

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bellevue-Santa Fe Charter	Julie Turk Principal	jturk@bsfcs.org 805-595-7169

Plan Summary 2022-23

General Information

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

Bellevue-Santa Fe Charter School(BSFCS) is a small, neighborhood conversion K-6 charter school on the Central Coast of California serving 160 students. We are set amongst farm land in Avila Valley and are surrounded by coastal rolling hills. At the core of BSFCS is the simple yet compelling idea that the education of a student is a shared responsibility and cooperative endeavor between family, school, and community. In 1996 when Bellevue was at risk for closing, our school community diligently worked together to convert the school to a charter school and in doing so became the 93rd charter school in the state of California. Today, the students, teachers, administrator, parents, and the community at-large continue to work together to create a unique, compassionate, and inspiring environment where learning is optimized for our students. The BSFCS approach to education challenges students to reach their full potential, nurtures human relationships, and inspires a lifelong passion for learning.

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

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

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

Reflections: Successes

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

Our school continues to rank highest in the County on the California Assessment of Student Progress and Performance. All students who participated in the interventions provided for in the LCAP showed significant growth. Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.

Reflections: Identified Need

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

While there are no significant areas of need, 1.25% of students are not meeting standards and our LCAP provides opportunities for intervention and parent education. Our goal is for all students to meet standards as set forth but the State of California.

LCAP Highlights

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

As a community of life long learners our primary goal is continued staff development and parent involvement in the education process.

Comprehensive Support and Improvement

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

None

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Educational partners were encouraged to provide feedback on the LCAP through a town hall meeting and subsequent survey regarding each of the goals in January of 2022.

A summary of the feedback provided by specific educational partners.

Educational partners showed little interest in providing feedback on the LCAP.

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

The lack of participation has led to discussions how to further parent interesting the LCAP development process.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
		At the end of the 20/21 school year our students ELA CAASPP scores were the following: 60% Exceeded Standard 28.75%			

Local reading assessments and CAASPP ELA Scores	Baseline data will be gathered at the end of the 2020/2021 school year to determine students levels and intervention needs.	Met Standard 10% Nearly Met Standard 1.25% Standard Not Met This is compared to the State scores of: 49.1% Met or Exceeded Standard Local reading assessments showed 9% of students were in need of some sort of reading intervention. All students in reading intervention outside of the the Special Education program showed an increase of 3-5 levels over the course of the year.	[Intentionally Blank]	[Intentionally Blank]	All students will read at grade-level as indicated through local assessments and the English Language Arts scores on State standardized tests.
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Actions

Action #	Title	Description	Total FundsContributing
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Action #1	Implementation of a Reading Intervention Program	Develop and implement a reading intervention program for students needing Tier 2 and Tier 3 supports.	\$21,291.00	Yes
Action #2	Tier 1 and Tier 2 Reading and Writing Strategies	Develop and implement additional Tier 1 and Tier 2 reading and writing intervention strategies for classroom instruction.	\$6,150.00	No
Action #3	School-wide Literacy Practices	Develop school-wide literacy practices to promote positive reading experiences for all students.	\$0.00	No
Action #4	Leveled Library 21-22	Replace missing books from BSFCS leveled library.	\$1,000.00	Yes
Action #5	Leveled Library 22-23	Continue to build and expand BSFCS leveled library.	\$1,000.00	Yes
Action #6	Additional Instructional Materials	Assess needs of staff for additional instructional materials to support literacy.	\$0.00	Yes

Goal Analysis 2021-22

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

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation.

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

None

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

Reading intervention helped students move up 3-5 levels over the course of the year.

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

We will continue our goal to provide augmented ELA services.

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

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

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

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

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

Goal

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

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Local reading assessments and CAASPP ELA and Math Scores	Baseline data will be gathered at the end of the 2020/2021 school year to determine students levels and intervention needs.	9% of students show the need for reading intervention. The 15 students who received reading intervention showed a growth of 3-5 levels.	[Intentionally Blank]	[Intentionally Blank]	All students will perform at or above standard in ELA and Mathematics as determined by local reading assessments and CAASPP ELA and Mathematics Scores.

