

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Belleview School District

CDS Code: 55723066114532

School Year: 2021-22

LEA contact information:

Carla J. Haakma

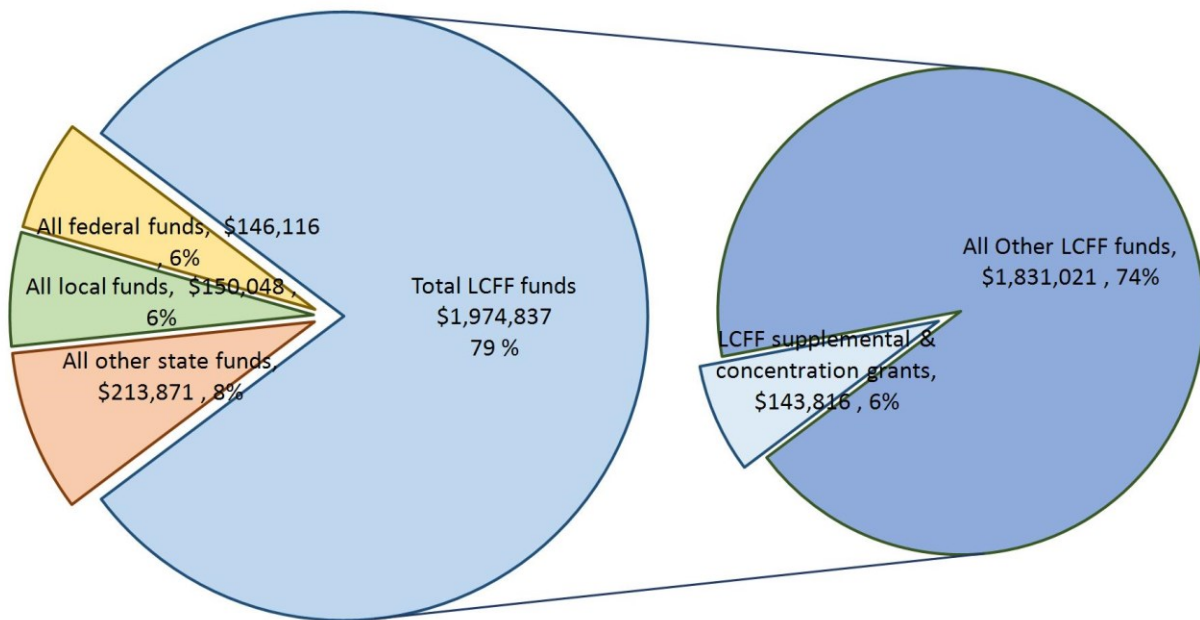
Superintendent-Principal

209.586.5510 x6323

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

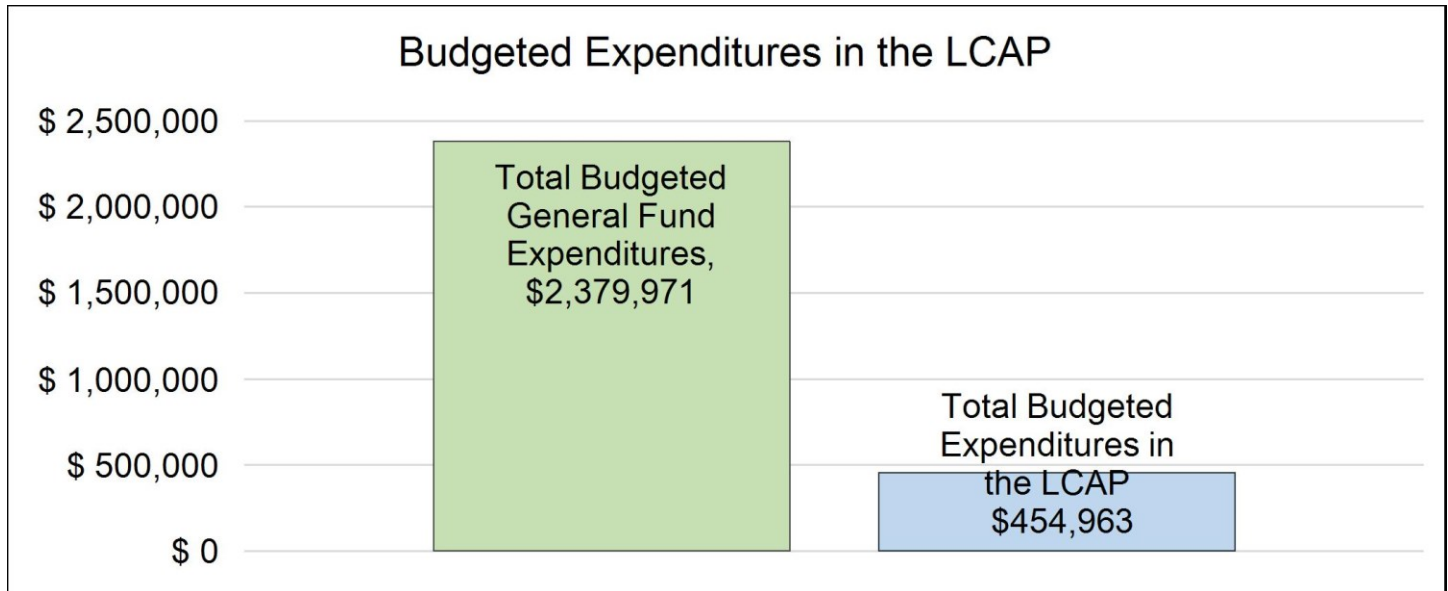


This chart shows the total general purpose revenue Belleview School District expects to receive in the coming year from all sources.

The total revenue projected for Belleview School District is \$2,484,872, of which \$1,974,837 is Local Control Funding Formula (LCFF), \$213,871 is other state funds, \$150,048 is local funds, and \$146,116 is federal funds. Of the \$1,974,837 in LCFF Funds, \$143,816 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Bellevue School District plans to spend \$2,379,971 for the 2021-22 school year. Of that amount, \$454,963 is tied to actions/services in the LCAP and \$1,925,008 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

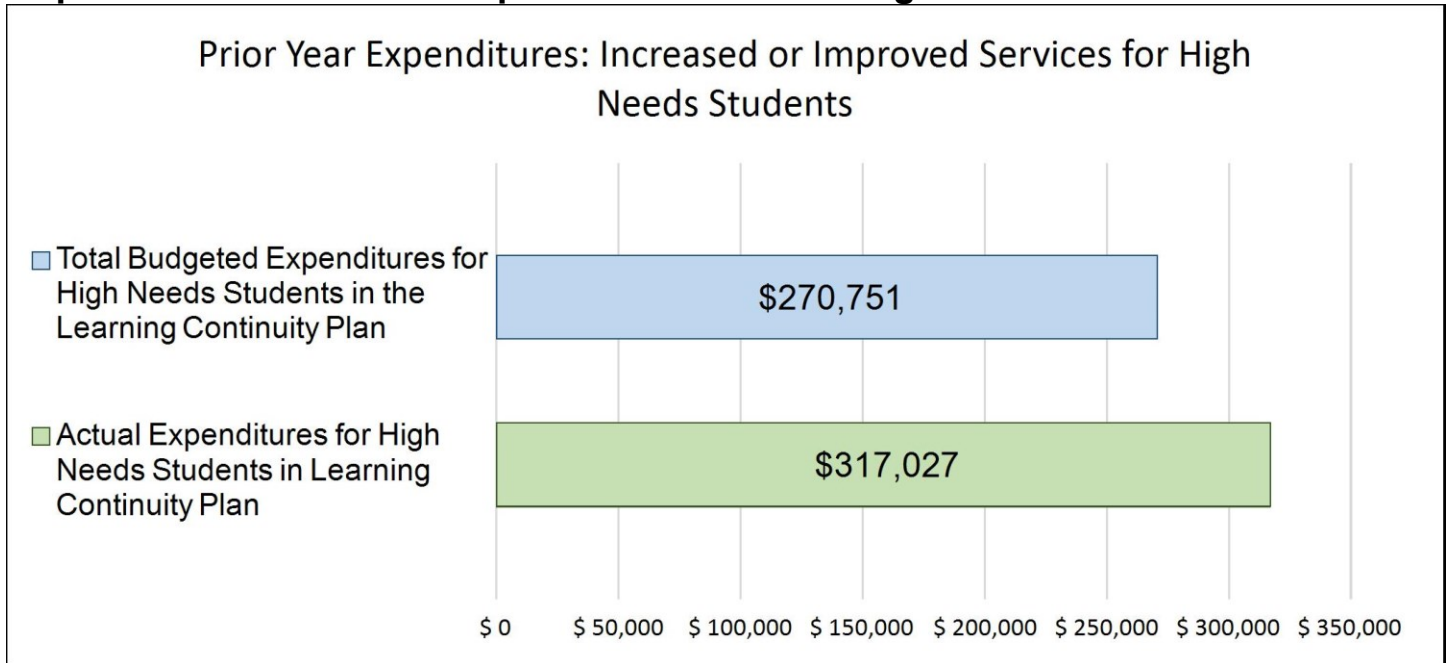
The general fund budget is used to facilitate all needs of the district including certificated, classified, and management salaries and benefits. Along with salaries, the general fund is used for expenses for home to school transportation, supplies, services, special education, and facility maintenance.

