA will continue to work on providing a safe community for all scholars which promotes health and well-being, creativity, positive social and emotional development, strong staff/scholar relationships, and a sense of belonging. BMA uses the Leader in Me program to provide scholars with the skills to be leaders in their community. BMA offers rich art and garden/health programs which are being expanded to help improve social emotional learning, which also positively impacts attendance and suspension rate. Along with these interventions BMA is strengthening Restorative Practices intervention to include parents as well as scholars. All staff will be trained in Restorative Practices (Goal 2 Actions 1, 2, 3).

In the area of parent involvement a survey was sent in the winter of 2019 and 85% of stakeholders who responded to our annual climate survey responded they feel comfortable talking to their child's teacher. 91% of respondents feel our teachers treat their child with respect, 85.7% feel they can approach their school principal and 84.4% feel they can approach their school assistant principal. For the LEA, this presented an opportunity to provide professional development for all staff on ways to create stronger relationships with families. As BMA continues to develop a strong partnership with parents the following actions will be implemented: a bilingual community liaison which will support our student groups who are Spanish speaking, planned family activities to involve parents in the school community, and introducing an attendance initiative that is based on Restorative Practices. (Goal 3 Actions 1, 2, 3)

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Currently BMA has not been identified as Comprehensive Support Improvement or CSI.

Support for Identified Schools

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

Currently BMA has not been identified as Comprehensive Support Improvement or CSI.

Monitoring and Evaluating Effectiveness

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

Currently BMA has not been identified as Comprehensive Support Improvement or CSI.

Stakeholder Engagement

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

BMA used a variety of methods to communicate with all stakeholders. The following is a list of engagement opportunities that encouraged all stakeholders to participate in the LCAP process:

- K-8th Classroom Teachers and Principal
- DELAC Meeting April 28
- DELAC Meeting May 27
- Principal/Executive Director Monthly Meetings
- Parent Workshops
- Parent Advisory Committee Meetings
- BMA Board Meeting March 9, 2021
- BMA Board Meeting April 13, 2021
- BMA Board Meeting May 11, 2021
- Links and Resources
- LCAP surveys for parents, scholars, and staff

Parent participation was low in all meetings though invitations were sent via email and text message in the parent/guardian's language of choice.

A summary of the feedback provided by specific stakeholder groups.

Of 60 parent responses from the LCAP survey the feedback was that parents found the goal regarding social emotional learning was the most important and improving academics for student groups was the second most important. Parents felt that BMA is doing a good job with math support, but would like to see an increase overall in targeted interventions.

The District English Learner Advisory Committee (DELAC) feedback was that parents found goal three most important and would like to see the school focus on ways to increase parent involvement, especially among the bilingual parent community.

Our student survey results revealed that our scholars are most interested in after school hours tutoring and learning support. In addition, they were interested in the possibility of additional after school opportunities to spend time with their peers including ukulele and sports.

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

After meeting with all stakeholders and analysing the input from surveys, BMA targeted three goals that reflected stakeholder priorities.

1. Strong focus on targeted interventions for math and ELA (Goal 1, Actions 1, 2, 3, 4)
2. Provide Social Emotional development with a strong sense of belonging (Goal 2, Actions 1, 2, 3)
3. Develop ways to increase parent participation and involvement in BMA school community (Goal 3, Actions 1, 2, 3)

Within the subsequent pages are found programs, services, interventions, and aligned expenditures that are based on the academic data and needs of our scholars.

Goals and Actions

Goal

Goal #	Description
1	Bella Mente will offer a California standards based curriculum along with targeted interventions to support academic growth in ELA and Math for all students as measured by statewide assessments and internal assessments.

An explanation of why the LEA has developed this goal.

Due to COVID-19, schools in the State of California did not participate in SBAC for the 2019-20 school year. In the 2018-19 school year, SBAC scores for the Bella Mente student population was in the Orange Tier, below standard, in ELA and Math, although English Language Learners and Student with Disabilities student groups were in the Red Tier (see chart below). Bella Mente began administering NWEA MAP formative assessment in the 2019-20 school year and maintained using MAP assessments throughout the 2020-21 school year. MAP data indicates an overall decrease in students At or Above Grade Level in both Reading and Math, except Kindergarten, First grade and Eighth grade. Except for Kindergarten, 50% or more students are performing below grade level standards.

