LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bella Mente Montessori Academy

CDS Code: 37684520128223

School Year: 2023-24

LEA contact information:

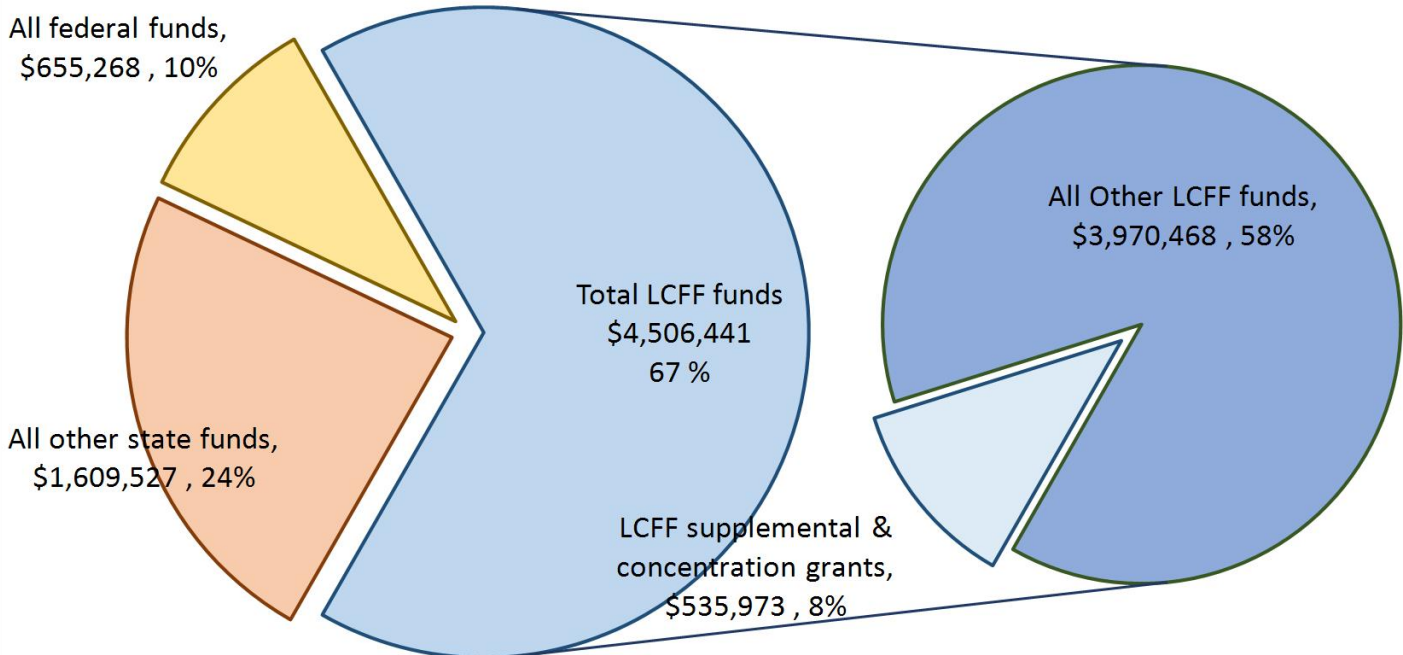Erin Feeley

Executive Director

info@bellamentecharter.org

760-621-8948

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $655,268 , 10%

All other state funds, $1,609,527 , 24%

Total LCFF funds $4,506,441 67 %

LCFF supplemental & concentration grants, $535,973 , 8%
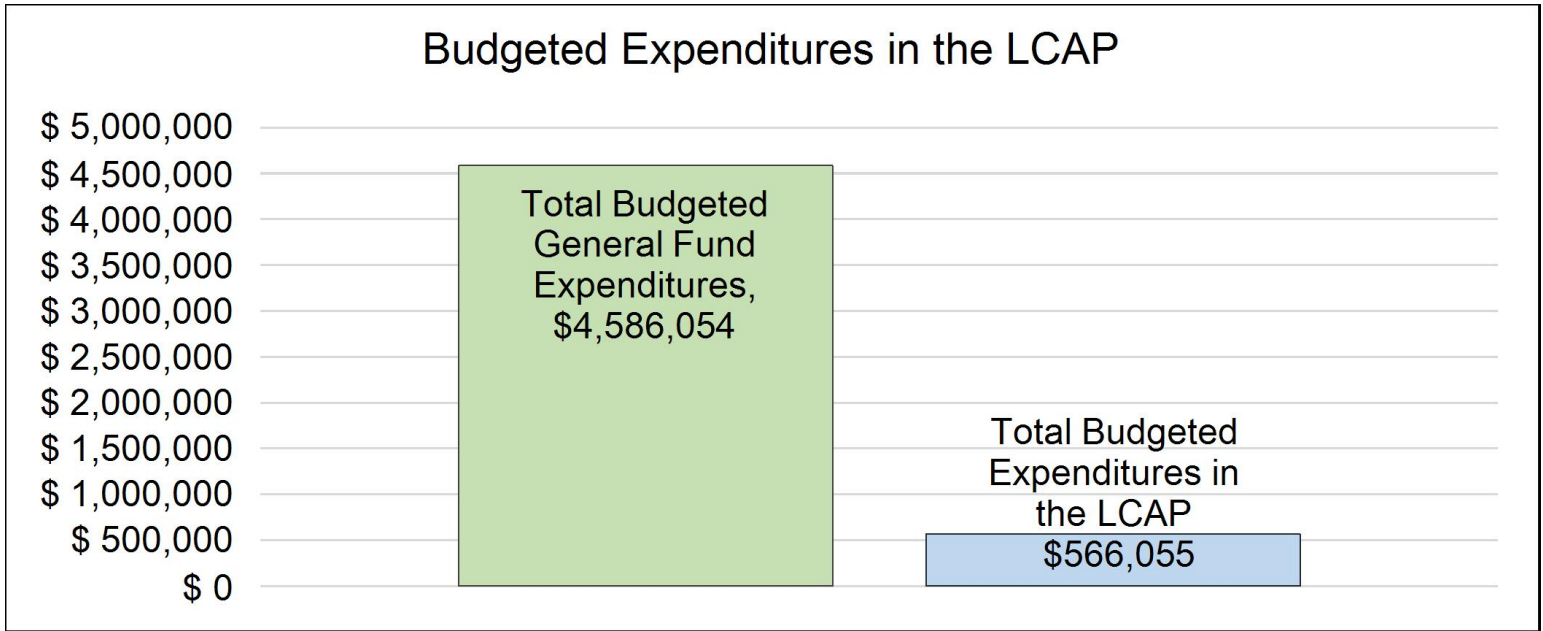
All Other LCFF funds, $3,970,468 , 58%

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

The text description for the above chart is as follows: The total revenue projected for Bella Mente Montessori Academy is $6,771,236, of which $4,506,441 is Local Control Funding Formula (LCFF), $1,609,527 is other state funds, $ is local funds, and $655,268 is federal funds. Of the $4,506,441 in LCFF Funds, $535,973 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, $4,586,054