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

In 2021-22, Bellevue School District is projecting it will receive \$143,816 based on the enrollment of foster youth, English learner, and low-income students. Bellevue School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bellevue School District plans to spend \$412,530 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Belleview School District 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 Belleview School District 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, Belleview School District's Learning Continuity Plan budgeted \$270,751 for planned actions to increase or improve services for high needs students. Belleview School District actually spent \$317,027 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Bellevue School District	Carla J. Haakma Superintendent-Principal	chaakma@mybellevue.org 209.586.5510 x6323

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

Bellevue Elementary will maintain a school & classroom environment that provides high quality, equitable conditions of learning for each student by offering small class sizes and a well-maintained facility. Changes reflected in annual update.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. CAASPP 2018-2019 (see executive summary) 2. Local Benchmark Tests (STAR Reading & Math, Houghton-Mifflin Reading and Math and ESGI) progress from prior year in all areas (see executive summary) 3. Stakeholder Input Surveys 4. Attendance data 95% 5. FIT "Good" rating in all areas	1. Local Benchmark Tests (STAR Reading & Math) March 2020 results indicate the following gains/losses READING: MATH: Grade 1: SS gain +428 GE=1.1 Grade 3: SS gain +80 GE=3.0 Grade 2: SS gain +138 GE=2.4 Grade 4: SS gain +80 GE=5.9 Grade 3: SS gain +90 GE=3.0 Grade 5: SS gain +37 GE=4.1 Grade 4: SS gain +164 GE=4.4 Grade 6: SS gain +66 GE=7.3 Grade 5: SS gain +145 GE=5.3 Grade 7: SS loss -23 GE=5.3 Grade 6: SS gain +85 GE=5.9 Grade 8: SS loss -36 GE=5.2 Grade 7: SS loss -80 GE=4.9 Grade 8: SS loss -18 GE=4.3 2. Stakeholder Input Surveys (see input in narrative below) 3. Attendance data in March 2020 - 91% 4. FIT (Facility Inspection Tool in Fall of 2019) - "Good" in all areas 5. Healthy Kids Survey - indicate a safe and healthy environment - links for survey results https://drive.google.com/file/d/1C8r4AG0Jhl7cHT9-f7lwseG_KVQygY0-/view?usp=sharing https://drive.google.com/file/d/1C8r4AG0Jhl7cHT9-f7lwseG_KVQygY0-/view?usp=sharing

Expected	Actual
<p>19-20 Bellevue will retain fully credentialed, highly qualified teachers and instructional staff. Bellevue will maintain or decrease the current level of combination classes and average class size. Students will have access to all school courses which all students in attendance are required to complete, measured by class roster and attendance. Maintain teacher:student ratio at below 1:20. Stakeholder input surveys will indicate a high satisfaction rate regarding class size (70%+). Suspension and Expulsion rates will maintain at less than 20 days and/or less than 5% of the students. The facility will be clean and in good repair, as measured by the stakeholder surveys, FIT report, quarterly Williams reports.</p> <p>Baseline 1. 39% ELA and 31% Math on CAASPP in 2015-16. 2. See school summary for grade level detailed scores 3. See school summary for satisfaction rates 4. 96.4% attendance 5. Facility ratings "Good" in all areas 6. Teacher:student ratio is at approximately 1:20.</p>	<p>https://drive.google.com/file/d/186nfVDVvxDWsjlq_G6WuOXYQNxLw9nU/view?usp=sharing</p> <p>Bellevue retained fully credentialed, highly qualified teachers and instructional staff. Grades 6-8 are departmentalized and provide students with grade specific content instruction, as well as elective choices. Class size is small in these grades ranging from 10 to 15 students per class. Additional staffing was hired to provide math and writing intervention. Instructional aide support was increased to assist with combination classes and students with special needs. Enrollment increased to approximately 175 students for 2019-20, which is an increase from 123 in 2015-2016. Small class size has been maintained. Stakeholder input surveys indicate a high satisfaction rate among parents and staff in regards to class size, with an indication that this is the highest priority. Suspension/expulsion rates were decreased from the previous year, as documented in the executive summary. Satisfaction with the facility and cleanliness was also noted in the surveys. Student surveys indicate a desire to upgrade the field and soccer equipment.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Maintain all Highly Qualified Credential Teachers</p> <p>Maintain the Highly Qualified Special Ed/Title I Teacher at 1.0 FTE</p> <p>All students have access to standards aligned materials.</p> <p>Design class distribution to minimize combination classes and maintain low class size by hiring instructional aides and a retired teacher to</p>	<p>Fully credentialed teacher - 1.0 - 0935/1100/3XXX 1000-1999: Certificated Personnel Salaries Supplemental \$78,767.87</p> <p>Title 1 .28 FTE 1000-1999: Certificated Personnel Salaries Title I \$26,928.32</p>	<p>Fully credentialed teacher - 1.0 - 0935/1100/3XXX 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$76,978.26</p> <p>Title 1 .28 FTE 1000-1999: Certificated Personnel Salaries Title I \$28,037.36</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>provide enrichment and intervention for struggling students and those with disabilities.</p> <p>Paint portables and dry rot repair as needed. Maintenance and upgrade of playground and field. HVAC, refrigeration and plumbing repairs as needed. New flooring in 3 classrooms. Paving and blacktop repair as needed. Upgrade and repair of cameras and installation of a new phone system. Addition of two new classrooms (ie: installation of white boards, Apple TV systems, furniture, etc.). Maintenance of district vehicles, including buses, Suburban, truck, and golf cart. Purchase of power tools and equipment as needed.</p>	<p>Special Ed .72 FTE 1000-1999: Certificated Personnel Salaries Base \$57,687.54</p> <p>Instructional Aide time - 0935/2100/3XXX 2000-2999: Classified Personnel Salaries Supplemental \$135,550.65</p> <p>Intervention Teacher-EPA 0.50 FTE Retired 1000-1999: Certificated Personnel Salaries Base \$17,874.07</p> <p>Facility Improvement-Fund 14 DM 5000-5999: Services And Other Operating Expenditures Other \$78,020.94</p>	<p>Special Ed .72 FTE 1000-1999: Certificated Personnel Salaries Special Education \$59,990.38</p> <p>Instructional Aide time - 0935/2100/3XXX 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$127,631.58</p> <p>Intervention Teacher-EPA 0.50 FTE Retired 1000-1999: Certificated Personnel Salaries LCFF Base \$15,393.49</p> <p>Facility Improvement-Fund 14 DM 5000-5999: Services And Other Operating Expenditures Other \$88,522.79</p>

Goal Analysis

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

Additional instructional aides were funded to support the health & safety protocols and provide support to all students, as well as students with disabilities. Additional chromebooks for students, Macbooks for teachers, Smart TVs for the classroom, and hotspots for families were purchased to assist students and teachers with in-person and distance learning. PPE, sanitizer, plexiglass dividers, social distancing stickers, PE equipment was purchased to provide students the supports needed for safe and healthy in-person learning. The instructional aide cost was less than expected due to fewer hours needed as well as substitute aide retirement costs less than budgeted.

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

Due to the COVID-19 Pandemic, school was closed on March 17, 2020 for the remainder of the school year. While distance learning options were provided to students, they were not mandatory and there was significant loss of learning. The State cancelled administration of the CAASPP, therefore State measures were not available to assess students. Participation in learning activities was monitored through attendance and return of assigned work. Successes in implementing this goal were that students were provided Chromebooks and Hotspots to enable them to learn virtually and teachers worked in a County Collaborative to design grade level

appropriate lessons that were provided to all students, in addition to our school specific curriculum. Students participated in non-mandatory distance learning from March 17, 2020 through June 4, 2020. They were provided the technology, curriculum and teacher-led instruction remotely but there was not accountability for their participation. About 50% of the students were engaged during DL in 19/20. The challenge was that engagement was not made mandatory. Moving forward, learning loss will be identified and students will be held accountability for their participation and engagement.

Goal 2

All students will meet the State's common core standards in literacy and math. Students will be assured early literacy and math skills that promote physical, social-emotional, cognitive, academic achievement throughout the K- 8 experience. Changes reflected in annual update.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. CAASPP (see executive summary) 2. Local Benchmark Tests (STAR Reading, STAR Math) a gain in all areas (see executive summary) 3. Stakeholder Input Surveys 90% average satisfaction rating 4. Attendance data 95.6% 19-20 100% of the students will exit grade 2 reading at grade level. Paraprofessionals in K-8 and combination classes will provide additional support to unduplicated students as needed. Teachers will have materials aligned with the Common Core State Standards. Baseline 1. 39% ELA and 31% Math on CAASPP in 2015-16. 2. See school summary for grade level detailed scores 3. See school summary for satisfaction rates 4. 95.6% attendance	1. CAASPP (waived in 2019-2020 - no results) 2. Local Benchmark Tests (STAR Reading & Math) March 2020 results indicate the following gains/losses READING: Grade 1: SS gain +428 GE=1.1 +80 GE=3.0 Grade 2: SS gain +138 GE=2.4 +80 GE=5.9 Grade 3: SS gain +90 GE=3.0 +37 GE=4.1 Grade 4: SS gain +164 GE=4.4 +66 GE=7.3 Grade 5: SS gain +145 GE=5.3 23 GE=5.3 Grade 6: SS gain +85 GE=5.9 36 GE=5.2 Grade 7: SS loss -80 GE=4.9 Grade 8: SS loss -18 GE=4.3 MATH: Grade 3: SS gain Grade 4: SS gain Grade 5: SS gain Grade 6: SS gain Grade 7: SS loss - Grade 8: SS loss - 3. Stakeholder Input Surveys (see input in narrative below) 85% satisfaction rating in 2020 4. Attendance data in March 2020 - 91%

Expected	Actual
	<p>A new Science curriculum (Amplify) was adopted that is aligned with the NGSS. Grades 6-8 are departmentalized and provide students with grade specific content instruction, as well as elective choices. Class size is small in these grades ranging from 10 to 15 students per class. Additional instructional aides, a retired teacher and a Title I teacher were retained to provide support and intervention for struggling students. Supplemental intervention programs (ie: Waterford, Zearn, Get More Math, Accelerated Reader, Nessy, Learning A-Z, etc.) were utilized to provide additional instructional support for students at home and in the classroom.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide curriculum aligned with the common core standards in Science, ELA and Math. Expand adoption of new Science curriculum for all grades.</p> <p>Computer licensing for supplemental reading and/or math programs. (ie: Houghton-Mifflin, Accelerated Reading, ESGI). Students in targeted groups, including students with disabilities will receive extra time on the supplemental learning programs.</p> <p>Assign paraprofessionals, Title I teacher and/or retired intervention teacher to assist in K-8 classrooms. Increase retired intervention teacher to 4 hours. (All salaries include benefits)</p> <p>Provide professional development at the local level during regularly scheduled staff meetings and at the TCSOS. (Regular Salary Contract time)</p>	<p>Computer licenses - 0935/4200 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p> <p>Professional Development-Educator Effectiveness 1000-1999: Certificated Personnel Salaries Other 0</p> <p>ELA and Math Curriculum - 0000-4100/4200 4000-4999: Books And Supplies Supplemental \$5,000</p>	<p>Computer licenses 0935/4100-4200 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,777.30</p> <p>Professional Development-Educator Effectiveness 1000-1999: Certificated Personnel Salaries Other 0</p> <p>ELA and Math Curriculum - 0000-4100/4200 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p>

Goal Analysis

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

Additional instructional aides were funded to support the health & safety protocols and provide support to all students, as well as students with disabilities. Additional chromebooks for students, Macbooks for teachers, Smart TVs for the classroom, and hotspots for families were purchased to assist students and teachers with in-person and distance learning. PPE, sanitizer, plexiglass dividers, social distancing stickers, PE equipment was purchased to provide students the supports needed for safe and healthy in-person learning. ELA and math curriculum was purchased using lottery instructional materials funding.

