

LCFF Budget Overview for Parents

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

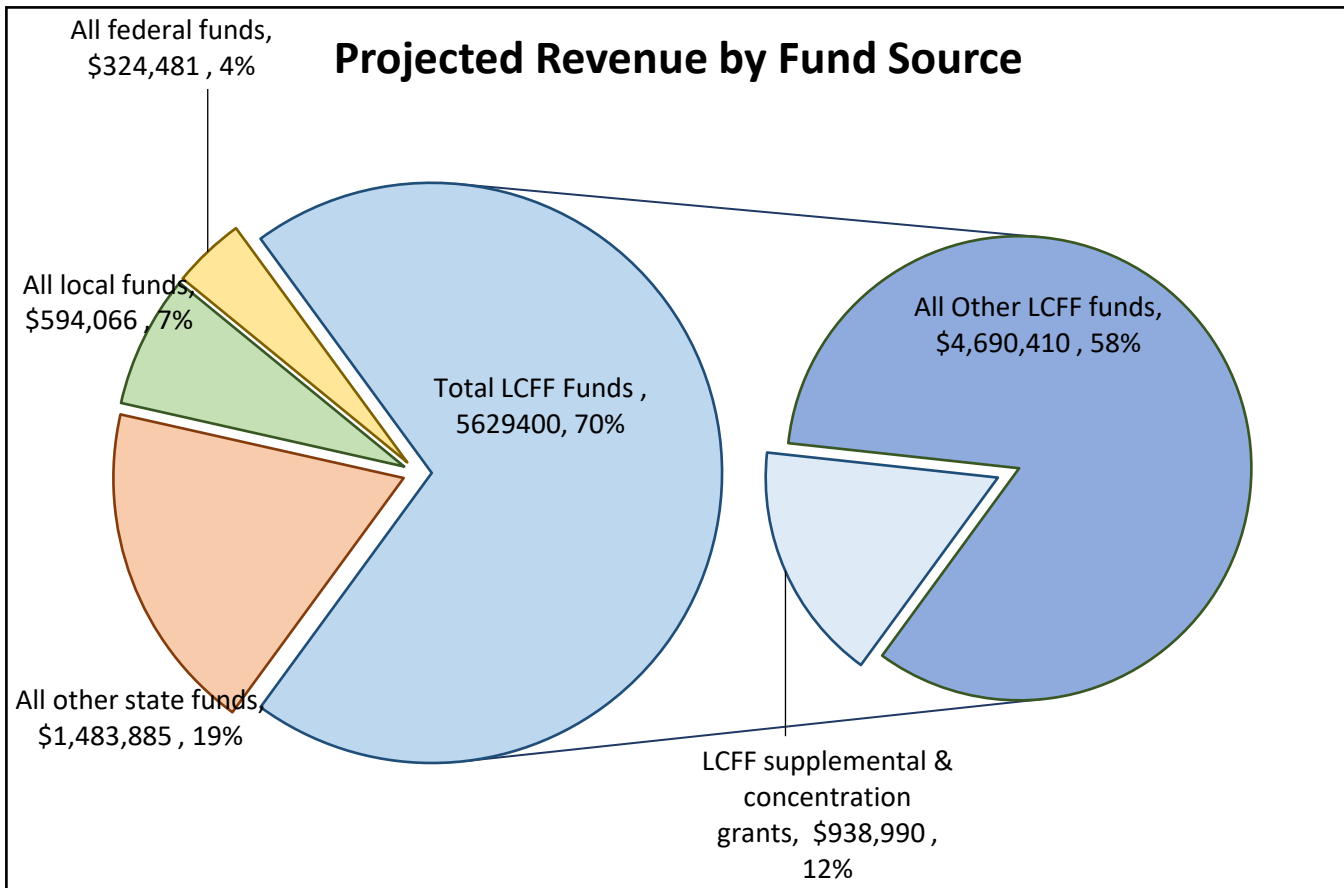
CDS Code: 37 68452 0128223

School Year: FY2024-2025

LEA contact information: Erin Feeley - Superintendent, 760-621-8931, efeeley@bellamentecharter.org

