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
Bellevue-Santa Fe Charter	Julie Turk Principal	jturk@bsfcs.org 805-595-7169

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

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

Goal 1

To provide consistent student learning in a safe and structured environment in accordance to BSFCS philosophy.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

6

Local Priorities: BSFCS Charter, Governing Board Goals: Policy Development, Curriculum

Annual Measurable Outcomes

Expected	Actual
Office addressed behavioral issues from Kinder and 1st grade students is 45% of school referrals.	Office referrals from August 2019 through February 2020 were 45% of all school referrals. This met the expected outcome and was a 19% reduction from the 2017-2018 data of 64%.Due to physical school closure from COVID in March of 2020, no data is available for the last 3 1/2 months of the 2019-2020 school year.
12% of K and 16% of 1st Graders are performing significantly below national norm.	As of December 2019, 12.5% of K and 12.5% of 1st graders performed significantly below the national norm on DIBELS reading assessments. This is a significant improvement for 1st grade from 20% at baseline. Due to school closure from COVID in March of 2020, no data is available for the last 3 1/2 months of the 2019-2020 school year.
90% of parents/guardians are satisfied that issues are handled in a fair and supportive way.	According to survey results from our annual School Climate Survey, 90% of parents believe their input is valued at BSFCS.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staff implementation of Tiers of Behavior Intervention	$23,000 MTSS Grant/LCFF/State B1. Certificated Salaries-"Stipends" B2. Classified Salaries-"Paraeducators" B4. Books and Supplies-"Staff Development Books and Supplies" B5. Services, Other Operating Expenses-"Staff Development/Travel/Confer (5200)"	$23,000
Mentorship and training for staff in BSFCS pedagogical design.	$7,000 MTSS Grant/LCFF/State B1. Certificated Salaries-"Stipends" B2. Classified Salaries-"Paraeducators" B4. Books and Supplies-"Staff Development Books and Supplies" B5. Services, Other Operating Expenses-"Staff Development/Travel/Confer (5200)"	$7,000

Goal Analysis

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

Actions and Services were implemented.

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

The emergency school closure and switch to distance learning without any strategic preparation or planning was a huge hurdle to this goal. However, the staff moved swiftly to an engaging online format with very little time. In fact, it took place over one weekend. No school days were missed or postponed. Teachers provided daily, real-time interaction with their students as well as an online platform (SeeSaw for K/1 and Google Classroom for 2-6). Devices and hotspots were offered quickly to families in need. Communication between classroom teachers and parents was consistent, compassionate, and solution-oriented. If students were having difficulty accessing online content or Zoom sessions, contact with the home was made quickly in order to address any problems.

Goal 2

To support all BSFCS students towards meeting or exceeding the standards outlined in California Content Standards, STEAM (Science, Technology, Engineering, Art and Mathematics) practices and NGSS (Next Generation Science Standards).

State and/or Local Priorities addressed by this goal:

State Priorities: 2
4
6

Local Priorities: BSFCS Charter, Governing Board Goals, Curriculum

Annual Measurable Outcomes

Expected	Actual
95% participation Statewide assessments	Due to physical school closure due to COVID, state standardized assessments were postponed for the 2019-2020 school year.
95% of students (K-5) met benchmark in winter.	DIBELS phonics and reading assessments were given to 142 K-5 students at the end of 2019. According to DIBELS data and teacher analysis, 125 students met the benchmark in winter, which is 88% of K-5 students.
ELA SBAC-89.4 point above the standard. 100% economically disadvantaged students met standards. Math SBAC-75 points above the standard. 80% of economically disadvantaged students will meet standards.	Due to physical school closure due to COVID, state standardized assessments were postponed for the 2019-2020 school year.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1: Increase participation in state testing for students with disabilities.	0 n/a n/a	0
Site-wide grade level grouping for mathematics.	0 N/A N/A	0

Goal Analysis

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

Actions and Services were implemented.

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

Due to physical school closure due to COVID and the cancellation of the state testing program, no standardized assessment data is available for this goal. In looking at other ways to measure student progress toward meeting or exceeding standards, we can look at the positive participation of students in our emergency, distance learning program. Students were engaged in daily live sessions with their teachers. Though parents did not want school closure to last the remainder of the school year, many reported positive feedback for the educational program offered by the classroom teachers. Grade level grouping for mathematics was able to continue, even in the distance learning format. Data can also be taken from DIBELS assessments from the first half of the year.

Goal 3

Implement and communicate organizational systems across stakeholders (school personnel, students, and community) to increase understanding of legal obligations of a public school and alignment to BSFCS philosophy.

State and/or Local Priorities addressed by this goal:

State Priorities: 2 3
5
6

Local Priorities: BSFCS Charter, Governing Board Goals: Curriculum, Community Relations

Annual Measurable Outcomes

Expected	Actual
90% of parents/guardians are satisfied that issues are handled in a fair and supportive way; 100% of staff are satisfied that issues are handled in a fair and supportive manner.	According to survey results from our annual School Climate Survey, 90% of parents believe their input is valued at BSFCS. 80% of staff (8 of 10 staff members surveyed) believed issues are handled in a fair and supportive manner.