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

When school closed on March 17, 2020, the biggest challenge was staying connected with all students. While approximately 50% remained highly engaged on the distance learning program, the other 50% were not always engaged. The successes in implementing this goal were that additional instructional aides were funded to support the health & safety protocols and provide support to all students, as well as students with disabilities. Additional chromebooks for students, Macbooks for teachers, Smart TVs for the classroom, and hotspots for families were purchased to assist students and teachers with in-person and distance learning. There was concern regarding students' mental and emotional well-being, as well as academic learning loss. Stakeholder surveys submitted in the Spring of 2020 from parent, staff and students indicate a general over-all positive outlook on the school program. Academic test results indicated that there has been some learning loss, as anticipated since school was closed from March 17, 2020. The challenge will be to address this learning loss and reopen school fully on an in-person regular schedule. Bellevue adopted a new science curriculum, purchased intervention programs, hired additional instructional aides with the goal to address this learning loss.

Goal 3

Equity is at Bellevue's core with support for the whole child that includes a positive school environment and a learning climate that incorporates instructional practices that support the academic, social, emotional and physical needs of its students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. CAASPP (see executive summary) 2. Local Benchmark Tests (STAR Reading, STAR Math and ESGI) improvement in all areas (see executive summary) 3. Stakeholder Input Surveys 4. Attendance data 5. Suspension data - 4 students	1. CAASPP (waived in 2019-2020 - no results) 2. Local Benchmark Tests (STAR Reading & Math) March 2020 results indicate the following gains/losses READING: Grade 1: SS gain +428 GE=1.1 +80 GE=3.0 Grade 2: SS gain +138 GE=2.4 +80 GE=5.9 Grade 3: SS gain +90 GE=3.0 +37 GE=4.1 Grade 4: SS gain +164 GE=4.4 +66 GE=7.3 Grade 5: SS gain +145 GE=5.3 23 GE=5.3 Grade 6: SS gain +85 GE=5.9 36 GE=5.2 Grade 7: SS loss -80 GE=4.9 Grade 8: SS loss -18 GE=4.3 3. Stakeholder Input Surveys (see input in narrative below) 85% satisfaction rating MATH: Grade 3: SS gain Grade 4: SS gain Grade 5: SS gain Grade 6: SS gain Grade 7: SS loss - Grade 8: SS loss -

Expected	Actual
<p>19-20 Strategic and Intensive learners will receive intervention through researched based programs and Title I services. Quality Professional Development for quality implementation of California State Standards, as measured by CAASPP interim assessments and local assessments including end-of-unit tests, IREAD, ESGI, and Accelerated Reader. Improve parent engagement as measured by staff/parent surveys and sign-in sheets from parent meetings/events.</p> <p>Suspension rates will decrease and stakeholder input surveys will indicate an improved rating on positive school climate (reduction of perceived bullying and improved communication).</p> <p>Baseline 1. 39% ELA and 31% Math on CAASPP in 2015-16. 2. See executive summary for grade level detailed scores 3. See executive summary for satisfaction rates 4. 91% attendance 5. 4.2% for all students (suspension rate)</p>	<p>4. Attendance data in March 2020 - 91% 5. Suspension data - 6 students in 2020 and 0 students in 2021</p> <p>A new Science curriculum (Amplify) was adopted that is aligned with the NGSS. Grades 6-8 are departmentalized and provide students with grade specific content instruction, as well as elective choices. Class size is small in these grades ranging from 10 to 15 students per class. Additional instructional aides, a retired teacher and a Title I teacher were retained to provide support and intervention for struggling students. Supplemental intervention programs (ie: Waterford, Zearn, Get More Math, Accelerated Reader, Nessy, Learning A-Z, etc.) were utilized to provide additional instructional support for students at home and in the classroom.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement an appropriate reading intervention & PE program.	Staff Training Trauma-0935/1100/5200/3XXX 5000-5999: Services And Other Operating Expenditures Supplemental \$2,273.51	Staff Training Trauma-0935/1100/5200/3XXX 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0
Provide Professional Development on ELA and Next Generation Science Standards		
Implement Family Engagement strategies		
Provide staff training and resources on trauma-informed practices		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Implement Core Values and Responsive Classroom Program that focuses on development of positive character traits that are aligned with our District's Vision & Mission.</p> <p>Implement the FISH Philosophy Program and training for the classified staff.</p> <p>Publish a monthly "Eagle Eye" and utilized the School Messenger System to communicate regularly to parents and the school community.</p>		

Goal Analysis

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

Additional instructional aides were funded to support the health & safety protocols and provide support to all students as well as students with disabilities. Additional chromebooks for students, Macbooks for teachers, Smart TVs for the classroom, and hotspots for families were purchased to assist students and teachers with in-person and distance learning. PPE, sanitizer, plexiglass dividers, social distancing stickers, PE equipment was purchased to provide students the supports needed for safe and healthy in-person learning. Staff training was not completed as the pandemic did not allow for in-person trainings for employees.

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

When school closed on March 17, 2020, the biggest challenge was staying connected with all students. While approximately 50% remained highly engaged on the distance learning program, the other 50% were not always engaged. There was concern regarding students' mental and emotional well-being, as well as academic learning loss. Stakeholder surveys submitted in the Spring of 2020 from parent, staff and students indicate a general over-all positive outlook on the school program. Academic test results indicated that there has been some learning loss, as anticipated since school was closed from March 17, 2020. The challenge will be to address this learning loss and reopen school fully on an in-person regular schedule. Bellevue adopted a new science curriculum, purchased intervention programs, hired additional instructional aides with the goal to address this learning loss. The successes were that we were able to communicate with our newsletter virtually, provide professional development with the FISH philosophy and parent engagement strategies, and provide a reading intervention program. The challenge to implementing this goal was that due to the school closure not all activities were implemented as fully as we liked.

Goal 4

Students will have the opportunity to participate in art, music, technology and other enrichment programs including field trips and activities for the gifted.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Stakeholder Input Surveys (see executive summary) 2. Attendance Data 95.6% 3. Suspension Rate 4.2%	Stakeholders surveys were administered to parents, staff and students in 2020-2021 through an online Google platform. Approximately 50% of the parents, 60% of the staff and 100% of the students in grades K-8 participated in the survey. Survey results were analyzed and reviewed by the staff, School Site Council and School Board. Highlights of the survey were included in a power point presentation and uploaded to the school website at www.mybellevue.org . There was an extremely high satisfaction rate in almost all areas of school operation, positive school culture, communication, satisfaction with curriculum, safety practices, facility and staffing. The lowest rated areas were regarding students falling behind due to the COVID-19 Pandemic (53.9% staff, 40.4% parents).
19-20 Stakeholder input surveys will indicate a high level of satisfaction (70%+) with the opportunities provided to students in these areas. Attendance data maintain at 91% or higher attendance rate. Enrollment # will maintain or increase, as more students will be attracted to attend Bellevue School. Suspension rate will maintain or be less than 20 days and/or 3% of the students (currently at 4.2% of the students).	
Baseline Survey data indicates that 46% of the students in grade 4-6 want to be in band in 2017-18.	Attendance data indicates a drop due to the circumstances around the pandemic. Bellevue enrolls 158 students currently in the 2020-21 school year, which is a drop from 175 last year.
Attendance is at 91%	Suspension rate has dropped to 0% suspensions or expulsions in 2020-21. Students have been on campus learning since October 12, 2020. The low suspension rate is interpreted to be a cause of the health & safety protocols implemented this year (ie: social distancing, smaller cohorts at lunch and recess, additional supervision hired, masking).
Suspension rate is 4.2% (all students) in 2015-2016	
Enrollment is at 149.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Enrichment programs after school Electives offered in gr. 6-8	Supplemental 0 Volunteers, ASP will provide enrichment after school, hire a music or other specialized teacher-0935/1100/4300/3XXX 2000-2999: Classified Personnel Salaries Supplemental \$5,048.95	Volunteers, ASP will provide enrichment after school, hire a music or other specialized teacher-0935/1100/4300/3XXX 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$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.

Due to the COVID-19 Pandemic, there were fewer field trips and school-wide activities in 2020-21. Funds were redirected to support technology needs (ie: Smart TVs in the classrooms, chromebooks for students, Macbooks for teachers and iPads). Funds were also redirected to purchase PE equipment, so that every class could have their own cart and PE supplies to avoid classes sharing equipment. New soccer goals were purchased and corn hole boards, as these activities were permitted by the State & County and allowed students enrichment and physical activity. After school program enrichment was provided at no cost to the district.

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

The challenge in implementing this goal was directly related to the COVID-19 Pandemic and State's restrictions on what is an allowable school activity. Adhering to the State guidelines limited the school's ability to hold social gatherings, participate in field trips or conduct school-wide events. However, Belleview did have success in providing some field trips that adhered to guidelines such as ice skating and swimming at Twain Harte Lake. Pep rallies and school assemblies went virtual and students were able to improve on their technology skills by video taping, participating in Zoom and creating virtual presentations.

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
Installation of equipment will be necessary to ensure the safety of students and staff on campus. Such equipment consists of hand sanitizing stations, signage, barriers, PPE (masks, face shields, thermometers, additional soap & hand sanitizer).	21922	99,360.76	Yes
Instructional Aides to assist with health screening and student supervision in the classroom, and during recess and lunch periods.	16251.32	6,142.52	Yes
Online programs to assist with monitoring student attendance, participation and learning.	10450	0	Yes

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.

In addition to all listed items, technology was purchased that consisted of Smart TVs for the classroom, chromebooks for students, Macbooks & iPads for teachers, hotspots for families and a Zoom account for virtual meetings. Also, additional PE equipment was purchased so that classes did not have to share equipment, soccer goals posts were installed and corn hole boards as allowed by the State & County guidelines. Teachers were provided a stipend to provide long-term Independent Study for a few students who opted to no return for in-person learning. Online programs for monitoring student attendance and learning did not have a cost associated with them as existing programs were utilized.

