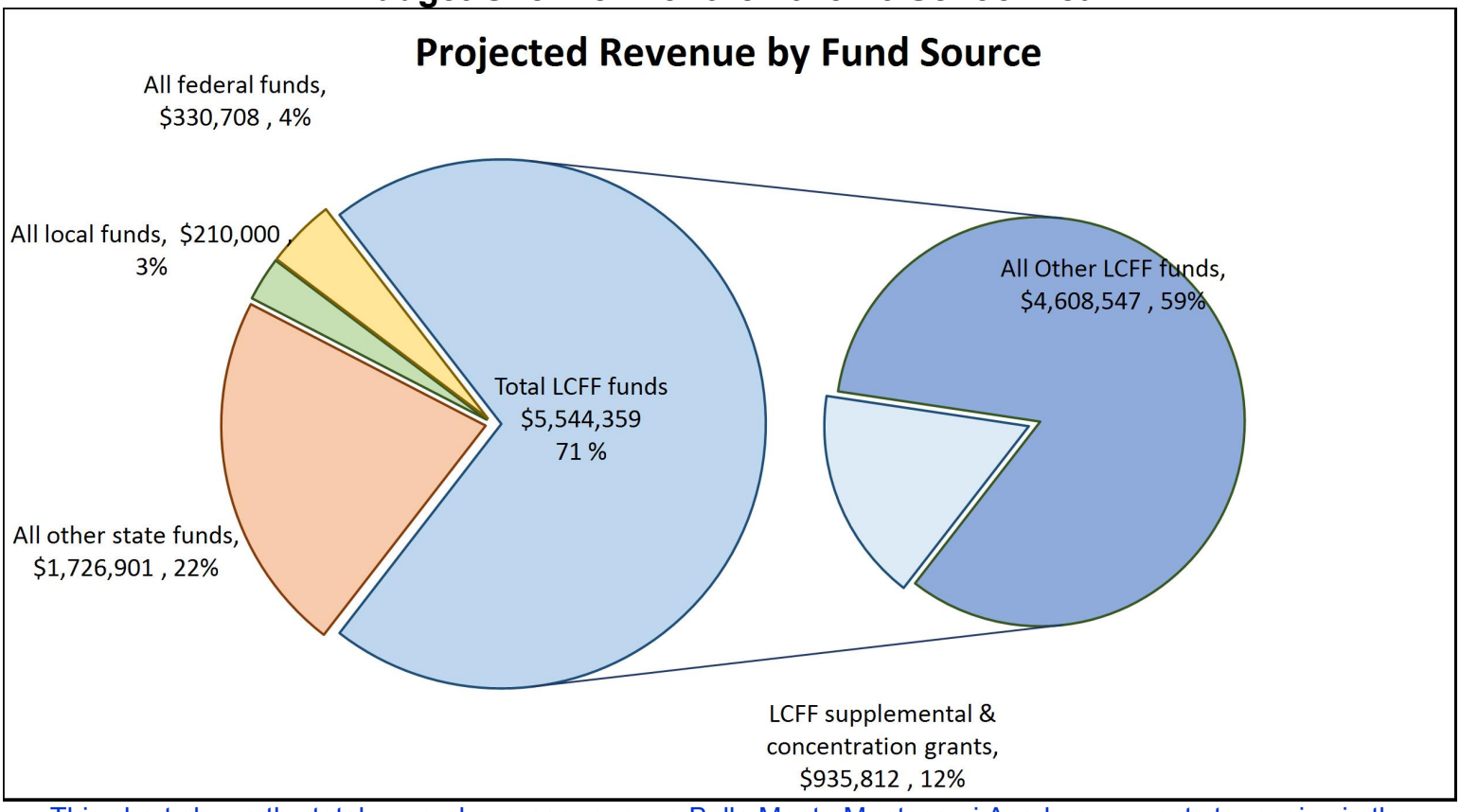
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bella Mente Montessori Academy
CDS Code: 37684520128223
School Year: 2025-26
LEA contact information:
Erin Feeley
Superintendent
info@bellamentecharter.org
760-621-8948

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

Budget Overview for the 2025-26 School Year

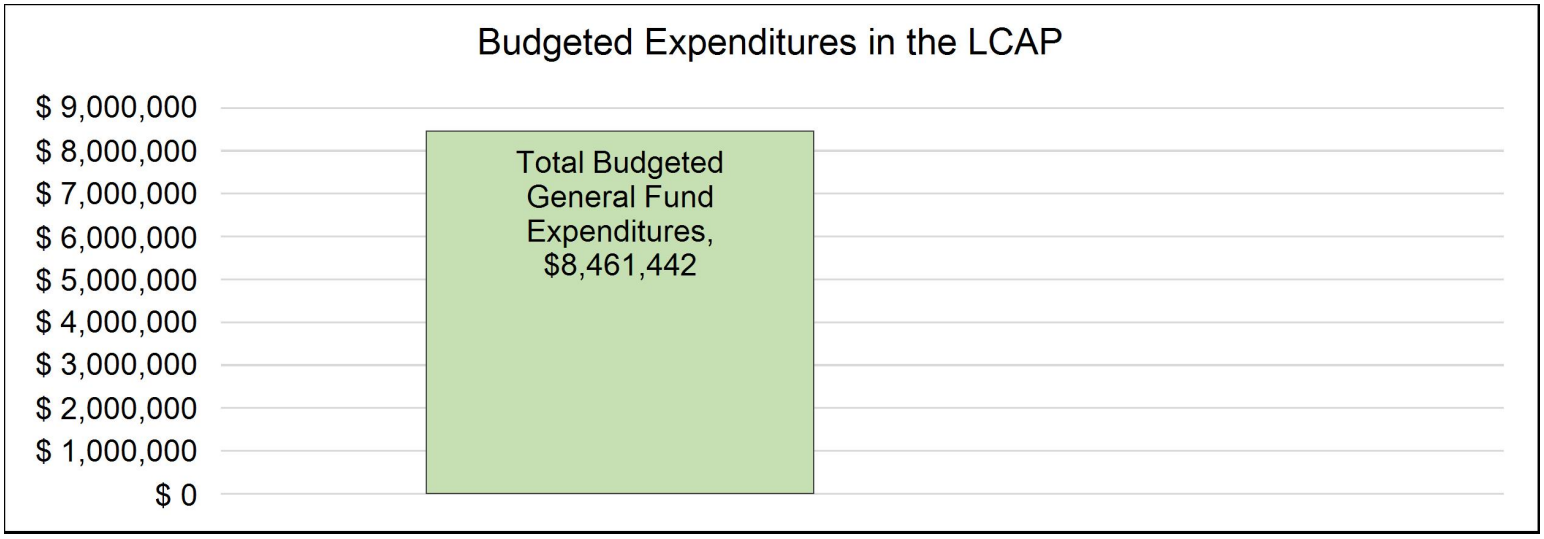


This chart shows the total general purpose revenue Bella Mente Montessori Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bella Mente Montessori Academy is $7,811,968, of which $5,544,359 is Local Control Funding Formula (LCFF), $1,726,901 is other state funds, $210,000 is local funds, and $330,708 is federal funds. Of the $5,544,359 in LCFF Funds, $935,812 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