All Tk-8th grade students use the *Lexia* curriculum, an ELA comprehensive technology-based differentiated literacy instruction literacy program that addresses the development of oral language, reading, spelling, and writing skills for students who are learning English, extends learning for students who are advanced and accelerates learning for students who are struggling. Lexia data indicates 47% of all students are working below GML (Grade Level Material).

Bella Mente uses **Assessment and Learning in Knowledge Spaces** is a Web-based, artificially intelligent assessment and learning system for all students in grades 4-8, in Math. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. Due to COVID-19, ALEKS assessment data is not available for the 2019-20 school year.

Currently the expected outcome for student progress in meeting core Math standards by the end of 2020-21 is 85% mastery. As of Spring 2021, ALEKS data (see below) indicates students in 4th and 5th grade are closer to achieving expected growth, although students in 6th-8th grades are demonstrating low percentages to achieve expected mastery of Math standards, by the end of 2020-21 school year.

The present goal allows a focus on demonstrating growth in both ELA and Math to increase the number of students At or Above grade level standards.

2019 SBAC		
Student Groups	Tier-ELA	Tier-MATH
All Students	Orange-17.4 Pts. Below Standard	Orange-52 Pts. Below Standard
White	Yellow-5.1 Pts. Above Standard	Orange-31.6 Below Standard
Socioeconomically Disadvantaged	Orange-53 Pts. Below Standard	Orange-86.7 Pts. Below Standard
English Language Learners	Red-91.4 Pts. Below Standard	Red-111.4 Below Standard
StudentsWith Disabilities	Red-94.4 Pts. Below Standard	Red-130.8 Pts. Below Standard

MAP Assessment-Students At or Above Grade Level Norms				
Grade Level	READING	READING	MATH	MATH
	Winter 2020	Winter 2021	Winter 2020	Winter 2021
Kindergarten	66%	83%	49%	83%
First	44%	45%	47%	49%
Second	50%	35%	48%	44%
Third	57%	43%	51%	27%
Fourth	49%	35%	49%	40%
Fifth	49%	49%	34%	36%
Sixth	48%	47%	40%	34%
Seventh	49%	50%	26%	43%
Eighth	39%	48%	47%	43%

ALEKS Math Curriculum	
	Overall Standards Progress (%)
Mathematics LV4-4th grade	51.07%
Mathematics LV5-5th grade	33.56%
Middle School 1-6th grade	12.87%
Middle School 2-7th grade	2.57%
Middle School 3-8th grade	8.50%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Academic Performance Tiered System-student groups' performing 50 points or more below standard	All student groups except the White student group are below 50 points or more ELA standard, White student group are 32 points below Math standard and all other Student Groups are 50 or more points below Standard in Math (see chart above)				All student groups will progress 30 points more towards standard or to the next SBAC Tier Level

Increase the % of students in grades 1-8 at or above grade level norms level math and ELA standards measured NWEA MAP will increase by 10% from Fall-Spring	50% or more students are below Grade Level Norms (see chart above)				60% of all students will be At or Above Grade Level Norms in grades 1-8
Increase the % of all students working at Grade Level (GLM) measured by Lexia Assessments by Spring	47% of TK-8th grade students are Below GLM (Grade Level of Material) 44% At grade GLM, 9% Above GLM				75% of all students in grade K-8 will be at or above GLM
Increase the % of 4-8 grade students progressing towards grade level standards using ALEKS assessment by Spring	Students in 4th -8th grade are below expected standard progress (see chart)				All 4th -8th grade students will reach 85% mastery of core Math standard