Analysis of In-Person Instructional Offerings

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

Bellevue opened for in-person learning on October 12, 2020 and has remained open on a hybrid model. All students attend on M-Th in person and participate in distance learning in Fridays only. A few students have opted to remain on long-term Independent study. Bellevue has adhered to required number of instructional minutes mandated by the State and students attend school on a shortened day. After an analysis of the stakeholder surveys and the local benchmark assessment data, the following successes are noted: 1) The health & safety protocols have been successfully adhered to, 2) The school has experienced virtually no behavior issues and has 0% suspensions this school year, 3) Teachers are delivering instruction according to the State-adopted standards and using the State-adopted curriculum, 4) Staff and students have used this as an opportunity to become experts at utilizing virtual platforms to deliver instructions, complete assignments and perform pep rallies or other school assemblies virtually. The challenges have been to address the learning loss that occurred during the school closure in 2020 and plan interesting and fun activities that maintain staff and student morale. Continuity of instruction was provided as teachers taught virtually using the Google Classroom and Zoom technology platforms on Fridays. Teachers took attendance, assigned work and held students accountable for the work by assigning grades on their report card. Student progress was more rapid during in-person learning and grades on standards-based report cards indicated that the deficits seen during distance learning were being addressed. In addition to our weekly collaboration meetings, teachers participated in County-offered webinars on curriculum implementation and distance learning methods. Staff roles and responsibility were expanded. The maintenance department also now needed to focus on disinfecting all common areas, setting up hand sanitizer stations, purchasing necessary supplies and planning on more time for cleaning the campus. The food services department had to develop a meal distribution program that offered meals to all families, twice daily and how to distribute the meals in accordance with the State health & safety guidelines. Instructional aide support staff were increased to provide more support in the area of student supervision and the ability to decrease the size of students cohorts, and increase the number of recess and lunch periods needing supervision. Administration became responsible for implementation of ALL the health & safety protocols, creating schedules, ordering supplies, meeting with staff, parents and Public Health to stay informed of all policies and guidelines. Administration also became responsible for COVID testing the staff on a weekly basis. Teachers' roles changed as they became responsible for conducting virtual, as well as in-person instruction and learning how to utilize the various technology platforms need to deliver instruction. Supports for student with unique needs (ie: EL, foster youth or homeless) were provided as many of these students opted to stay on Independent Study. Special services, such as Speech and Occupational Therapy continue to be provided virtually whether the student was learning from home or at school. Support staff was hired who were responsible for assisting the children in logging on and accessing their virtual instruction, scheduling meetings and communicating with the parents. An analysis of the in-person learning that occurred in 2020-21 indicates that for the majority of the students, learning was more effective and occurred at a faster in-person than virtually.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online programs to assist with monitoring student attendance, participation and learning.	18012.20	12,593	Yes
Instructional planning time for teachers and instructional staff to participate in professional development, plan instruction, develop their instructional delivery model to push out instruction, monitor student attendance & participation, provide student feedback and grading and meet with their colleagues via Zoom to plan program.	28987.10	30,050.12	Yes
Stipends for the Homeless/FY District Liaison and Special Education Case Manager to provide support and assistance to teachers and students who are homeless, foster or have exceptional needs.	3762.36	3,452.10	Yes

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.

Bellevue was on Distance Learning from August 19th through October 12, 2020, when they opened on a hybrid model for in-person learning. Students remained on distance learning on Fridays to allow teachers time to plan and prepare for those students who remained on an Independent Study program. In addition to all the aforementioned allocations, stipends were provided to teachers who planned and delivered instruction through long-term Independent Study contracts for a few students who did not want to return to in-person learning. Online programs for monitoring student attendance and learning did not have a cost associated with them as existing programs were utilized.

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.

Bellevue began school on August 19, 2020 in a Distance Learning Model. On October 12, 2020, we shifted to a hybrid model where all students attended school M-Th and participated in Distance Learning only on Fridays. Continuity of instruction was provided as

teachers taught virtually using the Google Classroom and Zoom technology platforms. Teachers took attendance, assigned work and held students accountable for the work with grades. Students were provided a Chromebook issued by the school and checked out to them for the purpose of meeting with their teacher virtually and completing the assigned work. Hotspots were also made available to families at no charge. We found that the Hotspots were not always effective, depending upon the area where the family lived. Some areas are more remote than others. Families also had the option of utilizing the school Wi-Fi, which would mean they'd have to connect from their car in the parking lot. Pupil participation was high, and in most cases higher than in-person learning as students were required to stay home from school if they had any cold-like symptoms. Student progress was not as rapid as during in-person learning and grades on standards-based report cards indicated the deficits. Teachers worked in a collaborative with other teachers throughout the County to create lessons that could be delivered virtually. Bellevue received many compliments on the quality of work that was assigned to students during their Distance Learning Program. In addition to the Collaborative, teachers also had the opportunity to participate in County-offered webinars on curriculum implementation and distance learning methods. Staff roles and responsibility were expanded. The maintenance department also now needed to focus on disinfecting all common areas, setting up hand sanitizer stations, purchasing necessary supplies and planning on more time for cleaning the campus. The food services department had to develop a meal distribution program that offered meals to all families, twice daily and how to distribute the meals in accordance with the State health & safety guidelines. Instructional aide support staff were increased to provide more support in the area of student supervision and the ability to decrease the size of students cohorts, and increase the number of recess and lunch periods needing supervision. Administration became responsible for implementation of ALL the health & safety protocols, creating schedules, ordering supplies, meeting with staff, parents and Public Health to stay informed of all policies and guidelines. Administration also became responsible for COVID testing the staff on a weekly basis. Teachers' roles changed as they became responsible for conducting virtual, as well as in-person instruction and learning how to utilize the various technology platforms need to deliver instruction. Supports for student with unique needs (ie: EL, foster youth or homeless) were provided as many of these students opted to stay on Independent Study. Special services, such as Speech and Occupational Therapy continue to be provided virtually whether the student was learning from home or at school. Support staff was hired who were responsible for assisting the children in logging on and accessing their virtual instruction, scheduling meetings and communicating with the parents. An analysis of the distance learning that occurred in 2020-21 indicated that for the majority of the students, learning was more effective and occurred at a faster rate when it occurred in-person.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Waterford Reading Program provides supplemental reading support online and can be done at school or home.	6565	6,565	Yes
STAR Renaissance Accelerated Reader Program provides students in all grades with the opportunity to practice and improve upon their reading skills.	2466	2,815	Yes
The NESSY and Redbird Reading Programs are specifically designed for struggling readers. At-risk students are identified and provided this supplemental program in a small group with a specialized instructor.	1559.60	0	Yes
Get More Math is an online math program that provides students with additional practice on math concepts that they need support in.	0.00	0	Yes
Mystery Science is a hands-on Science program that is being used to fill in the gaps for the NGSS while we are in the process of adopting a formal Science program (Amplify).	999	999	Yes
Weekly Reader News is used in the primary grades as a supplement to the Social Studies Program. It can easily be sent home in work packets in the case that the District has to move in to a remote learning model.	178.98	0	Yes
Instructional Aides are provided to assist students in the classroom one-on-one or in small groups to learn the content that the teacher is delivering. They also provide crucial supervision and health screening to assure that students are maintaining appropriate social distancing, wearing masks, and staying within their cohort groups.	143546.02	149,823.63	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A retired teacher is hired to teach upper grade math, lower the class size and provide intervention in small groups to students who are at-risk.	16051.26	5,226.00	Yes

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.

All planned activities were implemented. Additional time was needed for the instructional aides to assist administration with COVID-19 testing for staff and students. There was less expenditure on providing certificated substitutes, as teachers attendance was superb. Additional aides were hired to assist with intervention and less time was needed from the retired teacher. Nussy and Redbird were utilized, however there was no cost incurred for the programs.

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.

Approximately 48% of the population at Belleview is socio-economically disadvantaged and less than 1% are foster or homeless or ELL. There is currently only one EL student attending Belleview. Programs and staffing have been implemented to address pupil learning loss and resources allocated to effectively community with these families. Students are assessed and deficits are identified. Outreach efforts are increased and resources are offered and provided to these students and their families. Some of the harder to reach families posed as a challenge this last year, with the pandemic creating an environment that fostered isolation. Now that students have returned to in-person learning, and the assessment data has been analyzed, staff finds that the challenge will be to provide the time to implement a schedule that allows for more instructional time to address all curricular areas AND provide interventions to students in need, included the socio-economically disadvantaged, homeless, foster and EL students. We are planning for a regular M-F 8:15-2:35 schedule for the 2021-2022 school year and expanding our schedule to allow time for quality instruction and intervention.

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.

Bellevue implemented in-person learning on a hybrid model beginning on October 12, 2021. Having students back at school allowed teachers, classified staff and administration the opportunity to see the children daily and assess their well-being. Appropriate referrals were made to the District Psychologist and CPS when necessary. The County Sheriff's Department implemented the FOCUS program which communicates to the school whenever a student is involved in a traumatic event. The school can then assist that child accordingly. Teachers provided virtual presentations to their students to address suicide prevention, sex education, tobacco and TUPE. The California Healthy Kids survey was administered to the students along with the LCAP stakeholder survey to assess the needs of the students population. This results of the CHKS are shared with parents, the School Site Council and School Board. Results from the student surveys did not indicate a high need for mental health support at this time. Surveys indicated that students are happy to be back at school with their friends and they feel safe at school (94.5%).

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.

Using data from the stakeholder surveys and student grades recorded in the Aeries student database system, there is an indication that student and family engagement has been successful at a rate of approximately 92%. Using the Zoom platform for meetings and instruction helped make communication with students and their families successful. We found that the attendance was greatly improved this year at our School Site Council, Parent Club and School Board meetings, probably due to the convenience of logging on virtually anywhere and not have to attend an in-person meeting. There was very high attendance at Board meetings, where 70% of the parents attended and gave input at the meetings where we discussed the school schedule. The challenge in student engagement occurred during the distance learning model (August 19th through October 12, 2020). There were a few students who did not engage, log on, or complete assignments. We implemented tiered engagement strategies for students who were absent from distance learning by utilizing the following methods: 1) email or Dojo communication to parent, 2) call the parent, 3) send a SARB letter and create an attendance contract. The pandemic made it difficult to really hold anyone accountable for attendance. Many of the teachers utilized Zoom and Google Classroom to deliver instruction to students during their Distance Learning days. Students were held accountable this school year, their work was graded and attendance taken. This helped to assure positive student engagement. The school uses School Messenger to keep families informed on email and by phone. A weekly update is sent out to all families and using this system keeps them informed. Teachers also utilize Class Dojo to communicate to parents.

Analysis of School Nutrition

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

Stakeholder feedback and student participation indicated that the meal distribution program at Bellevue was highly successful. During distance learning, meals were provided to families at no charge. Breakfast and lunch were served on Monday through Friday.

Families could sign up for their meals online and pick them up in a drive-through fashion between 11:00 -1:00pm. Once school resumed in person on October 12, 2020, students continued to get their breakfast and lunch at no charge. About 70% of the families take advantage of the meal program. Meals are served in Styrofoam boxes, which is somewhat more costly than using the trays. However, due to the COVID-19 Pandemic and health and safety protocols, it was necessary to pre-fill the meal boxes for the students to ease in distribution. The meal line moves quickly, students are socially distanced by stickers on the floor that are marked every 6 feet. Cafeteria tables also have eagle stickers placed on the bench designating where the student can sit, and there are only four students per table to allow for social distancing. The challenge has been 1) meals need to be prepared in advance and placed in the serving boxes and that takes additional time and 2) the lunch periods start earlier at 10:45 and go later to 12:45 to allow for smaller cohorts and time to disinfect the tables in between cohort groups. Even with these challenges, the lunch program has been highly successful. Students enjoy eating in the cafeteria with their friends and follow all the safety guidelines. The cafeteria is cleaner, the noise level is lower and it runs very efficiently. Stakeholder surveys indicate a very high satisfaction rate of 90-95%.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	Not applicable			

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.