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

Budget Overview for the FY2024-2025 School Year

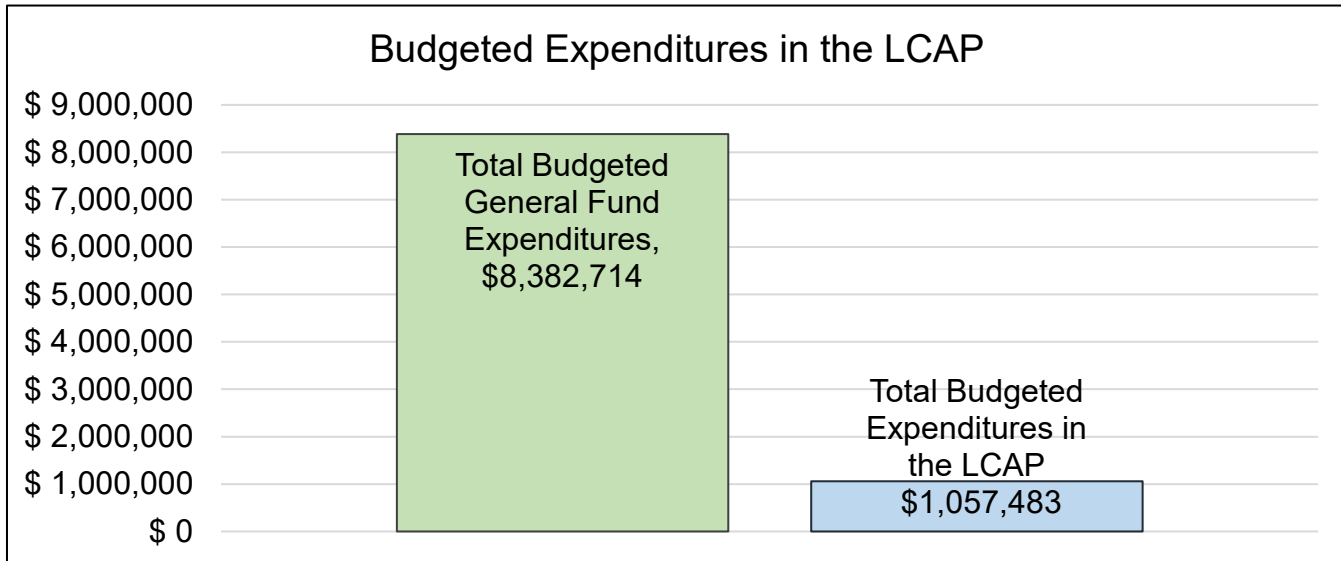


This chart shows the total general purpose revenue Bella Mente Montessori Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bella Mente Montessori Academy is \$8,031,832.00, of which \$5,629,400.00 is Local Control Funding Formula (LCFF), \$1,483,885.00 is other state funds, \$594,066.00 is local funds, and \$324,481.00 is federal funds. Of the \$5,629,400.00 in LCFF Funds, \$938,990.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bella Mente Montessori Academy plans to spend for FY2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