Expected	Actual
CA Dashboard: 4% chronically absent; “White” subgroup is 4% chronically absent; students with disabilities are 2% chronically absent; Socially disadvantaged students are 0% absent.	Due to physical school closure due to COVID, state standardized assessments students completed the year in virtual attendance.
n/a	n/a

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Consistent implementation and communication of Tiers of Behavior Intervention.	0 N/A N/A	0
Consistent implementation and communication of BSFCS site-wide needs, pedagogical practices, design, and legal obligations of a public school.	$200 $200 B5. Services, Other Operating Expenses-”Advertising”	$200 $200
Consistent implementation of truancy notification procedures and communication of benefits of positive attendance for students.	0 N/A N/A	0

Goal Analysis

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

Actions and Services were implemented.

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

The COVID 19 pandemic closed the school, and students were not in physical attendance. Statewide assessments were cancelled.

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
Additional Technology, Supplies and Curriculum for Individual Student Use on Site: $1,200 Technology for Staff for Distance Learning and Maintaining Social Distance on Site: $500 Personal Protective Equipment, General and Medical Supplies, Cleaning on Site: $7,000 Additional Staffing to Maintain Mandated Cohort Numbers $5,000	13,700	13,700	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.

n/a

Analysis of In-Person Instructional Offerings

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

Certain cohorts began in-person instruction successfully in August. In March of 2021, most of the general education population returned , 13% remained in virtual learning. It was extremely challenging for the teachers to maintain this dual program in a robust manner. Other challenges included: OSHA requirements for HVAC systems, extra cleaning and sanitation needs, partitions between students and managing class sizes with social distancing requirements.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional Technology, Supplies and Curriculum for Individual Student Use at Home: $10,500 Increased Work Days for Staff Planning, Communication and Implementation of Distance Learning: $16,000 Professional Development for Staff Related to Mitigating the Impact of COVID19 for Students and Improved Practices: $500 Supplemental and Curricular Digital Applications for Differentiated Practice and Increased Access: $14,000 Technology Management, Fiber Internet and Updated Infrastructure: $25,600	66600	66600	Y

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

n/a

Analysis of the Distance Learning Program

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

Continuity of Instruction:
BSFCS Distance Learning was scheduled to correlate with the hybrid schedules to allow for transition to in-person and, if necessary, back to

Distance Learning. The internal framework for synchronous and asynchronous work allowed students and families fluidity of experience in moving between virtual and in-person. Teaching staff structured instruction and assignments in preparation to maintain consistency when the county metrics allow for consideration of in-person instruction for all students. When the site opened for in-person instruction, students win need of continuing with Distance Learning were assigned to their teacher for support with daily live instruction, attendance and participation tracking, and connection. BSFCS Distance Learning was a blend of synchronistic and asynchronous learning through the use of virtual and hard copy resources for each instructional day during traditional school hours with drop off of completed work and pick up of hard copy work for the upcoming week occurring outside of school hours on Fridays-Sunday evenings. Students had daily live interaction with their teacher, learning opportunities (synchronistic + asynchronistic) to total at least 3-4 hours, in accordance to CDE direction for grade level instructional daily minutes, and access to content in accordance to the adopted state standards. All classes included teacher instruction, teacher-guided workblocks for the completion of daily tasks, and small group opportunities on a common schedule. Digital components were purchased to provide differentiated practice for content areas. Specialty teachers for PE and Science provided asynchronistic and synchronistic classes in coordination with the classroom teacher. Staff support for social-emotional strategies and building connections were embedded in Distance Learning instruction and activities. Students with Individual Education Plans and 504 Plans were provided virtual and in-person service in accordance with the service provision agreements.

Access to Devices and Connectivity:
BSFCS surveyed families to determine the greatest need and implement immediate action for devices and internet access. BSFCS students had the option of checking out an iPad for use during Distance Learning. Families in need without internet access were provided a hot spot. BSFCS offered financial assistance in the procurement of extenders for families to use during Distance Learning for increased bandwidth. BSFCS provided all families information to expand bandwidth and access community resources for increased access to technology and the internet. BSFCS hosted scheduled pick up days for devices prior to the first instructional day and remained in continuous communication to facilitate device procurement for students. There was no need for assistive technology support.

Pupil Participation and Progress:
Site class schedules K-6th allowed for 180 minutes of live daily interaction with a credentialed teacher. Small groups were offered for an additional 20 minutes and asynchronous assignments through virtual platforms, independent practice, projects, and skills assignments account for the additional 50 minutes for 1st-3rd and 60 minutes for 4th-6th. Teachers verified their minute provision weekly on the Combined Daily Participation and Weekly Engagement Form. Attendance was tracked daily by the classroom teacher for both asynchronous and synchronous participation in accordance with CDE guidelines. Attendance was recorded in Aeries by the front office.