Overall Analysis

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

The lessons learned from implementing our distance learning and in-person programs informed the development of our goals and actions in our 2021-24 LCAP. Goals are focused upon reading and math achievement, providing both intervention for struggling students, as well as enrichment programs and maintaining a low student/staff ratio to support all students in learning.

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

All students in grades K-2 are assessed with our local benchmark assessment (STAR Reading and STAR Math). Students in grades 3-8 are assessed both on the local benchmark assessments and the State's CAASPP assessment beginning in 2020-2021. Teachers review the result of the benchmark assessments to determine what standards students are deficient in and how to group students accordingly, in order to disaggregate instruction. Supplemental programs (Waterford Reading, Nessy and Get More Math) are utilized both at school and offered at home for students who need additional support in reading and math. Additional support staff has been funded to provide students with additional support in small groups or individually. Students with IEPs and 504 Plans are monitored carefully, assessed and meetings are scheduled with the parents and staff to address their goals and learning strategies. Bellevue currently has only one EL student who has tested proficient in 2020-21. A liaison has been funded to support the students and their families who are foster youth, homeless and /or in the low socio-economic subgroups.

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.

Bellevue was able to provide services for students utilizing enrichment programs, instructional aides and additional county supports during the school year. Instructional aide costs as well as intervention teacher costs were less than anticipated due to retirement costs not required for substitute non-members. Online programs were used during the school year and were provided at no cost.

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.

While there were many challenges due to the COVID-19 Pandemic and implementation of the health & safety protocols necessary due to the State guidelines, there were many surprising successes as well. Upon reflection on student outcomes in the 2019-2020 LCAP and 2020-21 Learning Continuity & Attendance Plan we recognize that there is student learning loss. However, our first priority to address the health and safety of our students. Our students were provided meals on a regular and consistent basis throughout the entire period. Counseling and supports were offered to students and their families in need. Technological platforms were utilized to deliver instruction, communicate with parents and staff and stay connected. It was disappointing that there were a handful of families who were not able to utilize the hotspot due to the remote area they live. However, for the most part the majority of families had adequate connectivity and could utilize the technology platforms. The staff gained expertise in running virtual classes, participating Zoom trainings and webinars and communicating with families. This knowledge will serve us well moving forward because even when school is back in normal session, there will still be a need to connect with students or parents who are unable to be there in person. Analysis of the stakeholder surveys indicated that staff, students and parents had a very high positive ranking (85-100%) in all areas, except for the indication of concern regarding learning loss where 40.4% of parents and 53.9% of staff expressed concern. Bellevue utilizes the Renaissance STAR Reading and Math for its local benchmark achievement assessment. This data indicated that students digressed in reading and math by approximately %. This analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-22 through 2023-24 LCAP. Resources will be allocated to provide the staffing needed to support student interventions, supervision and cleaning to address the student learning loss and assist with continuing to follow the health & safety protocols. Supplemental online programs will be purchased (ie: Waterford, Nessy, Learning A-Z, Get More Math, Accelerated Reader, STAR Math) and provided to students as an extra support in the areas of reading and math. Technology will continue to be upgraded to provide teachers the ability to teach both in-person and virtually with the most up-to-date methods and to give students the tools needed to learn (i.e.: Chromebooks and online learning platforms).

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.

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.

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.

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.
- 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.
- 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.
- 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.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	410,151.85	399,331.16
Base	75,561.61	0.00
LCFF Base	0.00	15,393.49
LCFF Supplemental and Concentration	0.00	207,387.14
Other	78,020.94	88,522.79
Special Education	0.00	59,990.38
Supplemental	226,640.98	0.00
Supplemental and Concentration	3,000.00	0.00
Title I	26,928.32	28,037.36

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	410,151.85	399,331.16
	0.00	0.00
1000-1999: Certificated Personnel Salaries	181,257.80	180,399.49
2000-2999: Classified Personnel Salaries	140,599.60	127,631.58
4000-4999: Books And Supplies	8,000.00	2,777.30
5000-5999: Services And Other Operating Expenditures	80,294.45	88,522.79

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	410,151.85	399,331.16
	Supplemental	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	75,561.61	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	15,393.49
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	76,978.26
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	59,990.38
1000-1999: Certificated Personnel Salaries	Supplemental	78,767.87	0.00
1000-1999: Certificated Personnel Salaries	Title I	26,928.32	28,037.36
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	127,631.58
2000-2999: Classified Personnel Salaries	Supplemental	140,599.60	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	2,777.30
4000-4999: Books And Supplies	Supplemental	5,000.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	3,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	78,020.94	88,522.79
5000-5999: Services And Other Operating Expenditures	Supplemental	2,273.51	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	394,829.39	396,553.86
Goal 2	8,000.00	2,777.30
Goal 3	2,273.51	0.00
Goal 4	5,048.95	0.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$48,623.32	\$105,503.28
Distance Learning Program	\$50,761.66	\$46,095.22
Pupil Learning Loss	\$171,365.86	\$165,428.63
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$270,750.84	\$317,027.13

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$48,623.32	\$105,503.28
Distance Learning Program	\$50,761.66	\$46,095.22
Pupil Learning Loss	\$171,365.86	\$165,428.63
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$270,750.84	\$317,027.13

Local Control 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 School District	Carla J. Haakma Superintendent-Principal	chaakma@mybellevue.org 209.586.5510 x6323

Plan Summary [2021-22]

General Information

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

EXECUTIVE SUMMARY

OVERVIEW: The Local Control and Accountability Plan (LCAP) is the process and document by which we annually engage with stakeholders to incorporate feedback and refine our school plan to ensure dollars are allocated to fulfill the district's mission. Bellevue Elementary School District is a small one-school, school district located in Tuolumne County. It is a rural Pre-K-8 school comprised of 167 students. Approximately 48% of the students qualify as low income and 5.5% foster/homeless youth. There is one English Learner currently enrolled at Bellevue.

STAFFING: There are eight full-time multiple subject teachers, one full-time Title I/Special Education teacher, one part-time Intervention teacher and a Superintendent/Principal among its certificated ranks, which provide a teacher: student ratio of approximately 19:1. Classified staff is comprised of one Preschool teacher, nine instructional aides, custodial, kitchen, office, transportation and after school program staff. All teachers are appropriately assigned and fully credentialed

PROGRAMS: In addition to the regular school program, there is a State-funded Preschool and After School Program funded through the ASES grant. The teachers have fully implemented the common core state standards and the school has adopted the Eureka & Big Ideas for Math and the Houghton-Mifflin, Benchmark and Study Sync ELA programs for Language Arts. The Amplify Program was adopted in 2020-21 for the Science program that is aligned with the NGSS standards. Teachers participate in site and County-wide

professional development. The school has adopted the B.E.S.T. (PBIS) positive behavior and character development program and the staff has participated in "Trauma Informed" and the "Responsive Classroom" training. Classified staff was trained in the F.I.S.H. Philosophy to contribute towards the school's positive school environment. The Parent Club is extremely active in organizing school-wide events and

fundraising. The School Site Council serves as the parent advisory committee and has been active in development of the Safe School Plan, School Plan for School Achievement and the Local Control Accountability Plan (LCAP).

METRICS: Bellevue School utilized the following metrics and results in determining its goals, strategies, activities and resource allocation for the development of its LCAP.

State ELA & Math CAASPP (grades 3-8) and local assessment data (gr. K-8) results indicated the following:

The 2018-2019 CAASPP results for ELA indicate that Bellevue School scores increased by 1% and are at 45% proficiency on the common core state standards. The 2018-19 CAASPP results for Math indicate that Bellevue School scores increased by 2% and are at 21%. CAASPP comparison reports indicate that Bellevue ranks slightly below the County & State average (at 47% & 49%). The CAASPP was not administered in 2019-2020 due to the COVID-19 Pandemic.

The STAR Reading and Math tests were administered in 2020-21 and compared to results from the prior year. The data was shared with the School Board on April 8, 2021. SGP is the student growth percentile. And SGP of >50 indicates that the student has made significant progress. SS is the scaled score and a positive number indicates the progress that the student has made from the beginning of the year. GE is the grade equivalent score and indicates the approximate grade level that the child is reading as compared with same age peers. All the scores below indicate an average of all students at that particular grade level.

STAR Reading – 2019/2021

8th Grade SGP = 31/64	SS = 18/+67	GE = 4.3/8.2
7th Grade SGP = 6/46	SS = -80/+13	GE = 4.9/6.5
6th Grade SGP = 58/50	SS = +85/+116	GE = 5.9/5.1
5th Grade SGP = 77/67.5	SS = +145/+127	GE = 5.3/5.0
4th Grade SGP = 83/33	SS = +164/-36	GE = 4.4/2.7
3rd Grade SGP = 47/43	SS = +90/+41	GE = 3.0/4.0
2nd Grade SGP = 86/na	SS = +138/+86	GE = 2.4/2.2

STAR Math = 2019/2021

8th Grade SGP = 9/40	SS = -36/+34	GE = 5.2/4.7
7th Grade SGP = 4/53	SS = -23/+31	GE = 5.3/6.8

6th Grade SGP = 65/62 SS = +66/+77 GE = 7.3/5.7
5th Grade SGP = 76/54 SS = +80/+77 GE = 5.9/4.6
4th Grade SGP = 20/21 SS = +37/-28 GE = 4.1/3.0
3rd Grade SGP = 48/39.5 SS = +80/+26 GE = 3.0/3.3

Suspensions = 0 students (0%) in 2020-21 which is a significant decrease

Behavior referrals = 0 students (significant decrease from 109 referrals in 2018-19)

Attendance Rate = 96.41% (2019-20)

Middle School Dropout Rates = 0%

Expulsions = 0%

Stakeholder Input Surveys:

- 1) Stakeholder survey data indicated an appreciation for the friendly and welcoming school environment, student: teacher ratio, school safety and excellent communication.
- 2) Students feel safe, appreciate their teachers, and the positive school climate and would like to see the field improved upon.
- 3) Due to increased enrollment, an additional teacher was hired for 2019-2020 and will be increased in 20-21 due to maintenance of the health & safety protocols.
- 4) Several comments on the staff and parent stakeholder surveys indicated a strong desire for robotics, science engineering and other enrichment programs to continue.
- 5) Staff & parent stakeholder survey data indicated a strong desire for intervention programs for struggling students.
- 6) Staff and parent stakeholder surveys indicated a strong desire to maintain small class size
- 7) Staff expressed a desire to increase the amount of time for professional collaboration with their colleagues and improve parent involvement
- 8) An overwhelming percentage of parents (40.4%) and staff (53.9%) expressed concern over the amount of student learning loss due to the COVID-19 Pandemic

The Williams Audit reported no complaints for each quarter during the 2020-2021 school year. The most recent FIT (Facilities) Report in November 2020, indicated that the facility is in "good" repair in all areas as indicated in the SARC.

