

LCFF Budget Overview for Parents

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

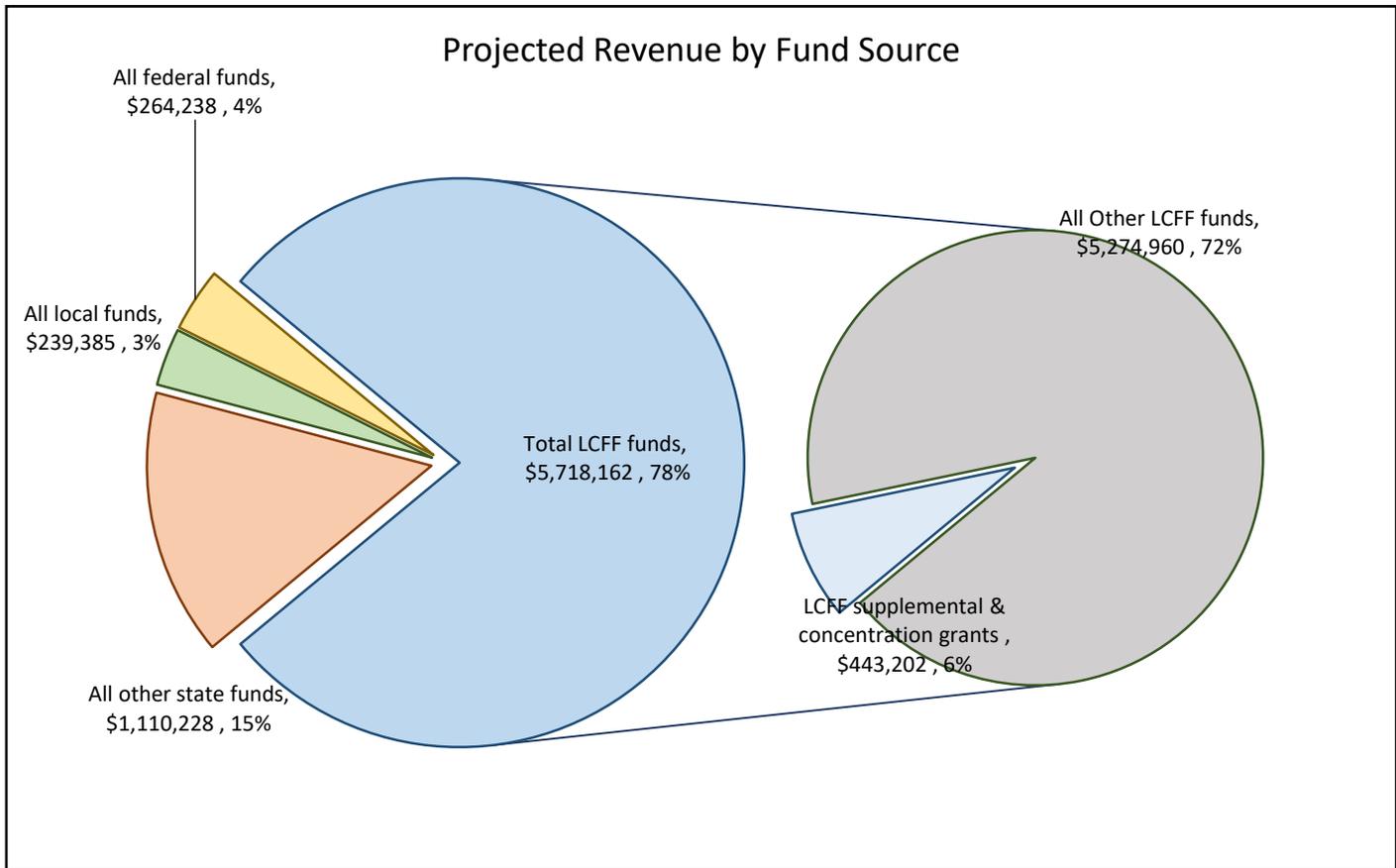
CDS Code: 37684520128223

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Carrie McCraw, 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 2019-2020 LCAP Year

