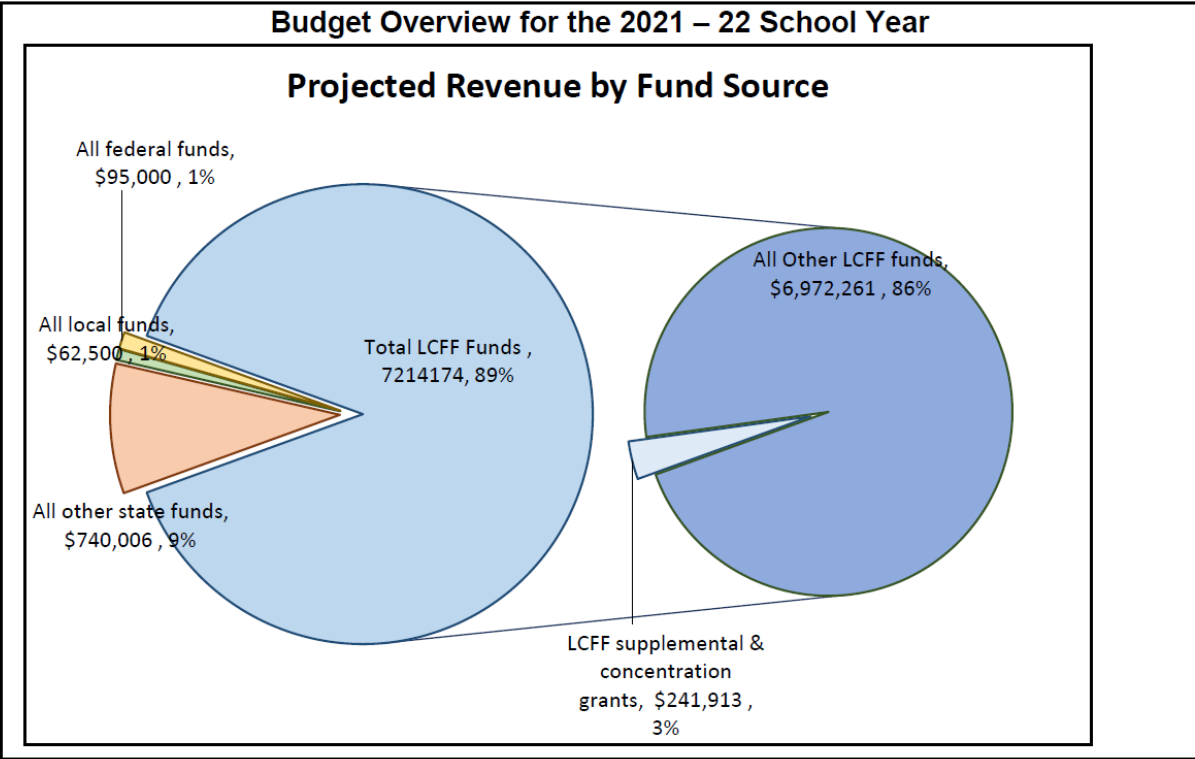# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Community Montessori

CDS Code: 37103710137695

School Year: 2021 – 22

LEA contact information: Roland Yung ryung@cmcharter.org

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $95,000 , 1%

All local funds, $62,500 , 1%

All other state funds, $740,006 , 9%

Total LCFF Funds , 7214174, 89%

All Other LCFF funds, $6,972,261 , 86%

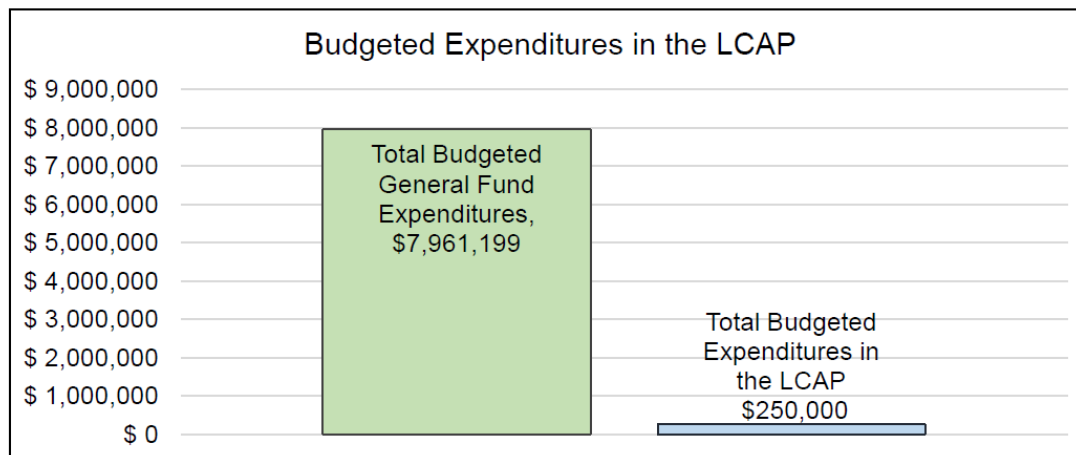LCFF supplemental & concentration grants, $241,913 , 3%

This chart shows the total general purpose revenue Community Montessori expects to receive in the coming year from all sources.