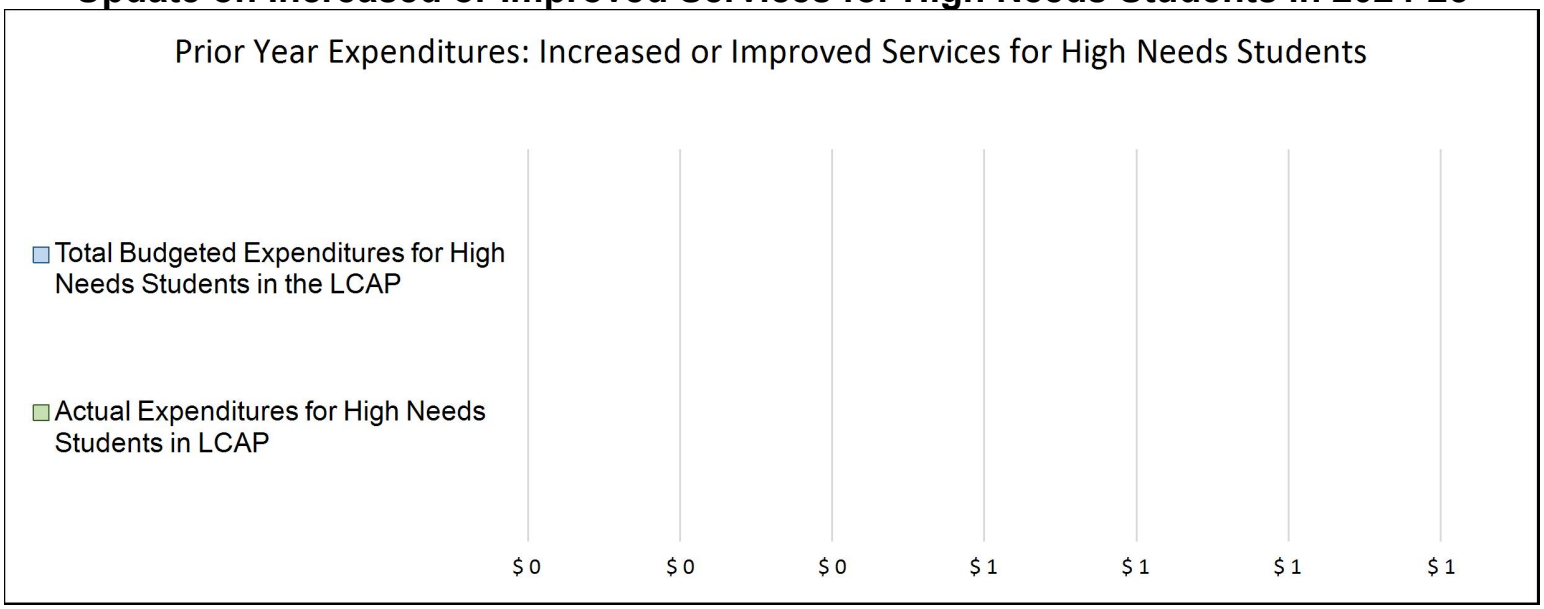
The text description of the above chart is as follows: Bella Mente Montessori Academy plans to spend $8,461,442 for the 2025-26 school year. Of that amount, $ is tied to actions/services in the LCAP and $8,461,442 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Bella Mente Montessori Academy is projecting it will receive $935,812 based on the enrollment of foster youth, English learner, and low-income students. Bella Mente Montessori Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Bella Mente Montessori Academy plans to spend $ 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Bella Mente Montessori Academy's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Bella Mente Montessori Academy actually spent $ for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bella Mente Montessori Academy	Erin Feeley Superintendent	info@bellamentecharter.org 760-621-8948

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Bella Mente Montessori Academy (BMMA) was established in 2013 and offers a quality Montessori education, led by either fully Montessori trained teachers or teachers in training to obtain their Montessori credential, for students in grades tk-6. As students transition to Upper Elementary and Middle School, students experience a Montessori philosophy based education experienced through project based learning. The school is proud to offer small class sizes in all grade levels. Tk/k average 22 students per classroom, Lower Elementary (1st-3rd) average 24 students, Upper Elementary (4th-6th) average 27 students, and Middle School (7th-8th grade) averages 16 students per classroom.

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

Vision Statements:
We promote an educational atmosphere that encourages cultural, linguistic and socioeconomic diversity.
At the end of the academic year, each Bella Mente Scholar will be at or above grade level.
We provide an environment where children reach their full potential as independent lifelong learners with the skills, knowledge, and values to be compassionate members of a peaceful world.
We prepare children to care for their bodies through healthy eating and living.

Bella Mente is proud to offer a Garden and Nutrition Progam called the Bella Garden Project. The mission of our program is to generate a learning experience empowering a student's effective global environmental awareness and education through the support of a full project based curriculum. Utilizing quality Montessori philosophies, we strive to foster forward thinking students prepared with 21st Century skills while enriching and nurturing the whole child. In either our garden classroom or with the mobile nutrition cart granted to us from the Sage Garden Project (SGP), we strive to teach the students at Bella Mente Montessori Academy (BMMA) an education that teaches life skills beyond the walls of our campus. Whether a student becomes a future farmer, turns towards a career in agriculture, becomes a scientist, the next Top Chef or most importantly a productive member of our society. We believe in giving an ultimate well rounded learning experience coupled by curriculum from a multitude of resources. BMMA educates our students with an innovative curriculum for all the grades from TK-8 with a direct link between garden and nutrition, environment and science, health wellness and social skills.

In 2019-2023, (hiatus due to COVID in 2021) Bella Mente was proud to be recognized as one of America's Healthiest Schools by the Alliance for a Healthier Generation which celebrates schools for implementing policies and practices to promote health and well-being.
Bella Mente is also proud to be recognized by the California Department of Education four years in a row, first at the Bronze level and three times at the Silver level. Bella Mente received the California Green Ribbon School award for excellence in resource efficiency, health and wellness, and environmental and sustainability education

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

BMA is located in an urban area of Vista, California. BMA's 2023-2024 student population is 61.34% Hispanic, 25% White, 5.1% Multi Race, 2.8% Asian, 4.6% Black or African American, 2.8% Asian and 0.5% American Indian.
Almost 70% of our students are identified as socioeconomically disadvantaged and 59% qualify for free and reduced meals. Currently over 9% of our population is experiencing homelessness, 20% have special needs, and .1% foster youth students enrolled.
BMA charter offers our scholars the Montessori philosophy of education free of charge, which would otherwise not be accessible due to the high cost associated with traditional private Montessori schools.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Bella Mente Academies has taken great pride in working to ensure our students are successful on many levels. Academic performance is only one measure of student success. Our school Dashboard shows approximately a 2% increase in both ELA and Math SBAC performance in grades 3-8 when compared to the previous year. Research shows that it will take many more years to combat the learning loss associated with the Covid pandemic. Currently available Summative ELPAC data for grades 3-8 shows that 26 of 31 English Learner students "increased" their English proficiency as measured on the ELPAC test. Local benchmark data as measured by Lexia currently shows 62% of our students on grade level performance. NWEA Reading, Language, and Math data shows that schoolwide, our students are performing

close, at, or above at the following percentiles: 34% Reading, 38% Language, and 39% Math. These percentages increase to 47% Reading, 54% Language, and unchanged with Math for students who have been with Bella Mente for one or more years. This preliminary data suggests that Bella Mente needs to develop robust plans to retain students once they begin, barring unforseen circumstances, such as family moves, etc. Additionally, data indicates that more intensive support is needed for students in the area of Math and Bella Mente has plans to employ a Math Specialist for the 2024-2025 school year to meet this need. Additionally, strategic daily scheduling for all teachers to ensure intervention and content delivery will be developed to ensure consistency amongst grade levels. Continuing professional development will be given to instructional staff in meeting the needs of students, in data tracking and accountability, in addition to strategies to effectively engage students in the classroom and connect them to their own learning.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Certificated Staff	Weekly Staff Meetings: Opening Discussions: Each weekly staff meeting begins with a brief overview of the week's objectives and any immediate issues that need addressing. Teachers are encouraged to share their experiences, concerns, and successes from the past week, providing real-time feedback on curriculum implementation and student engagement. Focused Feedback Sessions: Specific sessions are dedicated to discussing the progress towards the LCAP goals. Teachers review student data related to ELA and Math growth, safety and well-being metrics, and parent involvement feedback. These sessions allow teachers to identify areas where students may be struggling and suggest interventions or support strategies. Collaborative Planning: Teachers work in grade-level or subject-specific teams to plan and adjust curriculum and instruction based on the feedback and data reviewed. This collaborative approach ensures that all teachers have a voice in the instructional planning process and can share best practices. Professional Development: Weekly meetings often include professional development segments focused on areas identified through feedback, such as new teaching strategies, classroom management techniques, or technology integration. Monthly Staff Meetings: Open Communication Channels: Teachers are encouraged to provide ongoing feedback through various channels, including surveys, suggestion boxes, and direct communication with administration.