Actions

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

Goal Analysis 2021-22

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

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

Goal Analysis

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

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

For Action #1, "Develop and implement consistent, cross grade-level assessment protocols and reporting in English-Language Arts", teachers participated in training on assessment for reading. Due to multiple funding source require professional development, the rest of the designated staff development time was designated to Social Emotional Learning.

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

No budget was designated for this goal. AB 86 dollars were used for the reading intervention professional development.

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

Staff training is the first step toward completing this goal, the development of assessments will continue for the next two years.

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

None

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

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

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

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

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Stakeholder surveys	Family and staff surveys will be given in August 2021 relating to learning opportunities.	Parents participated in the California Healthy Kids Survey. No survey was given related to other learning opportunities.	[Intentionally Blank]	[Intentionally Blank]	All stakeholders will take an active role in the education of of BSFCS students.

Actions

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

Action #2	Professional Growth 21-22	Provide two professional development opportunities for staff in the area of language arts intervention.	\$1,000.00	Yes
Action #3	Outreach Opportunities 22-23	Provide three outreach learning opportunities for parent education.	\$0.00	No
Action #4	Professional Growth 22-23	Provide two professional development opportunities for staff in the area of mathematics intervention	\$1,000.00	Yes
Action #5	Outreach Opportunities 2023-June 2024	Survey parents for desired outreach learning topics and provide three opportunities for parent education.	\$0.00	No
Action #6	Professional Growth 23-24	Provide individualized professional development opportunities for staff-identified areas of growth.	\$0.00	No

Goal Analysis 2021-22

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

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

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

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

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

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

Goal Analysis

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

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

A parent survey around perceived needs in parent education will need to be developed.

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

AB 86 dollars paid for the staff development. The \$1,000 budgeted for this year will carry over.

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

Parents participated in a training on internet safety. It well received.

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

We will continue with the plan.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,346,566.00	\$18,206.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5%	0.05%	\$7,000.00	5%

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

Required Descriptions

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

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

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

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

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

n/a

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

2022-23 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2022-23	\$1,346,566.00	\$18,206.00	1.35%	0.05%	1.40%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Implementation of a Reading Intervention Program	All	Yes	Limited	Low-income	BSFCS	August 2021-June 2022
1	2	Tier 1 and Tier 2 Reading and Writing Strategies	All	No			BSFCS Classrooms	August 2021-June 2024
		School-wide						

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

3	1	Opportunities 21-22	All	No			BSFCS	June 2022
3	2	Professional Growth 21-22	All	Yes	Schoolwide	Low-income	BSFCS	August 2021-June 2022
3	3	Outreach Opportunities 22-23	All	No			BSFCS	August 2022-June 2023
3	4	Professional Growth 22-23	All	Yes	Schoolwide	Low Income	BSFCS	August 2022-June 2023
3	5	Outreach Opportunities 2023-June 2024	All	No			BSFCS	August 2023-June 2024
3	6	Professional Growth 23-24	All	No			BSFCS	August 2023-June 2024

2022-23 Data Entry Table Continued

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
1	1	\$21,291.00	\$0.00	\$21,291.00	\$0.00	\$0.00	\$0.00	\$21,291.00	0%
1	2	\$0.00	\$6,150.00	\$6,150.00	\$0.00	\$0.00	\$0.00	\$6,150.00	0%

1	3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
1	4	\$120.00	\$880.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0%
1	5	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0%
1	6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
2	1	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
2	2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
2	3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
3	1	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
3	2	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0%
3	3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
3	4	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0%
3	5	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
3	6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$31,441.00	\$0.00	\$0.00	\$0.00	\$31,441.00	\$21,411.00	\$10,030.00