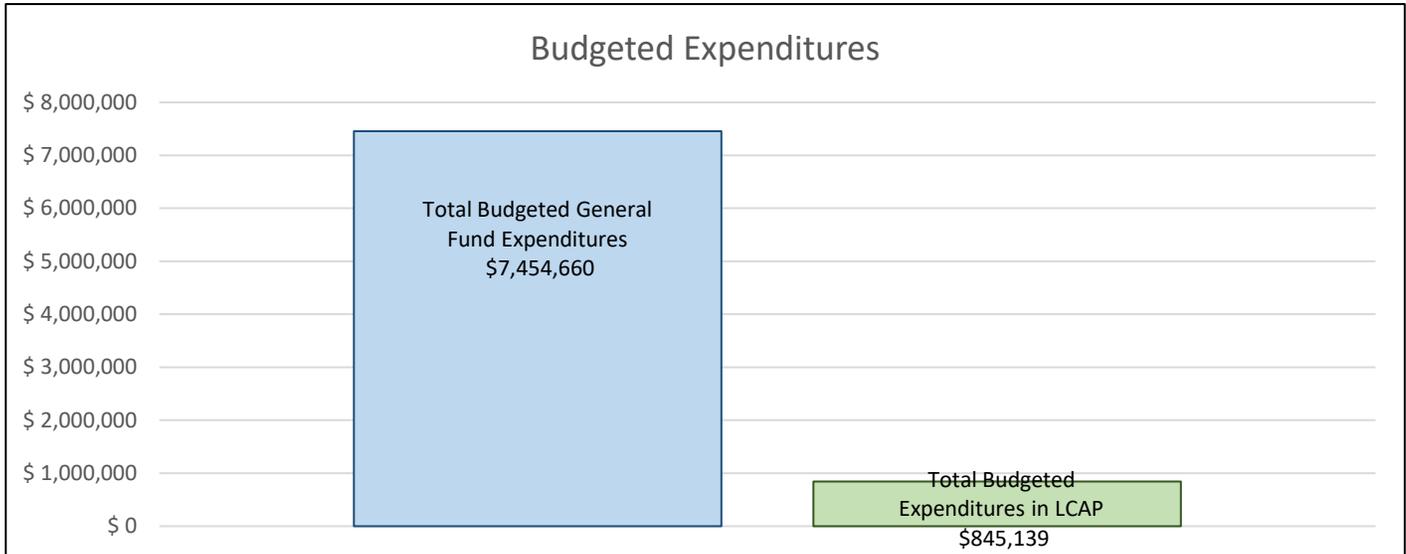


This chart shows the total general purpose revenue Bella Mente Montessori Academy expects to receive in the coming year from all sources.

The total revenue projected for Bella Mente Montessori Academy is \$7,332,013.00, of which \$5,718,162.00 is Local Control Funding Formula (LCFF), \$1,110,228.00 is other state funds, \$239,385.00 is local funds, and \$264,238.00 is federal funds. Of the \$5,718,162.00 in LCFF Funds, \$443,202.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bella Mente Montessori Academy plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Bella Mente Montessori Academy plans to spend \$7,454,660.00 for the 2019-2020 school year. Of that amount, \$845,139.00 is tied to actions/services in the LCAP and \$6,609,521.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

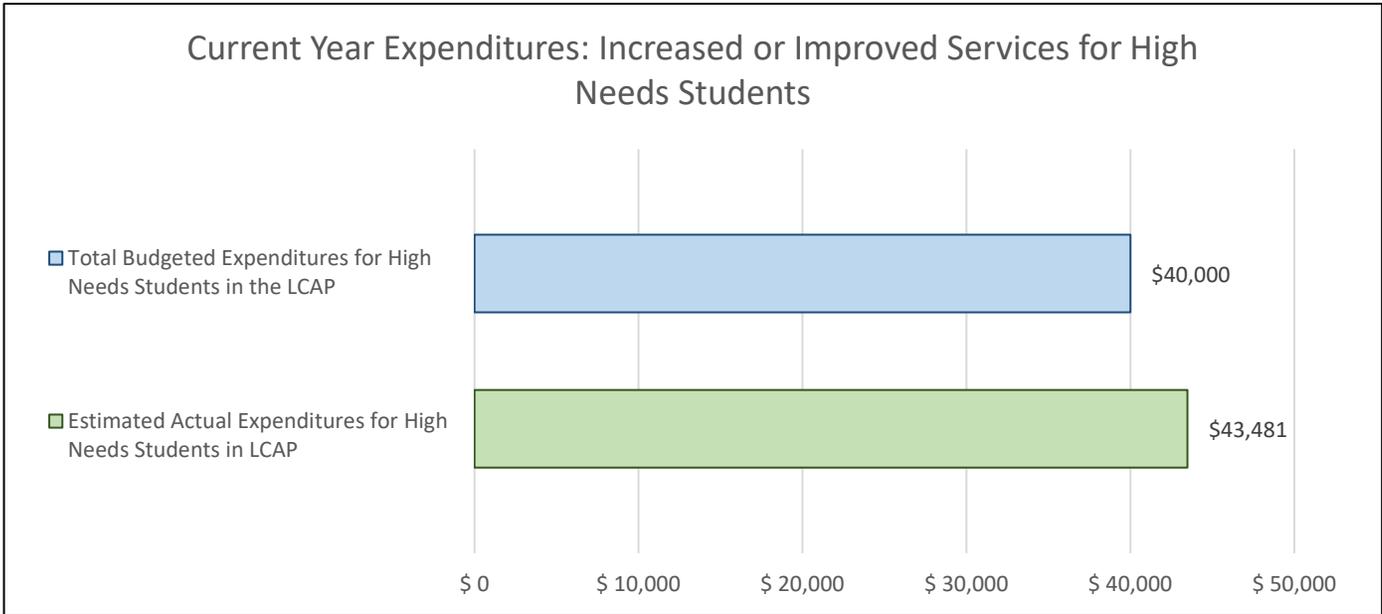
Expenditures not included in the LCAP include General Education teachers salaries and benefits, administrative staff salaries and benefits, support staff salaries and benefits, operational costs including utilities and rent.

Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Bella Mente Montessori Academy is projecting it will receive \$443,202.00 based on the enrollment of foster youth, English learner, and low-income students. Bella Mente Montessori Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Bella Mente Montessori Academy plans to spend \$845,139.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019



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.

In 2018-2019, Bella Mente Montessori Academy's LCAP budgeted \$40,000.00 for planned actions to increase or improve services for high needs students. Bella Mente Montessori Academy estimates that it will actually spend \$43,481.00 for actions to increase or improve services for high needs students in 2018-2019.

2019/20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Bella Mente Montessori Academy	Carrie McCraw, Principal	cmcraw@bellamentecharter.org

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Bella Mente is a free public Montessori school, located in northern San Diego County. Bella Mente opened its doors in the fall of 2013 with approximately 330 students. Since then, it has grown to serve almost 700 students, grades TK-8. The mission of Bella Mente Montessori Academy Charter School is to provide students with the opportunity to acquire an education based on a quality curriculum founded on the educational philosophy of Dr. Maria Montessori.

We rely on three vision statements to guide our school: 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.

The ethnic makeup of the student body is White(45.94%) , Hispanic(39.20%) , Identify as Two or More (9.03%), Asian(3.20%), Black or African American(2.29%), American Indian or Alaska Native (0.30%). Approximately forty four percent of the population is identified as part of our unduplicated pupil count (socioeconomically disadvantaged, English Learners, migrant youth, foster youth, homeless or a combination of these).

Our staff sets high expectations for our students who we describe as “scholars.”

I am a Responsible Scholar because I take ownership and am accountable for my academic and social choices.

I am a Respectful Scholar because I speak and act with care and treat all people and things with kindness.

I am a Safe Scholar because I am considerate and I value myself, my school, and others.

I am a Productive Scholar because I am prepared, organized and focused on reaching my goals.

As a Scholar my education is important to me and I strive to achieve my full potential.

LCAP Highlights

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

Bella Mente serves a diverse population of students ranging in socio-economic status, ethnicity and English Language proficiency. Since 2013, Bella Mente has seen an upward trend in the English Learner population. As a result, Bella Mente’s goal is to implement a rigorous and quality English Language Development program that will meet the needs of all students, regardless of English Language proficiency, race, gender and socio-economic background.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

With the implementation of the ELD curriculum, English Learners experienced great academic growth. The California Dashboard shares the following results:

Level 4: 28% (30% State), Level 3: 28% (34% State), Level 2: 30% (20% State), Level 1: 14% (14.6% State).

Additionally, BMMA maintained a .4% suspension rate for the year. Alternative methods for restoration were utilized, which minimized absences due to behavior infractions.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Bella Mente’s greatest needs are in the area of mathematics. Across the board from 4th-8th grade, over 70% of students did not reach “standard met/exceeded” on the Smarter Balanced Assessment Math Assessment. Additionally, students in grades 4 and 6 had less than 50% of students who scored “standard met/exceeded” on the Smarter Balanced English Language Arts Assessment.

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

The initial SBAC data indicates that students who are identified as English Learners or students with disabilities are underperforming across all grade levels. Initial and Summative ELPAC scores indicate that 44% of students scored “Beginning Stage or Somewhat Developed”. Additionally, English Learners scored 126 points below standard, while reclassified students scored 62.8 points below standard and English Only students scored 40.6 points below standard.

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 supported 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.

Annual Update

LCAP Year Reviewed: 2018/19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Ensure all teachers are prepared to help all students. Ensure all teachers are prepared to help all students (including LI Newcomers, and FY) successfully meet grade level standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: Basic Services, Implementation of State Standards, Pupil Achievement

Annual Measurable Outcomes

Expected

Actual

Reclassification rates will increase by 2%.	56% of student reports indicate "meet" or "exceeds".

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------

Purchase of Curriculum Materials- ELD Bella Mente adopted and purchased Wonders ELD curriculum for students who were identified as English Learners in grades K-3.	Bella Mente purchased and implemented Wonders ELD curriculum for students in grades K-3.	4000-4999: Books and Supplies LCFF Base \$15,000	4000-4999: Books and Supplies LCFF Base \$15,000
---	--	--	--

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Bella Mente adopted the Wonders ELD curriculum for the 2017/18 school year for implementation with all English Learners grades K-3. Professional development for Wonders was provided to staff in September 2017. Additionally, implementation guidelines were updated and presented to the teaching staff in December 2017. California's new assessment, ELPAC (English Language Proficiency Assessments for California) replaced the CELDT. Last year, BMMA completed phase 2 of implementation by providing a learning center for English Learners. EL students in grades 4-8 attend the class daily and receive direct instruction through the use of Wonders and LexiaCore5.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Phase 2 implementation of the Wonders ELD curriculum was effective in increasing our number of students who classified for reclassification. However, the implementation was inconsistent across grade levels. As a result, leadership provided specific instructional minute requirements based on grade level and student need. Additionally, an ELD log was required for all teachers who instructed students who were identified as English Learners. More consistent implementation yielded greater student outcomes as measured by interim and internal data collection.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual annual expenditures matched planned actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes are made to this goal for the 2019/20 school year.