Distance Learning Professional Development:
BSFCS staff received the book The Distance Learning Playbook. Staff professional development was provided for implementation of instructional strategies to promote positive mental health through connection with students. Staff was provided professional development for identification and support for trauma and the effects of COVID-19. Professional development related to strategies and interventions for school

personnel to utilize to address engagement with classroom or distance learning to help mitigate learning loss was provided. Staff was provided professional development resources for Lesson Planning (templates, etc.), student engagement, establishing virtual classroom culture, assessment, virtual classroom structures, and associated digital interactive options for student practice. Supportive professional development for individual questions were provided for commonly utilized platforms (Google Classroom, SeeSaw, Zoom, etc.), as well as common practices for utilization of the sites. Professional development was also dedicated to crafting common scheduling, communications, and workload management. Staff submitted requests for supportive curriculum elements for virtual learning from existing programs, technological resources, instructional apps/extensions, skill-based apps/extensions, student supplies/materials, and direct tech support for classroom-based needs. The school has also transitioned the site to fiber internet over the summer break with updated infrastructure.

Staff Roles and Responsibilities:
BSFCS staff remained committed to their contractual roles and responsibilities. Specialty teachers took the additional roles for live daily interaction for students continuing Distance Learning when the site was providing in-person instruction. One credentialed staff member provided intervention for students who demonstrated significant academic need and additional support for students demonstrating low engagement/participation. The principal was responsible for facilitating the distribution and organization of devices for students. Staff responsibilities grew to include the mastery and communication of virtual platforms. Every staff member became a technological support provider for families accessing Distance Learning.

Support for Pupils with Unique Needs:
BSFCS is committed to equity for students. All students were provided with supplies, hard copy work, and access to a device. All families were provided information for community resources (tech, mental health, nutrition, financial, etc.) and direction to contact the principal of the school for other needs and/or supplies needed to access education. Requests for school provided connectivity (hot spots, extenders, etc.) were prioritized for students with unique needs, households without internet access, and those in need of financial support. Nutritional support for qualified students was established through our authorizing district at no cost to the family. The BSFCS principal serves as the Foster and Homeless Youth Liaison and support for emerging bilingual students shall be provided on an individualized basis in accordance with reclassification criteria and ELPAC protocols. BSFCS has inclusive measures to increase access to grade level content and differentiated practice opportunities using technology through Learning Ally, Learning A-Z (Science, RAZKids, HeadSprout), BuzzMath, and Reflex Math. BSFCS provided students with hard copy materials for curriculum (literature books, journals, textbook, workbooks, handouts, reference guides) and the adopted curriculum includes differentiated and digital components for increased access (Envision Math, Social Studies Weekly). Personalized efforts for communication were made to ensure resources were received and being accessed for families with unique needs. BSFCS worked in partnership with SELPA for professional development, accessing services outside of the site, and guidance for increasing access to education for BSFCS students with identified needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development for Staff Related to Mitigating the Impact of COVID-19 for Students and Improved Practices: $500 Technology for Student Use at Home and Access to Internet: $3,500 Credentialed Intervention Assignment: $19,673 Free Meals: $1,500	25173	25173	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.

n/a

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.

BSFCS staff used assessment, classroom, attendance, and teacher observation data to inform action towards improving learning outcomes for students. Teachers utilized engagement strategies (acknowledgment, connection with physical environment, positive response, etc) during virtual instruction. Teachers also presented live lessons with guided practice through hardcopy (kinesthetic) classwork. Teachers differentiated feedback and praise practice and effort, as well as celebrated student performance. Teachers provided open office hours for parent communication, concerns, and questions. Class schedules were aligned to allow consistency and predictability for the family. Work was turned in online or dropped off over the weekend. Teachers provided leveled access to reading materials. Hard copy and digital versions of curriculum were provided for the student. Digital programs(HeadSprout, RAZKids,Reflex, BuzzMath) are provided to be self-leveling for students and provide differentiated, skill-based practice. Students with a reading struggle have access to Learning Ally for texts, literature, and self-selected reading books. Envision math provides supplemental support and virtual instruction based on performance. These programs specifically assisted students who are at high risk of learning loss and/or were emerging bilingual. Intervention and/or support small groups for student support was offered to students demonstrating the need for additional adult support and/or skill practice. Additional efforts for continuous parent contact and prioritization for intervention and support was dedicated to students at high risk for learning loss (English Learners, low-income, foster youth, identified needs, homeless). Students with identified needs had the option to receive onsite service support from BSFCS staff and an option for the facilitation of access to Speech and Language teletherapy onsite.

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.

Staff professional development was provided for implementation of instructional strategies to promote positive mental health through connection with students in association with a mental health expert. Staff was provided professional development for identification and support for trauma and the effects of COVID-19. BSFCS has adopted the Stand Up and Speak Out program for social emotional learning, inclusive practices, and building community. BSFCS worked with the SELPA provided Mental Health Therapist for direct student support, as needed, and general social emotional connection for the students. SELPA Behaviorists and/or SELPAMental Health Clinicians provide support for BSFCS students who require plans and intervention strategies related to classroom engagement and re-integration. Support was also provided by SELPA in developing plans and interventions to support independence and engagement with distance learning while at home. Behavioral interventions/ plans to address compliance with necessary safety requirements (mask wearing, social distancing, overall safety while on campus, etc.) were provided by qualified staff as needed and included guidance from SELPA, as well as access to community agencies, services, resources and information. BSFCS utilized the Student Study Team meeting process to determine, document, and monitor intervention and uphold the timelines and protocols for students with suspected disabilities. Staff received information for free mental health support. Staff was encouraged to prioritize self-care and maximize their non-instructional/contracted time for themselves and their families. SELPA staff provided Professional development for staff around compassion fatigue, work/life balance, self care, etc..