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

1	6	Instructional Materials		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	1	School-wide Assessment Protocols and Reporting-Reading	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2	School-wide Assessment Protocols and Reporting-Mathematics	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	3	Review of Assessment Protocols and Reporting	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	1	Outreach Opportunities 21-22	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	2	Professional Growth 21-22	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
3	3	Outreach Opportunities 22-23	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	4	Professional	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00

		Growth 22-23						
3	5	Outreach Opportunities 2023-June 2024	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	6	Professional Growth 23-24	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$1,346,566.00	\$18,206.00	0.01%	0.05%	0.06%	\$21,291.00	0.00%	0%

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$25,291.00	\$25,291.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$21,291.00	\$21,291.00
Schoolwide Total:	\$4,000.00	\$4,000.00

Goal Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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1	1	Implementation of a Reading Intervention Program	Yes	Limited	Low-income	BSFCS	\$21,291.00	0%
1	4	Leveled Library 21-22	Yes	Schoolwide	Low-income	BSFCS Library	\$1,000.00	0%
1	5	Leveled Library 22-23	Yes	Schoolwide	Low-income	BSFCS Library	\$1,000.00	0%
1	6	Additional Instructional Materials	Yes	Schoolwide	Low-income	BSFCS Classrooms	\$0.00	0%
3	2	Professional Growth 21-22	Yes	Schoolwide	Low-income	BSFCS	\$1,000.00	0%
3	4	Professional Growth 22-23	Yes	Schoolwide	Low Income	BSFCS	\$1,000.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$31,441.00	\$22,291.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Implementation of a Reading Intervention Program	Yes	\$21,291.00	\$21,291.00
1	2	Tier 1 and Tier 2 Reading and Writing Strategies	No	\$6,150.00	\$0.00
1	3	School-wide Literacy Practices	No	\$0.00	\$0.00
1	4	Leveled Library 21-22	Yes	\$1,000.00	\$1,000.00
1	5	Leveled Library 22-23	Yes	\$1,000.00	\$0.00
1	6	Additional Instructional Materials	Yes	\$0.00	\$0.00
2	1	School-wide Assessment Protocols and Reporting-Reading	No	\$0.00	\$0.00

2	2	School-wide Assessment Protocols and Reporting-Mathematics	No	\$0.00	\$0.00
2	3	Review of Assessment Protocols and Reporting	No	\$0.00	\$0.00
3	1	Outreach Opportunities 21-22	No	\$0.00	\$0.00
3	2	Professional Growth 21-22	Yes	\$1,000.00	\$0.00
3	3	Outreach Opportunities 22-23	No	\$0.00	\$0.00
3	4	Professional Growth 22-23	Yes	\$1,000.00	\$0.00
3	5	Outreach Opportunities 2023-June 2024	No	\$0.00	\$0.00
3	6	Professional Growth 23-24	No	\$0.00	\$0.00

2021-22 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$18,206.00	\$25,291.00	\$22,291.00	\$3,000.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Implementation of a Reading Intervention Program	Yes	\$21,291.00	\$21,291.00	0.00%	0.00%
1	2	Leveled Library 21-22	Yes	\$1,000.00	\$1,000.00	0.00%	0.00%

1	3	Leveled Library 22-23	Yes	\$1,000.00	\$0.00	0.00%	0.00%
1	4	Additional Instructional Materials	Yes	\$0.00	\$0.00	0.00%	0.00%
3	1	Professional Growth 21-22	Yes	\$1,000.00	\$0.00	0.00%	0.00%
3	2	Professional Growth 22-23	Yes	\$1,000.00	\$0.00	0.00%	0.00%

2021-22 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals	\$1,346,566.00	\$18,206.00	0.05%	0.06%	\$22,291.00	0.00%	0.02%	\$53,862.64	0.04%

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2021

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Bellevue-Santa Fe Charter School
CDS code:	40688096043194
LEA contact information:	Julie Turk, (805)595-7169, jturk@bsfcs.org
Coming School Year:	2022 – 23
Current School Year:	2021 – 22