Actions

Action #	Title	Description	Total Funds	Contributing
1	1-FTE-Reading Specialist	Reading Specialist will be funded to focus on English acquisition for our English Language Learners. ELL Students will be instructed in small groups to build speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom.	\$76,000	Y
2	Wonders Curriculum-Wonders for English Learners	Reading Specialist will provide instructional support for phonics, vocabulary, and language development using Wonders Visual Vocabulary Card and ELL Leveled Readers.	\$18,500	Y
3	Rosetta Stone Curriculum	Rosetta Stone Curriculum- 25 Rosetta Stone licenses will be purchased to provide intervention for English Language Learners, newcomers or other students identified as needing extra support in English language development.	\$3,600	Y
4	ALEKS Curriculum	ALEKS will be purchased for students in the 4th- 8th graders. ALEKS Math program identifies instructional gaps, personalized learning paths, and tracks the progress of student learning and mastery. Teachers will use ALEKS	\$10,000	Y

		formative assessments to guide instruction and develop intervention that supports students mastery of core Math Standards.		
5	Studies Weekly	Studies Weekly is a standards-based textbook that takes scholars deeper through primary sources paired with a robust online platform.	\$930	Y
6	NWEA MAPs	The NWEA MAP Test (Measures of Academic Progress) is an adaptive achievement and growth test. It creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each individual student. This assessment will be used for all scholars, three times per year to measure student progress.	\$5400	Y
7	Math Reveal McGraw Hill	For students in grades tK-6th, Math learning thrives on exploration, conversation, and reflection. <i>Reveal Math</i> ® is a complete K–12 core math program built on contemporary academic research and designed so all students can succeed in mathematics.	\$10,600	Y

Goal Analysis [LCAP Year]

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

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

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

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

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

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

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

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

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

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

Goal

Goal #	Description
2	Bella Mente will provide a safe community for all scholars which promotes health and well-being, creativity, positive social and emotional development, strong staff/scholar relationships, and a sense of belonging as measured by staff/student/family surveys.

An explanation of why the LEA has developed this goal.

BMA provides an educational atmosphere that encourages cultural, linguistic and socioeconomic diversity. It is important our scholars feel safe and respected while receiving the support necessary to expand their social and academic boundaries. Here at BMA we feel a child’s learning is not defined solely by their test scores, but rather by the child’s engagement in the learning process and their ability to become self-sufficient learners.

Parent and staff surveys have always been a means for BMA to poll their stakeholders in areas, such as, school's climate and culture, program offerings, family and student sense of belonging to the school. Due to COVID-19 during 2019-20 and 2020-21 school years, BMA provided multiple opportunities for parents and staff to share their preferences for learning models, technology accessibility and equipment, overall satisfaction with student academic progress, and additional expanded learning opportunities for the up-coming school year. Parent survey responses range from 20%-25% participation, lower percentage than BMA would like to have. BMA continues to make parent participation a priority through increased outreach and through open and transparent communication. With increased parent involvement with the school and staff, scholar engagement increases resulting in higher student achievement.

BMA had an increase in student suspension, in 2019. In 2018, BMA was in the Blue Tier, maintaining a suspension rate of -0.1%. In 2019, we were in the Orange Tier with an increased suspension rate of 1.8%. In 2019 Restorative Practices training began in the 2018-19 school year and teachers and staff began full implementation at the end of the 2019-20. In 2019-20, BMA brought in *The Leader in Me* program to assist with building a stronger culture. We saw the need to bring in a strong character development program based on principles and practices of personal, interpersonal and organizational effectiveness, and upon the powerful premise that every child possesses unique strengths and has the ability to be a leader.