The total revenue projected for Community Montessori is $8,111,680.00, of which $7,214,174.00 is Local Control Funding Formula (LCFF), $740,006.00 is other state funds, $62,500.00 is local funds, and $95,000.00 is federal funds. Of the $7,214,174.00 in LCFF Funds, $241,913.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $7,961,199	Total Budgeted Expenditures in the LCAP $250,000

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

Community Montessori plans to spend $7,961,199.00 for the 2021 – 22 school year. Of that amount, $250,000.00 is tied to actions/services in the LCAP and $7,711,199.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
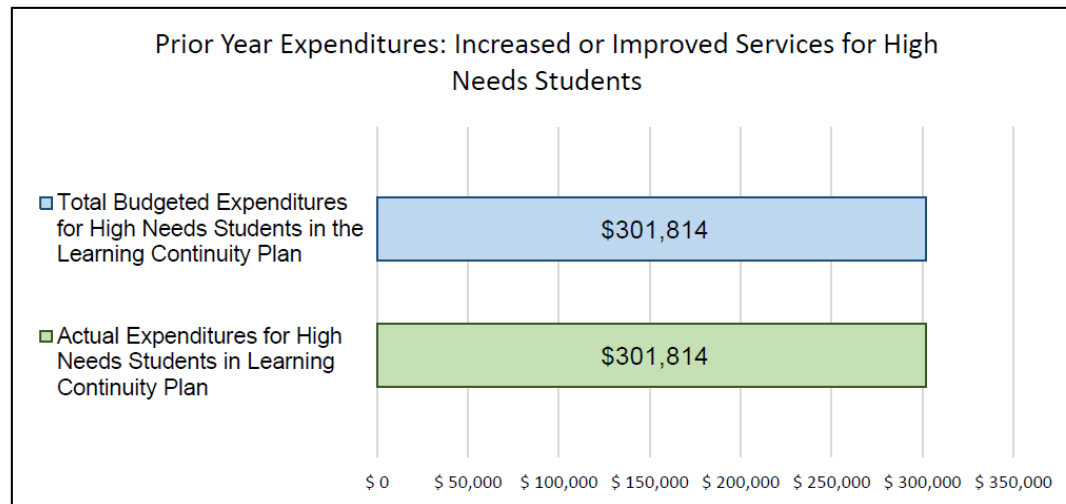
Salaries and benefits for teachers, support staff, and administration account for 80% of the general fund budget. Remaining ammounts fund professional services, instructional materials, books, and supplies.

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

In 2021 – 22, Community Montessori is projecting it will receive $241,913.00 based on the enrollment of foster youth, English learner, and low-income students. Community Montessori must describe how it intends to increase or improve services for high needs students in the LCAP. Community Montessori plans to spend $241,913.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$301,814
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$301,814

$0 $50,000 $100,000 $150,000 $200,000 $250,000 $300,000 $350,000

This chart compares what Community Montessori 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 Community Montessori 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, Community Montessori's Learning Continuity Plan budgeted $301,814.00 for planned actions to increase or improve services for high needs students. Community Montessori actually spent $301,814.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Community Montessori	Roland Yung, School Director	ryung@cmcharter.org (858) 449-7032

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

CMS parents and Educational Facilitators will understand and be skilled at implementing the Common Core State Standards (CCSS)

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Governing Board Goal 1

Annual Measurable Outcomes

Expected	Actual
100% of all families will attend an orientation or parent meeting to discuss CCSS.	Orientation meetings and parent meetings included training for parents on the CCSS.
90% of CCSS standards will be mapped to lessons	100% of CCSS standards were mapped to lessons

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Orientation meetings and parent meetings will include training for parents on the CCSS.	$0	$0
CCSS will be mapped to lessons for Educational Facilitators and Parents.	$10,000	$15,000

Goal Analysis

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

All budgeted funds were used to support the actions/services described for Goal 1

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

Parents met with Educational Facilitators on calendared meeting dates to discuss CCSS and the Montessori method. Parents were required to attend these meetings.

For two monthly staff meetings, teaching staff met to assist in mapping the CCSS to Montessori materials and lessons. Transparent Classroom was used to document the alignment.   Parents and Educational Facilitators saw an increase in the conceptual understanding of the CCSS. Families were able to better understand the connection between CCSS and the Montessori materials and lessons.

Goal 2

 All students enrolled will meet minimum requirements and make developmentally appropriate academic progress each learning period.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Governing Board Goal 2

Annual Measurable Outcomes

Expected	Actual
<4% of students will have a missing assignment report throughout a semester.	<4% of students had a missing assignment report throughout a semester.

Expected	Actual
Every student will have >2 new standards per subject area added to the Personalized Plan and Record per learning period.	Every student had >2 new standards per subject area added to the Personalized Plan and Record per learning period.
All RTI students will have Progress Monitoring, comparing expected and actual rates of learning.	An SST procedure was developed to better monitor student progress.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Educational Facilitators met with parents and students each learning period to create a plan for completing missing assignments.	$10,000	$10,000
CM employed at .5FTE RTI coordinator	$40,000	$50,000
Educational Facilitators assigned and assessed CCSS standards on student reports each learning period.	$0	$0
CMS employed a behavior counselor to teach students strategies to assist them with learning.	$25,000	$25,000

Goal Analysis

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

All budgeted funds were used to support the actions/services described for Goal 2

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

A robust SST process was implemented which included the increase in accommodations given to students throughout the school. In employment of an RTI coordinator and behavior specialist increased the support each student in the SST process received. A Student Support Manager Position was created to ensure MTSS were in place and general ed interventions were being addressed through staff training.

Parents and staff met frequently to ensure that assignments were completed and missing assignment reports were not filed.   An increased number of students had accommodations to assist them in their learning plan. There was an increase of the amount of work completed by students.   General Ed interventions were put in place to identify struggling students prior to the beginning of an SST process.

Goal 3

Students will have multiple and diverse opportunities to learn through community resources.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities: Governing Board Goal 3

Annual Measurable Outcomes

Expected	Actual
Each student has >5 opportunities to learn through community resources	Every student had >5 opportunities to learn through community resources
Each student has >4 field trip opportunities within the community.	Every student had >4 field trip opportunities within the community.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
CMSS employed a community resources specialist to plan field trips and connect students to the community through resources.	$20,000	$20,000
Some Educational Facilitators created opportunities for students to learn through community resources.	$0	$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.