*NOTE: The "High Needs Students" referred to in the tables

Projected General Fund Revenue for the 2022 – 23		Amount
Total LCFF funds	\$	1,346,566
LCFF supplemental & concentration grants	\$	18,206
All other state funds	\$	216,884
All local funds	\$	37,700
All federal funds	\$	62,325
Total Projected Revenue	\$	1,663,475
Total Budgeted Expenditures for the		Amount
Total Budgeted General Fund Expenditures	\$	1,687,247
Total Budgeted Expenditures in the LCAP	\$	31,441
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	31,441
Expenditures not in the LCAP	\$	1,655,806
Expenditures for High Needs Students in the 2021 –		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	31,441
Actual Expenditures for High Needs Students in LCAP	\$	24,441

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Because our LCAP Supplemental and Concentration funds are so small, all operating expenses, including personnel, supplies, and operating expenditures are included in the LCAP.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>No prompt displayed.</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2021 – 22 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2021 – 22.</p>	<p>The action of expanding writing assessments was not met as professional development time was utilized by the increased training in SEL due to AB 86 requirements.</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bellevue-Santa Fe Charter School

OS Code: 40688096043194

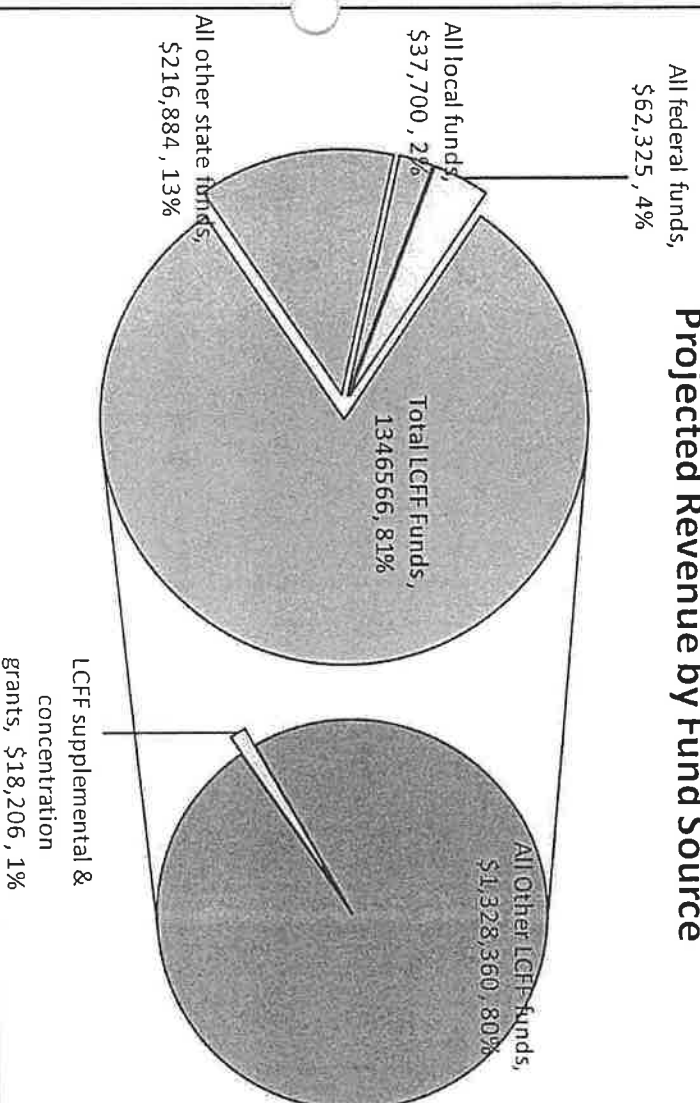
School Year: 2022 – 23

LEA contact information: Julie Turk, (805) 595-7169

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

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