Other critical aspects of our program include educating a well rounded child offering access to the arts, garden and nutrition. The Bella Garden Project prepares children to care for their bodies through healthy eating and living. It is where scholars learn healthy eating and living habits. BMA has been recognized as one of only 355 schools across the nation to be selected as one of America’s healthiest schools. BMA’s Art program is aligned to BMA guidelines in educating the whole person to discover individual talents in the field of Art. The art teacher will meet with TK-6th Graders bi-weekly and 7th and 8th graders weekly. Art Program will develop in each scholar an interest in and the ability for creative expression in visual terms, using skills and techniques of artistic expression consistent with school guidelines; scholars will develop an aesthetic understanding and appreciation to discover and develop their talents in the field of art.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Increase Parent Surveys participation rate using survey feedback platform	20%-25% Survey Participation				Increase of 15% or more of Parent Survey participation each year
Increase colored Tier status on CA School Dashboard Suspension Rate	2019 Suspension status was in "Orange" a 1.8% increase from 2018 "Blue" suspension status				Decrease in suspension rate to the "Blue" status by the end of three years
Leader in Me assessment-MRA	MRA - Overall score from staff was 70 out of 100. Inclusive Leadership, Culture, and Academic.				MRA increased to a score of overall 90 out of 100. Inclusive Leadership, Culture, and Academic.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Leader in Me	Leader in Me-will be purchased to provide all staff with professional development regarding scholar leadership, developing goals with scholars, creating responsible citizens of the future, and developing lifelong habits of success.	\$18,000	Y
2	1-FTE Art Teacher	Art Teacher-will be funded to develop in scholars an interest in and the ability for creative expression in visual terms, using skills and techniques of artistic expression and creativity, on a bi-weekly basis for TK-8th grade.	\$88,800	Y
3	1-FTE Garden and Nutrition Teacher	Garden and Nutrition Teacher-will be funded to provide critical support to teachers and scholars to ensure that the school can maximize the Bella Mente garden science and nutritional education programs. The Garden and Nutrition program will provide students with hands-on learning, develop teamwork skills, environmental awareness and experiences in problem-solving.	\$68,775	Y

Goal Analysis [LCAP Year]

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

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

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

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

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

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

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

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

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

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

Goal

Goal #	Description
3	Bella Mente will increase parent involvement through collaboration and open communication and continue to build a collaborative culture which promotes creativity, responsibility, participation, and trust among all stakeholders where diversity and equity are valued.

An explanation of why the LEA has developed this goal.

BMA places great importance on active opportunities for families to be involved in their student’s educational experience. Throughout COVID-19 restrictions, parents were periodically surveyed to compile vital information on scholars’ access to technology, preferences for learning environments, and programs they wanted to be continued for up-coming school year. Survey results enabled BMA to develop programs, provide necessary technology and materials, and create instructional environments to best meet the needs of their students and families. Communication is the highest area concern reported by parents. BMA continues to provide professional development for all staff on effective communication skills and emphasizing the importance of keeping families informed of their student’s academic progress, as well as, social and emotional well-being. BMA continues to ensure a positive learning environment which builds community with our families. The Principal and the Executive Director meet with families every month to answer questions and provide a forum for families to actively participate and provide input to how best to support their child’s educational experience at BMA. All parent communication, family events and meetings are presented to families in both English and Spanish. BMA provides parent education nights throughout the school year on a variety of topics to empower families to support their scholars.

BMA places high value on increasing scholar attendance and emphasizing the relationship between scholar attendance and scholar achievement. Teacher effectiveness is the strongest school-related determinant of scholar success, but chronic scholar absence reduces even the best teacher’s ability to provide learning opportunities. In 2017-2018 LEA was in the Green Tier for all students and in the Orange Tier for English Language Learners. In 2018-19, all scholars dropped into the Orange Tier and English Language Learners stayed in the Orange Tier. An on-going family support and active communication with families there is still a great need to address absenteeism. Daily attendance data indicates 96.31% for 2019-20 and currently the daily average is at 96.53% for 2020-21. The LEA school counselor/social worker and Bilingual Community Liaison will support scholars and families to increase awareness and link resources to address attending school on a regular basis. In addition, our data warehouse system has a feature to flag students with excessive absences so that teachers and grade level intervention teams can address the attendance problems. Monthly DELAC committee meetings are held where attendance is discussed and ideas from parents are requested. Attendance Works has been used to implement ideas on improving attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Maintain Standard Met on CA School Dashboard-Parent and Family Engagement	2018-LEA-Standard Not Met and 2019 LEA-Met Standard				Three consecutive years of Standard Met
Increase parent participation at school events and meetings documented on attendance logs	5% of parents/guardians attend school activities				Increase of 15% or more of parents/guardians attendance at school activities/meetings each year
Increase Chronic Absenteeism status above "Orange" on CA School Dashboard	2019-in Orange Tier				Move from "Orange" Status to "Green or Blue" status for LEA and all Student Groups by the end of three years.
Increase the attendance rate for Bella Mente students by .5%	LEA 2019-20 Attendance 96.53%				Attendance Rate increase by .5% each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	.8FTE Bilingual Community Liaison	Bilingual Community liaison will be funded to increase parent connectedness to the school, support families to become actively engaged in their scholars education. Bilingual Community liaison will link families to community outreach resources to address chronic absences, social and emotional support to improve student achievement and overall well-being. Additionally, Bilingual Community Liaison will provide workshops for parents and guardians to learn skills and strategies to support their scholars in school.	\$40,000	Y
2	.5 FTE Bilingual Attendance Clerk	Bilingual attendance clerk to make contact with families who are experiencing absences. Provide community outreach and resources to families in need to improve student achievement and overall well-being.	\$23,000	Y
3	Family Activities	Monthly meetings with the Principal, formation of new PTA, field trips, Garden & Food family cooking workshops, Parent advisory committee, monthly coffee meetings, park playdates, fresh food distribution, family events on campus, parent volunteer opportunities.	[\$ 0.00]	N