All budgeted funds were used to support the actions/services described for Goal 3

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

 A community resource specialist met with staff members to plan experiences for students. The specialist contacted businesses to create experiences for students. Each student had multiple opportunities to attend fieldtrip, overnight trips, and community resource experiences. Students had a larger number of opportunities to participate in real world experiences and community learning opportunities.

Goal 4

Students will use technology in a variety of ways to acquire skills and knowledge and demonstrate learning.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Governing Board Goal 3

Annual Measurable Outcomes

Expected	Actual
>100 computers will be available for student use.	>100 computers were available for student use.
>2 staff developments in 2019-20 on student use of technology.	Weekly staff developments in 2019-20 on student use of technology due to distance based learning needs.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Video production equipment and 3D printing instruction was available for students in grades 7-8.	$20,000	$20,000
Technology hardware and software was be purchased to support the added technology needs of English Learners and Low Income students.	$20,000	$40,000

Goal Analysis

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

All budgeted funds were used to support the actions/services described for Goal 3

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

The Director of Technology and curriculum specialists met to review online resources and hardware needs to support English Learners, Low Income families, and the 7-8 grade parents. Each resource purchased was reviewed and implementation was done after training. Online resources have increased the use of technology to acquire skills and knowledge and demonstrate learning.   Hardware access has increased at every grade level. Due to Covid19, more Chromebooks and hotspots were purchased than budgeted for to provide equitable access to distance based learning.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	$3,164.41	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	$738.40	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$5,003.18	N
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	$1,944.87	Y

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.

All budgeted funds were used to support the actions described above related to in-person instructional offerings

Analysis of In-Person Instructional Offerings

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

Community Montessori School (CM) continued to provide diagnostic assessments proctored for all students, and general ed MTSS interventions were in place for all students. Students who were found to have experienced significant learning loss were assigned tier 2 and tier 3 interventions as needed as well as supported by the Student Support Manager, Educational Facilitator, and other supports as deemed necessary to mitigate learning loss. Academic and Behavioral counselors were available to support student social emotional learning needs that may be enhancing the academic learning needs.

Providing as much in-person instruction as can safely be delivered was and is a priority of many stakeholders and acknowledged by CM as an important means of mitigating learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures.

The 2020-21 school year began with full distance learning. This decision was affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

CM blended learning models and was prepared to bring students back once it I was safe to do so. Decision-making was aligned to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. In person two day a week cohorts began in late September 2020

• To meet health, safety, and learning needs, three modes of instruction were offered for families to choose from. They included a

fully distance-based learning model, a homeschool learning model and a blended learning model which is part in-person and part distance. Teacher rosters were updated to reflect the learning model students chose.

• CM iprepared for potential shifts in instructional model as determined by public health conditions or student need.

Continued use of Microsoft Teams classroom allowed students at home to participate in instruction synchronously with students who were in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery maintained continuity of instruction in a few events where regions had to return to a full distance learning model.

• During times of the week when all students are engaged in the distance model, teachers provided key supports that maintained the

community of learning and met identified student needs. These supports included office hours for students and family, small group and

individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Cohorts

•All district, state, and county guidelines were followed to best ensure the health and safety of students and staff.

• Arrival/departure plans and lunch plans were developed at each learning center to minimize bottlenecks and blending of cohorts.

• Passing periods were minimized. Where possible, teachers moved classrooms rather than students.

• Cohorts of students participating in in-person instruction were on the school site at designated days and times, with disinfection

occurring between those times.

• Classroom activities, wherever possible, provided for virtual peer collaboration between cohorts of students – using Teams breakout

rooms to group students who are in-person and engaging in distance learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Chromebooks made available for all students who need a device to access distance learning at home.	$40,000	Y
Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff.	$10,000	Y
Assistive technology for Students with Disabilities to access distance learning instruction from home.	$1,000	Y
Multilingual Literacy Department: Maintain staffing and supports that specifically address English Learner	$0	Y
Cost for DocuSign software which allows for secure, digital signatures to facilitate the virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	$12,755.69	Y
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	$0	Y
Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs.	$0	Y

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

All budgeted funds were used to support the actions described above related to distance learning program offerings

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.

Prior to the beginning of distance-based learning, CM had committed to the following protocol and process:

1. Three assessment windows (Fall, Winter, Spring) for administration of the i-Ready Diagnostic assessments in Math and ELA. The winter window had the lowest percentage of students participate, which was addressed with teachers and parents.

2. Increased teacher and administrator accessibility to student results which will provide both individual and collective outcome data

3. Professional time set aside to review, assess, and plan, using the i-Ready data reports

4. Comparison of student levels and growth in i-Ready based upon data from previous years (for returning students)

Additionally, ongoing teacher-based formative assessment and analysis of individual student work as outlined in the Element Student Support Plan will provided evidence that any learning loss a student may have experienced is being addressed. This personalized approach to instruction is a foundation of our education programs.

The social/emotional, behavioral and mental health aspects of learning loss were also monitored and measured. The Educational Facilitator's relationship with the student and parent and the frequent (daily) communication, makes that EF uniquely qualified to notice the more subtle aspects of learning loss such as motivation, engagement or participation. EFs will monitored students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. EFs, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher/parent conference or a more formal Student Success Team meeting (SST). Once these interventions are identified and set up the SST process will monitor the effectiveness of the intervention. A noticed uptick in bullying incidents were monitored as students returned to full time on site learning in the spring.

Student supports can include help from tutors, the school counselor, Student Support Manager, or other administrators. Supports were individualized to meet the needs of the student. Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Learning Alley Program to support ELD students and mitigate learning loss from closure of learning centers	2,499.00	2,499	Y

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

All budgeted funds were used to support the actions described above related to pupil learning loss.

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.