Educational Partner(s)	Process for Engagement
	Responsive Adjustments: The administration is committed to responding to teacher feedback in a timely manner, making adjustments to policies, practices, and supports as needed. Inclusive Decision-Making: Teachers are included in decision-making processes related to the LCAP goals, ensuring that their insights and expertise directly impact the school's strategies and actions. This structured approach to engaging teachers ensures that their feedback is continuously integrated into the school's efforts to meet its LCAP goals, leading to a more responsive and effective educational environment.
Classified Staff	Weekly Staff Meetings: Opening Discussions: Each weekly staff meeting begins with a brief overview of the week's objectives and any immediate issues that need addressing. Staff are encouraged to share their experiences, concerns, and successes from the past week, providing real-time feedback on curriculum implementation and student engagement. An annual survey is administered in the spring to provide a comprehensive view of the school year. Classified staff receive the survey via email with an online link. The survey is promoted through internal communications, such as staff meetings, and emails. This comprehensive approach ensures that classified staff at Bella Mente Montessori Academy have ample opportunities to provide feedback on the LCAP goals and maintain open communication with the school's leadership team throughout the year.
Parents	An annual survey is developed with input from the administration, teachers, and the Parent-Teacher Association (PTA) to ensure it covers all relevant areas of the LCAP goals: academic growth, school safety and well-being, and parent involvement. The survey includes both quantitative questions (rating scales) and qualitative questions (open-ended responses) to gather detailed and actionable feedback. The survey is distributed in the spring, allowing parents to reflect on the entire school year. Parents receive the survey via email with an online link, and paper copies are also available upon request to ensure accessibility for all families. The survey is promoted through multiple channels including the school newsletter, website, and social

Educational Partner(s)	Process for Engagement
	media, as well as during school events. Monthly Coffee Mingle meetings are held in a casual, informal setting, such as the school cafeteria or a local coffee shop, fostering a relaxed atmosphere for open conversation. These meetings provide an opportunity for parents to interact directly with school leaders and other parents. School leaders take note of all feedback and provide follow-up information on how it will be addressed.
Students	An annual survey is developed collaboratively by the administration, teachers, and student representatives to ensure that it addresses key areas of the LCAP goals: academic growth, safety and well-being, and school culture. The survey is administered in the spring to allow time for reflection on the entire school year. The survey includes a mix of quantitative questions (rating scales) and qualitative questions (open-ended responses) to gather comprehensive feedback. Students can complete the survey online, using school-provided devices during designated class times, ensuring all students have access. Specific action plans are developed based on the feedback to address identified needs and areas for improvement.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of Bella Mente Montessori Academy’s Local Control and Accountability Plan (LCAP) is a collaborative process that actively involves feedback from all educational partners, including teachers, students, parents, and classified staff. This inclusive approach ensures that the LCAP reflects the needs and priorities of the entire school community.

Teachers:

Curriculum and Instruction Adjustments: Teachers' feedback highlighted the need for targeted interventions in ELA and Math. As a result, the LCAP includes specific funding for additional resources and professional development focused on these areas. Collaborative planning sessions and weekly meetings informed the inclusion of differentiated instruction strategies and the integration of technology in the classroom to enhance student learning.
Professional Development: Based on teachers' input, the LCAP allocates resources for ongoing professional development, particularly in areas such as classroom management, data-driven instruction, and innovative teaching methods.

Students:

Well-being and Safety Enhancements: Student survey results and focus group discussions underscored the importance of a safe and supportive school environment. Consequently, the LCAP prioritizes initiatives aimed at improving mental health services, anti-bullying

programs, and creating a positive school climate. Feedback from students led to the introduction of peer mentoring programs and student leadership opportunities, fostering a sense of belonging and empowerment.
Academic Support: Students expressed a need for additional academic support and enrichment opportunities.

Parents:

Increased Communication and Involvement: Parent feedback emphasized the importance of effective communication and engagement. The LCAP includes strategies for enhancing parent-teacher communication, such as the use of communication apps and regular updates.
The monthly Coffee Mingle meetings and parent workshops included in the LCAP are direct responses to parents' desire for more involvement and opportunities to provide input.
Cultural and Community Events: Parents expressed a desire for more community-building activities. The LCAP allocates resources for cultural events, family engagement activities, and workshops that promote diversity and inclusion.

Classified Staff:

Operational Support and Training: Feedback from classified staff highlighted the need for more comprehensive training and support in their roles. The LCAP includes provisions for regular professional development and training sessions tailored to classified staff.
Weekly meetings and open communication channels influenced the inclusion of feedback mechanisms to ensure ongoing support and responsiveness to staff needs.

Overall Impact:

Data-Informed Decisions: The LCAP was shaped by quantitative and qualitative data gathered from surveys, meetings, and direct communication with all stakeholders. This data-driven approach ensures that the plan addresses the most critical areas of need.
Holistic Support Systems: The integrated feedback from all educational partners led to the development of a holistic support system within the LCAP. This includes academic, social-emotional, and operational supports that are designed to create a well-rounded educational environment.
Accountability and Transparency: The feedback process emphasized the importance of accountability and transparency. The adopted LCAP includes clear metrics and regular reporting mechanisms to track progress and keep all stakeholders informed.
By incorporating feedback from teachers, students, parents, and classified staff, the adopted LCAP is a comprehensive plan that addresses the diverse needs of the Bella Mente Montessori Academy community, fostering an environment conducive to academic excellence and personal growth.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Bella Mente Montessori Academy has developed the goal to offer California standards-based instruction with curriculum and targeted interventions to support academic growth in English Language Arts (ELA) and Math for all students as measured by statewide assessments and internal assessments for several key reasons:

Alignment with State Standards
Compliance with State Requirements: California standards-based instruction ensures that the curriculum aligns with state educational requirements and benchmarks. This compliance is essential for meeting state accreditation and accountability measures.
Consistency and Equity: A standards-based approach provides a consistent educational framework across all grade levels, ensuring that all students have access to the same high-quality education. This consistency helps to promote equity by providing all students with the same learning opportunities.
Raising Academic Achievement: Focused on ELA and Math, the goal aims to improve foundational skills that are critical for students' overall academic success. Mastery of these core subjects is essential for college and career readiness.
Data-Driven Instruction: By using statewide assessments and internal assessments, Bella Mente can gather detailed data on student performance. This data-driven approach allows for the identification of specific areas where students need additional support or enrichment, leading to more effective teaching and learning strategies.

Addressing Diverse Learning Needs:Targeted interventions are essential for addressing the diverse learning needs of students. By identifying students who are struggling or excelling, Bella Mente can provide tailored support, ensuring that each student can achieve their full potential.