Total Budgeted Expenditures in the LCAP $566,055

This chart provides a quick summary of how much Bella Mente Montessori Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.
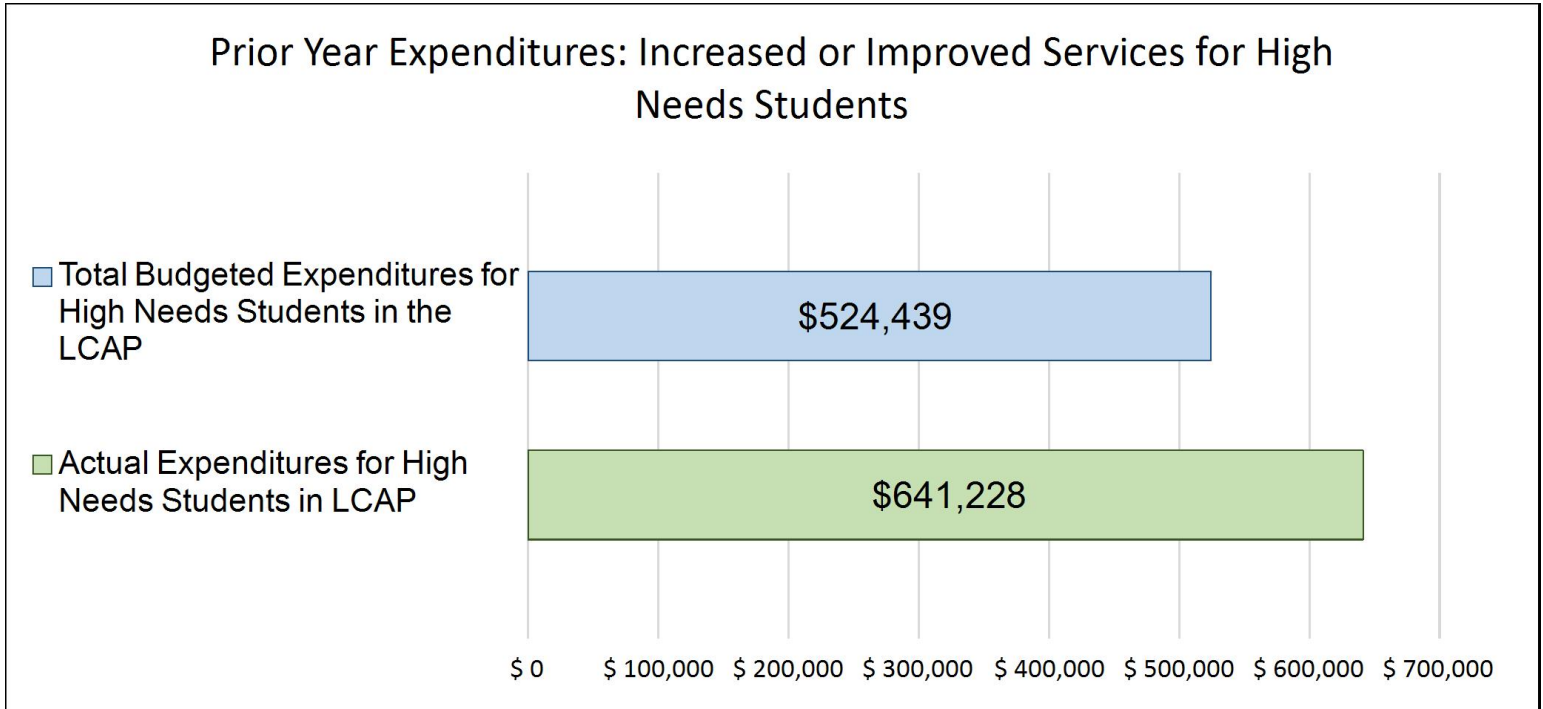
The text description of the above chart is as follows: Bella Mente Montessori Academy plans to spend $4,586,054 for the 2023-24 school year. Of that amount, $566,055 is tied to actions/services in the LCAP and $4,019,999 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Bella Mente Montessori Academy is projecting it will receive $535,973 based on the enrollment of foster youth, English learner, and low-income students. Bella Mente Montessori Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Bella Mente Montessori Academy plans to spend $566,055 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 2022-23

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

- **Total Budgeted Expenditures for High Needs Students in the LCAP**: $524,439
- **Actual Expenditures for High Needs Students in LCAP**: $641,228

(Horizontal axis: $0, $100,000, $200,000, $300,000, $400,000, $500,000, $600,000, $700,000)

This chart compares what Bella Mente Montessori Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bella Mente Montessori Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Bella Mente Montessori Academy's LCAP budgeted $524,439 for planned actions to increase or improve services for high needs students. Bella Mente Montessori Academy actually spent $641,228 for actions to increase or improve services for high needs students in 2022-23.

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
Bella Mente Montessori Academy	Erin Feeley Executive Director	info@bellamentecharter.org 760-621-8948

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Bella Mente Montessori Academy (BMMA) was established in 2013 and offers a quality Montessori education, led by Montessori trained teachers in Primary and Lower Elementary grades. As students transition to Upper Elementary and Middle School, students experience a Montessori philosophy based education experienced through project based learning.

Mission: We provide students with the opportunity to acquire an education based on a quality curriculum founded on the educational philosophy of Dr. Maria Montessori.

Vision: We promote an educational atmosphere that encourages cultural, linguistic and socioeconomic diversity.

We provide an environment where children reach their full potential as independent lifelong learners with the skills, knowledge, and values to be compassionate members of a peaceful world. We prepare children to care for their bodies through healthy eating and living.

Bella Mente is proud to house a Garden and Nutrition program in partnership with The Sage Garden Project. The mission of our program is to generate a learning experience empowering a student's effective global environmental awareness and education through the support of a full project based curriculum. Utilizing quality Montessori philosophies, we strive to foster forward thinking students prepared with 21st Century skills while enriching and nurturing the whole child. In either our garden classroom or with the mobile nutrition cart granted to us from the Sage Garden Project (SGP), we strive to teach the students at Bella Mente Montessori Academy (BMMA) an education that teaches life skills beyond the walls of our campus. Whether a student becomes a future farmer, turns towards a career in agriculture, becomes a scientist, the next Top Chef or most importantly a productive member of our society. We believe in giving an ultimate well rounded learning experience coupled by curriculum from a multitude of resources. BMMA educates our students with an innovative curriculum for all the grades from TK8 with a direct link between garden and nutrition, environment and science, health wellness and social skills.In 2019 and 2020 (hiatus of the award in 2021), Bella Mente was proud to be recognized as one of America's Healthiest Schools with the Bronze Award from

the Alliance for a Healthier Generation. In 2021 and 2022, Bella Mente was recognized as a Bronze Level California Green Ribbon School for its efforts in whole school sustainability. In 2023, Bella Mente was recognized as a Silver Level California Green Ribbon School.

Bella Mente is also a Leader in Me School using teaching practices to promote social and emotional learning. The practice teaches the 7-Habits of Highly Effective People made famous by Franklin Covey. Our staff sets high expectations for our students who we describe as "scholars." Bella Mente gives all scholars the opportunity to participate in an educational setting that values an atmosphere of respect, responsibility, which encourages all to be productive and safe. We believe that each scholar has amazing potential and supports independence and autonomy.