Ongoing teacher-based formative assessment and analysis of individual student work as outlined in the Element Student Support Plan provided evidence that any learning loss a student may have experienced is being addressed. This personalized approach to instruction is a foundation of our education programs.

The social/emotional, behavioral and mental health aspects of learning loss were monitored and measured. The Educational Facilitator's relationship with the student and parent and the frequent (daily) communication, makes that EF uniquely qualified to notice the more subtle aspects of learning loss such as motivation, engagement or participation. EFs monitored students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. EFs, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher/parent conference or a more formal Student Success Team meeting (SST). Once these interventions are identified and set up the SST process will monitor the effectiveness of the intervention.

Student supports can include help from tutors, the school counselor, Student Support Manager, or other administrators. Supports were individualized to meet the needs of the student. Students with disabilities were consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. Progress was also reviewed following extended school breaks. These data-driven practices continued implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications were made based on the individual needs of the student and documented in the student's IEP.

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.

Mental Health and Social and Emotional Well-Being were supported through a Multi-Tiered System of Support. Our Mental Health team provided training and support to all general education and specialized teaching and support staff on how to integrate positive discipline, social and emotional learning, and mental health into daily lessons and approaches to the Universal level of support.

A virtual "Connection Café" was established in the spring for a weekly connection time for staff who needed a space to connect and be heard outside of the learning environment.

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.

Devices and hotspots were provided to all students with need and communication with students and families increased via Parent Square, letters mailed home, emails, and other tools to keep students and families connected with the school. However, despite these engagement efforts, some students demonstrated a lack of engagement. The Student Support Manager is available to teachers for help in learning different engagement strategies for students, for help in reaching out to parents to promote student and parent engagement.

Analysis of School Nutrition

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

For students attending in-person instruction, meals were provided to the school sites through the Free or Reduced-Priced meal program. Guidance on finding community-based agencies, nonprofit organizations, and faith-based groups to provide direct food assistance to families as well as information about food pantries, regular distribution sites, and grocery give-away events in the county was provided to all families.

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 development of the 2021-2024 LCAP has been influenced by the lessons learned throughout the duration of the 2019-

2020 and the 2020-2021 school years. The need to build in dedicated time every day in every classroom K-12 for SEL and Positive Discipline is critical. Incorporating SEL time for focused lessons, building classroom communities and sharing resources will be a focus during the 2021- 2022 school year.

Another area highlighted in the 2021-2024 LCAP is professional learning for all staff related to SEL, MTSS, Positive Discipline, and assessment. Closing the achievement gap and accelerating learning for students who are performing below grade level is another critical focus area.

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

Pupil learning loss will continue to be assessed and addressed in the 2021-2024 LCAP, especially for students with unique needs. Through the continuation of a formative assessment system, all students will be assessed through an assessment cycle throughout the school year. Throughout this cycle, data analysis will highlight what students need additional, targeted supports. Assessments will be formative and summative and will be able to highlight academic growth for each individual student, information related to what students need additional supports through the Element MTSS system.

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.

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.

The development of the 2021-2024 LCAP has been influenced by the lessons learned throughout the duration of the 2019-

2020 and the 2020-2021 school years. The need to build in dedicated time every day in every classroom K-8 for SEL and Positive Discipline is critical. Incorporating SEL time for focused lessons, building classroom communities and sharing resources will be a focus during the 2021- 2022 school year.

Another area highlighted in the 2021-2024 LCAP is professional learning for all staff related to SEL, MTSS, Positive Discipline, and assessment. Closing the achievement gap and accelerating learning for students who are performing below grade level is another critical focus area. Pupil learning loss will continue to be assessed and addressed in the 2021-2024 LCAP, especially for students with unique needs. Through the continuation of a formative assessment system, all students will be assessed through an assessment cycle throughout the school year. Throughout this cycle, data analysis will highlight what students need additional, targeted supports. Assessments will be formative and summative and will be able to highlight academic growth for each individual student, information related to what students need additional supports through the Element MTSS system. For our at-risk and unique subgroups, an immediate emphasis in addressing SEL, health and safety will be a priority.. In collaboration with the Educational Facilitator, paraprofessional staff will work individually with identified students to provide academic supports and intervention via one-on-one and small groups using adopted curricula and intervention materials (tier I). To accelerate learning for our tier II and tier III at-risk students, staff will use PLC time for professional learning around assessments and will assess students using formative assessments and summative benchmark assessments regularly (iReady, CAASPP, publisher assessments, etc). Additionally, supplemental curriculum and

software programs (IXL, iReady instruction, ST Math, Reading Horizons, etc) will be used for tiered interventions.

English learners will continue to receive integrated and designated ELD instruction using embedded materials in Reading Horizons and Learning Ally.

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.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

  - Pupil Participation and Progress,

  - Distance Learning Professional Development,

  - Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

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

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Community Montessori School	Roland Yung, School Director	ryung@cmcharter.org (858) 449-7032

Plan Summary [2021-22]

General Information

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

Community Montessori School (CMS) is a non-classroom based independent study K-8 charter school sponsored by the San Diego County Office of Education serving approximately 750 students in San Diego County. CMS was established in 2018 to meet the needs of families that desired a Montessori education with a high level of parent involvement. CMS operates learning centers in Santee, Poway, Carlsbad, South Escondido, and North Escondido.

CMS serves a diverse group of students with the goal of promoting a culture of education which empowers students to find and develop their passion and inspire the natural desire to explore and learn through choice and flexibility. Educational standards for each student develop from the Montessori methodology, Common Core, a research-based learning styles program, and the developmental stages of the learner and are met through the collaborative efforts of students, parents, mentors, resource centers, and community resources. Students work with students both within and outside their grade level and have access to teachers with a wide variety of interests and backgrounds. Students demonstrate mastery by making progress toward expertise in areas related to their educational goals. They demonstrate autonomy through choice and self-directed learning activities. They demonstrate a sense of purpose by engaging in meaningful learning which contributes to something larger than themselves in their educational journey to adulthood.