Supporting At-Risk Students: Interventions are particularly important for supporting at-risk students who may need extra help to reach grade-level standards. Our current Dashboard results show that although we are above the state average in most subgroup categories, in ELA, our Caucasian population performance and in Math, our English Learner, Socio-Economically Disadvantaged, and Caucasian populations are our subgroups in need of additional support. Our interventions include additional tutoring, small group instruction, and specialized programs. Additionally, in compliance with Education Code 53008 and Senate Bill 114, Bella Mente will screen students for reading difficulties in Kindergarten through grade 2 each year, using state-approved Amira, published by Amira Learning.
Accountability and Continuous Improvement
Measuring Progress: Statewide assessments and internal assessments provide measurable benchmarks for evaluating student progress and the effectiveness of instructional strategies. This ongoing assessment helps to ensure that educational goals are being met and allows for adjustments as needed.
Informing Instructional Practices:Regular assessment data informs instructional practices, helping teachers to refine their methods and focus on areas that need improvement. This continuous feedback loop supports ongoing professional development and instructional excellence.
Community and Stakeholder Confidence
Building Trust:Demonstrating a commitment to high academic standards and targeted support helps to build trust with parents, students, and the broader community. It shows that Bella Mente is dedicated to providing a high-quality education and meeting the needs of all students.
Transparency and Communication:Clear goals and measurable outcomes provide transparency about the school's educational priorities and progress. This transparency fosters open communication with stakeholders and encourages their involvement and support.
Strategic Vision
Long-Term Success: By focusing on standards-based instruction and targeted interventions, Bella Mente is laying the foundation for long-term student success. Ensuring that students have strong skills in ELA and Math prepares them for future academic challenges and opportunities.
Mission Alignment:
This goal aligns with Bella Mente’s vision to ensure at the end of the academic year, each Bella Mente scholar will be at or above grade level. It reflects the school's commitment to developing well-rounded, capable, and confident students.
In summary, the goal to offer California standards-based instruction with curriculum and targeted interventions in ELA and Math is designed to ensure high academic achievement, address diverse learning needs, measure progress, build community trust, and align with Bella Mente Montessori Academy’s mission and vision for student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Increase the % of all students working at Grade Level (GLM) measured by Lexia Assessments by Spring	In the fall of 23-24, 31% of students were at or above grade level. In the spring, grade level proficiency has been recorded at 64%; for	ELA 2024: 21.6 points below standard Math 2024: 66.1 points below standard		Grade level proficiency recorded at 75%	ELA: +8% (from 31% to 39%) Math: -5% (from 31% to 26%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students who met target goals, 75% of students were at or above grade level.	Overall Meeting Standards: ELA: 39% Math: 26%			
1.2	Increase the % of students in grades 1-8 at or above grade level norms level math and ELA standards measured NWEA MAP will increase by 10% from Fall-Spring	NWEA MAPS Growth data shows that 38% of students are at or above grade level in ELA (Language) and in ELA (Reading) 34% of students are at or above grade level; for Math; 32% of students are at or above grade level	ELA: 44% Math: 42%		NWEA MAPS Growth data: 60% of students are at or above grade level in ELA (Language) and in ELA (Reading) 50% of students are at or above grade level; for Math 40% of students are at or above grade level	ELA: +6% (from 38% to 44%) Math: +10% (from 32% to 42%)
1.3	SBAC Academic Performance Tiered System-student groups' performing 50 points or more below standard	2022-2023: 40.83% of students met or exceeded standards for ELA and 24.27% of students met or exceeded standards for Math.	40% of TK-8th grade students are Below Grade Level; 39% of TK-8th grade students are at Grade Level; and 21% are Above Grade Level for a total of 60% currently at or above grade level		50% of students met or exceeded standards for ELA and 40% of students met or exceeded standards for Math.	ELA: -0.83% (from 40.83% to 40%) Math: -3.27% (from 24.27% to 21%)

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Bella Mente Montessori Academy remains committed to providing California standards-based instruction in both English Language Arts (ELA) and Math. The school integrates Montessori educational philosophy with state-aligned curriculum materials and utilizes a multi-tiered system of supports (MTSS) to deliver targeted interventions. Instruction is adapted to address the diverse needs of students, including English Learners, students with disabilities, and those performing below grade level.

Planned vs. Actual Implementation
Planned Actions:

Adopt curriculum materials aligned with Common Core standards.

Provide professional development to support effective standards-based instruction.

Conduct regular benchmark assessments to track academic growth.

Use Individualized Learning Plans (ILPs) for students below grade level.

Actual Implementation:

Standards-aligned materials and diagnostic tools like NWEA Maps Growth and Reading Fluency have been utilized.

Teachers engage in continuous data analysis to drive instruction.

ILPs are being developed and updated monthly for identified students.

Differentiated instruction and targeted interventions occur both during and outside regular classroom instruction.

Successes
High levels of student engagement through project-based and hands-on learning aligned with Montessori principles.

Regular use of data to adjust instruction and intervention plans.

Increased intervention support for students performing below grade level.

Monthly progress monitoring has ensured students' ILPs remain dynamic and responsive.

Challenges
Ensuring consistency across classrooms while maintaining Montessori authenticity.

Recruitment and retention of high-quality staff to maintain rigorous instructional standards.

Addressing wide variances in academic skill levels, particularly post-COVID-19 recovery.

Assessment and Monitoring
Bella Mente tracks progress through a combination of:

Statewide assessments (CAASPP)

Internal assessments (e.g., NWEA MAPs Growth, formative classroom assessments)

Documentation in ILPs and teacher logs

Intervention tracking and progress monitoring reports

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.

During the implementation of Bella Mente Montessori Academy's 2024–2025 academic plan, material differences emerged between the Budgeted Expenditures and Estimated Actual Expenditures, as well as between the Planned Percentages of Improved Services and Estimated Actual Percentages. These discrepancies were primarily due to unforeseen staffing adjustments in the intervention program.

Staffing Changes and Financial Impact
At the beginning of the academic year, the school hired a full-time Intervention Teacher, in alignment with the planned budget and services designed to provide targeted academic support in English Language Arts (ELA) and Math. However, mid-year, this teacher went on extended leave and ultimately did not return to the position.

Instead of rehiring a new full-time Intervention Teacher—a process that posed recruitment challenges—the school strategically redirected resources to support student needs in a different manner:

Additional Instructional Assistants were hired to fulfill small-group and push-in/pull-out intervention services across multiple grade levels.

The school also hired credentialed substitute teachers to conduct a 6-week intensive intervention block, focused on students demonstrating the greatest academic need based on assessment data.

These adjustments allowed Bella Mente to maintain fidelity to the goal of academic intervention and student support, though they differed from the originally budgeted staffing structure.

Differences in Budgeted vs. Actual Expenditures
The budget originally included salary and benefits for a full-time, credentialed teacher.

Actual expenditures reflected a combination of:

Lower overall salaries and benefits for multiple Instructional Assistants

Temporary payroll for credentialed substitutes

Possible variations in contracted services or materials to support small-group instruction

This shift resulted in lower overall expenditures than initially planned in this area, despite maintaining a strong level of support for students.

Differences in Planned vs. Actual Improved Services Percentage
The planned percentage of improved services assumed the impact of a full-time credentialed teacher providing interventions throughout the year.

The actual percentage of improved services reflects the modified delivery model (Instructional Assistants + Substitute-Led Intensives), which, while effective, may have had a slightly reduced or differently distributed service impact compared to the original plan.

Nevertheless, the use of credentialed substitutes and strategically deployed Instructional Assistants ensured that intervention services remained active and accessible, particularly for students who are English learners, socioeconomically disadvantaged, or identified as needing additional academic support.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Bella Mente Montessori Academy believes that the specific actions implemented during the 2024–2025 school year have laid a strong foundation for meaningful progress toward the overarching three-year academic goals outlined in the Local Control and Accountability Plan (LCAP). The focus on standards-based instruction, core skill development, and targeted interventions in English Language Arts (ELA) and Math has contributed to improved academic confidence and engagement among students.

Instructional Preparation and Student Engagement
One of the most significant indicators of progress has been the increased student confidence and participation in the state testing process. This year, students demonstrated a noticeably greater level of:

Preparedness for assessments, as a result of intentional review and practice of foundational standards.

Engagement with academic content, supported by small-group instruction, guided practice, and individualized supports.

Self-efficacy, reflecting their belief in their ability to succeed—an essential non-academic factor contributing to performance.

These outcomes suggest that the focus on building core skills and preparing students with both content knowledge and test-taking strategies has been highly effective in moving students closer to grade-level proficiency.

Strategic Use of Intervention Resources
Although staffing adjustments were made mid-year (as detailed in the budget explanation), the reallocation of resources—through the deployment of additional Instructional Assistants and credentialed substitutes—helped sustain academic momentum. These team-based supports:

Enabled flexible intervention delivery models (e.g., push-in, pull-out, small groups).

Provided personalized instructional time to address learning gaps in ELA and Math.

Maintained instructional consistency during a time when a permanent intervention teacher was unavailable.

This approach ensured that no instructional time was lost and that students continued to benefit from focused academic support aligned to California state standards.

Early Indicators of Progress
While formal assessment results (e.g., CAASPP) are pending, formative assessments, classroom data, and teacher observations indicate steady improvement in students' grasp of grade-level standards, particularly among those who received targeted interventions. These actions are expected to yield long-term academic growth, aligning with the school's three-year goal of having all scholars at or above grade level by the end of the cycle.