Reflections: Successes

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

Bellevue opened for in-person learning on October 12, 2020. Prior to that, the school was on a Distance Learning Model from August 19th through October 12th. Our school has remained open this school year and successfully implemented health and safety protocols that were aligned with the State and Local Public Health guidelines. The suspension/behavior data had a significant improvement in 2020-2021 as there have been 0 suspensions since school opened this year. Enrollment is currently at 167, which is stable from 2017-2018 and an increase from 115 in 2015. More families are being drawn to our community due to our small class sizes and excellent staff. Of the 157 students enrolled, 39 students are on inter-district transfers from neighboring districts. Our school has implemented a foster-youth liaison program beginning 2016-2017. Our foster-youth liaison works closely with our County Office to implement programs and support for our homeless and foster youth. Our low income students are provided an after school program, an Extended Day Kindergarten and a Preschool program that are of no charge to families. There is only one English-Learner enrolled at Bellevue who we anticipate will test out of the program this year. Technology was upgraded this year, with every classroom having a Smart TV installed and teachers issued an iPad and Macbook to assist with instruction. All students were issued a chromebook that they are able to take home for the times when learning needs to happen virtually. Hotspots were purchased and provided to families who struggled with Internet connectivity. Since the State and Local Public Health guidelines do not allow public gatherings, all school assemblies and events were conducted virtually. The Student Council planned virtual pep rallies, awards presentations, and many other interesting school activities. We continued the standards-based instruction with the implementation of the State-adopted math, science and ELA adoptions. For Language Arts, the curriculum is comprised of Benchmark for Gr. K-5 and Study Sync for Gr. 6-8. A supplemental math program (Big Ideas) in grades 6-8 and "Get More Math" was implemented in addition to the core Eureka Math Program. The Amplify Science curriculum was piloted in 19/20 and adopted in 20/21 for grades 5-8. It is currently being piloted in grades K-4 with the intent to adopt in 2021-22. We plan to pilot Social Studies materials that are aligned with the State Matrix this year. We've implemented a "Kindness Program" and provided staff with training in the Responsive Classroom Techniques. The SARB process is implemented to address chronic absence issues, however this has been a little trickier to navigate this year due to the COVID Pandemic. We expected a significant amount of learning loss due to the school closure on March 17, 2020 and Distance Learning Model from August 19-October 12, 2020. However, after assessing all students using our local benchmarks, we were pleased to see that the learning loss was not as significant as anticipated and in some cases, students scores increased.

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.

Stakeholder surveys indicated an overall high satisfaction rating on school climate, communication, quality of teachers and facility. However, concern was expressed by parents and staff regarding student learning loss. Approximately 50% felt that their students had fallen behind due to the pandemic and inability to be in school for 6 months. The CAASPP was not administered in 2019-20 due to the State Waiver and

COVID-19 Pandemic. However, our 2020-21 Local Benchmark data appears to be aligned with the last California Dashboard indicators, ELA and Math are in the "orange" overall performance area, and there are no categories in the "red". All local indicators display that Belleview has "met" the criteria for all four priorities 1, 2, 3 and 6. Areas that Belleview has determined need significant improvement based on review of our State and Local Indicators are 1) student academic performance in ELA and Math on the CAASPP, 2) improve attendance rate (even though this is not indicated as a category in the "orange or red" or "not met" category), 3) according to a local indicator of climate surveys, Belleview would like to implement additional interventions for struggling students. Plans to improve in these areas, include continued implementation and training of the newly adopted ELA curriculum and supplemental Math curriculum, hiring of aides/intervention teacher/regular teacher to maintain small class size and provide academic and behavioral intervention to struggling students and providing staff training, and resources for ' Responsive Classroom' & 'Trauma-informed practices' to improve school climate and meet the social/emotional needs of all students. We also plan to continue with implementation of our "Kindness Program" and follow the SARB process to monitor and improve attendance.

LCAP Highlights

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

Our LCAP is comprised of four goals that include providing small class sizes, improving our students' academic achievement in Language Arts and Math, providing intervention for struggling students (emotionally, behaviorally & academically), and providing enrichment that includes technology and other areas. Our overarching goal is to continue to provide certificated and classified staff that allow us to maintain small class sizes and a staff: student ratio of less than 20:1 average. Stakeholder feedback also indicates that parents and teachers value small class size and desire more opportunities for intervention for struggling students and support for technology. In particular, staff and parents expressed a desire to address the amount of student learning loss due to the COVID-19 Pandemic in 2020. The State test scores in 2018-2019 indicated that Belleview students are scoring below the State average, therefore student achievement in language arts and math is a priority. The CAASPP was not administered in 2019-2020 due to the State's waiver, however our local benchmark assessment data indicated a slight decline in student's reading and math scores from the previous year's average. Stakeholder surveys indicated a high rate of satisfaction in the positive school culture, communication, highly qualified teachers and facility.

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.

Belleview is a one-school District and does not qualify for CSI this year

Support for Identified Schools

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

Not applicable, as Belleview does not qualify for CSI.

Monitoring and Evaluating Effectiveness

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

Not applicable, as Belleview does not qualify for CSI.

Stakeholder Engagement

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

The stakeholder process is extensive at Belleview. The School Site Council meets monthly all year to review the LCAP goals, develop the stakeholder surveys, analyze the survey results and student achievement data, and make recommendation for goals, services and actions. Administration confers with the SELPA and Special Education Director regarding the needs, goals and resource allocation for our students with special needs. Administration, Parents, Resource and the Regular Ed teachers meet regularly throughout the year to determine the needs for our special education students and determine programs to best meet their needs. Administration summarizes all the work in a Power Point presentation and provides this to the Board and community for input at the Public Hearing in May. The draft LCAP is then submitted to the County for final input before bringing it to the Board for approval in June. Below is a summary of the calendarized meetings for review of the LCAP:

SSC & Parent Advisory Meeting 10-8-20 (Review budget, LCFF, LCAP goals and process for this year)

Board Meeting 12-10-20 - First Interim Report with detailed information regarding the LCFF & LCAP presented to the Board

SSC Meeting 11-12-20 12-10-20, 1-14-21 (review current LCAP goals, metrics and begin design of stakeholder surveys)

Board Meeting 1-14-21 (review current LCAP goals, metrics and begin design of stakeholder surveys)

SSC Meeting 2-11-21 (finalize recommendations for stakeholder input surveys)

Board Meeting 2-11-21 (finalize stakeholder input surveys)

Administer stakeholder input surveys to parents, students & staff 2/1-2/12/21

SSC & Parent Advisory Meeting 3-11-21 (review survey results & student assessment data & plan LCAP Community Forum)

Board Meeting 3-11-21- (review survey results & student assessment data & plan LCAP Community Forum)

LCAP Community Forum 4-8-21 LCAP (review goals & draft)

Board Meeting 4-8-21 - (discussion of recommended goals)

Parent Advisory Meeting - the PAC reviewed a draft of the LCAP on 5-13-21 (review completed LCAP draft to go to Public Hearing)

LCAP Public Hearing – Board Meeting 5-27-21

LCAP approval – Board Meeting 6-10-21

****Please note that there is no bargaining unit at Belleview School. As a very small school with approximately 30 employees, we complete our bargaining agreement mutually with administration and the Board. Due to our size, all staff has an opportunity to give input (not just the bargaining unit).**

A summary of the feedback provided by specific stakeholder groups.

The feedback from the stakeholder groups showed a high degree of satisfaction in the strong positive school culture, great communication with families and staff, and a clean facility. Parents also noted that they feel their child's health and safety is a priority at school, that the teacher to student ratio is adequate and their involvement in their child's education is valued at school. Concern was expressed by stakeholder groups that included parents and staff and that there was a significant amount of learning loss in 2020 due to the COVID-19 Pandemic. Students were on distance learning from March 17, 2020 to the end of the school year and there was no accountability. When school opened on August 12, 2020, it remained in a distance learning model, but students were held accountable for their attendance and graded on their completion of assignments. On October 12, 2020, Bellevue opened for in-person learning. Meeting were held for parents and staff to give their input (note Board meeting schedule). These meetings were held virtually and had an attendance of approximately 50% of the parent population and 75% of the staff. Input provided by both parent and staff stakeholder groups influenced the development of the LCAP so that personnel and programs could be targeted for students who need additional academic support. Mental health was not expressed as a significant concern but will be addressed in 21-22 as needed. Students attended on a hybrid model where ALL student attend on a shortened day on M-Th and Fridays the are on Distance Learning. This allows the teachers time to prepare and provide feedback to students who remained on Independent Study. Due to the learning loss, school will resume on a full schedule in August 2021 and long-term Independent Study will no longer be an option, so teachers can focus solely on in-person learning.

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

The aspects of the LCAP were influenced by specific stakeholder input and provided for the focus in the goals and actions. A particular focus will be made on the assessment of students, determining the level of learning loss and addressing that with programs and staffing to improve their academic performance.

Goals and Actions

Goal

Goal #	Description
1	Bellevue Elementary will maintain a school & classroom environment that provides high quality, equitable conditions of learning for each student by offering small class sizes and a well-maintained facility.

An explanation of why the LEA has developed this goal.