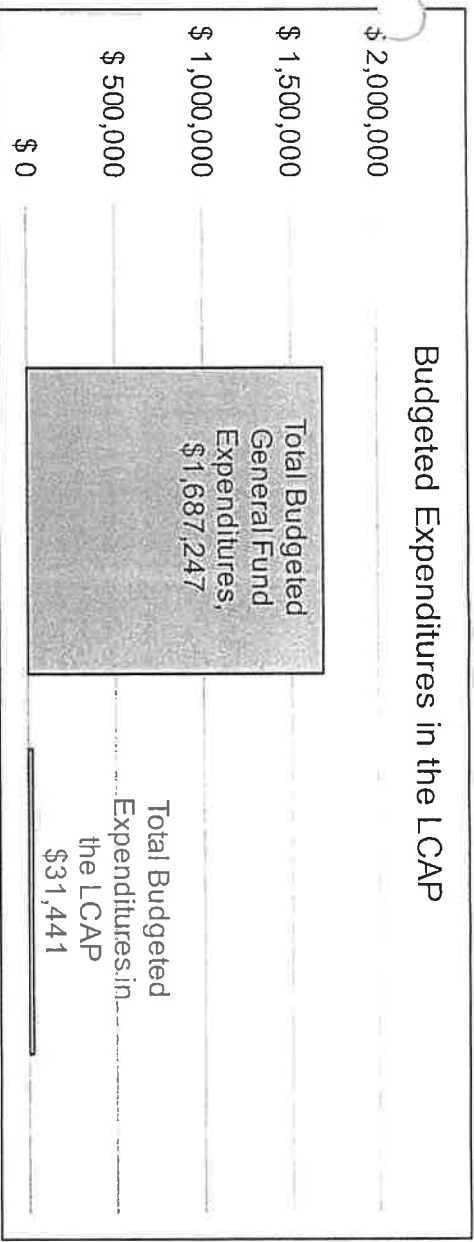


This chart shows the total general purpose revenue Bellevue-Santa Fe Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bellevue-Santa Fe Charter School is \$1,663,475.00, of which \$1,346,566.00 is Local Control Funding Formula (LCFF), \$216,884.00 is other state funds, \$37,700.00 is local funds, and \$62,325.00 is federal funds. Of the \$1,346,566.00 in LCFF Funds, \$18,206.00 is generated based on the enrollment of high needs students (foster youth, English learners and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Bellevue-Santa Fe Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bellevue-Santa Fe Charter School plans to spend \$1,687,247.00 for the 2022 – 23 school year. Of that amount, \$31,441.00 is tied to actions/services in the LCAP and \$1,655,806.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

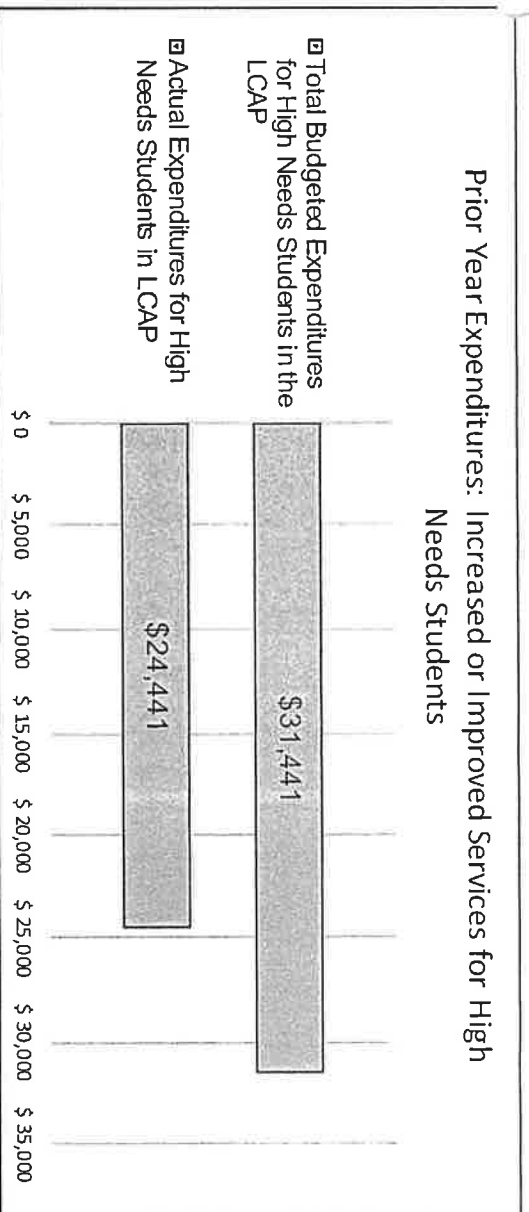
Because our LCAP Supplemental and concentration funds are so small, all operating expenses, including personnel, supplies, contracts and utilities are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Bellevue-Santa Fe Charter School is projecting it will receive \$18,206.00 based on the enrollment of foster youth, English learner, and low-income students. Bellevue-Santa Fe Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bellevue-Santa Fe Charter School plans to spend \$31,441.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Bellevue-Santa Fe Charter School budgeted last year in the LCAP for actions or services that contribute to increasing or improving services for high needs students with what Bellevue-Santa Fe Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