Goal 2

Decrease the subgroup achievement gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 7, 8

Local Priorities: Basic Services, Implementation of State Standards, Pupil Achievement

Annual Measurable Outcomes

Expected

Actual

The percentage of students who score at or above standard will increase by 2% in the areas of ELA and Math.

The number of students who performed at “Standard Not Met/Standard Nearly Met” decreased from 2015/16- 2016/17 by 9%. (2015/16 54%, 2016/17: 45.6” The number of students who performed at “Standard Not Met/Standard Nearly Met” decreased from 2016/17- 2017/18 increased from 48%- 55%.

The number of students who performed at “Standard Not Met/Standard Nearly Met” increased from 2015/16 to 2016/17 by 1% (2015/16 72%, 2016/17 73%) The number of students who

	performed at “Standard Not Met/Standard Nearly Met” decreased from 2016/17- 2017/18 79% to 77%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - Reading Intervention Specialist Bella Mente planned to hire a full time staff member to provide services to students who are performing 2 or more levels below grade level. Students with IEPs and students who are identified as English Learners will participate in small group reading instruction.	A full time reading specialist teacher was employed for the duration of the 2018/19 school year.	1000-1999: Certificated Personnel Salaries LCFF Base \$67,000 1000-1999: Certificated Personnel Salaries Supplemental \$20,000	1000-1999: Certificated Personnel Salaries LCFF Base \$67,000 1000-1999: Certificated Personnel Salaries Supplemental \$23,481.20

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2 - Reading Intervention Specialist for English Learners and Students with Special Needs Bella Mente planned to hire an additional reading specialist to provide	A full time reading intervention teacher was employed for the duration of the 2018/19 school year.	1000-1999: Certificated Personnel Salaries LCFF Base \$67,000 1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries LCFF Base \$67,000 1000-1999: Certificated

designated English Language instruction to students grades k-8 who are identified as an English Learner.		1000-1999: Certificated Personnel Salaries Supplemental \$20,000	Personnel Salaries Supplemental \$0
--	--	--	--

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 3 - Go Math! Curriculum 1st-8th</p> <p>Bella Mente planned to adopt, purchase and implement the Go Math! curriculum for the 2017/18 school for all students in grades 1-8.</p>	<p>Bella Mente adopted, purchased and implemented the Go Math! curriculum for grades 1-8.</p> <p>Additionally, professional development was provided to staff 3 times during the school year.</p>	<p>4000-4999: Books and Supplies LCFF Base \$18,260.81</p>	<p>4000-4999: Books and Supplies LCFF Base \$18,260.81</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 4- Title IV funding will be spent on the purchase of additional chromebooks and the maintenance of existing inventory. Chromebooks will be used to provide students with a supplemental computer</p>	<p>Bella Ment purchased chromebooks for students in grades 1-8. Middle School students have 1:1 chromebook ratios. Students in grades 1-6 have a 2:1 ratio.</p>	<p>4000-4999: \$10,000</p>	<p>4000-4999: \$10,000</p>

based program used for ELD instruction. All students who are identified as an English Learner will have daily access to LexiaCore5, Reading Plus or StudySync.			
--	--	--	--

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Bella Mente hired a full time reading intervention teacher to provide reading support for students who were scored 2 or more grade levels below average. Bella Mente hired an additional reading specialist for the 2018/19 school year. The additional reading specialist position focused on students in grades 4-8 who were identified as English Learners.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The implementation of an additional reading specialist provided more opportunities for students to receive support in grades 4-8. As a result, student reclassification rates increased as measured by the initial and summative ELPAC assessment results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual annual expenditures match planned actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes are made to this goal for the 2019/20 school year.

Goal 3

Increase the number of students who will have access to a broader based educational program.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: Basic Services, Implementation of State Standards, Pupil Achievement

Annual Measurable Outcomes

Expected	Actual
Students will have greater access to extracurricular activities, including art and PE.	All students participated in art and garden classes weekly. Students received 200 instructional PE minutes as outlined by the state guidelines. Students also participated in 45 minutes of art each week.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1 - Physical Education Teacher</p> <p>Bella Mente planned to employ a full time credentialed PE teacher during the 2018/19 school year.</p>	<p>Bella Mente employed a full time credentialed PE teacher during the 2018/19 school year.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$48,974.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$48,974.00</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2 - Art Teacher Salary</p> <p>Bella Mente planned to employ a full time credentialed art teacher for the 2018/19 school year.</p>	<p>Bella Mente employed a full time credentialed art teacher for the 2017/18 school year.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$43,800.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$43,800.00</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Bella Mente employed full time PE and Art teachers for the duration of the 2018/19 school year. One of the challenges with any new program is the funding source. The art teacher was able to successfully provide art materials with the use of parent donations. PE equipment was purchased by the school. Scheduling difficulties were resolved in order provide consistent instruction for all students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Bella Mente employed full time PE and Art teachers for the duration of the 2018.19 school year. One of the challenges with any new program is the funding source. The art teacher was able to successfully provide art materials with the use of parent donations. PE equipment was purchased by the school. Scheduling difficulties were resolved in order provide consistent instruction for all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual annual expenditures match planned actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes are made to this goal for the 2019/20 school year.