Current Demographics:

By Grade Level

Grade	Year / Number of Students		
	2019	2020	2021
-1	30	-	20
0	97	123	58
1	110	116	114
2	119	107	108
3	104	110	108
4	77	100	102
5	66	78	109
6	48	58	74
7	26	41	40
8	27	20	43

By Race/Ethnicity

EthnicityRace	Year / Number of Students		
	2019	2020	2021
White	394	378	387
Hispanic	153	165	167
Multiple	104	99	89
Asian	34	42	37
null	9	9	72
Missing	-	51	11
Filipino	7	7	9
Not Reported	2	1	3
Black/Africa...	1	1	1

Socioeconomically Disadvantaged:

| Grade	Year / Number of Students		
	2019	2020	2021
-1	5	-	4
0	10	20	5
1	11	12	14
2	5	15	22
3	6	12	14
4	4	7	16
5	1	12	11
6	5	4	11
7	-	6	4
8	2	3	7

Reflections: Successes

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

With the cancellation of the 19-20 CAASPP due to Covid-19, the school relied on internal assessments to monitor student progress during the 19-20 school year.
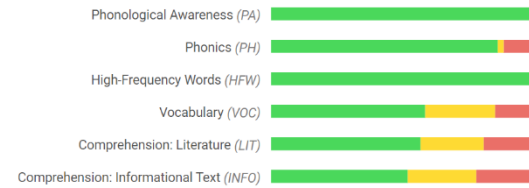
iReady Diagnostic Assessments

Fall 2019 iReady Assessment:
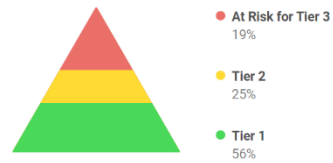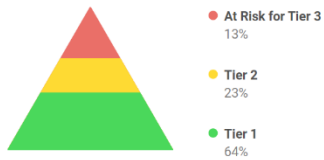
Overall Placement — Placement By Domain
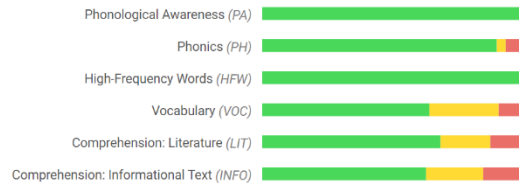
English Language Arts Fall 2019:

For the ELA assessment in the fall of 2019, 56% of students performed at Tier 1, at or above grade level standards, 25% of students performed at Tier 2 (one year below grade level standards), and 19% performed at tier 3 (2 or more years below grade level standards).

English Language Arts January 2020:

Overall Placement — Placement By Domain

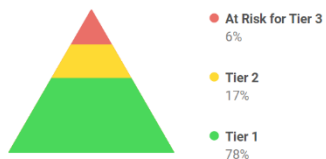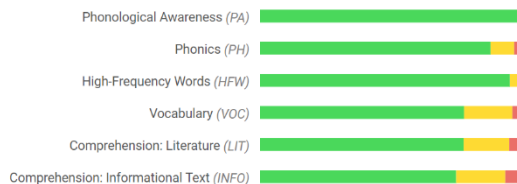The mid-year ELA diagnostic assessment showed an 8% growth of students performing at or above grade level, to a total of 64% of students performing at or above grade level. Students performing two or more years below grade level shrank 6% to 13% or assessed students. Performance across all assessed domains improved as the majority of students were making positive progress.
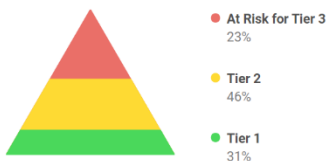
English Language Arts May 2020:

Overall Placement

- ● At Risk for Tier 3
  6%
- ● Tier 2
  17%
- ● Tier 1
  78%

Placement By Domain

- Phonological Awareness *(PA)*
- Phonics *(PH)*
- High-Frequency Words *(HFW)*
- Vocabulary *(VOC)*
- Comprehension: Literature *(LIT)*
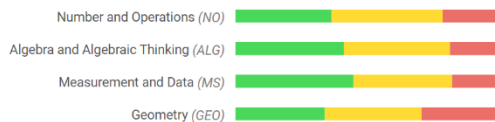- Comprehension: Informational Text *(INFO)*

The 2020 end of year iReady diagnostic assessment in English Language Arts showed a 14% growth of students performing at or above grade level standards, or 78% of all students. Only 6% of students assessed performed at tier 3, and 17% performed at tier 2. Measurable growth was attained by the majority of students. While more work needs to be done to increase student performance in ELA, marked growth was shown throughout the year at all grade levels and more supports were offered to low performing students.

Mathematics Fall 2019:

Overall Placement

- ● At Risk for Tier 3
  23%
- ● Tier 2
  46%
- ● Tier 1
  31%

Placement By Domain

- Number and Operations *(NO)*
- Algebra and Algebraic Thinking *(ALG)*
- Measurement and Data *(MS)*
- Geometry *(GEO)*
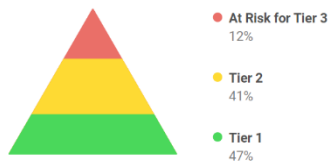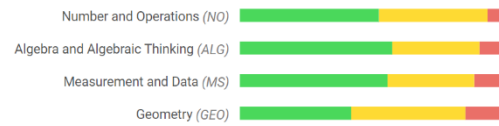
The Mathematics diagnostic assessment for Fall 2019 showed 31% of students performing at or above grade level, 46% performing one year below current grade level, and 22% of student performing 2 or more years below grade level. That data was used to inform pupil learning plans and classroom lesson plans.
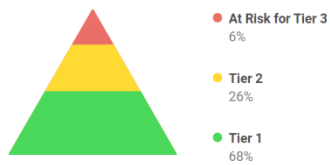
Mathematics January 2020:

Overall Placement

- At Risk for Tier 3
  12%
- Tier 2
  41%
- Tier 1
  47%

Placement By Domain

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*

The mid-year 2020 mathematics assessment showed 47% of students performing at or above grade level in math, a growth of 16% from the fall assessment. Only 12% of students were shown at risk of tier 3, 11% lower than in the fall assessment results.