BMA is located in an urban area of Vista, California. BMA's 2021-2022 student population is 51.4% Hispanic, 34% White, 7.7% Multi Race, 3.2% Asian, 1.9% Black or African American, 1.5% Filipino and 0.2% American Indian.

Almost 53% of our students are identified as socioeconomically disadvantaged and 61% qualify for free and reduced meals. Currently over 9% of our population is experiencing homelessness, 17% have special needs, and we currently do not have foster youth students enrolled. BMA charter offers our scholars the Montessori experience free of cost, which would otherwise not be accessible due to the high cost associated with traditional private Montessori schools.

Reflections: Successes

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

BMA's personalized learning model based on Dr. Maria Montessori's educational philosophy is tailored to meet the needs and interests of all learners. It is a view based on supporting the development of the whole child - physical, social, emotional, cognitive. Using this lens, BMA developed a standards-based distance learning program to support all scholars. While state testing was suspended for the 2019-2020 school year and optional for the 2020-2021, BMA utilized the research based assessments developed by NWEA to measure scholar learning during this unusual time in educational history.
Through Professional Learning Communities, both grade-level teams and whole staff meetings, teachers and administration analyzed data to develop targeted interventions for scholars. Targeted interventions were implemented in the classroom by the teacher of record with additional support provided by two reading specialists, and/or after-school bilingual teachers. Students who found they needed additional assistance were offered support four days a week after normal school hours via a robust standard-based online tutoring program to support both English and Spanish speaking scholars.

Dashboard data for California has not been available since 2019 due to the COVID10 pandemic. For 2019, BMA demonstrated an increase of 5.8 points from the previous year in ELA for all students. An increase of 5.4 points in mathematics was demonstrated, scholars with Disabilities demonstrated an increase of 17.1 points, English Language Learners demonstrated an increase of 8.8 points.

In lieu of SBAC state assessments, BMA administered NWEA MAPs assessments for the 2019/20 and 2020/21 school year in the Fall, Winter, and Spring.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

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

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

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

LCAP Highlights

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

BMA Families: Parent participation was engaged in various formats including LCAP onine survey, Coffee Mingle Meetings with families, LCAP Parent Meetings. Parents were notified via automatic calls, email, WhatsApp group notifications, and text message in the parent/guardian's language of choice. An LCAP overview presentation was shared to explain LCAP/LCFF, and the importance of parent input.
-Online LCAP surveys for parents, scholars, and staff accessible through https://bellamentecharter.org/lcap-goals/
-LCAP Parent Meeting (Evening Meeting)
-DELAC Meetings: 4 per year
-Coffee Mingle with Leadership Team: Third Tuesday of each month all school year

Staff: Monday, May 1, 2023 staff meeting with tK-8th Classroom Teachers and Leadership Staff

Student Leadership Teams (middle school & elementary groups): Wednesday, May 17, 2023

Leadership Weekly Meetings

Board/Community: BMA LCAP Public Comment Board Meeting May 09, 2023 LCAP Approval June 13, 2023

A summary of the feedback provided by specific educational partners.

Parents/Guardians:

A Coffee Mingle to discuss the LCAP was held the third Thursday of each month.
Parents expressed appreciation for dance, basketballn and volleyball lessons held after school. A request was made for more additional courses, even if a cost is required for attendance. This addition would be to the school's L.E.A.P. (Lifelong Enrichment and Arts Program).
Having a school counselo, social worker and psychologist available to support student behavior and work with families is much appreciated.
Parents also inquired about on-site volunteer opportunities. Leadership team shared that the on-site Open House is planned for May 18, 2023 and volunteer opportunities are widely available onsite and from home. Parents are able to volunteer for field trips as well.
Research a resource that summarizes academic milestones in English & math by grade level for families to be better informed about their child's progress.
Very favorable after school program (tutoring, ukelele). Families requested more classes and inquired about whether students can participate in more than one class.

Grateful for bilingual liaison and front office staff communication w/parents in Spanish via WhatsApp, emails, calls, etc.
Increase physical education, more physical activities, make them more interesting, Expand art.
Continue field trips, garden (include parent volunteers), and increase fundraiser dinners.

Staff:
Staff approve of continuing with the following supplemental positions: Art, Health/PE, and Nutrition/Garden teachers and to keep the current academic schedule that honors the Montessori approach best.
Expand instructional assistant support for each classroom
A request was made to look into a new curriculum; which may be looked into as supplemental.
Health textbook requested by PE teacher will be reviewed by the site/parents before moving to adoption.

Scholar Leadership Team Meetings:
Elementary - Scholars in tutoring expressed a desire to continue the 30 minute after school tutoring program. Scholars also asked The Leader in Me be expanded and implemented schoolwide. Scholars in 3rd grade expressed the challenge of the current schedule as they don't have their older peers to support as they previously had.
Middle School - Scholars expressed dislike for tutoring including the Mathnasium program, and felt they know The Leader in Me habits already. Some feel the approach to classroom discipline is too severe and want a more proactive and solution-based way of moving forward.

Board/Community:
Feedback was provided by the board to focus on Social Emotional as well as academic achievement as we move into the last year of the three year cycle for the LCAP.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Goal 1
To make informed and appropriate recommendations in this goal, families expressed an interest in obtaining resources or training about academic and grade-level milestones students should reach at each grade-level. Having resources (handouts with grade-level benchmarks, workshops, and other informative tools) will be key to better inform families about how to make appropriate recommendations for Basic Services in the academics.

Goal 3 Action 1
Continue bilingual liaison (very favorable in getting parent engagement)
Goal 3 Action 3
Continue supporting school activities, particularly field trips and garden to engage families.
Goal 3 Action 4
Create monthly attenDANCE (VIP lunch dance w/Principal and dress-waiver pass) events to promote positive attendance with students

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

California State LCAP Priorities:
Priority 1: Basic Services (Equity, Staff, Curriculum)
Priority 2: State Standards (Assessment, Curriculum, Equity, Instruction)
Priority 4: Pupil Achievement (Assessment, Equity, Instruction, Curriculum for ELs)
Priority 7: Course of Study (Curriculum, Equity)

Bella Mente Academy's Goal 1 addresses four state priorities and was created based on the following measures:

SBAC Scores - BMA's SBAC baseline was taken from the 2018-19 scores: school-wide Orange Tier (below standard) ELA and Math; English Language Learners and Student with Disabilities subgroups in the Red Tier. Due to COVID-19, schools in the State of California did not participate in SBAC for the 2019-20 school year and the 2020-2021 was optional. BMA opted not to test students with the SBAC (and instead used internal data) for the 2020-2021 school year assessment.

NWEA MAP - BMA began administering the NWEA MAP formative assessment in the 2019-20 school year as internal data and maintained using MAP assessments throughout the 2020-21 school year. MAP data indicates an overall decrease in students At or Above Grade Level in both Reading and Math, except Kindergarten, First grade and Eighth grade. Except for Kindergarten, 50% or more students are performing below grade level standards.