Stakeholder Engagement

LCAP Year: 2018/19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Bella Mente administered stakeholder surveys during the spring of 2019. Students, staff and families were given an opportunity to provide feedback on school programs, the school year calendar, dress code policies and the school lunch program.

LCAP stakeholder meetings were held on: January 22 and March 14.. Additionally, the Bella Mente Executive Board received LCAP updates on April 11 and May 14.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Members shared feedback on the LCAP goals. Stakeholders were pleased with the continued implementation of a full time PE and Art program. Members were concerned about the drop in academic achievement in the areas of ELA and Math. Intervention plans and strategies were shared with the stakeholder community.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal.

Goal 1

Ensure all teachers are prepared to help all students.

Ensure all teachers are prepared to help all students (including LI Newcomers, and FY) successfully meet grade level standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: Basic services, implementation of State Standards, pupil achievement.

Identified Need:

Teachers need ongoing PD to provide them with the skills necessary to implement the new CCSS and ELD standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math and ELA proficiency rates will increase by 3% as measured by local	-16.17sy Interim scores show that the school-wide average percent for students	-17.18sy Interim scores show that the school-wide average percent for students		Math and ELA proficiency rates will increase by 3% as measured by SBAC.

interim assessments.	who achieved either Standard Met or Exceeded were 48% for ELA and 19% for Math	who achieved either Standard Met or Exceeded were 43% for ELA and 21% for Math		
Math and ELA proficiency rates will increase by 3% as measured by SBAC.	-16.17sy SBAC scores show that the school-wide average percent for students who achieved either Standard Met or Exceeded were 50% for ELA and 30% for Math	-17.18sy SBAC scores show that the school-wide average percent for students who achieved either Standard Met or Exceeded were 44% for ELA and 33% for Math	18.19sy CAASPP scores show that the school-wide average percent for students who achieved either Standard Met or Exceeded were 49% for ELA and 34% for Math	Math and ELA proficiency rates will increase by 3% as measured by SBAC.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools
--------------	-------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
-----------	-----------	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Purchase of Curriculum Materials - ELD

Purchase of Curriculum Materials - ELD

Purchase of Curriculum Materials - ELD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,190.41	\$21,190.41	\$21,190.41
Source	Base	Base	Base
Budget Reference	Approved Textbooks and Core Curricula Materials	Approved Textbooks and Core Curricula Materials	Approved Textbooks and Core Curricula Materials

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal.

Goal 2

Decrease the subgroup achievement gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 7, 8

Local Priorities: Basic services, implementation of State Standards, pupil achievement.

Identified Need:

Teachers need ongoing PD to provide them with the skills necessary to implement the new CCSS and ELD standards. Students need greater access to direct instruction and interventions. Instructional assistants will be provided to students in grades TK-3. Instructional Assistants will provide classroom support as well as after school tutoring support.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math and ELA proficiency rates will increase by 3% as measured by local	-16.17sy Interim scores show that the school-wide average percent for students	-17.18sy Interim scores show that the school-wide average percent for students	18/19 Interim scores show that the school-wide average for students who achieved either standard met or	Math and ELA proficiency rates will increase by 3% as measured by SBAC.

interim assessments.	who achieved either Standard Met or Exceeded were 48% for ELA and 19% for Math	who achieved either Standard Met or Exceeded were 43% for ELA and 21% for Math	standard exceeded increased from 52% to 68%. 18/19 Interim scores show that the school-wide average for school-wide average for students who achieved either standard met or standard exceeded decreased from 56% to 39%	
Math and ELA proficiency rates will increase by 3% as measured by SBAC.	-16.17sy SBAC scores show that the school-wide average percent for students who achieved either Standard Met or Exceeded were 50% for ELA and 30% for Math	-17.18sy SBAC scores show that the school-wide average percent for students who achieved either Standard Met or Exceeded were 44% for ELA and 33% for Math	18.19sy CAASPP scores show that the school-wide average percent for students who achieved either Standard Met or Exceeded were 49% for ELA and 34% for Math[utcome here]	Math and ELA proficiency rates will increase by 3% as measured by SBAC.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Changed	Changed
-----------	---------	---------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Primary/Lower Elementary Reading Specialist	Primary/Lower Elementary Reading Specialist	<ul style="list-style-type: none"> -Intervention classes for both ELA and Math to supplement grade level math classes -Afterschool intense focused instruction for ELA and Math -Additional PD for teachers to assure math curriculum is taught with fidelity -MAP assessment conducted during the school year to inform targeted instruction -Frequent data analysis to inform targeted instruction
---	---	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,974	\$48,974	\$67,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Base	1000-1999: Certificated Personnel Salaries LCFF Base	1000-1999: Certificated Personnel Salaries LCFF Base