Mathematics May 2020:

Overall Placement

- At Risk for Tier 3
  6%
- Tier 2
  26%
- Tier 1
  68%

Placement By Domain

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*
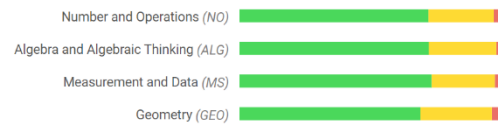
The end of year 2020 assessment showed sustained student growth. 68% of students performed at or above grade level, a 21% growth from mid-year, and a 37% growth from the fall assessment. Only 6% of students performed at risk for tier 3, down 17% for the school year. Growth was shown in all placement domains, particularly in Geometry. These gains were apparent at every grade level.

After taking meaningful steps to address low performance throughout the year, growth was apparent at all grade levels. However, some students are still performing significantly below grade level. Work will be continued to ensure equitable supports for all students through the MTSS system, regular diagnostic assessment, and data informed decision making in determining educational and social emotional needs of all students.

Fall 2020 iReady Diagnostic Assessments:

Overall Reading Results

TIER 1 - On or Above Grade-Level   TIER 2 - One Grade-Level Below   TIER 3 - At Risk

20.6%

17%

62.4%

By Grade Level

Overall Math Results

TIER 1 - On or Above Grade-Level   TIER 2 - One Grade-Level Below   TIER 3 - At Risk