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.

BSFCS staff implemented foundational efforts in common scheduling, communication, and classroom planning for promoting positive engagement. All classes provided base schedules with common expectations for tracking attendance and participation in hard copy and digital form to families in the first week of school. All classroom teachers provided ongoing, weekly communication with specific information regarding the classroom. All classroom teachers provided daily instruction and guided support for work completion. All classroom teachers participated in professional development focused on increasing engagement through connection and using the virtual classroom to engage the students in feeling as if they are in class with the teacher. All classroom teachers utilized personalized opportunities for connection with students and offer small groups daily to work on individualized skills through direct interaction. BSFCS staff hosted Back to School Night for families. Families received instructional and support tutorials for navigating the virtual classroom components. Families also received information on safety precautions and community resources through the front office. SELPA support was available for community services, agencies, resources, information, professional development, and intervention/behavioral plans. Daily attendance was tracked and recorded by the classroom teacher and reported to the front office for family contact and documentation. The front office staff verified current contact information for each student, notifies parent(s)/guardian(s) of daily absence, and facilitates attendance letters. Daily participation and engagement for each student was tracked and recorded daily by the classroom teacher on the California Department of Education adopted Combined Daily Participation and Engagement Form for weekly assignments, nonparticipation/absence, participation in live instruction, student/parent/guardian contact, assigned work submitted/completed, or other in accordance with Ed Code section 43504. No student was absent for three or more days nor did students not engage in instruction at a risk of learning loss.

Analysis of School Nutrition

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

BSFCS received access to school meals through our authorizer, San Luis Coastal. During Distance Learning, meal kits were distributed weekly at San Luis Coastal's distribution sites in San Luis Obispo County at no cost to qualified students for free or reduced-price meals through coordination with the Director of Food Service and the site administrator at BSFCS. All BSFCS families received information on free or reduced-price meals in the Back to School Paperwork. All BSFCS families received additional supportive information for community nutrition support resources.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continuity of Learning: In-Person Instruction Legal advisement and review of service provisions during Distance Learning: $5,000 Distance Learning Program Supplemental Assessment and Support Services: $2,500	Our legal consulting firm was utilized to review service provisions during distance learning. Supplemental assessment and support services were also utilized.	7500	7500	N

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.

n/a

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.

One of the greatest noted losses has been student independence as students have been aided by parents for over a year during daily school tasks and responsibilities. One of the goals for the 2021-2024 LCAP is to provide parent outreach education to include supporting self confident competent student behaviors.

The need for cohesive school-wide reading assessment also became evident and has been incorporated into future goals and actions.

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

The primary actions in the 2021-2024 LCAP involve developing school-wide systems of assessment and intervention for pupils with unique needs and all pupils at BSFCS.

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.

n/a

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.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. The 2019 Dashboard showed BSFCS in green level for English Language Arts and 77.3 points above standard for all students. For mathematics BSFCS students performed in the blue level with 68.2 points above standard. For comparison, State data demonstrated students performed at 2.5 points below standard in ELA and 33.5 points below standard in Math.

Bellevue- Santa Fe Charter School does not demonstrate any significant performance gaps among student groups, however there is a slight percentage of students below grade level in reading. A school-wide approach to assessment and intervention is needed to assist these students in achieving grade level standards.

One of the greatest noted losses during the pandemic has been student independence as students have been aided by parents for over a year during daily school tasks and responsibilities. One of the goals for the 2021-2024 LCAP is to provide parent outreach education to include supporting self confident competent student behaviors, creating a community of readers and an understanding of mathematical practices.

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
Bellevue-Santa Fe Charter	Julie Turk Principal	jturk@bsfcs.org 805-595-7169

Plan Summary 2021-24

General Information

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

Bellevue-Santa Fe Charter School(BSFCS) is a small, neighborhood conversion K-6 charter school on the Central Coast of California serving 159 students. We are set amongst the apple orchards of Avila Valley and surrounded by coastal rolling hills. At the core of BSFCS is the simple yet compelling idea that the education of a student is a shared responsibility and cooperative endeavor between family, school, and community. In 1996 when Bellevue was at risk for closing, our school community diligently worked together to convert the school to a charter school and in doing so became the 93rd charter school in the state of California. Today, 22 years later, the students, teachers, administrators, parents, and the community at-large continue to work together to create a unique, compassionate, and inspiring environment where learning is optimized for our students. The BSFCS approach to education challenges students to reach their full potential, nurtures human relationships, and inspires a lifelong passion for learning.

At BSFCS, we encourage our students to strive for academic and personal excellence under the guiding principle by Alfred Mercier that "What we learn with pleasure we never forget." At the daily all-school assemblies, our school community may experience the kindergarteners' dramatic interpretation of a book by Eric Carle or listen intently as a multi-age class shares original poetry about family memories. With the adopted state standards as a guide, we balance fundamental skill acquisition and application of the main content areas with integrated, project-based design. The curriculum also includes physical fitness and wellness, visual and performing arts, hands-on science labs and Garden-based activities, and applied technologies as integral parts of a well-rounded educational experience for our students. By actively engaging students, bringing joy to the learning process, and making it relatable, children become intrinsically motivated to learn and more fully engaged in life and their relationships.