A text description of the above chart is as follows: In 2021 – 22, Bellevue-Santa Fe Charter School's LCAP budgeted \$31,441.00 for planned actions to increase or improve services for high needs students. Bellevue-Santa Fe Charter School actually spent \$24,441.00 for actions to increase or improve services for high need students in 2021 – 22. The difference between the budgeted and actual expenditures of \$7,000.00 had the following impact on Bellevue-Santa Fe Charter School's ability to increase or improve services for high need students:

The action of expanding writing assessments was not met as professional development time was utilized by the increased training in SEL due to AB 86 requirements.

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Bellevue-Santa Fe Charter School

CDS Code: 40688096043194

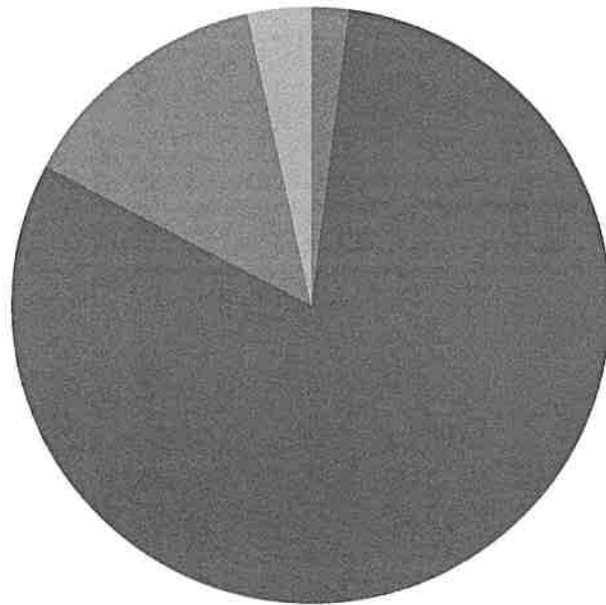
School Year: 2022 – 23

LEA contact information: Julie Turk, (805)595-7169, jturk@bsfcs.org

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

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

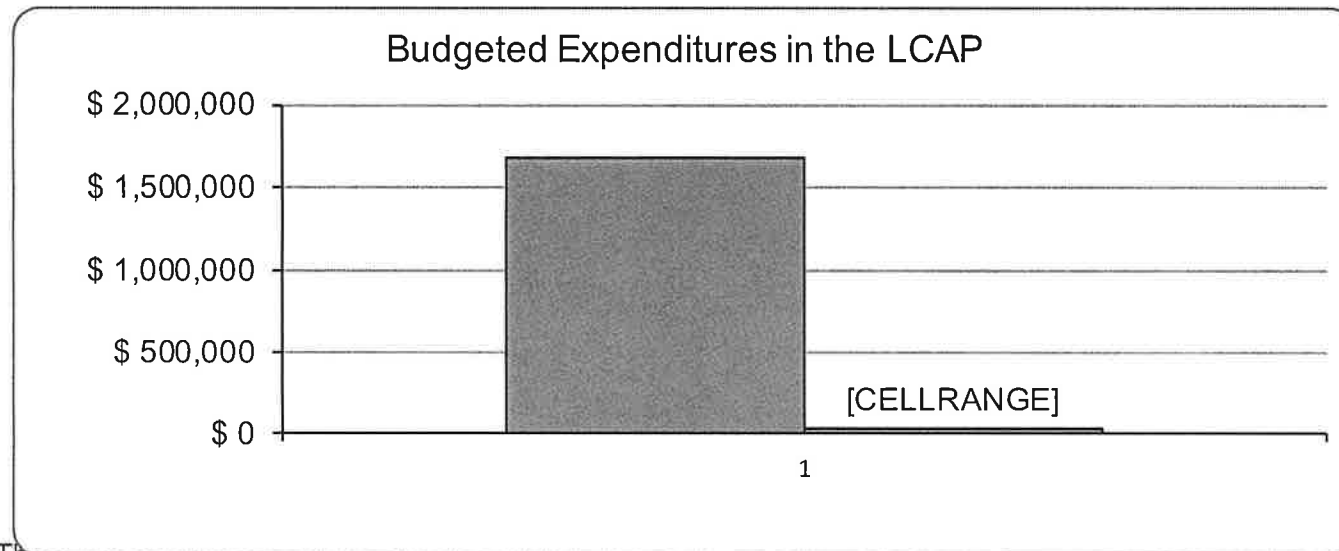


the coming year from all sources.

Is to receive in

The text description for the above chart is as follows: The total revenue projected for Bellevue-Santa Fe Charter School is \$1,831,456.00, of which \$1,514,547.00 is Local Control Funding Formula (LCFF), \$216,884.00 is other state funds, \$37,700.00 is local funds, and \$62,325.00 is federal funds. Of the \$1,514,547.00 in LCFF Funds, \$36,980.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Bellevue-Santa Fe Charter School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bellevue-Santa Fe Charter School plans to spend \$1,687,247.00 for the 2022 – 23 school year. Of that amount, \$31,441.00 is tied to actions/services in the LCAP and \$1,655,806.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