According to the stakeholder surveys, there is an indication that parents and staff highly value the small class size. The school grew from 123 students in 2015-16 to 175 students in 2019-2020. The school community values the positive culture and family feel at Bellevue and have placed priority on keeping classes small. Surveys indicate satisfaction with the facility and cleanliness of the campus and note that this is important to the school community. There is a high satisfaction rating on the positive school culture, friendliness of staff, and quality of teachers and we want to continue this trend. In addition to the stakeholder input surveys, metrics used to measure the level of achievement of this goal includes the Houghton-Mifflin local measure for reading and math, and the STAR Reading and Math assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Benchmark Student Achievement Data (STAR Reading & Math)	<p>READING</p> <p>8th SGP = 64 GE = 8.2</p> <p>7th SGP = 46 GE = 6.5</p> <p>6th SGP = 50 GE = 5.1</p> <p>5th SGP = 67 GE = 5.0</p> <p>4th SGP = 33 GE = 2.7</p> <p>3rd SGP = 43 GE = 4.0</p>				Students will have made up for the learning loss experienced in 2020-2021 due to the COVID-Pandemic and be back at their baseline indicated in 2018-2019.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2nd GE = 2.2 MATH 8th SGP = 40 GE = 4.7 7th SGP = 53 GE = 6.8 6th SGP = 62 GE = 5.7 5th SGP = 54 GE = 4.6 4th SGP = 21 GE = 3.0 3rd SGP = 39 GE = 3.3				
Increase % of parents and staff who respond that the school provides small class sizes	100% of staff agree on stakeholder survey 97.7% of parents agree on stakeholder survey				Maintain or increase current satisfaction rating
Attendance Data	91.4%				95% or higher
Suspension Data	0%				0 Suspensions/Expulsions
2018-2019 CAASPP in Gr. 3-8	2018-2019 CAASPP				ELA 3-8 Average All = 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA 3-8 Average = 45% Math 3-8 Average = 21%				ELA 3-8 Average SED = +5% from 18/19 Math 3-8 Average All = 45% Math 3-8 Average SED = +5% from 18/19
Facility Inspection Report (FIT)	All areas rated as "good"				All areas rated as "good"
Students who have disabilities will meet the goals listed on their IEP	Not yet rated				Students with disabilities will meet 80% of the goals listed on their IEP
Low Income students will meet the local benchmark goals at the same rate as their Non-SED disadvantaged peers on the STAR Reading and Math Assessment	Not yet rated				There will be a variance of <5% between low income student scores and their Non-SED peers on the STAR reading and Math assessment

Actions

Action #	Title	Description	Total Funds	Contributing
1	Credential Teachers	Maintain all Highly Qualified Credential Teachers	\$68,466.27	Yes

Action #	Title	Description	Total Funds	Contributing
2	Special Ed/Title I Teacher	Maintain the Highly Qualified Special Ed/Title I Teacher at 1.0 FTE	\$115,623.63	Yes
3	Itinerant Staff	Design class distribution to minimize combination classes and maintain low class size by hiring instructional aides and a retired teacher to provide enrichment and intervention.	\$143,162.98	Yes
4	Facility	Roof and dry rot repair as needed. Maintenance and upgrade of playground and field. HVAC, refrigeration and plumbing repairs as needed. Purchase of new bus. Maintenance of district vehicles, including buses, Suburban truck, and golf cart. Purchase of power tools and equipment as needed.	\$24,500.00	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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All students will meet the State's common core standards in literacy and math. Students will be assured early literacy and math skills that promote physical, social-emotional, cognitive, academic achievement throughout the K- 8 experience.

An explanation of why the LEA has developed this goal.

As a result of the analysis of the stakeholder surveys and student assessment data, this goal statement will remain the same. There will be a change in the actions and services, as additional funding will be allocated for paraprofessional time to work with struggling students and address the learning loss that occurred during the COVID-19 Pandemic. Survey results indicate the stakeholders desire to increase the support for students who are struggling in reading and/or math and a high concern was expressed by both parents and teacher regarding the amount of learning loss experienced by the students during the pandemic. The local benchmark student achievement results for 2020-2021 indicate a need to continue a strong focus on math and reading. In addition to the stakeholder input surveys, metrics used to measure the level of achievement of this goal includes the Houghton-Mifflin local measure for reading and math, and the STAR Reading and Math assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Benchmark Student Achievement Data (STAR Reading & Math)	<p>READING</p> <p>8th SGP = 64 GE = 8.2</p> <p>7th SGP = 46 GE = 6.5</p> <p>6th SGP = 50 GE = 5.1</p> <p>5th SGP = 67 GE = 5.0</p> <p>4th SGP = 33 GE = 2.7</p>				Students will have made up for the learning loss experienced in 2020-2021 due to the COVID-Pandemic and be back at their baseline indicated in 2018-2019.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3rd SGP = 43 GE = 4.0 2nd GE = 2.2 MATH 8th SGP = 40 GE = 4.7 7th SGP = 53 GE = 6.8 6th SGP = 62 GE = 5.7 5th SGP = 54 GE = 4.6 4th SGP = 21 GE = 3.0 3rd SGP = 39 GE = 3.3				
Decrease % of parents and staff who respond that they are concerned about their child/student falling behind	53.9% of staff indicated concern on the stakeholder survey 39.6% of parents indicated concern on stakeholder survey				Decrease the % of staff concerned about learning loss from 53.9% to 25% Decrease the % of parents concerned about learning loss from 39.6% to 20%
Attendance Data	91.4%				95% or higher
Suspension Data	0%				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2018-2019 CAASPP	2018-2019 CAASPP ELA 3-8 Average = 45% Math 3-8 Average = 21%				ELA 3-8 Average All = 55% ELA 3-8 Average SED = +5% from 18/19 Math 3-8 Average All = 45% Math 3-8 Average SED = +5% from 18/19
Students with Disabilities will meet the goals listed on their IEP	Not yet rated				Students with disabilities will meet 80% of the goals listed on their IEPs
Low Income students will meet the local benchmark goals at the same rate as their Non-SED disadvantaged peers on the STAR Reading and Math Assessment	Not yet rated				There will be a variance of <5% between low income student scores and their Non-SED peers on the STAR reading and Math assessment
Williams Quarterly Report	100% of the students have access to the standards-based core curriculum				Maintain that 100% of students have access to the standards-based core curriculum

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum	Provide curriculum aligned with the common core standards in ELA and Math. Provide aligned curriculum to all students.	\$22,350.00	Yes
2	Supplemental Programs	Computer licensing for supplemental reading and/or math programs. (ie: Waterford, Redbird, Houghton-Mifflin, Accelerated Reading, ESGI, Amplify). Students in targeted groups will receive extra time on the supplemental learning programs.	\$7,500.00	Yes
3	Personnel	Assign paraprofessionals, Title I teacher and/or retired intervention teacher to assist in classrooms. Hire additional 10 hours of aide support (All salaries include benefits).	\$13,133.00	No
4	Professional Development	Provide professional development at the local level during regularly scheduled staff meetings and at the TCSOS. Emphasis placed on behavioral training (Regular Salary Contract time).	\$2,500.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Equity is at Belleview's core with support for the whole child that includes a positive school environment and a learning climate that incorporates instructional practices that support the academic, social, emotional and physical needs of its students

An explanation of why the LEA has developed this goal.

As a result of the analysis of the stakeholder surveys and California Healthy Kids survey data, this goal statement was developed. Survey results indicate that stakeholders desire to increase the support for students who are struggling in reading and/or math as well as provide them with social-emotional supports. The student achievement data indicates a need to continue a strong focus on math and reading. Metrics used to measure the level of achievement of this goal will be comprised of the 2020-21 CAASSP, as well as the local benchmark assessments and stakeholder survey data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Benchmark Student Achievement Data (STAR Reading & Math)	<p>READING</p> <p>8th SGP = 64 GE = 8.2</p> <p>7th SGP = 46 GE = 6.5</p> <p>6th SGP = 50 GE = 5.1</p> <p>5th SGP = 67 GE = 5.0</p> <p>4th SGP = 33 GE = 2.7</p> <p>3rd SGP = 43 GE = 4.0</p>				Students will have made up for the learning loss experienced in 2020-2021 due to the COVID-Pandemic and be back at their baseline indicated in 2018-2019.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2nd GE = 2.2 MATH 8th SGP = 40 GE = 4.7 7th SGP = 53 GE = 6.8 6th SGP = 62 GE = 5.7 5th SGP = 54 GE = 4.6 4th SGP = 21 GE = 3.0 3rd SGP = 39 GE = 3.3				
Increase % of parents and staff who respond that the school provides adequate interventions for struggling students.	88.8% of staff agree on stakeholder survey 66.7% of parents agree on stakeholder survey				Increase the satisfaction rate to 90% from staff and 80% from parents
Attendance Rate	91.4%				95% or higher
Suspension Rate	0%				0%
2018-2019 CAASPP	2018-2019 CAASPP ELA 3-8 Average = 45%				ELA 3-8 Average All = 55% ELA 3-8 Average SED = +5% from 18/19

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math 3-8 Average = 21%				Math 3-8 Average All = 45% Math 3-8 Average SED = +5% from 18/19
Aeries Student Information System Discipline Data	Not yet rated				Aeries Student Information System Discipline Data will indicate a <5% disparity between the number of discipline incidents recorded for student with disabilities as compared to SED and "All" student groups

Actions

Action #	Title	Description	Total Funds	Contributing
1	Reading Program	An appropriate reading intervention program will be implemented. Low income and students with disabilities are targeted for assistance as needed.	\$1,000.00	Yes
2	Professional Development	Professional development will be provided on curricular areas, as well as behavioral training.	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Parent Involvement	Family engagement strategies will be implemented to increase parent input, including parent participation and communication. Families of low income students, students with disabilities and foster youth will be targeted. A webmaster will be paid a stipend to keep the website and list of resources for families up-to-date. A phone messenger system will be utilized to provide families email and phone messages on a regular basis to keep them up-to-date on school information. Events will be planned (ie: Spaghetti Feed, Turkey Trot, Jog-a-thon, Eagle Day, etc.) by parents to involve the entire school community. Teachers will utilized Class Dojo, Aeries and Google Classroom to communicate with parents and keep them apprised of student performance and classroom information. Fundraising opportunities (ie: Harvest Festival, candy sales, etc.) will be organized by parents to provide funds for field trips and assemblies. Each classroom will have a room parent assigned to assist the Parent Club with planning all of these schoolwide activities.	\$0.00	No
4	Mental Health & Social-emotional Development	Staff training and resources will be provided for trauma-informed practice, nurtured heart, and responsive classroom.	\$1,000.00	Yes
5	School Culture	The "Kindness" program will be implemented, which focuses on development of positive core values that are aligned with the District's Vision and Mission Statements	\$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.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Students will have the opportunity to participate in art, music, technology and other enrichment programs including field trips and activities for the gifted, in addition to the core subjects.

An explanation of why the LEA has developed this goal.