The foundation of our approach at BSFCS is the understanding that students learn, develop, and perceive the world in different ways. As such, our teaching staff use differentiated instructional methods to meet the needs of our student population. Our emphasis on multi-modal learning is rooted in the belief that students learn best through experience. Integrated, thematic instruction at BSFCS fosters creativity, collaboration, and critical thinking across disciplines.

Since our inception as a charter school, BSFCS has evolved into one of the highest performing schools in our area. The school community continues to demonstrate dedication, passion, and support of student learning in multi-grade classrooms. We believe that the development of healthy relationships is a precursor to building strong, resilient minds.

Reflections: Successes

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

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. The 2019 Dashboard showed BSFCS in green level for English Language Arts and 77.3 points above standard for all students. For mathematics BSFCS students performed in the blue level with 68.2 points above standard. For comparison, State data demonstrated students performed at 2.5 points below standard in ELA and 33.5 points below standard in Math.

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.

Bellevue- Santa Fe Charter School does not demonstrate any significant performance gaps among student groups, however there is a slight percentage of students below grade level in reading. A school-wide approach to assessment and intervention is needed to assist these students in achieving grade level standards.
One of the greatest noted losses has been student independence as students have been aided by parents for over a year during daily school tasks and responsibilities. One of the goals for the 2021-2024 LCAP is to provide parent outreach education to include supporting self confident competent student behaviors.

LCAP Highlights

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

The LCAP goals and actions focus on school-wide systemic reading assessment and intervention and parent outreach to support the mission and vision of BSFCS.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Introduction:
BSFCS believes in collaboration between stakeholders (staff, parents/guardians, students) to provide the best possible educational environment for
our students. BSFCS actively gathers input from stakeholders to produce our LCAP and presents the ongoing data and document at public Governing Board Meetings the weekly newsletter, and biannual Town Hall Meetings.

Stakeholder Input:
Community members, parents/guardians, and staff members have been offered participation in Governing Board Meetings, and stakeholders had the option to participate in Town Hall Meetings (November 2020 and January 20121). Our highly involved volunteer community regularly participated in informal conversations
relative to school topics.

A summary of the feedback provided by specific stakeholder groups.

The primary focus during this year for all stakeholder groups has been to get students back on campus for in-person learning for as much time as possible and to mitigate learning loss due to the virtual learning platform during the pandemic.

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

Goals for this LCAP were primarily formed by stakeholder input as data was not readily available. Much of the data gathered has been qualitative observations by parents and staff during virtual learning and upon our return to in-person learning in March.

Goals and Actions

Goals

Goal #	Description
Goal 1	To provide student learning in a supportive, engaging environment in accordance to support of BSFCS philosophy and best educational practices. (State Priorities 1,2,4,5,6,7&8)

An explanation of why the LEA has developed this goal.

Stakeholders expressed the desire to use the LCAP as a tool to promote already successful pedagogy and practices within the BSFCS community.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Local reading assessments and CAASPP ELA Scores	Baseline data will be gathered at the end of the 2020/2021 school year to determine students levels and intervention needs.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All students will read at grade-level as indicated through local assessments and the English Language Arts scores on State standardized tests.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Implementation of a Reading Intervention Program	Develop and implement a reading intervention program for students needing Tier 2 and Tier 3 supports.	$21,291.00	Yes
Action #2	Tier 1 and Tier 2 Reading and Writing Strategies	Develop and implement additional Tier 1 and Tier 2 reading and writing intervention strategies for classroom instruction.	$6,150.00	No

Action #	Title	Description	Total Funds	Contributing
Action #3	School-wide Literacy Practices	Develop school-wide literacy practices to promote positive reading experiences for all students.	$0.00	No
Action #4	Leveled Library 21-22	Replace missing books from BSFCS leveled library.	$1,000.00	Yes
Action #5	Leveled Library 22-23	Continue to build and expand BSFCS leveled library.	$1,000.00	Yes
Action #6	Additional Instructional Materials	Assess needs of staff for additional instructional materials to support literacy.	$0.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 2	To support all BSFCS students towards meeting or exceeding the standards outlined in California Content Standards, STEAM (Science, Technology, Engineering, Art and Mathematics) practices, and NGSS (Next Generation Science Standards). (State Priorities 1,2,4,5,6,7&8)

An explanation of why the LEA has developed this goal.

Stakeholders expressed the desire to use the LCAP as a tool to promote already successful pedagogy and practices within the BSFCS community.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Local reading assessments and CAASPP ELA and Math Scores	Baseline data will be gathered at the end of the 2020/2021 school year to determine students levels and intervention needs.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All students will perform at or above standard in ELA and Mathematics as determined by local reading assessments and CAASPP ELA and Mathematics Scores.

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	School-wide Assessment Protocols and Reporting-Reading	Develop and implement consistent, cross grade-level assessment protocols and reporting in English-Language Arts.	$0.00	No
Action #2	School-wide Assessment Protocols and Reporting-Mathematics	Develop and implement consistent, cross grade-level assessment protocols and reporting in Mathematics.	$0.00	No
Action #3	Review of Assessment Protocols and Reporting	Assess and review assessment protocols in English-Language Arts and Mathematics.	$0.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 3	Implement outreach learning opportunities to promote education for parents and school personnel that aligns with and supports the mission and philosophy of BSFCS. (State Priorities 3, 5 & 6)

An explanation of why the LEA has developed this goal.