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

As a result of implementation reflections and ongoing analysis of student outcomes during the 2024–2025 school year, Bella Mente Montessori Academy has identified key adjustments to its instructional support model that will be incorporated into the planning for the upcoming academic year.

Reevaluation of the Intervention Model

A significant insight from the past year was the realization that the school's intervention goals can be achieved without relying on a single full-time intervention teacher. The original plan centered around this role as the primary mechanism for delivering targeted ELA and Math interventions. However, real-world implementation challenges, including staff turnover and leave of absence, necessitated a shift in strategy.

Key Changes:

Removal of the full-time Intervention Teacher role as a planned staffing element.

Replacement with multiple trained Instructional Assistants (IAs) who provide structured and consistent afternoon intervention support on a daily basis.

Addition of a 6-week intensive intervention block, facilitated by certificated substitute teachers in a pull-out model for students identified as most academically at-risk.

This shift allowed for greater scheduling flexibility, increased individualized attention, and the ability to sustain high-quality interventions without gaps caused by staffing transitions.

Adjustments to Actions and Target Outcomes
While the overall goal of bringing students to grade-level proficiency in ELA and Math remains unchanged, the actions supporting that goal will be more targeted and distributed across multiple support personnel. This model supports:

Daily intervention blocks for broader student access.

More consistent adult presence in classrooms and intervention settings.

Strategic deployment of certificated substitutes for short-term intensive remediation.

Metrics will continue to focus on:

The number and percentage of students demonstrating 1.5 years' growth.

Growth on internal benchmarks (e.g., i-Ready).

Effectiveness of interventions measured through pre- and post-assessments.

Reasoning Behind the Changes
These changes reflect Bella Mente's commitment to responsive and data-informed instructional planning. The revised model proved not only sustainable but effective during the 2024–2025 school year and aligns with the school's flexible, student-centered philosophy. By leveraging the talents of multiple support staff and using strategic scheduling, the school can maximize service impact without being dependent on a single staff member.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1FTE Reading Specialist	Reading Specialist	$103,772.00	No
1.2	NWEA MAPs	Data tracking and documentation of student achievement.	$10,000.00	
1.3	Math Reveal McGraw Hill- 7th and 8th grade	Enhanced math curriculum for middle school students	$2,700.00	
1.4	PE Teacher	Access for all students to a well rounded curriculum, including physical education.	$91,979.00	
1.5	6th 7th 8th- TCI Science and Social Studies	Access to a well rounded curriculum with digital and physical components.	$10,508.00	
1.6	Recipe for Reading and Alphabet Series	Additional reading curriculum for students	$15,000.00	
1.7	Substitute Teachers	Credentialed subsitute teachers to provide additional mathematics and language arts support to students in a 6 week period.	$86,776.00	
1.8	Instructional Assistants	Additional staff for each classroom to have a support individual to provide structure in the classroom.	$86,776.00	
1.9	Wordly Wise	Additional English language support curriculum to enhange curricular offering	$5,000.00	

Action #	Title	Description	Total Funds	Contributing
1.10	Cursive Handwriting Without Tears	Curriculum for students to meet the curricular requirement of cursive writing for all students in California.	$3,000.00	
1.11	Wilson	Additional curricular support for students.	$2,838.00	

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Purpose and Importance of the Goal
1. Promoting Health and Well-Being:
Holistic Development: Ensuring that students are healthy and well is foundational to their ability to learn and thrive academically. Health and well-being encompass physical health, mental health, and emotional stability, all of which are critical for students to engage fully in their education.
Reducing Barriers to Learning: By addressing health and well-being, the school can reduce barriers that might impede learning, such as stress, anxiety, and health issues.

2. Fostering Creativity:
Encouraging Innovation: Creativity is a key skill in today's rapidly changing world. By promoting creativity, Bella Mente prepares students to think critically and innovatively.
Engagement and Enjoyment: Creative activities make learning more engaging and enjoyable, which can lead to higher student motivation and better academic outcomes.

3. Supporting Social and Emotional Development:
Building Resilience: Social and emotional development helps students build resilience, manage their emotions, and develop positive relationships.
Improving Academic Performance: Research shows that social and emotional learning (SEL) is linked to better academic performance, as students who are socially and emotionally competent are better able to focus, cooperate, and resolve conflicts.

4. Strengthening Staff/Scholar Relationships:
Creating Trust: Strong relationships between staff and scholars foster a sense of trust and safety. Students are more likely to engage and succeed in environments where they feel supported and understood by their teachers.
Positive School Climate: Positive relationships contribute to a supportive and inclusive school climate, which is essential for effective teaching and learning.

5. Enhancing Sense of Belonging:
Inclusion and Equity: A sense of belonging is crucial for all students, especially those from diverse backgrounds. It ensures that every student feels valued and included in the school community.
Motivation and Retention: When students feel they belong, they are more motivated to attend school, participate actively, and stay engaged in their education.

6. Measurable Outcomes:
Accountability and Improvement: Using staff, student, and family surveys to measure these aspects ensures that the goal is not only aspirational but also actionable and measurable. This feedback loop allows the school to assess its progress and make necessary improvements.
Stakeholder Engagement: Regular surveys involve all stakeholders in the evaluation process, ensuring that the school community's voice is heard and considered in decision-making.

Overall Impact
Creating a Supportive Environment:
The overarching aim of this goal is to create a safe, supportive, and nurturing environment where every scholar can flourish. A safe community that prioritizes health, creativity, social and emotional development, strong relationships, and a sense of belonging lays the foundation for academic success and personal growth.

Long-Term Benefits:
By focusing on these areas, Bella Mente is not only addressing the immediate needs of its students but also equipping them with the skills and mindset necessary for lifelong success and well-being. This comprehensive approach ensures that students are well-prepared to navigate the complexities of the future, both academically and personally.
In summary, this goal was developed to ensure that Bella Mente provides a holistic, supportive, and enriching environment for all scholars, addressing their diverse needs and promoting their overall growth and success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Increase Parent Surveys participation rate using survey feedback platform	25% of our families completed the 2023-2034 LCAP survey., a marked improvement from previous years.			45% of our families completing the annual LCAP survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Increase colored Tier status on CA School Dashboard Suspension Rate	Blue Suspension Rate			Green or Blue on the CA School Dashboard	
2.3	Leader in Me assessment-MRA	MRA Score of 69, significant improvement over previous years.			MRA score of 80	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Bella Mente Montessori Academy remains deeply committed to fostering a safe, inclusive, and nurturing school community where scholars feel supported in their health, well-being, creativity, and emotional growth. The school's efforts center on creating an environment that promotes strong staff-scholar relationships, enhances student agency, and cultivates a positive school culture. These efforts are evaluated through annual and periodic staff, student, and family surveys, as well as behavioral and attendance data.

Planned vs. Actual Implementation
Planned Actions:
Use of the Leader in Me curriculum to develop leadership skills and reinforce social-emotional learning (SEL) across all grade levels.

Engagement of school leaders and classroom educators in facilitating community-building activities and SEL routines.

Promotion of positive behavior and strong relationships through restorative practices.

Actual Implementation:
During the year, a strategic shift was made in SEL programming and staffing:

Instead of continuing with the Leader in Me curriculum, the school adopted the Choose Love Movement curriculum, which is focused on compassion, gratitude, forgiveness, and courage. This decision was driven by a desire for a more explicit and trauma-informed SEL framework that aligns with the needs of the student population and integrates seamlessly with Montessori principles.

Additionally, Bella Mente began utilizing the support of a dedicated Assistant Principal, whose role includes leading behavioral supports, coordinating SEL implementation, supporting staff-student interactions, and enhancing school-wide safety and belonging efforts.

These shifts in programming and leadership have enabled the school to take a more intentional and structured approach to SEL and campus climate initiatives.

Successes in Implementation
Improved adult support: The addition of an Assistant Principal has led to more consistent response to student behavior, greater visibility of leadership during high-traffic times (e.g., lunch, recess), and stronger relationships between administration and students.