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
-----	-------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Changed	Changed
-----------	---------	---------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Upper Elementary/Middle School Reading Specialist	Upper Elementary/Middle School Reading Specialist	Upper Elementary/Middle School Reading Specialist
---	---	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,974	\$48,974	\$50,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Base	1000-1999: Certificated Personnel Salaries LCFF Base	1000-1999: Certificated Personnel Salaries LCFF Base

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
-----	-------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	Changed	Changed
--	---------	---------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Go Math! Professional Development	Go Math! Professional Development	Go Math! Professional Development
-----------------------------------	-----------------------------------	-----------------------------------

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	\$2,800
Source			Base
Budget Reference			5000-5999: Services and Other Operating Expenditures

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Changed

Changed

2017-18 Actions/Services

Purchase of Go Math! Curriculum

2018-19 Actions/Services

Purchase of Go Math! Curriculum

2019-20 Actions/Services

Purchase of Go Math! Curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			1st-6th: \$18,260.81 Algebra 1: \$1,072.11 Pre-Algebra: \$4,791 Total: \$24,123.92
Source			Base

Budget Reference		4000-4999: Books and Supplies
------------------	--	-------------------------------

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Changed

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Instructional Assistants- Grades TK-3

Instructional Assistants- Grades TK-3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$300,000	\$400,000
Source		Supplemental and Concentration Funds	Supplemental and Concentration Funds
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Goal 3

Increase the number of students who will have access to a broader based educational program

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 7, 8

Local Priorities: Basic services, implementation of State Standards, pupil achievement.

Identified Need:

There are not enough students, from subgroups, with access to all curricular areas.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math and ELA proficiency rates will increase by 3% as measured by SBAC.	-16.17sy SBAC scores show that the school-wide average percent for students who achieved either Standard Met or Exceeded were 50% for ELA and 30% for Math	-17.18sy SBAC scores show that the school-wide average percent for students who achieved either Standard Met or Exceeded were 44% for ELA and 33% for Math	18.19sy CAASPP scores show that the school-wide average percent for students who achieved either Standard Met or Exceeded were 49% for ELA and 34% for Math	Math and ELA proficiency rates will increase by 3% as measured by SBAC.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

English Learners

All Schools

Actions/ServicesSelect from New, Modified, or Unchanged for
2017-18Select from New, Modified, or Unchanged for
2018-19Select from New, Modified, or Unchanged for
2019-20

Unchanged

Changed

Changed

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Physical Education Teacher- Full Time
EmployeePhysical Education Teacher- Full Time
EmployeePhysical Education Teacher- Full Time
Employee**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$48,974	\$48,974	\$70,777.83
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Base	1000-1999: Certificated Personnel Salaries LCFF Base	1000-1999: Certificated Personnel Salaries LCFF Base

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Art Teacher-Full Time Employee

Art Teacher-Full Time Employee

Art Teacher-Full Time Employee

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$43,800	\$43,800	\$83,975.91
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF Base	1000-1999: Certificated Personnel Salaries LCFF Base	1000-1999: Certificated Personnel Salaries LCFF Base

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Garden/Nutrition Teacher- Full Time Employee
--	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$86,147.58
Source			Base
Budget Reference			1000-1999: Certificated Personnel Salaries LCFF Base

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	Spanish Instruction for 7th/8th grade	Spanish Instruction for 7th/8th grade
--	---------------------------------------	---------------------------------------

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$600	\$15,000
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries LCFF Base	1000-1999: Certificated Personnel Salaries LCFF Base

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Coordinator of Curriculum and Instruction <ul style="list-style-type: none"> - Oversees “Foundations” courses for students in grades 1-8. - Leads Data Team meetings regularly with all teaching staff and instructional teams.
--	--	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$116,423.68
Source			Base
Budget Reference			1000-1999: Certificated Personnel Salaries

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	LEAP (Lifelong Enrichment and Arts Program)	LEAP (Lifelong Enrichment and Arts Program)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$5,280	\$5,280
Source		Base	Base
Budget Reference		2000-2999:Classified Personnel Salaries	2000-2999:Classified Personnel Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 466,893	2%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Instructional Assistants will provide support during the school day for students in grades TK-3. They will also support the free tutoring program provided to all students in grades 3-8 after school Monday-Thursday. Instructional assistants help to ensure students receive uninterrupted direct instruction from their teachers by assisting students with independent assignments throughout the Montessori work period.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a

description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any

subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?

13)What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Bella Mente Montessori Academy

CDS code:

37 68452 0128223

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA programs
with LEA plan requirements; not all
ESSA programs.)*

Title I, Part A

Title II, Part A

Title III, Part A

Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the

LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Bella Mente uses federal funds to provide enhanced services that are designed to close the achievement gap and support all students in meeting and exceeding standards. This plan is reflected in our LCAP.

Title I

Our Title 1 funds were allocated to provide an additional intervention teacher for our students in grades 4-8. The Intervention Teacher provided small group instruction to students who were identified as English Learners and for students who were performing below grade level in English Language Arts.

Title II

Title II funds supplement district funds that are allocated for professional development for teachers and other school staff. As a state requirement, teachers must complete an induction program. These funds fully covered new teacher induction fees and provided support providers for each teacher.