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

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

the end of 2020-21 is 85% mastery. As of Spring 2021, ALEKS data (see below) indicates students in 4th and 5th grade are closer to achieving expected growth, although students in 6th-8th grades are demonstrating low percentages to achieve expected mastery of Math standards, by the end of 2020-21 school year. The present goal allows a focus on demonstrating growth in both ELA and Math to increase the number of students At or Above grade level standards.

In addition to BMA Staff Salaries, Goal 1 funding will support the following actions/supports to meet desired outcomes:
Action 1.1 - Reading Specialist to support literacy (personnel position)
Action 1.2 - ELA Wonders Curriculum
Action 1.3 - Rosetta Stone Curriculum for English Learners
Action 1.4 - Aleks as schoolwide online math supplemental curriculum
Action 1.5 - Studies Weekly as schoolwide social studies curriculum
Action 1.6 - NWEA Maps
Action 1.7 - Math Reveal McGraw Hill
Action 1.8 - Lexia
Action 1.9 - Learning A-Z
Action 1.10 - Learning without Tears
Action 1.11 - TCI Integrated Science
Action 1.12 - Basic Services (staffing)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Academic Performance Tiered System-student groups' performing 50 points or more below standard	The 2019-2020 SBAC test was cancelled due to COVID. The following baseline data was taken from the 2018-2019 results: All student groups except the White student group are below 50 points or more	2020-2021 BMA did not assess students with the state SBAC. Please refer to the local assessment metric below for results.	2021-2022 38.94% of students met or exceeded standard for ELA. 23.11% of students met or exceeded standard for Math.		By 2023-2024, all student groups will progress 30 points more from the 2018-2019 baseline data towards standard OR advance to the next SBAC Tier Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA standard, White student group are 32 points below Math standard and all other Student Groups are 50 or more points below Standard in Math (see chart above)				
Increase the % of students in grades 1-8 at or above grade level norms level math and ELA standards measured NWEA MAP will increase by 10% from Fall-Spring	The 2020-2021 NWEA data showed 50.84% proficiency in ELA and 34.15% proficiency in math.	Tentative data for the 2021-2022 school year shows a positive trajectory in both ELA and math. Schoolwide data from fall 2021 to spring 2022 ELA has increased by 7.68% (from 31.12% in Fall 2021 to 38.80% in Spring 2022) and math has increased by 13.25% (from 22.04% in Fall 2021 to 35.29% in Spring 2022). BMA is slowly closing the gap to reach its goal of 60% ELA proficiency and 40% math profiency.	Data shows a 6% increase in students in ELA across all grade levels from students below standards to meeting or above standards. Data shows a .2% decrease in math across all grade levels from students below standards to meeting or above standards.		By 2024, 60% of all students will be At or Above Grade Level Norms in grades 1-8 for ELA and 40% in math as measured by the NWEA MAPs local assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the % of all students working at Grade Level (GLM) measured by Lexia Assessments by Spring	The 2021 Spring data shows 47% of TK-8th grade students Below Grade Level 53% of TK-8th grade students are at Grade Level of Material (44%) or Above GLM (9%)	The 2022 Spring data shows 40% of TK-8th grade students Below Grade Level in Lexia reading level. 60% of TK-8th grade students tested at Grade Level of Material (38%) or Above GLM (22%), for an overall 7% increase from the Spring 2021 assessment. Students now testing Above Grade Level Material increased by 13% (from 9% in 2021 to 22% in 2022)! Given this trend, BMA expects to meet its 2024 goal of 75% of all students at or above GLM	In the fall of the 22-23 school year, 68% of students were below grade level. In the fall, 27% were at grade level and 5% were above grade level. In spring, the percentage of students below grade level decreased to 41%. In the spring, 33% were at grade level and 26% were above grade level.		By 2024, 75% of all students in grade K-8 will be at or above GLM as measured by the Spring Lexia Assessment
Increase the % of 4-8 grade students progressing towards grade level standards using ALEKS Spring assessment	Spring 2021 shows 21% of 4th -8th graders are moving toward proficiency	Spring data did not show a consistent usage of the ALEKS program.			By Spring 2024, all 4th -8th grade students will reach 85% mastery of core Math standard

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1-FTE-Reading Specialist	Reading Specialist will be funded to focus on English acquisition for our English Language Learners. ELL Students will be instructed in small groups to build speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom.	$103,772.00	Yes
1.2	NWEA MAPs	NWEA MAPs to provide internal assessment for all students to measure math, reading and language arts progress.	$10,000.00	Yes
1.3	Reveal Math	Standards based curriculum McGraw Hill Reveal Math for grades 7 and 8	$9,000.00	Yes
1.4	Instructional Assistants	Additional support to students through the use of Instructional Assistants funded by Title III funds	$5,000.00	Yes

Goal Analysis [2022-23]

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.

Bella Mente Montessori Academy feels it was able to implement the actions as planned for the 22-23 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The amounts budgeted for the 22-23 school year are equivalent to the amounts expended.

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

Bella Mente Montessori Academy continues Bella Mente understands the need for continuity of instruction across all methods of delivery. When schools first experienced closure in the Spring of 2020 due to COVID-19, Bella Mente started researching curriculums that would offer

high-quality instruction and allow educators to pivot between the classroom and online instruction easily. Bella Mente's Board of Directors approved a temporary adoption of a new curriculum for the 2020/21 school year. Teachers were trained on the curriculum before the end of the 2019/20 school year.

A single sign-on (SSO) program, Clever, was implemented to make daily use easy for students and teachers. All programs used are easy to access using this SSO. Teachers conducted live meetings daily with students and conducted small group instruction for struggling students. Instructional live meetings were recorded and posted in Google Classroom for students to refer back to if needed. Students who received support through special education continued to receive services via live meetings in accordance with their IEP. Students who are English Language Learners received daily support via a general/special teacher and reading specialist. The use of Clever and Google Classroom have remained in use while back to in-person learning.

The Montessori framework supports multigrade classrooms, which promote peer interaction, collaboration, and leadership skills. During Covid, each team had daily live interactions with students to meet their developmental needs. Teachers met with each grade level for a minimum of 30 minutes daily. This time included daily instruction regarding assignments and social interactions for students. For Grades 1-6, with the return to in-person learning, teachers of each grade taught ELA and Math in the morning, and Social Studies and Science (Cultural Studies) in the afternoon. Here, multigrade classrooms met for their Cultural Studies lessons and projects.