Stakeholders expressed the desire to use the LCAP as a tool to promote already successful pedagogy and practices within the BSFCS community.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Stakeholder surveys	Family and staff surveys will be given in August 2021 relating to learning opportunities.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All stakeholders will take an active role in the education of of BSFCS students.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Outreach Opportunities 21-22	Provide two outreach learning opportunities for parent education.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
Action #2	Professional Growth 21-22	Provide two professional development opportunities for staff in the area of language arts intervention.	$1,000.00	Yes
Action #3	Outreach Opportunities 22-23	Provide three outreach learning opportunities for parent education.	$0.00	No
Action #4	Professional Growth 22-23	Provide two professional development opportunities for staff in the area of mathematics intervention	$1,000.00	Yes
Action #5	Outreach Opportunities 2023-June 2024	Survey parents for desired outreach learning topics and provide three opportunities for parent education.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
Action #6	Professional Growth 23-24	Provide individualized professional development opportunities for staff-identified areas of growth.	$0.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5%	$31,959.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

At the development of the 2021-2024 LCAP, Bellevue-Santa Fe Charter School has no foster youth or English learners. 11.7% of the the student population are low-income. Providing professional development, parent outreach education, systemic interventions and assessments will address the needs of unduplicated pupils not meeting standards.

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

BSFCS does not have school-wide intervention, assessment, or parent education related to academic standards. By developing this systemic approach, services will be increased to low-income students, as well as all students at BSFCS.

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Implementation of a Reading Intervention Program	All	Yes	Limited	Low-income	BSFCS	August 2021-June 2022

1	2	Tier 1 and Tier 2 Reading and Writing Strategies	All	No			BSFCS Classrooms	August 2021-June 2024
1	3	School-wide Literacy Practices	All	No			BSFCS classrooms	August 2021-June 2024
1	4	Leveled Library 21-22		Yes	Schoolwide	Low-income	BSFCS Library	August 2021-October 2022
1	5	Leveled Library 22-23		Yes	Schoolwide	Low-income	BSFCS Library	August 2022-June 2023
1	6	Additional Instructional Materials		Yes	Schoolwide	Low-income	BSFCS Classrooms	August 2021-June 2024
2	1	School-wide Assessment Protocols and Reporting-Reading	All	No			BSFCS Classrooms	August 2021-June 2022

2	2	School-wide Assessment Protocols and Reporting-Mathematics	All	No			BSFCS Classrooms	August 2022-June 2023
2	3	Review of Assessment Protocols and Reporting	All	No			BSFCS Classrooms	August 2023-June 2024
3	1	Outreach Opportunities 21-22	All	No			BSFCS	August 2021-June 2022
3	2	Professional Growth 21-22	All	Yes	Schoolwide	Low-income	BSFCS	August 2021-June 2022
3	3	Outreach Opportunities 22-23	All	No			BSFCS	August 2022-June 2023
3	4	Professional Growth 22-23	All	Yes	Schoolwide	Low Income	BSFCS	August 2022-June 2023
3	5	Outreach Opportunities 2023-June 2024	All	No			BSFCS	August 2023-June2024

3	6	Professional Growth 23-24	All	No			BSFCS	August 2023-June 2024

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
100.00%			$21,291.00				
100.00%			$6,150.00				
0%			$0.00				
0%			$1,000.00				
0%			$1,000.00				
0%			$0.00				
0%			$0.00				
0%			$0.00				
0%			$0.00				
0%			$0.00				
0%			$1,000.00				
0%			$0.00				
0%			$1,000.00				
0%			$0.00				
0%			$0.00				

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Implementation of a Reading Intervention Program	All	$21,291.00	$0.00	$0.00	$0.00	$21,291.00
1	2	Tier 1 and Tier 2 Reading and Writing Strategies	All	$6,150.00	$0.00	$0.00	$0.00	$6,150.00
1	3	School-wide Literacy Practices	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	4	Leveled Library 21-22		$1,000.00	$0.00	$0.00	$0.00	$1,000.00
1	5	Leveled Library 22-23		$1,000.00	$0.00	$0.00	$0.00	$1,000.00
1	6	Additional Instructional Materials		$0.00	$0.00	$0.00	$0.00	$0.00
2	1	School-wide Assessment Protocols and Reporting-Reading	All	$0.00	$0.00	$0.00	$0.00	$0.00

2	2	School-wide Assessment Protocols and Reporting-Mathematics	All	$0.00	$0.00	$0.00	$0.00	$0.00
2	3	Review of Assessment Protocols and Reporting	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	1	Outreach Opportunities 21-22	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	2	Professional Growth 21-22	All	$1,000.00	$0.00	$0.00	$0.00	$1,000.00
3	3	Outreach Opportunities 22-23	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	4	Professional Growth 22-23	All	$1,000.00	$0.00	$0.00	$0.00	$1,000.00
3	5	Outreach Opportunities 2023-June 2024	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	6	Professional Growth 23-24	All	$0.00	$0.00	$0.00	$0.00	$0.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$31,441.00	$0.00	$0.00	$0.00	$31,441.00