4	Bella Mente Attendance Initiative	Professional Development for all school staff, in creating an engaging, supportive school climate that motivates scholars to attend, fosters a belief that students can achieve, and encourages families to become and stay involved. Collaborate with the San Diego County of Education on resources and training to decrease chronic absenteeism. Frequent communication with families to address fears about Covid-19 among scholars and families as they return to school for the start of the school year. Maintain a positive, prevention oriented approach to working with families using <i>Restorative Practices</i> strategies. Collaborate with our community partners to promote the Attendance Awareness Campaign.	[\$ 0.00]	N
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Goal Analysis [LCAP Year]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.39%	\$365,285

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.

Our goals and actions were specifically targeted to increase and improve support for foster youth, English Learners, and low-income students.

In addition, approximately \$82,000 in Federal Title I funds are used to hire an additional full time reading specialist to work with students.

The support/actions that have been beneficial to our subgroups will be carried over to the 2021-22 LCAP. These include purchase of standard based curriculum, after school support, Instructional Assistants, access to Chromebooks, and Garden and Art Programs.

1. FT Reading Specialist who will work daily with target English instruction to assist scholars with English acquisition.
2. Standard based curriculum which has lessons to differentiate for all levels of learners
3. Programs such as Leader in Me, Art & Garden programs assist scholars with social/emotional development and health education.
4. Activities to increase parent involvement via community liaison, school events, and expand attendance programs.

Additionally, BMA provides weekly food distribution, homeless can sign up for food pantry and meal bags. BMA provides student backpacks, which have personal hygiene items and school supplies to our unduplicated scholars. After school bilingual tutoring, community liaison, free Vista Community Clinic counseling services, vision and hearing screening yearly including assistance to students who need glasses, free internet for those in need, Chromebooks, and a Care Closet which includes gently worn uniforms donated by parents. BMA also provides bus passes to students in need and uniforms assistance to those that are in need.

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

BMA intends to spend the increased support by continuing to provide a reading specialist who specifically works with English Learners (Goal 1, Action 1). Standard-based curriculum, which differentiates instruction for all learners (Goal, Action 2, 3, 4). BMA is entering their second year of Leader in Me due to the pandemic they were unable to fully implement during the 2019/20 school year. LiM teaches habits for success and leadership skills for our subgroups especially (Goal 2, Action 1). BMA will continue to expand extracurricular offerings provided via the Art and Garden programs. Our scholars within the

subgroups have benefited socially and emotionally from connecting with nature, health, and allows them to express their emotions through a healthy avenue (Goal 2, Action 2, 3).

BMA implemented a community liaison to specifically work with subgroups and support families needs and offer resources to support subgroups (Goal 3, Action 1). The community liaison also helps support family activities to assist in a sense of belonging directed towards unduplicated students (Goal 3, Action 2). Additionally, we will continue to focus on ways to support families with chronic attendance issues and use a team type approach to assist unduplicated students to increase their attendance (Goal 3, Action 3).

All of our goals and actions are specifically targeted for unduplicated student support.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

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

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