Bella Mente's Board of Directors approves curriculum to ensure student progress and achievement. The following curriculum has been adopted:

ELA: McGraw Hill, Wonders (TK-8), StudySync (7-8). Wonders is a comprehensive TK-8 literacy solution, designed to meet the challenges of today's classroom and reach all learners. A wealth of research-based print and digital resources provide unmatched support for building strong literacy foundations, accessing complex fiction and nonfiction texts, writing to sources, and building social-emotional learning skills. Whether in the core classroom, an English language learner, or benefiting from intervention support, Wonders provides students equity of access to rich texts and rigorous instruction. StudySync is a rigorous, student-centered curriculum that connects learning to students' lives beyond the classroom. StudySync's integrated reading and writing routines hone language and reading comprehension skills as students analyze and respond to increasingly complex texts. Every student using StudySync has the same opportunity and access regardless of native language, proficiency level, or physical, social, and emotional ability. Both programs pivot easily between classroom or online learning. In addition, McGraw Hill offers a library solution for both classroom and online reading. Big Universe is a K-12 digital literacy solution with thousands of leveled eBooks for all subjects.

Wonders consumables are also used as a writing component, crucial for our TK-3rd grade student population.

Reveal Math and McGraw Hill ALEKS (Assessment and Learning in Knowledge Spaces) are math programs used in TK-8 . Reveal is the core Math curriculum, and ALEKS is a web-based, artificially intelligent assessment and learning system, primarily used for higher-achieving students in grades 4-8. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS courses are very complete in their topic coverage. ALEKS is designed to be implemented in either a classroom or online setting.

Social Studies and Science: Studies Weekly is a customized, standards-based curriculum founded on deep learning strategies that increase student knowledge, and is used in grades TK-6. Studies Weekly is a hands-on curriculum where students can highlight, take notes, and complete learning strategies right on the publication. Every student has access to a robust online platform where they delve deeper into learning. Each student at Bella Mente has been provided with the publication and has access to the online platform. The online TCI Science curriculum is used in grades 6-8. TCI Social Studies is used in grades 7 and 8.

Art: Art class is available every week to students in TK-6th grade. A credentialed Art Teacher provides activities for students to express their creativity. Art is offered as an elective for students in grades 7-8, Tuesday-Friday.

Health: Every other week, Health class is held for students in 7th-8th grades.

Physical Education: All students are urged to participate in at least 60 minutes of physical activity daily. All first through sixth grade students receive two 60 minute blocks of physical education provided by a physical education teacher. Seventh and eighth grade students received 55 minutes blocks of physical education provided by a physical education teacher, Thursday-Friday. Physical fitness activities are available for all students and our PE instructor has implemented after school sports activities to stress the importance of physical activity. Bella Mente does not belong to a school sports league, but hopes to be able to do so in the future.

Garden/Nutrition: All students in grades tk-6 attend Garden/Nutrition classes with our Garden teacher once a week. Garden/Nutrition class is offered as an elective for students in grades 7-8, Tuesday-Friday.

Assessment: MAP (Measure of Academic Performance) Suite assessments and tools provide timely insights to educators, including seasonal learning loss and norms. The assessments in the MAP Suite give a thorough picture of student learning: how much they've grown, what they're ready to learn, and the specific skill gaps they need to master. Data analysis of student performance scores drives classroom instruction and student intervention.

English Language Learners receive support minutes every week. BMMA has ELL Certified Teachers for our students learning English and to provide professional support for our instructional staff. Wonders, Aleks, Studies Weekly, and Reveal have ELL content provided based on the California State Standards which integrate into the classwork for each student in need of language support.

3rd grade ELA: Standard Exceeded has improved each test except for 19/20 Fall MAPs. For Standards Not Met the percent of students has decreased showing consistent improvement. Standards Met had decreased with many students improving to Standard Exceeded.

3rd grade Math: Standard Exceeded decreased with CAASPP but increased with 19/20 Winter MAPs and then fell with 20/21 Fall Maps testing. For Standards Not Met the percent of students had a slight increase for 20/21 Fall Maps. The 17/18 CAASPP Standards Not Met was 54.67% vs 45% 20/21 Fall MAPs. Standards Met had increased with students moving down to Standard Exceeded and moving down to Standards Not Met.

Overall 3rd grade students are in the majority either Standards exceeded or Standards Not Met categories. This gap was addressed in the School Action Plan for more targeted interventions as well as in the LCAP.

4th grade ELA: Standards Exceeded has improved each year. Standards Not Met trended downward since 17/18. Standards Met fluctuated but when combined with Standards Exceeded improvement gains have been seen each year.

4th grade Math: The math trends have followed the ELA trends with smaller growth. Improvements in all standards have been shown.

4th grade overall has seen improvements. The Standards Not Met is better but more intervention would help the scores see greater gains.

5th grade ELA: Strong improvements in all standards have been gained since 17/18. The improvement in the Standards Not Met needs to be analyzed in more detail for applying the improvements to other grades.

5th grade Math: The improvements in Math can also be analyzed for applying what worked in other grades.

5th grade overall has some of the largest improvements. Analyzing with the team on how this was achieved can help with the other grades in Upper Elementary.

6th grade ELA: For 8th grade ELA the data shows that Standards Exceeded have increased as well as Standards Not Met.

6th grade Math: The overall trend of scores is downward. Maps have great fluctuation in the scores which make accurate analysis difficult. An analysis of the Maps Data may help show what areas need more work. Generally overall more intervention is needed for 6th Grade math, also addressed in the Schoolwide Action Plan and LCAP.

6th grade overall needs to improve. The Standards Exceeded and Standards Not met for ELA show an equity gap. The Math scores need target intervention to increase scores, addressed in the Schoolwide Action Plan and LCAP.

7th grade ELA: Standards Exceeded have improved significantly over the years. Standards Not Met have also seen a great decrease in numbers. More analyzing needs to be done to determine what has helped with this improvement.

7th grade Math: Significant improvement is also shown in Math. Aleks was implemented in the 2019/2020 school year. The greatest improvement has been in the last two years. Aleks and the artificial intelligence which focus on mastery of topics has helped with the test scores.

7th grade overall is doing well. More gain can be made but positive trends are seen.

8th grade ELA: Standards Exceeded are strong like 7th grade. Standard Not Met is not seeing improvement. The equity gap is shown with these scores and targeted intervention needs to be implemented.

8th Grade Math: Math scores are shown the same improvement as 7th grade. An important thing to note is that Aleks was also added to 8th grade curriculum fall 2019.

8th grade overall ELA intervention needs to be focused on for greater gains. Aleks curriculum needs to be kept as it is showing significant gains for students.

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.

As we continue to disaggregate data from the last state summative ELA and Math assessments, we acknowledge that the academic achievement of our students was significantly impacted by the school closure. Our EL population and students with disabilities population has been impacted the greatest. The data shows that we must continue to explore ways to further close the achievement gap for all of our students.

With this said, continuing work needs to be done in helping the students who are not meeting standards. Bella Mente is focusing on keeping the same state-approved and board-adopted curriculum for the next three years. The curriculum has changed twice since the last visit. By focusing on the same curriculum students and teachers will have familiarity with programs.

Raising student achievement: As a school with a very changing population, Bella Mente teachers are working hard to increase the academic achievement of our students. True learning loss has been seen. In response, the Executive Director received the support and approval of the Board of Directors to add an Assistant Principal and Director of Compliance and Academic Accountability during the 2022-2023 school year to focus on the achievement gap, and oversee the fulfillment of the LCAP.