SEL integration: The Choose Love curriculum was successfully introduced into classroom routines, morning meetings, and restorative circles. Teachers report that the curriculum's focus on emotional resilience and kindness resonates with students.

Community buy-in: Family and staff survey responses indicate improved perceptions of school safety and connectedness, especially in relation to adult responsiveness and peer relationships.

Behavioral improvements: Early data from incident reports and restorative documentation suggest a decrease in repeat behavioral incidents, and an increase in proactive classroom management practices.

Challenges Encountered
Transition period: Shifting from Leader in Me to Choose Love required professional development, time for teacher planning, and new resource alignment. While ultimately successful, the transition necessitated a learning curve.

Staff capacity: While the Assistant Principal has taken on key responsibilities, additional SEL and behavioral supports may still be needed to fully meet the demand across all grade levels, particularly in higher-needs classrooms.

Survey alignment: Because surveys were originally designed to assess Leader in Me impact, metrics and questions may require updates to reflect the new curriculum's focus and goals.

Conclusion
The school's revised approach—centered on the Choose Love curriculum and strengthened by Assistant Principal leadership—has proven to be an effective strategy for promoting student well-being and creating a stronger sense of safety and belonging. These changes have enhanced the school's capacity to implement SEL in a meaningful, student-centered way and will continue to inform improvements in the coming school year.

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target 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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	1 FTE Assistant Principal	An Assistant Principal will guide the schools Social Emotional curriculum, Choose Love.	$133,711.00	
2.2	1FTE Community Liaison	Providing students and their families with valuable community resources, assisting with attendance and ensuring students are attending school.	$64,553.00	
2.3	1FTE Agriculture and Nutrition Teacher	Provide all students access to nutrition and agriculture education.	$80,384.00	
2.4	1 FTE School Principal	Providing the students and teachers with an instructional leader with a data driven focus to ensure students are continuing to make annual measurable gains.	$174,562.00	
2.5	Campus Safety Alliance- Campus Safety Review	Annual safety review of the campus and its procedures to ensure the students have a safe learning environment.	$9,830.00	
2.6	Go Zen, Brain Pop, Brain Pop Jr.	Curricular add ons to ensure the students have a positive school learning enviroment.	$1,000.00	

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Purpose and Importance of the Goal

1. Enhancing Student Success:
Parental Influence: Research consistently shows that parental involvement is a key factor in student achievement. When parents are engaged, students are more likely to perform better academically, have better attendance, and exhibit improved behavior.
Supportive Home Environment: Increased parent involvement helps create a supportive home environment that reinforces the importance of education and lifelong learning.

2. Fostering Collaboration and Open Communication:
Two-Way Communication: Establishing open lines of communication between the school and parents ensures that information flows both ways. Parents can provide valuable insights and feedback that can help improve school policies and practices.
Building Trust: Transparent and frequent communication builds trust between parents and school staff, fostering a more collaborative and supportive school community.

3. Promoting a Collaborative Culture:
Shared Responsibility: Collaboration among all stakeholders, including parents, teachers, and administrators, promotes a sense of shared responsibility for student success. It encourages everyone to work together towards common goals.
Creativity and Innovation: A collaborative culture encourages creativity and innovation as diverse perspectives and ideas are shared and valued. This can lead to more effective problem-solving and program development.

4. Encouraging Participation and Responsibility:
Active Engagement: Encouraging parents to participate in school activities and decision-making processes increases their investment in their children's education and the school community as a whole.

Role Modeling: Parents who actively participate in school activities model positive behaviors and attitudes for their children, fostering a sense of responsibility and community involvement in students.

5. Valuing Diversity and Equity:
Inclusive Environment: Emphasizing diversity and equity ensures that all families, regardless of their background, feel welcomed and valued in the school community. This promotes an inclusive environment where every voice is heard and respected.
Equitable Access: By valuing diversity and equity, the school ensures that all parents have equitable access to involvement opportunities, addressing potential barriers such as language, transportation, and time constraints.

6. Strengthening Community Ties:
Community Engagement: Increased parent involvement strengthens ties between the school and the wider community. This can lead to more resources and support for the school, as well as a greater sense of community pride and cohesion.
Holistic Support: Engaging parents and community members creates a network of support for students that extends beyond the classroom, encompassing their social, emotional, and academic needs.

Overall Impact
Creating a Supportive Environment:
The goal aims to create a more supportive, inclusive, and collaborative school environment where parents are actively involved in their children's education. This involvement is crucial for fostering a sense of community and ensuring that all stakeholders work together towards the common goal of student success.

Long-Term Benefits:
By increasing parent involvement, Bella Mente not only enhances the immediate educational experience for students but also builds a stronger, more resilient school community. Parents who are engaged and invested in the school are more likely to support and advocate for the school in the long term, contributing to sustained success and improvement.
In summary, Bella Mente developed this goal to leverage the significant positive impact of parent involvement on student success, foster a collaborative and inclusive school culture, and ensure that diversity and equity are at the forefront of its community engagement efforts. This comprehensive approach is aimed at creating a supportive and thriving educational environment for all students and their families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Maintain Standard Met on CA School Dashboard-Parent and Family Engagement	23 Dashboard, Standard Met	Standard has been met the last two years		Standard Met	Standard Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Increase parent participation at school events and meetings documented on attendance logs	Increased parent participation at school events has increased; establishment of the Bella Mente PTA has facilitated an increase in participation and partnership.	Increase has been achieved at Fall Festival, Winter Spectacular, DELAC meetings, Parent Information Nights, etc.		Participation of 50% of families in at least one school activity each year	Significant increase experienced.
3.3	Increase Chronic Absenteeism status above “Orange” on CA School Dashboard	33.3% chronically absent in 2023. Internal reports show chronically absent was only 15.3% in the 23-24 school year.	The school has moved positively to Yellow on the Dashboard in the 23-24 school year		10% chronic absenteeism rate	Goal Met: Chronic Absenteeism is Yellow in the Dashboard.
3.4	Increase the attendance rate for Bella Mente students by .5%	Attendance rate has returned to baseline of 96%	Attendance has increased to 97%		Attendance rate of 96.5%	Goat Met: Attendance is above the target for Year 3.

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–2025 school year, Bella Mente Montessori Academy remained focused on strengthening its collaborative school culture by deepening relationships with families, fostering open communication, and creating inclusive spaces for parent involvement. The school took intentional steps to align family engagement practices with its mission of valuing diversity, equity, and student-centered learning.

Key efforts included:

Regular family communication through newsletters, school website updates, and messaging apps.

Family-focused events such as curriculum nights, cultural celebrations, student performances, and monthly dine-out fundraisers.

Bimonthly Wellness Committee meetings that provided both virtual and in-person access to increase parent participation.

Active partnerships with community organizations (e.g., Boys & Girls Club, SANDAG, +Box) to support family wellness, transportation education, and food security.

The school also maintained its commitment to multilingual outreach, ensuring materials were accessible in families' home languages and interpreters were available at key events and meetings.

Planned vs. Actual Implementation
There were no substantive differences between planned actions and actual implementation. The strategies outlined in the LCAP to enhance family engagement and stakeholder collaboration were carried out as intended, with a focus on accessibility, relevance, and cultural responsiveness.

Key metrics aligned with this goal—including Attendance, Chronic Absenteeism, and Parent and Family Engagement—were met on the California School Dashboard for 2024–2025. These outcomes affirm that the school's efforts to build strong school-home connections and support student success through family collaboration are producing measurable results.

Successes in Implementation
Improved Attendance & Engagement: Strategic outreach and partnerships, along with positive reinforcement programs (such as monthly attendance celebrations), contributed to stronger attendance rates and reduced chronic absenteeism.

Dashboard Success: The school met its targets in all three relevant California Dashboard indicators for this goal: Attendance, Chronic Absenteeism, and Parent and Family Engagement, demonstrating the effectiveness of the school's outreach strategies and inclusive practices.

Community Trust & Participation: A noticeable increase in family participation in surveys, school events, and committee work reflects growing trust and connection between families and school leadership.