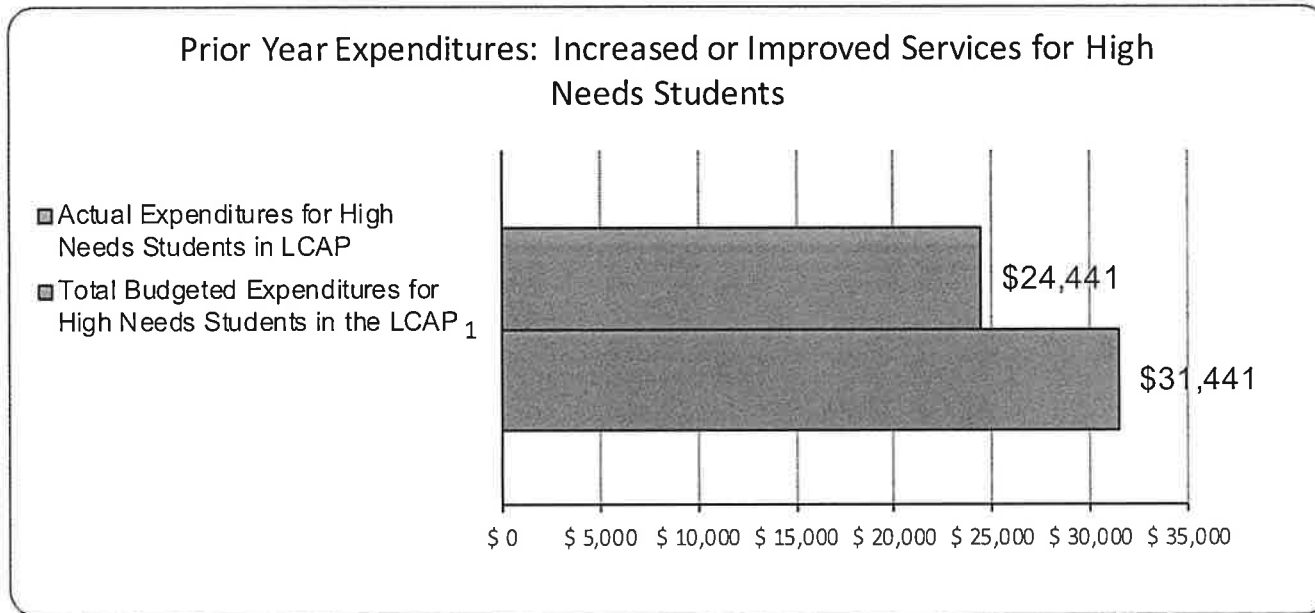
Because our LCAP Supplemental and Concentration funds are so small, all operating expenses, including personnel, supplies, and operating expenditures are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Bellevue-Santa Fe Charter School is projecting it will receive \$36,980.00 based on the enrollment of foster youth, English learner, and low-income students. Bellevue-Santa Fe Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bellevue-Santa Fe Charter School plans to spend \$31,441.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

No prompt displayed.

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Bellevue-Santa Fe Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bellevue-Santa Fe Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Bellevue-Santa Fe Charter School's LCAP budgeted \$31,441.00 for planned actions to increase or improve services for high needs students. Bellevue-Santa Fe Charter School actually spent \$24,441.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$7,000.00 had the following impact on Bellevue-Santa Fe Charter School's ability to increase or improve services for high needs students:

The action of expanding writing assessments was not met as professional development time was utilized by the increased training in SEL due to AB 86 requirements.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bellevue-Santa Fe Charter School	Julie Turk, Principal	jturk@bsfcs.org (805)595-7169

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Bellevue-Santa Fe Charter school did not receive Increased LCAP Concentration Grant funding from the Budget Act of 2021 due to our small percentage of unduplicated students (low-income, foster youth, and homeless).

The Expanded Learning Opportunities Grant Plan was discussed with educational partners and adopted at the June 1, 2021 Governing Board meeting with an estimated total allocation of \$139,951.