Strengthening our MTSS process: With COVID, the first area of focus was on the emotional well-being of each child. When full in-person learning returned, teachers focused on each individual student to know if additional emotional support were needed. Due to current needs in addressing our student's social-emotional needs, BMMA has recently hired a second school counselor to provide the support that many of our students need, and to focus on our Multi-tiered Systems of Support (MTSS). Both counselors and the Assistant Principal have developed a stronger tiered intervention strategy and process to address behavior, academic, and social-emotional needs. Professional development for teachers has been given to ensure they implement interventions with fidelity consistently, understand the tier 2 and tier 3 process, and attend meetings with necessary data to ensure parent understanding of progress in order to make informed decisions regarding next steps.

Because of our focus group discussions, we have already started implementing intervention strategies for our students and have focused on professional development for our teachers in the areas of data analysis, use of state interim testing, along with allowable test supports. Our instructional aide schedule is routinely revised to support students with greatest need and focused small group and 1:1 support has been

used with greater fidelity. However, in our Focus Groups, we need to continue asking ourselves what innovative and collaborative efforts can we make to further close the achievement gap for all subgroups of students.

The actions in the coming year reflect the LEA's dedication to its original charter which provides a quality Montessori education for all of our students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

California State LCAP Priorities:
Priority 1: Basic Services (Equity to promote a sense of community, Staff to promote mental and physical health)
Priority 2: State Standards (Leader in Me Curriculum, Equity, Instruction of 7 Habits)
Priority 3: Parent Involvement (Student surveys, Family & Community involvement)
Priority 4: Pupil Achievement (College and career ready via Leader in Me)
Priority 5: Pupil Engagement (attendance rates, chronic absenteeism rates)
Priority 6: School Climate (Suspension/Expulsion rates, Surveys of pupils, parents and teachers)
Priority 7: Course of Study (The Leader in Me Curriculum, Equity)

Bella Mente Academy's Goal 2 addresses 7 state priorities and was created based on the following measures:

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

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

CA Dashboard Suspension/Expulsion Data - BMA had an increase in student suspension, in 2019. We were in the Orange Tier with an increased suspension rate of 1.8%. Restorative Practices training began in the 2018-19 school year and teachers and staff began full implementation at the end of the 2019-20. In 2019-20, BMA brought in The Leader in Me program to assist with building a stronger culture.

We saw the need to bring in a strong character development program based on principles and practices of personal, interpersonal and organizational effectiveness, and upon the powerful premise that every child possesses unique strengths and has the ability to be a leader.

Leader in Me - BMA will use the Leader in Me Measuring Results Assessment (measuring Leadership, Culture, and Academics) to determine schoolwide climate. The 2019-2020 results were 70/100, whereas 2020-2021 dropped to 36/100 mainly due to disconnection to campus given distance learning during COVID.

TK-8 Participation in Art, PE, Nutrition & Garden - Staff & Parent surveys favor enriching activities in these areas. The art teacher will meet with TK-6th Graders bi-weekly and 7th and 8th graders weekly. Art Program will develop in each scholar an interest in and the ability for creative expression in visual terms, using skills and techniques of artistic expression consistent with school guidelines; scholars will develop an aesthetic understanding and appreciation to discover and develop their talents in the field of art.

Goal 2 funding will support the following actions/supports to meet desired outcomes and build a more positive school climate:
Action 2.1 - The Leader in Me & online supplemental character curricula
Action 2.2 - Art Teacher
Action 2.3 - Nutrition/Garden Teacher
Action 2.4 - Bilingual Counselor

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Parent Surveys participation rate using survey feedback platform	2020-2021 20%-25% Survey Participation	2021-2022 continued little improvement	2022-23 The school attempted shorter surveys at a higher frequency level. While increases were incremental, they did not hit the 15% increase.		By Spring 2024, increase Parent Survey participation by 15% each year
Increase colored Tier status on CA School Dashboard Suspension Rate	2019 Suspension status was in "Orange" a 1.8% increase from 2018 "Blue" suspension status	The CA School Dashboard did not report 2020 or 2021 suspensions given COVID-19 school closures. BMA had 0	The 2022 Dashboard rated suspensions as medium with 1.1% suspended at least one day.		By Spring 2024, MBA will decrease in suspension rate to reach the "Blue" status by the end of three years

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		suspensions during COVID school closures in 2020 & 2021.			
Leader in Me assessment-MRA	MRA - Overall score from staff was 70 out of 100. Inclusive Leadership, Culture, and Academic.	The Spring 2021 MRA score was 36. The score dropped considerably possibly due to COVID 19 school closures.	The Spring 2022 MRA score has increased but has not met the 90 out of 100 threshold.		By Spring 2024, the Leader in Me MRA (measuring Leadership, Culture, and Academics) will reach an overall score of 90 out of 100.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Leader in Me	Leader in Me will be purchased to provide all staff with professional development regarding scholar leadership, developing goals with scholars, creating responsible citizens of the future, and developing lifelong habits of success.	$27,634.16	Yes
2.2	1-FTE Art Teacher	Art Teacher-will be funded to develop in scholars an interest in and the ability for creative expression in visual terms, using skills and techniques of artistic expression and creativity, on a bi-weekly basis for TK-8th grade.	$85,020.00	Yes
2.3	1-FTE Garden and Nutrition Teacher	Garden and Nutrition Teacher-will be funded to provide critical support to teachers and scholars to ensure that the school can maximize the Bella Mente garden science and nutritional education programs. The Garden and Nutrition program will provide students with hands-on	$77,136.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning, develop teamwork skills, environmental awareness and experiences in problem-solving.		
2.4	Second Step, Go-Zen, and Brain Pop/Brain Pop Junior	Softwares licenses to provide additional social emotional support to students.	$2,931.00	

Goal Analysis [2022-23]

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.

Bella Mente Montessori Academy feels it was able to implement the actions as planned for the 22-23 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The amounts budgeted for the 22-23 school year are equivalent to the amounts expended.

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

Bella Mente utilizes various SEL programs to address the social-emotional needs of students. The Vice Principal oversees the Leader in Me program, and provides professional development to teachers throughout the year to teachers on the delivery of the lessons in the classroom. Second Step is another program used by teachers as needed and also used by the school counselor when giving presentations in the classrooms. A new student leadership program, Bella Ambassadors, was created this year in order to develop leadership skills in students interested in being a part of the program. These students meet with the counselor at lunch and receive leadership trainings, help develop school-wide activities, hold supervised restorative circles when conflicts occur amongst students, and assist with transitioning 6th graders to middle school.

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.