19.4%

39.1%

41.5%
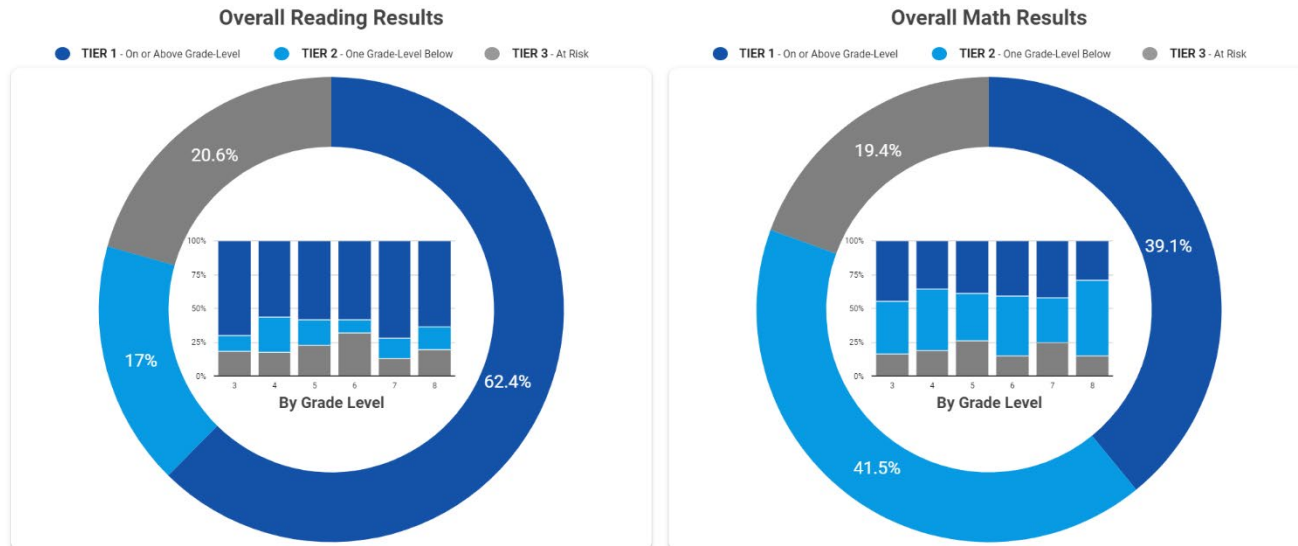
By Grade Level

Fall 2020 iReady results show sustained improvement over Fall 2019. 2020 results for ELA show 62.4% of students performin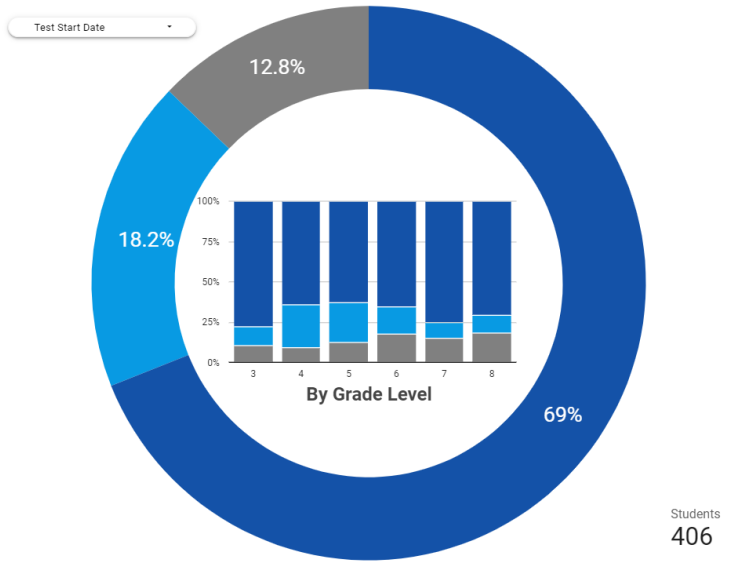g at or above grade level, an 8% increase over Fall 2019. Math results for Fall 2020 show 39% of students performing at or above grade level, also an 8% increase from Fall 2019.
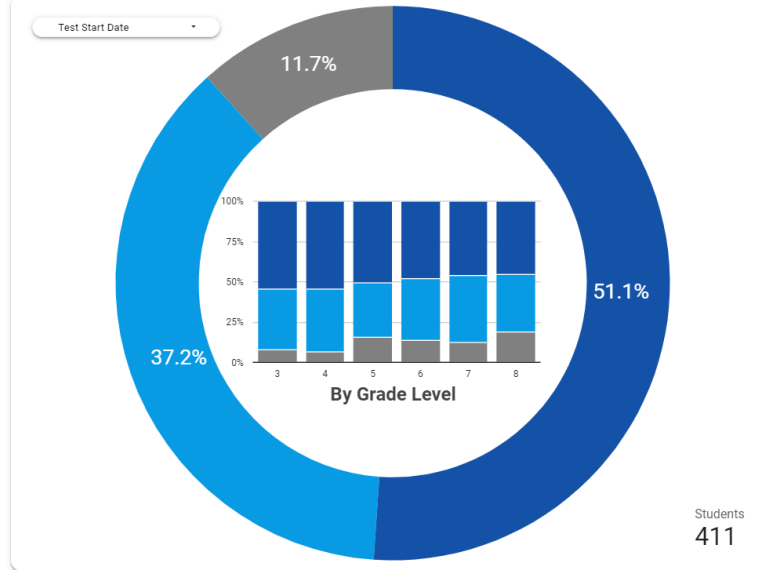
Winter 2021 iReady Assessment:

Overall Reading Results

- ● **TIER 1** - On or Above Grade-Level
- ● **TIER 2** - One Grade-Level Below
- ● **TIER 3** - At Risk

Test Start Date ▾

100%
75%
50%
25%
0%

3 4 5 6 7 8

By Grade Level

12.8%
18.2%
69%

Students
406

Overall Math Results

- ● **TIER 1** - On or Above Grade-Level
- ● **TIER 2** - One Grade-Level Below
- ● **TIER 3** - At Risk

Test Start Date ▾

100%
75%
50%
25%
0%

3 4 5 6 7 8

By Grade Level

11.7%
37.2%
51.1%

Students
411

Winter 2021 iReady results again show continued growth.

For previous assessment windows, Community Montessori was not tracking subgroup data in iReady. However, due to Covid19 and the cancellation of CAASPP testing for 19/20, CM is constructing a data dashboard to track iReady demographic data including subgroup performance. Currently, tracking by race is available. Work is continuing in order to disaggregate by other subgroup categories.

Oak Hill farm won a $500 grant from the SD Farm Bureau to help implement better soil practices on the farm.

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.

The most recent CA Dashboard showed only 25% of Hispanic students meeting or exceeding standards in Math, well below the school average for all students. Tier One interventions were put in place for students below grade standards.

LCAP Highlights

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

Goal 1: Support high-quality teachers in their implementation of a cohesive, aligned, equitable, and articulated standards-based instructional program, resulting in proficiency in California state standards, and college and career readiness for all students.

Goal 2: Development and implementation of a Digital Citizenship curriculum and program to enhance current Social Emotional Competencies; Increase the resources for students and families to support students' social-emotional learning and mental health. Remove barriers to learning, eradicate achievement and opportunity gaps, and improve outcomes for all students.

Goal 3: Facilitate parent and family engagement through community involvement opportunities, increased, two-way communication, partnerships with local organizations and stakeholders to support student learning and build connections at CMS. Using data to inform decision making at all levels and communicating data sources to all stakeholders.

Stakeholder Engagement

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

[Respond here]

Stakeholder input is actively solicited via a variety of channels such as surveys, social media, all-calls, emails, texting, newsletters, orientations, site meetings and activities, etc. Stakeholders were involved in adjustments to school branding, logo, MTSS expectations, SLOs, etc. Stakeholders have also been actively involved in decision-making related to shifts in programming in response to COVID-19. Input has been solicited via survey, individual parent meetings, website, social media, etc. Community Montessori has intentionally aligned all site plans to address student engagement, learning, and achievement, so in developing each specific plan, stakeholders are invited to virtual and, when appropriate, in-person meetings. Input from students and families is frequently solicited formally through surveys and planned meetings, and when students are interacting with their teachers and other staff members in academic settings. Significant expansion of opportunities for families, students, and other stakeholders to engage with the learning community was implemented to assist the development of future plans

Input related to Distance Learning and other COVID-19 responses Updates to the Learning Continuity Plan (LCP) announced to learning community, Operations Written Report Site team of stakeholders meetings Advisory Committee approval

Goals and Actions

Goal

Goal #	Description
Goal 1	Support high-quality teachers in their implementation of a cohesive, aligned, equitable, and articulated standards-based instructional program, resulting in proficiency in California state standards, and high school, college and career readiness for all students. State Priorities Addressed: Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To continue the work of increasing educator efficacy in the areas of instruction, implementation of standards-based curriculum, and meaningful assessment to drive instruction. Including differentiated instruction, and accommodations and modification when appropriate with clear and consistent protocols for supporting students in their learning. The most recent California Department of Education Dataquest info shows 62.7% of students meeting or exceeding state standards in ELA and 39.0% meeting or exceeding standards in Mathematics. CMS has implemented a program of focused interventions and instructions for all students in math to increase academic achievement in Math. Growth has been seen in all grade levels, but general ed interventions are still required for a large number of students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady ELA diagnostic	iReady Diagnostic Assessments Students assessing at proficient or above. ELA: Grade 3 = 78% Grade 4 = 66% Grade 5 = 65% Grade 6 = 67% Grade 7 = 78% Grade 8 = 77%				80% testing at or above grade level
iReady Math diagnostic	iReady Diagnostic Assessments Students assessing at proficient or above. Math: Grade 3 = 54% Grade 4 = 56% Grade 5 = 51% Grade 6 = 48% Grade 7 = 49% Grade 8 = 49%				75% testing at or above grade level
CA School Dashboard					
CAASPP Testing	95% tested				99% tested