Total Personnel	Total Non-Personnel
$411,615.00	$60,000.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Implementation of a Reading Intervention Program	Limited	Low-income	BSFCS	$21,291.00	$21,291.00
1	4	Leveled Library 21-22	Schoolwide	Low-income	BSFCS Library	$1,000.00	$1,000.00
1	5	Leveled Library 22-23	Schoolwide	Low-income	BSFCS Library	$1,000.00	$1,000.00
1	6	Additional Instructional Materials	Schoolwide	Low-income	BSFCS Classrooms	$0.00	$0.00
3	2	Professional Growth 21-22	Schoolwide	Low-income	BSFCS	$1,000.00	$1,000.00
3	4	Professional Growth 22-23	Schoolwide	Low Income	BSFCS	$1,000.00	$1,000.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$0.00	$0.00
Limited Total:	$21,291.00	$21,291.00
Schoolwide Total:	$4,000.00	$4,000.00

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

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

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC

52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

LCAP Highlights - Identify and briefly summarize the key features of this year’s LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-

based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions

above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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 **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students

with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rsate 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 inpidual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-personnel**: This amount will be automatically calculated.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

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

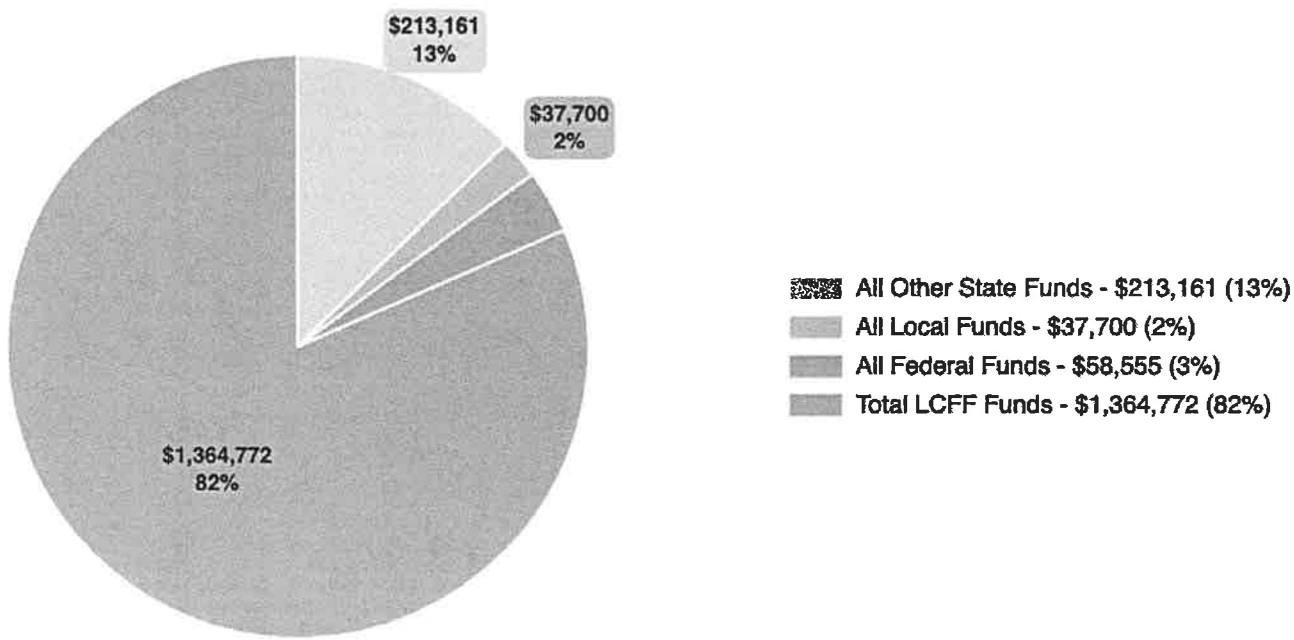
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bellevue-Santa Fe Charter
CDS Code: 40688096043194
School Year: 2021-22
LEA Contact Information: Julie Turk |
jturk@bsfcs.org | 805-595-7169