Title II

Over the past 2 years, Bella Mente has seen inconsistent student results as measured by the Smarter Balanced Assessment. As a result, a free after school tutoring program was provided for all students

grades 1-8. In order to better meet the needs of our students, in house credentialed staff assisted with daily tutoring. As a result, students received stronger direct instruction in the areas of English Language Arts and Mathematics.

Title IV

Bella Mente's 5 year technology plan includes providing additional technology to our students. Currently, our model includes 1:1 chromebook assignments for students in grades 7 and 8. Additionally, students in grades 4-6 follow a 2:1 chromebook assignment. As we move into the 2019/20 school year, Bella Mente will be implementing a chromebook checkout program for all students in grades 7 and 8. Title IV funds are allocated to provide service to existing chromebooks while also replacing chromebooks as they become obsolete

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Bella Mente's LCAP is a plan that guides the use of all funds available to the school. The school provides guidelines as they relate to goals and priorities. There are three that are identified as priorities for the 2019/20 school year: 1. Ensure all teachers are prepared to help all students. 2. Decrease the subgroup achievement gaps. 3. Increase the number of students who will have access to a broader based educational program.

The LCAP provides a plan for how these goals will be met with the implementation of a variety of action items. Goal 1 involves the purchase of ELD curriculum materials. Goal 2 uses funding to provide Go Math curriculum, a reading specialist teacher and a reading intervention teacher. Goal 3 uses funds to provide a physical education teacher, art teacher, garden/nutrition teacher and Coordinator of Community and Family Engagement. Additionally, funds will go towards providing free after school art and music enrichment.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Are minority students taught at higher rates than other students by ineffective teachers?

No

Are low income students taught at higher rates than other students by ineffective teachers?

No

Are minority students taught at higher rates than other students by inexperienced teachers?

8.8% of inexperienced teachers

All inexperienced teachers are provided with a mentor during their first year at Bella Mente. Additionally, all teachers conduct bi-weekly coaching meetings with the principal. During these meetings, data and instructional practices are reviewed.

Are low-income students taught at higher rates than other students by inexperienced teachers.

Bella Mente has ____% of inexperienced teachers.

Are minority students taught at higher rates than other students by out of field teachers?

No, Bella mente has 0% of out-of-field teachers

Effect on LCAP :

As a result of the data analysis, the LCAP was modified to increase funding that would provide additional support for after school tutoring for students in grades 4-8.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bella Mente is not identified as CSI or TSI.

ESSA Section 1112 (b)(7): How the district will implement effective parent and family engagement under section 1116, and build capacity for parent and family engagement.

Development of the parent and family engagement policy (ESSA Section 1116(a))

The school Parent Involvement Policy is reviewed yearly by the leadership team. The Parent Involvement Policy is updated based on feedback from stakeholder surveys and ADHOC meetings. Bella Mente is focused on increasing the parent involvement of our diverse community. Additional efforts are being made to ensure that our minority population feels welcomed and included in Bella Mente committee meetings and parent events.

Assistance to Parents:

An annual review of parent assistance is conducted by the leadership team. It is a priority to ensure that all parents are notified of their student progress and ways they can be of assistance. Progress reports and/or report cards are sent home quarterly. Parent/Teacher conferences are held 3 times per year and on an as needed basis. Parent Education Nights are also conducted throughout the year. The Parent Education Nights focus on Restorative Practices and Academic Support.

Bella Mente provides assistance for parents who are not English speakers. Bella Mente has a Comité de Educación y Cultura. Families meet with the committee monthly. Additionally, they created the ELAC committee, which will meet monthly to brainstorm ways for stronger collaboration between home and school. Additionally, all correspondence is translated into Spanish prior to distribution. Stakeholder surveys are reviewed annually to improve collaboration with all families.

Training and materials for parents to improve achievement (ESSA Section 116 (e)(2):

Training is provided to parents a variety of methods. Our incoming kindergarten parents receive training at the beginning of each school year. They are provided with practice ways they can be of assistance to their students. Additionally, packets are provided to all parents at the end of each year in an effort to provide summer academic support for students.

Weekly newsletters are sent to all families in both English and Spanish on a weekly basis. These newsletters provide a variety of information including ways to support students at home. For example, during the testing administration window, parents are provided with information on ways that they can be of assistance to their student in an effort to prepare for testing.

Staff Education on working with parents (ESSA Section 1116 (e)(3):

Bella Mente will be educating teachers during the pre-planning weeks in August 2019. During this time, teachers will learn strategies for interacting with parents and providing practical ways they can educate parents. Our teachers and staff value parent participation. Over the past year, we have seen an increase with parent participation as a result of the ELAC monthly committee meeting.

Parent Involvement programs and activities (ESSA Section 1116(e)(4):

Bella Mente is not a Title 1 school.