Focus groups during the Western Association of Schools and Colleges (WASC) Accreditation renewal identitfie the importance of the Leader in Me program and Second Step to the entire staff. This identified strength brought about the funding of a full re-training on the Leader in Me program to ensure all new staff members to the team, as well as returning staff are fully versed on all aspects of the program. This will enable our team to better serve the SEL needs of our students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

California State LCAP Priorities:
Priority 1: Basic Services (Equity to promote a sense of community, Bilingual staff to promote parent engagement)
Priority 2: State Standards (Leader in Me Curriculum, Equity, Instruction of 7 Habits)
Priority 3: Parent Involvement (Student surveys, Family & Community involvement)
Priority 4: Pupil Achievement (College and career ready via Leader in Me)
Priority 5: Pupil Engagement (attendance rates, chronic absenteeism rates)
Priority 6: School Climate (Suspension/Expulsion rates, Surveys of pupils, parents and teachers)
Priority 7: Course of Study (The Leader in Me Curriculum, Equity)

BMA places great importance on active opportunities for families to be involved in their student's educational experience. Throughout COVID-19 restrictions, parents were periodically surveyed to compile vital information on scholars' access to technology, preferences for learning environments, and programs they wanted to be continued for up-coming school year. Survey results enabled BMA to develop programs, provide necessary technology and materials, and create instructional environments to best meet the needs of their students and families. Communication is the highest area concern reported by parents. BMA continues to provide professional development for all staff on effective communication skills and emphasizing the importance of keeping families informed of their student's academic progress, as well as, social and emotional well-being. BMA continues to ensure a positive learning environment which builds community with our families. The Principal and the Executive Director meet with families every month to answer questions and provide a forum for families to actively participate and provide input to how best to support their child's educational experience at BMA. All parent communication, family events and meetings are presented to families in both English and Spanish. BMA provides parent education nights throughout the school year on a variety of topics to empower families to support their scholars.
BMA places high value on increasing scholar attendance and emphasising the relationship between scholar attendance and scholar achievement. Teacher effectiveness is the strongest school-related determinant of scholar success, but chronic scholar absence reduces even the best teacher's ability to provide learning opportunities.
In 2017-2018 LEA was in the Green Tier for all students and in the Orange Tier for English Language Learners.
In 2018-19, all scholars dropped into the Orange Tier and English Language Learners stayed in the Orange Tier. An on-going family support and active communication with families there is still a great need to address absenteeism
2019-20 data was unable to be reported by Dashboard. Internal daily attendance data indicated an average 96.31% for the year.

2020-21 data also was not reported by Dashboard. Internal daily attendance data was 96.53%.

The LEA school counselor/social worker and Bilingual Community Liaison will support scholars and families to increase awareness and link resources to address attending school on a regular basis. In addition, our data warehouse system has a feature to flag students with excessive absences so that teachers and grade level intervention teams can address the attendance problems. Monthly DELAC committee meetings are held where attendance is discussed and ideas from parents are requested. Attendance Works has been used to implement ideas on improving attendance.

Goal 3 funding will support the following actions/supports to support parent engagement and meet desired outcomes
Action 3.1 - Bilingual Liaison in office
Action 3.2 - Bilingual attendance clerk
Action 3.3 - Provide Family Activities
Action 3.4 - Attendance Initiatives

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain Standard Met on CA School Dashboard-Parent and Family Engagement	2019 LEA-Met Standard 2020 Dashboard did not report on this measure due to COVID19	2021 Dashboard did not report on this measure due to COVID19	22 Dashboard, Standard Met.		By 2024, BMA will have three consecutive years of Standard Met
Increase parent participation at school events and meetings documented on attendance logs	5% of parents/guardians attend school activities	Given 2020-2021 school closure due to COVID19, parent participation was not available until after Spring 2021.	22-23 parent participation onsite and via Google Meet has increased.		By 2020, BMA will increase parents/ guardians attendance at school activities/meetings by 15% each year
Increase Chronic Absenteeism status above "Orange" on CA School Dashboard	2019-in Orange Tier	2021 Dashboard did not report on this measure due to COVID19	32.8% chronically absent on 22 Dashboard.		By Spring 2024, BMA will move from "Orange" Status to "Green or Blue" status

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					for by the end of three years.
Increase the attendance rate for Bella Mente students by .5%	LEA 2019-20 Attendance 96.53%	2020-21 data also was not reported by Dashboard due to COVID.	2021-22 and 2022-23 attendance continued to decrease as a result of COVID. Parent/Guardian education on the importance of their child's education was an LEA priority.		By Spring 2024, BMA will increase its Attendance Rate by .5% each year

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	1 FTE Bilingual Community Liaison	Bilingual Community liaison will be funded to a full-time position to increase parent connectedness to the school, and support families to become actively engaged in their scholars education. Bilingual Community liaison will link families to community outreach resources to address chronic absences, social and emotional support to improve student achievement and overall well-being. Additionally, Bilingual Community Liaison will provide workshops for parents and guardians to learn skills and strategies to support their scholars in school.	$56,623.00	Yes
3.2	.5 FTE Bilingual Attendance Clerk	Bilingual attendance clerk to make contact with families who are experiencing absences. Provide community outreach and resources to families in need to improve student achievement and overall well-being.	$31,802.84	Yes
3.3	Family Activities	Monthly meetings with the Leadership Team, formation of new PTA, field trips, Garden & Food family cooking workshops, Parent advisory committee/District English Learner Advisory Committee, monthly		No

Action #	Title	Description	Total Funds	Contributing
		coffee meetings, park playdates, fresh food distribution, family events on campus, parent volunteer opportunities.		
3.4	Bella Mente Attendance Initiative	Professional Development for all school staff, in creating an engaging, supportive school climate that motivates scholars to attend, fosters a belief that students can achieve, and encourages families to become and stay involved. Collaborate with the San Diego County of Education on resources and training to decrease chronic absenteeism. Frequent communication with families to address fears about Covid-19 among scholars and families as they return to school for the start of the school year. Maintain a positive, prevention oriented approach to working with families using Restorative Practices strategies. Collaborate with our community partners to promote the Attendance Awareness Campaign.		
3.5	Bilingual Social Worker	1 FTE Bilingual Social Worker to support students and families in academic and socioemotional growth	$74,000.00	Yes

Goal Analysis [2022-23]

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.

Bella Mente Montessori Academy feels it was able to implement the actions as planned for the 22-23 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The amounts budgeted for the 22-23 school year are equivalent to the amounts expended.

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

The LEA continues to increase parent involvement. At the closing of the 2022-23 school year, the school supported the formation of a new Parent Teacher Association (PTA) sponsored by the National PTA. Each month, Leadership met with parents/guardians on the third Thursday of the month. This consistent date allowed for parents to plan to be present on campus for this monthly meeting. The Bilingual Community Liaison and Bilingual Attendance Clerk were a valuable resource to provide primary language support to our families. These positions were direct contacts to families to identify barriers to attendance and offering solutions to these barriers.

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.

Due to a decrease in ADA, reorganization was required. The full time bilingual counselor position was not replaced after the staff member left the position at the end of the school year. The duties from this position were reassigned to the school Social Worker, and the school's two Bilingual Community Liaisons. Upon reflection, the LEA has decided to add an attendance goal to it's Leader in Me program to better focus staff efforts towards increasing attendance rates.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
465,874	19115

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
21.31%	1.43%	$75,201.61	22.74%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

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

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

The support/actions that have been beneficial to our subgroups will be carried over to the 2022-2023 LCAP. These include purchase of standard based curriculum, after school support, Instructional Assistants, access to Chromebooks, and Garden and Art Programs.