Responsive Communication: Bella Mente maintained its commitment to responding to all emails within 24 hours and personally welcoming all visitors, helping establish a welcoming and professional tone that supports relationship-building.

Challenges Encountered
Balancing Accessibility: While virtual options boosted participation, some families still faced barriers such as technology access or scheduling conflicts. The school continues to explore flexible scheduling and hybrid event models.

Sustaining Involvement Over Time: Maintaining consistent parent engagement beyond special events remains a focus area. Efforts will continue to ensure families are seen as partners in the educational process, not just participants.

Conclusion
Bella Mente's ongoing focus on open communication, inclusive family engagement, and collaborative culture has been effective in achieving the goals outlined in the LCAP. The positive results on the California School Dashboard and increased participation from diverse families

indicate that the school is building a strong foundation of trust, shared responsibility, and equity-centered collaboration among all stakeholders.

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.

During the 2024–2025 school year, Bella Mente Montessori Academy experienced material differences between Budgeted Expenditures and Estimated Actual Expenditures, as well as Planned Percentages of Improved Services and Estimated Actual Percentages, particularly within the area of student enrichment and support services.

Staffing Reallocation and Financial Adjustments
Originally, the budget included funds for the hiring of a full-time Art Teacher to provide visual arts instruction and enrichment aligned with the school's mission to nurture creativity and whole-child development. However, after extensive consideration and based on staffing priorities and student needs, the school made the decision not to hire an art teacher during this school year.

Instead, the funds initially allocated for this position were strategically redirected to support a broader array of high-impact student services and engagement roles. Specifically, the funds were used to:

Hire additional Instructional Assistants, supporting academic interventions, small group instruction, and individualized student attention across multiple grade levels.

Expand the roles of Community Liaisons, who serve as vital bridges between the school and families, improving parent communication, cultural responsiveness, and attendance outreach.

Support the school's Counselor, who leads social-emotional learning (SEL) efforts, facilitates restorative practices, and provides individual and group counseling services.

Fund the Director of Community Engagement, a leadership role responsible for strengthening family-school partnerships, coordinating events, and ensuring that community engagement remains inclusive, equitable, and aligned with the school's values.

Impact on Percentages of Improved Services
While the absence of a dedicated Art Teacher slightly altered the originally planned pathway for enrichment services, the reallocation of funds significantly contributed to expanded student supports, particularly for high-need student populations such as English Learners, socioeconomically disadvantaged students, and those experiencing chronic absenteeism or social-emotional challenges.

The Estimated Actual Percentage of Improved Services therefore remained consistent with the school's goals, as the reallocated funds directly supported services that:

Addressed academic gaps

Improved social-emotional outcomes

Strengthened family-school communication

Enhanced overall student engagement and well-being

Conclusion
Though the delivery method for some enrichment opportunities changed from what was originally planned, the reallocation of funds allowed Bella Mente to provide more comprehensive and targeted supports to students and families. These adjustments reflect the school's responsive approach to emerging needs and its commitment to maximizing the effectiveness of available resources to meet LCAP priorities.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Bella Mente Montessori Academy's actions to increase parent involvement and foster a collaborative school culture have been highly effective in making progress toward the intended outcomes of Goal 3. The school's intentional strategies in building trust, encouraging participation, and enhancing communication with families have led to measurable and meaningful impacts.

Strengthened Communication and Engagement
The school's emphasis on frequent, accessible, and multilingual communication—through newsletters, parent messaging platforms, the school website, and in-person interactions—has improved the consistency and clarity of information shared with families.

Parents report feeling more informed and included in their child's education, as evidenced by increased participation in surveys, school events, and parent-teacher conferences.

The presence of Community Liaisons and the Director of Community Engagement has enhanced the school's capacity to reach and support families of all backgrounds, ensuring diverse voices are heard and respected.

Positive Outcomes on State Indicators
The effectiveness of these actions is further confirmed by the school's performance on the California School Dashboard, where Bella Mente met its targets for Attendance, Chronic Absenteeism, and Parent and Family Engagement indicators.

These outcomes signal that the school's collaborative efforts are not only well-received by families but also contributing to improved student outcomes and greater school connectedness.

Supportive School Climate and Equity Focus
School-wide initiatives have been inclusive of diverse family needs and reflective of the school's commitment to equity and cultural responsiveness.

Engagement opportunities such as bilingual meetings, flexible scheduling for workshops and events, and hybrid Wellness Committee participation have contributed to a sense of shared ownership among stakeholders.

Ongoing Opportunities for Growth
While results have been positive, the school recognizes the importance of sustaining and deepening family partnerships beyond attendance at events. Continued focus will be placed on:

Empowering parents as collaborators in decision-making, not just participants in school activities.

Expanding leadership opportunities for parents through advisory roles, feedback groups, and committee work.

Ensuring all families, particularly those from historically underserved backgrounds, feel a strong sense of connection and agency within the school community.

In summary, the specific actions taken to increase parent involvement and cultivate a collaborative, inclusive culture have proven to be effective. These efforts have strengthened trust between families and the school, promoted student success, and created a more vibrant and equitable school community.

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

Following reflection on implementation during the 2024–2025 school year, Bella Mente Montessori Academy identified key adjustments to actions for the coming year to better align with its goal of fostering parent involvement, collaborative culture, and equitable support for all students.

Elimination of the Art Teacher Position
The school made the decision to eliminate the Art Teacher position for the upcoming year. This change was based on a reassessment of resource allocation and the desire to maximize direct student and family support services. While visual arts remain an important part of Bella Mente's commitment to creativity and whole-child development, art instruction will now be integrated within the general education classroom, supported by classroom teachers and through interdisciplinary, project-based learning aligned with the Montessori philosophy.

Increased Support for Instructional and Community-Based Roles
The funding previously designated for the Art Teacher will be redirected to strengthen key support roles that have demonstrated high impact:

Additional Instructional Assistants (IAs) will be placed in classrooms to provide targeted academic support, increase adult-student engagement, and enhance instructional differentiation.

Expanded support for Community Liaisons, who play a vital role in maintaining strong, culturally responsive communication between the school and families. Their continued involvement ensures that family needs are understood and addressed, and that families feel welcomed and empowered to participate in school life.

Alignment with Goal Priorities
These changes reflect the school's evolving understanding of how best to achieve Goal 3 outcomes. By prioritizing classroom-level support and family engagement infrastructure, Bella Mente aims to deepen its impact in the areas of:

Student academic and behavioral success

Family trust and collaboration

Inclusive communication practices

Equitable learning environments

The metrics and target outcomes for the goal remain unchanged, but the adjusted actions will offer a more efficient and impactful pathway to meeting them, especially in a diverse and community-centered school setting.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	1 FTE Bilingual Community Liaison	Community liaisons play a crucial role in bridging the gap between schools and the communities they serve	$95,685.00	
3.2	1FTE School Counselor	School counselor to bridge the home and school gap, ensuring we have open communication.	$73,534.00	
3.3	1 FTE Office Coordinator	Staff member to provide excellent customer service to ensure families receive timely responses to all engagements with the front office.	$46,324.00	

Action #	Title	Description	Total Funds	Contributing
3.4	1FTE Director of Community Engagement	Staff member to focus on creating a campus which encourages parent involvement.	$60,360.00	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$	$

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
	0.000%	$0.00	

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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.

Bella Mente Montessori Academy qualifies for additional Concentration Grant Add-On funding due to its high percentage of unduplicated students, including foster youth, English learners, and low-income students, exceeding the 55% threshold. In alignment with the school's mission to provide equitable, student-centered education, these funds will be strategically used to increase the number of staff directly supporting students, with a particular emphasis on hiring and retaining Instructional Assistants (IAs).

Purpose and Rationale
Instructional Assistants play a crucial role in delivering personalized, small-group, and one-on-one academic support to students who need it most. Their presence in the classroom ensures that differentiated instruction is not only possible, but sustainable—especially for students who may be performing below grade level, are developing English proficiency, or need additional scaffolding due to socio-emotional or learning challenges.

By leveraging Concentration Grant Add-On funds to hire more IAs, Bella Mente will:

Reduce adult-to-student ratios in classrooms, ensuring more individualized attention.