Communication with parents in format and language parts can understand (ESSA Section 1116(e)(5):

Information related to school and parent programs is provided in a variety of methods including weekly newsletters, parent education nights, text message correspondence, weekly team newsletters, website postings, flyer distribution and automated phone calls.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bella Mente currently has .45% of homeless children and youth. Any of our students who are identified as homeless automatically qualify for free breakfast and lunch. Bella Mente also provides information for services outside of the school, such as a free hotel program. On site support programs include a food pantry and care closet. The food pantry provides a bag of food each Friday for all students who qualify. The Care Closet has new and gently used clothing for school-aged children at no cost. If additional food is needed, support is provided by Top Notch Catering and Vista Teen Outreach.

Our Student Support Specialists are available during school hours. These staff members can provide counseling, small social groups, and conflict resolution support. If greater intervention is required, students are referred to an onsite counselor provided by a partnership with Palomar Family Counseling. Outside counseling referrals are made through North County Lifeline. Bella Mente administration provide support with the referral process as a way to expedite the enrollment process.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bella Mente does not have a separate preschool program. Additionally, Bella Mente is a single site district.

To help prepare our students for high school, Bella Mente provides high school visits to area schools as well as information sessions for parents and students. During these preview sessions, parents and students learn about the variety of high school options that are available in our immediate area. Parents and students are also provided with practical strategies for success as the student transitions into high school and prepares for college or career.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities

and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bella Mente provides on-going professional development for all staff. Our Professional Development plan is updated each year based on student and staff needs.

Data used for Planning

Bi-weekly teacher coaching meetings are held with the Principal. These meetings are focused on review of the Internal Data Dashboard. Individual student data is reviewed and strategies/interventions are planned based on need.

Pre-Planning Training

School-wide initiatives are a focal point of professional development upon return each year. During the upcoming pre-planning week, staff will focus on “The Leader In Me” program, parent education strategies and Go Math! curriculum implementation. Follow-up training is provided quarterly based on team and staff need.

Professional Development for Teachers

Teachers are permitted to request individual professional development based on interest. Leadership can also assign professional development as part of a staff improvement plan. During the 2018/19 school year, teachers participated in Montessori leadership training, Orton-Gillingham training, Lucy Calkins Writer's Workshop training and more.

Multi-Tiered System of Supports

The Bella Mente leadership team participated in the MTSS cohort training during the 2018/19 school year. A plan for intervention support was created and will be implemented during the 2019/20 school year. Specifically, the team focused on improving interventions through the use of "Foundations" courses, which would be offered for students who score 70% or lower. Students would be enrolled in the course each semester based on achievement levels. Additionally, Bella Mente will be implementing the MAPs assessments for the 2019/20 school year to guide instructional groups and enrollment in the "Foundations" courses.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bella Mente is a single site school.

Our professional development is focused on closing the achievement gap. Much of our training is held locally, on site in order to meet the needs of the majority of staff and students. While some sessions only require a single training, others may require follow based on teacher and team needs. For example, Go Math! training is team specific, thus our staff are broken into two groups based on grade level focus.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bella Mente uses data to determine professional development needs. The leadership team takes into account internal and state data, stakeholder surveys and program implementation success.

TITLE III, PART

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bella Mente is focused on providing rigorous ELD instruction to all students who are identified as English Learners. In 2016, Bella Mente begin the implementation of the BELIEF module professional development to all credential staff. In addition, Wonders ELD curriculum was purchased in 2017 for students in grades TK-3 and in 2018 for students in grades 4-6.

In addition, the our reading specialist and intervention teachers provide and support staff with the implementation of:

SDAIE (Specially Designed Academic Instruction in English)

ELD strategies

Use of adopted ELD curriculum (LexiaCore 5, Wonders ELD)

Curriculum planning and collaboration

Professional development was provided school-wide for ELD instruction and writer's workshop training. Go Math! curriculum implementation training was provided based on grade level. During the 2019/20 school year, staff will be provided with a more intensive follow up training on Go Math! best practices.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bella Mente implemented the following instructional requirements for students who are identified as English Learners:

- K-3: 30 minutes per day
- 4th and 5th (depending on the student's level of need) 20 -80 per **week** to reach benchmark level.
- 6-8 is 100 minutes per **week**.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ELD curriculum is used for designated ELD in grades TK-8. This instruction is supplemented with a computer-based, adaptive language software that provides targeted instruction.

The Lower Elementary Reading Specialist (TK-3) provides daily reading instructional support through a systematic instructional program. Best practices are implemented through the following:

- Small group instruction
- Use of evidence based instructional materials
- Careful design and planning
- Data-driven instruction

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bella Mente expectation is that students will increase achievement by 2% each year as measured by internal and SBAC data. For students coring at the lowest level receive more direct instruction

through the use of intervention and specialist teachers. Additionally, these students are referred to the SST process to ensure an increase in academic interventions and supports. Internal academic performance is measured 3 times per year through internal assessments (Go Math! interims, writing prompts, Scholastic Reading Assessments). Bella Mente will implement MAPs beginning August of 2019. We feel this will better monitor and track student progress across all grade levels and subject areas.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bella Mente will continue to provide increased access to technology in order to best meet the needs of our students. Title IV funds will be used to purchase new chromebooks needed. Additionally, funds will be used towards the maintenance and upkeep of exiting chromebooks in order to lengthen the life of our current inventory.