This goal stated was developed as a result of the analysis of the stakeholder surveys and student achievement data. Survey results indicated an overwhelming desire by the stakeholders to increase enrichment opportunities and support for struggling students and provide teachers and students with the technology necessary for teaching and learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Benchmark Student Achievement Data (STAR Reading & Math)	<p>READING</p> <p>8th SGP = 64 GE = 8.2</p> <p>7th SGP = 46 GE = 6.5</p> <p>6th SGP = 50 GE = 5.1</p> <p>5th SGP = 67 GE = 5.0</p> <p>4th SGP = 33 GE = 2.7</p> <p>3rd SGP = 43 GE = 4.0</p> <p>2nd GE = 2.2</p> <p>MATH</p>				Students will have made up for the learning loss experienced in 2020-2021 due to the COVID-Pandemic and be back at their baseline indicated in 2018-2019.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th SGP = 40 GE = 4.7 7th SGP = 53 GE = 6.8 6th SGP = 62 GE = 5.7 5th SGP = 54 GE = 4.6 4th SGP = 21 GE = 3.0 3rd SGP = 39 GE = 3.3				
Increase % of parents and staff who respond that the school provides a wide variety of programs	90% of staff agree on stakeholder survey 81.4% of parents agree on stakeholder survey				High satisfaction rate of 90% average or higher in all areas for both parents and staff
Attendance Rate	91.4%				95% or higher
Suspension Rate	0%				0%
After School Program Enrollment and Student Award Recipients	Not yet rated				An analysis of the ASP enrollment will indicate that there is an equitable percentage of SED, Students with Disabilities and All Students enrolled in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>the after school programs.</p> <p>An analysis of the number of students recognized for citizenship, student of the month and other awards will indicate an equitable percentage of SED, Students with Disabilities and All Students recognized for these achievements.</p> <p>An "equitable percentage" would indicate a <5% disparity.</p>
Enrollment in electives	This is a new baseline for 21/22				100% of our 6/7/8 graders will the opportunity to enroll in electives during the school day.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enrichment Programs	Enrichment programs will be provided during the after school program.	\$3,800.00	No

Action #	Title	Description	Total Funds	Contributing
2	Course Offerings	Electives will be provided during the school day to students in grades 6-8 and included STEM, Robotics, Drama, Art, Music, Journalism, Yearbook.	\$1,000.00	No
3	Technology	Technology will be provided to students and teachers for teaching & learning (ie: chromebooks, Smart TVs, iPads, Macbooks, etc.)	\$5,000.00	Yes
4	P.E. Program	A PE Instructor provides PE classes to students in grades K-8	\$44,927.26	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.

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.19%	143,816

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

Required Descriptions

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

The needs of foster youth, English Learners and low-income students have been considered and will be addressed in each of the four LCAP goals, but particularly in goal #3 which addresses the need for interventions for struggling students. A District Liaison has been hired to identify and provide support and resources for our homeless and foster students. These resources are above what is provided to regular students. The teaching staff disaggregates their achievement data and provides targeted interventions to the identified students. In addition, a SARB Board meets with parents who may be struggling with attendance to discuss ways to mitigate their circumstances and provide them with the resources needed to assist in getting their child to attend school regularly. Currently on waiver, our meal distribution program provides meals to all students that can be consumed on campus or may be picked up. Delivery of meals was provided to students on a Distance Learning Model. An EL Coordinator has been hired who assesses and provides academic support as needed - Belleview currently has only one English Learner enrolled.

For each action being provided for Goals 1-4, a description of how the needs of FY, ELs and SED student were considered and how these actions are effective in meeting their goals is outlined below:

Goal 1 (Actions 1-4 included staffing and facility) - Itinerant staff has been hired specifically to meet the needs of FY (District Liaison), EL (EL Coordinator) and SpEd students (Intervention Teacher and Title I Teacher. These students will receive services above students in the general population by meeting their specific social, emotional or academic needs. Students in the SED category, who are falling behind academically will receive services from the Intervention Teacher and supplemental reading, writing and math programs. We anticipate that due to the current local benchmark academic assessment data results (STAR Reading & Math), students math and reading scores will continue to improve. Therefore, we plan to continue to provide these actions moving forward.

Goal 2 (Actions 1-4 included curriculum, supplemental programs, instructional aides and professional development) - Instructional aides have been hired to work with specific students who need additional support and fall in to the EL or SED categories. Supplemental programs and curriculum are purchased to provide to students in the SED or EL categories either in the regular classroom or during intervention time. Staff (both certificated and classified) receive specific training to meet the social/emotional and academic needs of SED, EL or foster youth - especially those students who may have experienced trauma. The data indicates that student attendance and suspension rates have improved and enrollment has remained steady even during the pandemic. In addition, the local benchmark data indicates that all students (including unduplicated students) made significant progress in the areas of reading and math, even though school was closed and a distance learning model was in place until we opened on a hybrid model. We feel very positive about this data and plan to continue to implement all actions as related to curriculum, supplemental programs, instructional aides and professional develop.

Goal 3 (Actions 1-5 included a reading program, professional development, parent involvement, mental health & social-emotional development & school culture) - This goals has overlapping areas with the previous goals, but with the addition of family engagement strategies and a specific reading intervention program that was purchased to provide the EL, SED or FY students who need additional support. Moving forward we want to continue to target our SED, EL, and students with disabilities who continue to struggle and have fallen behind during the pandemic. All actions under this goal are still relevant and needed to support our unduplicated students. While the data shows that there has been academic progress and positive discipline data, we want to continue to improve in this are. Therefore, all actions including a reading program, professional development, parent involvement, mental health/social emotional development and school culture will continue moving forward.

Goal 4 (Actions 1-4 included enrichment programs, electives, PE and technology) - Technology (chromebooks, hotspots & software) are purchased to provide equal access and additional support for the SED, EL and FY students. A PE teacher was hired to provide PE to all students, yet allow the classroom teacher a prep period or intervention period where the regular classroom teacher would have time to work with small groups or individual students who need additional support. According to our stakeholder surveys, this goal and subsequent actions received the highest percentage of positive feedback. All stakeholder groups (parents, students, staff) indicated that the PE program was the single highest determinate for our positive school culture. The PE teacher hired is highly skilled and also coaches all the sports programs. Students love PE and skills that he is teaching them. Teachers are able to use the time for planning, assessments and providing interventions 1:1 or in small group, while the class attends PE 2-5 times weekly. In addition, PE being in the rotation in grades 6-8 allows the two other teachers to departmentalize effectively and provide other electives such as art, robotics, and drama. Chromebooks are provided to all students, including students with disabilities. All students are able to access core curriculum, supplemental curriculum (such as Get More Math, Accelerated Reader & Waterford) and students who are struggling or have disabilities are provided additional supplemental programs (Redbird, Nessy). Assessment data from these research-based programs is favorable and supports our decision to continue all these actions moving forward.

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

Bellevue currently only has one EL student. We provide testing and identification and assure that the academic program is aligned to meet the student's needs. There is a very small percentage of foster youth and homeless enrolled at Bellevue. These students are identified and a stipend is paid to a District Liaison to schedule support meetings and provide resources that could include household needs (ie: gas, heat, transportation, food, clothing, household items) or academic support (ie: intervention programs, speech, occupational therapy, IEP, etc.). The low income population at Bellevue is significant at approximately 48%. These students are provided free meals and supports that include all of the aforementioned supports as needed. Supports include a reading and writing program delivered by an Intervention Teacher, instructional aides that provide 1:1 or small group support within the regular classroom, supplemental online reading and math programs that students can access at school in their intervention group or at home with the support of their parent. Preschool, and Extended Day Kindergarten and an After School Program are all provided to SEL students at no cost to their parents. The chronic absenteeism rate will be measured by the daily attendance in the student information system (Aeries) and there is an expectation that there will be an improvement in the attendance rate by 5% and the number of students out on Independent Study will be reduced by at least 50% in the 2021-2022 school year. All of the supports previously mentioned far exceed the 8.19% increase of services above and beyond the base program provided to all students. These actions have proven to be the most effective use of funds to meet the goals of these unduplicated students. Based upon evidence obtained from school data, indication of improved attendance, increased enrollment, and a lower suspension and discipline rate. The academic data from the STAR Reading and Math indicate significant improvement and very little learning loss in the areas of math and reading, despite the school closure and distance learning model. While some grade levels showed a slight decline, other grade levels actually showed progress. Therefore, it is determined that moving forward the same intervention strategies and student supports will remain in effect, but be increased by providing additional personnel, so that more students can receive services.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$265,590.78	\$52,033.29	\$111,330.07	\$26,009.00	\$454,963.14

Totals:	Total Personnel	Total Non-personnel
Totals:	\$385,313.14	\$69,650.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Credential Teachers	\$68,466.27				\$68,466.27
1	2	English Learners Foster Youth Low Income	Special Ed/Title I Teacher	\$6,584.56		\$83,030.07	\$26,009.00	\$115,623.63
1	3	English Learners Foster Youth Low Income	Itinerant Staff	\$126,112.69	\$17,050.29			\$143,162.98
1	4	All	Facility			\$24,500.00		\$24,500.00
2	1	English Learners Foster Youth	Curriculum	\$1,500.00	\$20,850.00			\$22,350.00
2	2	English Learners Foster Youth Low Income	Supplemental Programs	\$7,500.00				\$7,500.00
2	3	All Students with Disabilities EL, Foster, Homeless, SED	Personnel		\$13,133.00			\$13,133.00
2	4	English Learners Foster Youth Low Income	Professional Development	\$2,500.00				\$2,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Reading Program	\$1,000.00				\$1,000.00
3	2	English Learners Foster Youth Low Income	Professional Development	\$1,000.00				\$1,000.00
3	3	All	Parent Involvement					\$0.00
3	4	English Learners Foster Youth Low Income	Mental Health & Social-emotional Development	\$1,000.00				\$1,000.00
3	5	English Learners Foster Youth Low Income	School Culture					\$0.00
4	1	All Students with Disabilities EL, Foster, Homeless, SED	Enrichment Programs			\$3,800.00		\$3,800.00
4	2	All Students with Disabilities EL, Foster, Homeless, SED	Course Offerings		\$1,000.00			\$1,000.00
4	3	English Learners Foster Youth Low Income	Technology	\$5,000.00				\$5,000.00
4	4	English Learners Foster Youth Low Income	P.E. Program	\$44,927.26				\$44,927.26

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$265,590.78	\$412,530.14
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$265,590.78	\$412,530.14

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Credential Teachers	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$68,466.27	\$68,466.27
1	2	Special Ed/Title I Teacher	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$6,584.56	\$115,623.63
1	3	Itinerant Staff	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$126,112.69	\$143,162.98
2	1	Curriculum	Schoolwide	English Learners Foster Youth	All Schools Specific Schools: Bellevue K-8	\$1,500.00	\$22,350.00
2	2	Supplemental Programs	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$7,500.00	\$7,500.00
2	4	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$2,500.00	\$2,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Reading Program	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$1,000.00	\$1,000.00
3	2	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$1,000.00	\$1,000.00
3	3	Parent Involvement			All Schools Specific Schools: Bellevue K-8		\$0.00
3	4	Mental Health & Social-emotional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$1,000.00	\$1,000.00
3	5	School Culture	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8		\$0.00
4	3	Technology	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$5,000.00	\$5,000.00
4	4	P.E. Program	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bellevue K-8	\$44,927.26	\$44,927.26

Annual Update Table Year 1 [2021-22]

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

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
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.