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Support Assistants	Add additional personnel to classrooms to support Tier One universal interventions, Tier Two targeted interventions, and provide access to small group instruction	$150,000	Y
2	Reading Specialist	Add a reading specialist to support K-1 reading and support and train staff in use of reading curriculum	$25,000	Y
3	Professional Learning	Increase educator efficacy in supporting all students in engagement, learning, and achievement. Provide training to instructional staff for using general ed interventions, data, SEL, and Positive Discipline methods/frameworks.	[$ 0.00]	Y
4	Summer Learning Program	Extending Instructional Learning Time: CMS will provide identified students the opportunity to participate in a summer school program during summer 2021 and summer 2022. The summer sessions will be focused on increasing instructional time through providing remediation for students in grades TK-8 in the areas of reading, ELA, mathematics. Priority will be given to students who are below grade level , English Learners, Socioeconomically disadvantaged, Homeless and Foster youth	$40,000	Y
5	Technology	2:1 student to device ratio, 1:1 for middle school. Ensure all English Learners, Socioeconomically disadvantaged, homeless, and foster youth have access to Chromebooks and high speed internet.	$25,000	Y

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.

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

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

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

Goal 2

Goal #2	Description
2	Development and implementation of a Digital Citizenship curriculum and program to enhance current Social Emotional Competencies; Increase the resources for students and families to support students' social-emotional learning and mental health. Remove barriers to learning, eradicate achievement and opportunity gaps, and improve outcomes for all students. State Priorities Addressed: Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Distance based learning has lead to some challenges in classroom management and anecdotal evidence indicates that

students do not feel as connected to the school community. Through our leadership, staff, and advisory council, it is agreed that student social-emotional and mental health and connectedness to school are important and should be a priority for CMS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students using school counseling services	10%				50% using counseling services
Parent/guardian survey participation	245 responses				90% response rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Learning	Provide students more opportunities to learn via project-based activities and form more connections in the local and surrounding communities.	[$ 0.00]	Y
2	Connection to Counseling	Employ/continue to employ a variety of methods to increase student/family connections to counseling.	[$ 0.00]	Y
3	Professional Learning	Provide training to staff and parents for using SEL, Positive Discipline, MTSS, and trauma informed methods/frameworks.	[$ 0.00]	Y

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.

Goal 3

Goal #3	Description
3	Facilitate parent and family engagement through community involvement opportunities, increased, two-way communication, partnerships with local organizations and stakeholders to support student learning and build connections at CMS. Using data to inform decision making at all levels and communicating data sources to all stakeholders. State Priorities Addressed: Priority 3: Parental Involvement (Engagement) Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At CMS sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. CMS will work with parents/guardians and family members to jointly develop and agree upon strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. Parents/guardians shall continue to be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey Completion Rate	50%				90% survey completion
Parent Participation rates in School activities	30%				75% participation
Effective Communication survey results	25%				90% participation

Actions

Action #	Title	Description	Total Funds	Contributing
1	Effective Communication	Strengthen communication with parents/guardians whose primary language is other than English	$ 0.00	N
2	Provide ongoing workshops to parents based on areas of interest.	Parenting classes through Positive Discipline, Power Traits trainings, Curriculum trainings, Data Chats	$10.000	Y
3	Facilitate opportunities for parents	Continue program of informal training opportunities	$ 0.00	Y
4	Continue and expand community partnerships to serve students and families	CMS will continue to form and maintain positive community partnerships with local organizations and entities including San Diego Farm Bureau and local businesses for the purpose of supporting and enhancing educational opportunities for students. Creation of CTE opportunities and expansion of the Oak Hill Farm, and additional opportunities for agriculture activities at all sites..	$0	Y

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 [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3%	$241,913

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.

To ensure that all students are receiving equitable services, all staff will continue to receive training on MTSS/SST/Positive Discipline/Restorative Practices. This will not only support the instruction occurring inside the classroom, but will also provide thorough and regular monitoring of our unduplicated students through the continued use of individualized supports and data reviews.

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

English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will improve reading, writing, speaking and listening skills

in English to be college and career ready. Trauma informed practices are used to inform goals.

Total Expenditures Table

	Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	Totals	$ 250,000	$ -	$ -	$ -	250,000	$ 223,000	$ 27,000

Goal	Action	Action Title	Student Group	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Student Support Assistants	All	$ 150,000	$ -			$ 150,000
1	2	Reading Specialist	All	$ 25,000	$ -	$ -		$ 25,000
1	4	Summer Learning Program	All	$ 40,000	$ -			$ 40,000
1	5	Technology	All	$ 25,000	$ -			$ 25,000
3	2	Parenting worshops	All	$ 10,000	$ -			$ 10,000
								$ -
								$ -
								$ -
								$ -
								$ -
								$ -
								$ -
								$ -
								$ -

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 250,000	$ 250,000
LEA-wide Total:	$ -	$ -
Limited Total:	$ -	$ -
Schoolwide Total:	$ 250,000	$ 250,000

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Student Support Assistants	Schoolwide	All	All	$ 150,000	$ 150,000
1	4	Summer Learning Program	Schoolwide	All	All	$ 40,000	$ 40,000
1	5	Technology	Schoolwide	All	All	$ 25,000	$ 25,000
3	2	Parenting worshops	Schoolwide	All	All	$ 10,000	$ 10,000
							$ -
							$ -
							$ -
							$ -

Instructions

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 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:

  o **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.

  o **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.