Support targeted academic interventions during core instruction blocks and afternoon intervention periods.

Provide consistent, relationship-based support to build trust and rapport with high-need students.

Help implement accommodations for students with IEPs or ILPs, supporting inclusive education.

Reinforce Montessori-based, hands-on learning strategies that require greater adult facilitation.

Implementation Plan
In the 2025–2026 school year, Bella Mente plans to:

Hire additional full-time and part-time Instructional Assistants, placing them strategically across grade levels with higher concentrations of unduplicated students.

Ensure IAs receive training in culturally responsive practices, restorative supports, English language development strategies, and data-informed instructional support.

Collaborate with teachers and support staff to use IAs as key partners in intervention, enrichment, and behavioral support.

Equity and Impact
This approach directly addresses educational equity by ensuring that students with the highest needs receive increased access to human capital and instructional support. It also aligns with the school's goals of improving academic outcomes, reducing chronic absenteeism, and fostering a positive, inclusive learning environment.

By investing in staff who serve as daily, frontline educators and mentors, Bella Mente is making a strategic commitment to supporting its most vulnerable students—not only academically, but socially and emotionally as well.

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		

2025-26 Total Planned Expenditures Table

LCAP Year	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 %)
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,054,520.00	$0.00	$0.00	$103,772.00	$1,158,292.00	$1,098,416.00	$59,876.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	1FTE Reading Specialist	All	No					$103,772.00	$0.00				$103,772.00	$103,772.00	
1	1.2	NWEA MAPs	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.3	Math Reveal McGraw Hill- 7th and 8th grade	English Learners Foster Youth			English Learners Foster Youth			$0.00	$2,700.00	$2,700.00				$2,700.00	
1	1.4	PE Teacher	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$91,979.00	$0.00	$91,979.00				$91,979.00	
1	1.5	6th 7th 8th- TCI Science and Social Studies	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$0.00	$10,508.00	$10,508.00				$10,508.00	
1	1.6	Recipe for Reading and Alphabet Series	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.7	Substitute Teachers	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$86,776.00	$0.00	$86,776.00				$86,776.00	
1	1.8	Instructional Assistants	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$86,776.00	$0.00	$86,776.00				$86,776.00	
1	1.9	Wordly Wise	English Learners Foster Youth			English Learners Foster Youth			$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.10	Cursive Handwriting Without Tears	English Learners Foster Youth			English Learners Foster Youth			$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.11	Wilson	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$0.00	$2,838.00	$2,838.00				$2,838.00	
2	2.1	1 FTE Assistant Principal	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$133,711.00	$0.00	$133,711.00				$133,711.00	
2	2.2	1FTE Community Liaison	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$64,553.00	$0.00	$64,553.00				$64,553.00	
2	2.3	1FTE Agriculture and Nutrition Teacher	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$80,384.00	$0.00	$80,384.00				$80,384.00	
2	2.4	1 FTE School Principal	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$174,562.00	$0.00	$174,562.00				$174,562.00	
2	2.5	Campus Safety Alliance-Campus Safety Review	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$0.00	$9,830.00	$9,830.00				$9,830.00	
2	2.6	Go Zen, Brain Pop, Brain Pop Jr.	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.7		English Learners Foster Youth Low Income			English Learners Foster Youth Low Income										
3	3.1	1 FTE Bilingual Community Liaison	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$95,685.00	$0.00	$95,685.00				$95,685.00	
3	3.2	1FTE School Counselor	English Learners Foster Youth Low Income			English Learners Foster Youth			$73,534.00	$0.00	$73,534.00				$73,534.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	**3.3**	1 FTE Office Coordinator	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$46,324.00	$0.00	$46,324.00				$46,324.00	
3	**3.4**	1FTE Director of Community Engagement	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$60,360.00	$0.00	$60,360.00				$60,360.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.000%		$0.00	0.000%	0.000 %	**Total:**	$0.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	NWEA MAPs			English Learners Foster Youth Low Income		$10,000.00	
1	**1.3**	Math Reveal McGraw Hill- 7th and 8th grade			English Learners Foster Youth		$2,700.00	
1	**1.4**	PE Teacher			English Learners Foster Youth Low Income		$91,979.00	
1	**1.5**	6th 7th 8th- TCI Science and Social Studies			English Learners Foster Youth Low Income		$10,508.00	
1	**1.6**	Recipe for Reading and Alphabet Series			English Learners Foster Youth Low Income		$15,000.00	
1	**1.7**	Substitute Teachers			English Learners Foster Youth Low Income		$86,776.00	
1	**1.8**	Instructional Assistants			English Learners Foster Youth Low Income		$86,776.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Wordly Wise			English Learners Foster Youth Low Income		$5,000.00	
1	1.10	Cursive Handwriting Without Tears			English Learners Foster Youth		$3,000.00	
1	1.11	Wilson			English Learners Foster Youth Low Income		$2,838.00	
2	2.1	1 FTE Assistant Principal			English Learners Foster Youth Low Income		$133,711.00	
2	2.2	1FTE Community Liaison			English Learners Foster Youth Low Income		$64,553.00	
2	2.3	1FTE Agriculture and Nutrition Teacher			English Learners Foster Youth Low Income		$80,384.00	
2	2.4	1 FTE School Principal			English Learners Foster Youth Low Income		$174,562.00	
2	2.5	Campus Safety Alliance-Campus Safety Review			English Learners Foster Youth Low Income		$9,830.00	
2	2.6	Go Zen, Brain Pop, Brain Pop Jr.			English Learners Foster Youth Low Income		$1,000.00	
2	2.7				English Learners Foster Youth Low Income			
3	3.1	1 FTE Bilingual Community Liaison			English Learners Foster Youth Low Income		$95,685.00	
3	3.2	1FTE School Counselor			English Learners Foster Youth Low Income		$73,534.00	
3	3.3	1 FTE Office Coordinator			English Learners Foster Youth Low Income		$46,324.00	

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 (%)
3	3.4	1FTE Director of Community Engagement			English Learners Foster Youth Low Income		$60,360.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,055,259.00	$1,123,532.48

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	1FTE Reading Specialist	No	$103,772.00	$103,772.00
1	**1.2**	NWEA MAPs		$10,000.00	$10,512.39
1	**1.3**	Math Reveal McGraw Hill- 7th and 8th grade		$2,700.00	$1,722.00
1	**1.4**	PE Teacher		$91,979.00	$91,979.00
1	**1.5**	6th 7th 8th- TCI Science and Social Studies		$10,508.00	$8,808.00
1	**1.6**	Recipe for Reading and Alphabet Series		$15,000.00	4,598.72
1	**1.7**	Intervention Teacher		$86,776.00	$86,776.00
1	**1.8**	Instructional Assistants		$86,776.00	$150,744.05
1	**1.9**	Wordly Wise		$5,000.00	2,570.78
1	**1.10**	Cursive Handwriting Without Tears		$3,000.00	$2,805.00
1	**1.11**	Wilson		$2,838.00	$1,020.72
2	**2.1**	Leader in Me-Franklin Covey		$20,653.00	$20,653.00
2	**2.2**	1FTE Art Teacher		$86,059.00	$86,059.00
2	**2.3**	1FTE Agriculture and Nutrition Teacher		$80,384.00	$71,783.57
2	**2.4**	1 FTE School Principal		$160,581.00	$157,882.42
2	**2.5**	Campus Safety Alliance- Campus Safety Review		$9,830.00	$10,100.00
2	**2.6**	Go Zen, Brain Pop, Brain Pop Jr.		$1,000.00	$3,685.50
2	**2.7**	Leader in Me Curriculum Workbooks		$2,500.00	3376.88
3	**3.1**	2 FTE Bilingual Community Liaison		$95,685.00	$93,026.68
3	**3.2**	1FTE School Counselor		$73,534.00	$81,239.21
3	**3.3**	1 FTE Office Coordinator		$46,324.00	$61,940.59

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.4**	1FTE Director of Community Engagement		$60,360.00	$68,476.97

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$0.00	$0.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	$0.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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