1. FT Reading Specialist who will work daily with target English instruction to assist scholars with English acquisition.

2. Standard based curriculum which has lessons to differentiate for all levels of learners

3. Programs such as Leader in Me, Art & Garden programs assist scholars with social/emotional development and health education.

4. Activities to increase parent involvement via community liaison, school events, and expand attendance programs.

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

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

BMA intends to spend the increased support by continuing to provide a reading specialist who specifically works with English Learners (Goal 1, Action 1). Standard-based curriculum, which differentiates instruction for all learners (Goal, Action 2, 3, 4). BMA is entering its third year of Leader in Me. LiM teaches habits for success and leadership skills for our subgroups especially (Goal 2, Action 1). BMA will continue to expand extracurricular offerings provided via the Art and Garden programs. Our scholars within the subgroups have benefited socially and emotionally from connecting with nature, health, and allows them to express their emotions through a healthy avenue (Goal 2, Action 2, 3).

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

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

BMA has a Reading Specialist, Bilingual Liaison, Attendance Clerk, Bilingual counselor, and targeted EL curriculum/ online programs to help English Learners and families engage in instruction/ school culture.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:22
Staff-to-student ratio of certificated staff providing direct services to students		1:24

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$383,406.00			$99,513.00	$482,919.00	$433,353.84	$49,565.16

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1-FTE-Reading Specialist	English Learners Foster Youth Low Income	$12,190.00			$91,582.00	$103,772.00
1	1.2	NWEA MAPs	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
1	1.3	Reveal Math	English Learners Foster Youth Low Income	$9,000.00				$9,000.00
1	1.4	Instructional Assistants	English Learners Foster Youth Low Income				$5,000.00	$5,000.00
2	2.1	Leader in Me	English Learners Foster Youth Low Income	$27,634.16				$27,634.16
2	2.2	1-FTE Art Teacher	English Learners Foster Youth Low Income	$85,020.00				$85,020.00
2	2.3	1-FTE Garden and Nutrition Teacher	English Learners Foster Youth Low Income	$77,136.00				$77,136.00
2	2.4	Second Step, Go-Zen, and Brain Pop/Brain Pop Junior					$2,931.00	$2,931.00
3	3.1	1 FTE Bilingual Community Liaison	English Learners Foster Youth Low Income	$56,623.00				$56,623.00
3	3.2	.5 FTE Bilingual Attendance Clerk	English Learners Foster Youth	$31,802.84				$31,802.84

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	**3.3**	Family Activities	All					
3	**3.4**	Bella Mente Attendance Initiative						
3	**3.5**	Bilingual Social Worker	English Learners Foster Youth Low Income	$74,000.00				$74,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,185,806	465,874	21.31%	1.43%	22.74%	$383,406.00	0.00%	17.54 %	**Total:**	$383,406.00
								LEA-wide Total:	$371,216.00
								Limited Total:	$12,190.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	1-FTE-Reading Specialist	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Bella Mente Academy	$12,190.00	
1	**1.2**	NWEA MAPs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bella Mente Academy	$10,000.00	
1	**1.3**	Reveal Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bella Mente Academy 7th and 8th	$9,000.00	
1	**1.4**	Instructional Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bella Mente Academy		
2	**2.1**	Leader in Me	Yes	LEA-wide	English Learners Foster Youth	All Schools	$27,634.16	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	1-FTE Art Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,020.00	
2	2.3	1-FTE Garden and Nutrition Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,136.00	
3	3.1	1 FTE Bilingual Community Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,623.00	
3	3.2	.5 FTE Bilingual Attendance Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,802.84	
3	3.5	Bilingual Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$623,755.42	$623,755.42

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1-FTE-Reading Specialist	Yes	$103,772.00	$103,772
1	1.2	Wonders Curriculum-Wonders for English Learners	Yes	$18,100.00	$18,100.00
1	1.3	Rosetta Stone Curriculum	Yes	$4,000.00	$4,000.00
1	1.4	ALEKS Curriculum	Yes	$6,000.00	$6,000.00
1	1.5	Studies Weekly	Yes	$9,520.00	$9,520.00
1	1.6	NWEA MAPs	Yes	$14,400.00	$14,400
1	1.7	Math Reveal McGraw Hill	Yes	$5,000.00	$5,000.00
1	1.8	Lexia	Yes	$10,729.00	$10,729.00
1	1.9	Learning A-Z	Yes	$1,000.00	$1,000.00
1	1.10	Learning Without Tears	Yes	$12,000.00	$12,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	TCI Integrated Science	Yes	$18,000.00	$18,000.00
1	1.12	Instructional Assistants	No Yes	$5,000.00	$5,000.00
2	2.1	Leader in Me	Yes	$17,587.42	$17,587.42
2	2.2	1-FTE Art Teacher	Yes	$88,800.00	$88,800.00
2	2.3	1-FTE Garden and Nutrition Teacher	Yes	$74,000.00	$74,000.00
2	2.4	Bilingual Counselor	Yes	$77,113.00	$77,113.00
2	2.5	Second Step, Go-Zen, BrainPop/Brain Jr.	Yes	$2,734.00	$2,734.00
3	3.1	1 FTE Bilingual Community Liaison	Yes	$50,000.00	$50,000.00
3	3.2	.5 FTE Bilingual Attendance Clerk	Yes	$32,000.00	$32,000.00
3	3.3	Family Activities	No		
3	3.4	Bella Mente Attendance Initiative			
3	3.5	Bilingual Counselor	Yes	$74,000.00	$74,000.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$524,439.42	$0.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1-FTE-Reading Specialist	Yes	$12,190.00			
1	1.2	Wonders Curriculum-Wonders for English Learners	Yes	$18,100.00			
1	1.3	Rosetta Stone Curriculum	Yes	$4,000.00			
1	1.4	ALEKS Curriculum	Yes	$6,000.00			
1	1.5	Studies Weekly	Yes	$9,520.00			
1	1.6	NWEA MAPs	Yes	$14,400.00			
1	1.7	Math Reveal McGraw Hill	Yes	$5,000.00			
1	1.8	Lexia	Yes	$10,729.00			
1	1.9	Learning A-Z	Yes	$1,000.00			
1	1.10	Learning Without Tears	Yes	$12,000.00			
1	1.11	TCI Integrated Science	Yes	$18,000.00			
1	1.12	Instructional Assistants	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Leader in Me	Yes	$17,587.42			
2	2.2	1-FTE Art Teacher	Yes	$88,800.00			
2	2.3	1-FTE Garden and Nutrition Teacher	Yes	$74,000.00			
2	2.4	Bilingual Counselor	Yes	$77,113.00			
2	2.5	Second Step, Go-Zen, BrainPop/Brain Jr.	Yes				
3	3.1	1 FTE Bilingual Community Liaison	Yes	$50,000.00			
3	3.2	.5 FTE Bilingual Attendance Clerk	Yes	$32,000.00			
3	3.5	Bilingual Counselor	Yes	$74,000.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,258,854		(1.43%)	1.43%	$0.00	0.00%	0.00%	$75,201.61	1.43%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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:

  o 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* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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