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

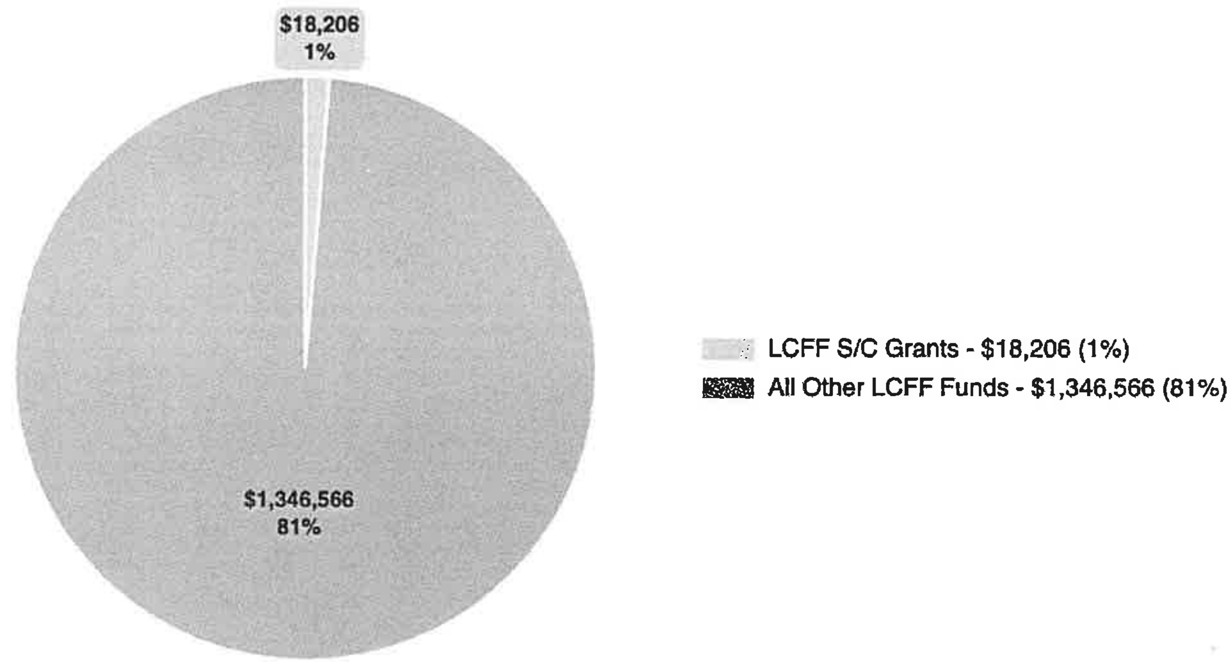
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$213,161	13%
All Local Funds	$37,700	2%
All Federal Funds	$58,555	3%
Total LCFF Funds	$1,364,772	82%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	$18,206	1%
All Other LCFF Funds	$1,346,566	81%

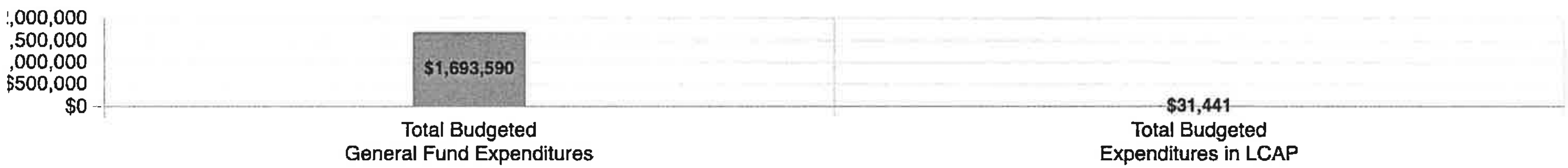
These charts show the total general purpose revenue Bellevue-Santa Fe Charter expects to receive in the coming year from all sources.

The total revenue projected for Bellevue-Santa Fe Charter is $1,674,188, of which $1,364,772 is Local Control Funding Formula (LCFF), $213,161 is other state funds,

$37,700 is local funds, and
$58,555 is federal funds. Of the
$1,364,772 in LCFF
Funds, $18,206 is generated based on the
enrollment of high needs students (foster youth, English learner,
and low-income students).

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

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Bellevue-Santa Fe Charter plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Bellevue-Santa Fe Charter plans to spend
$1,693,590 for the 2021-22
school year. Of that amount, $31,441 is tied
to
actions/services in the LCAP and $1,662,149
is not included in the LCAP.
The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures include:

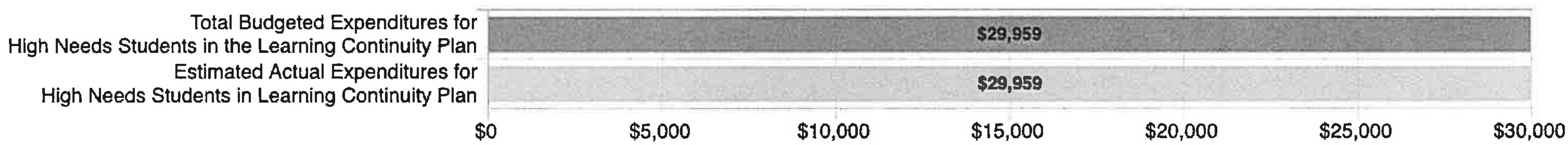
Salaries and Benefits: 1,367,526
Books and Supplies: 55,800
Services, Consultants and Other Operating Expenses: 100,688
Utilities: 50,700
Rental, Leases and Repairs: 54,551
Communications: 11,525
Capital Outlay: 9,300
Contingency to SLCUSD: 43,099

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

In 2021-22, Bellevue-Santa Fe Charter is projecting it will receive $18,206 based on the enrollment of foster youth, English learner, and low-income students. Bellevue-Santa Fe Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Bellevue-Santa Fe Charter plans to spend $31,441 towards meeting this requirement, as described in the LCAP.

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

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



This chart compares what Bellevue-Santa Fe Charter 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 Bellevue-Santa Fe Charter 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, Bellevue-Santa Fe Charter's Learning Continuity Plan budgeted $29,959 for planned actions to increase or improve services for high needs students. Bellevue-Santa Fe Charter actually spent $29,959 for actions to increase or improve services for high needs students in 2020-21.