We will receive a total of \$50,000 in ELOP funds to be dedicated to the Extended Learning Opportunity Program, in conjunction with the YMCA afterschool program, to provide opportunities for our unduplicated students creating a 9-hour school day and an opportunity for an additional 30 days of engagement beyond the school calendar.

We are beginning the 2022-23 LCAP planning process and held a town hall meeting on January 27 for all educational partners to discuss current goals and actions in this first of a three-year LCAP cycle. Family and staff surveys will be sent out late-February through early March.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Bellevue-Santa Fe Charter School did not receive this funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Bellevue-Santa Fe Charter School did not receive this funding.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Bellevue-Santa Fe Charter School did not receive this funding.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

One-half of a staff member's salary is being paid with LCAP supplemental funds and used to augment the reading intervention program providing reading intervention for underperforming students. The leveled reading libraries have been replenished. A parent education night was held September 30, 2021 with approximately fifty parents in attendance.

The Expanded Learning Opportunities Grant Plan is underway, including the addition of reading intervention, afterschool tutoring, increased in-class support with a paraprofessional and Social-Emotional Learning professional development for staff and instruction for students. The sixteen students in reading intervention showed an average of three levels of growth from September to December, 2021. Forty-seven students attend after school tutoring. All staff were trained in reading intervention, through Literacy Footprints, for future years when funding is no longer available. Staff have begun collaborative training in Social Emotional Learning.