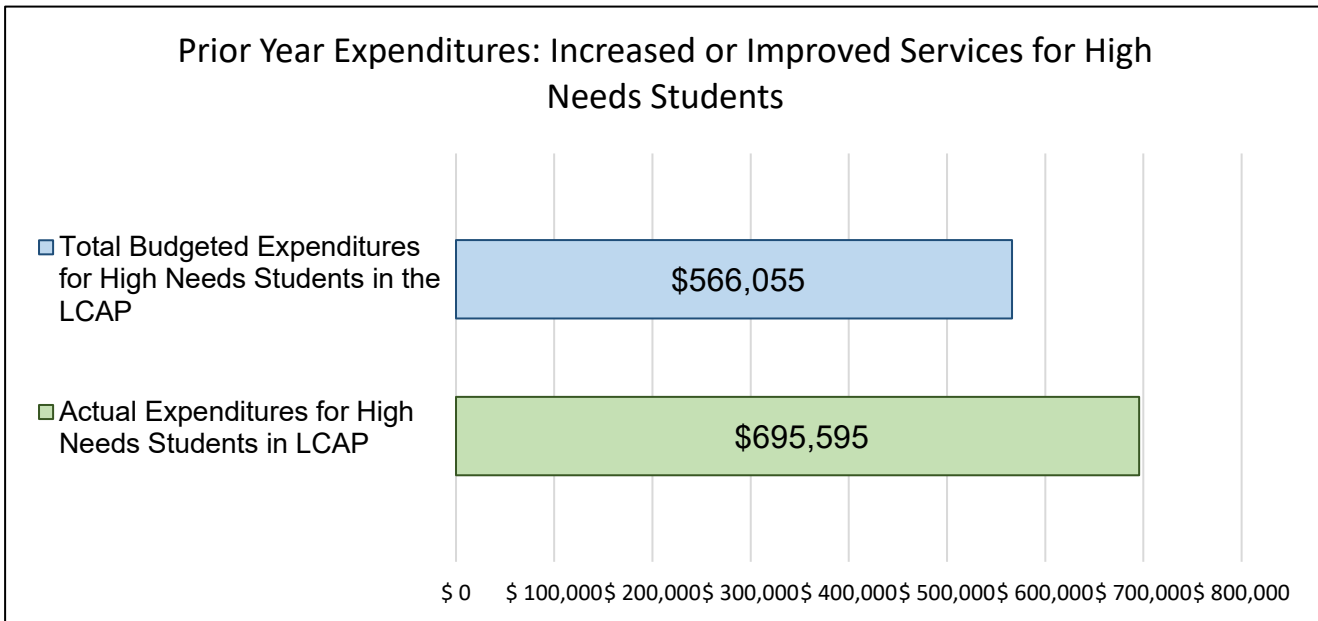
The text description of the above chart is as follows: Bella Mente Montessori Academy plans to spend \$8,382,714.00 for the FY2024-2025 school year. Of that amount, \$1,057,483.00 is tied to actions/services in the LCAP and \$7,325,231.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Facility Maintenance and Operations, Utilities, Groundskeeping, Central Office Salaries, Legal Services, Technology Infrastructure, IT Support and Maintenance, Software Licenses, Student Transportation, Instructional Support, Leadership, Instructional Assistants, Community Liaisons, General and Special Education Teachers
Increased or Improved Services for High Needs Students in the LCAP for the FY2024-2025 School Year

In FY2024-2025, Bella Mente Montessori Academy is projecting it will receive \$938,990.00 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 \$1,057,483.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in FY2023-2024



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 FY2023-2024, Bella Mente Montessori Academy's LCAP budgeted \$566,055.00 for planned actions to increase or improve services for high needs students. Bella Mente Montessori Academy actually spent \$695,595.00 for actions to increase or improve services for high needs students in FY2023-2024.



Bella Mente Academies

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Academic Performance Tiered System-student groups' performing 50 points or more below standard	The 2019-2020 SBAC test was cancelled due to COVID. The following baseline data was taken from the 2018-2019 results: All student groups except the White student group are below 50 points or more ELA standard, White student group are 32 points below Math standard and all other Student Groups are 50 or more points below Standard in Math (see chart above)	2020-2021 BMA did not assess students with the state SBAC. Please refer to the local assessment metric below for results.	2021-2022 38.94% of students met or exceeded standard for ELA. 23.11% of students met or exceeded standard for Math.	2022-2023: 40.83% of students met or exceeded standards for ELA and 24.27% of students met or exceeded standards for Math.	By 2023-2024, all student groups will progress 30 points more from the 2018-2019 baseline data towards standard OR advance to the next SBAC Tier Level
Increase the % of students in grades 1-8 at or above grade	The 2020-2021 NWEA data showed 50.84% proficiency in	Tentative data for the 2021-2022 school year shows a positive	Data shows a 6% increase in students in ELA across all grade	NWEA MAPS Growth data shows that 51% of students are at or	By 2024, 60% of all students will be At or Above Grade Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
level norms level math and ELA standards measured NWEA MAP will increase by 10% from Fall-Spring	ELA and 34.15% proficiency in math.	<p>trajectory in both ELA and math. Schoolwide data from fall 2021 to spring 2022</p> <p>ELA has increased by 7.68% (from 31.12% in Fall 2021 to 38.80% in Spring 2022) and math has increased by 13.25% (from 22.04% in Fall 2021 to 35.29% in Spring 2022).</p> <p>BMA is slowly closing the gap to reach its goal of 60% ELA proficiency and 40% math proficiency.</p>	<p>levels from students below standards to meeting or above standards.</p> <p>Data shows a .2% decrease in math across all grade levels from students below standards to meeting or above standards.</p>	<p>above grade level in ELA (Language) and in ELA (Reading) 41% of students are at or above grade level; for Math; 32% of students are at or above grade level</p>	<p>Norms in grades 1-8 for ELA and 40% in math as measured by the NWEA MAPs local assessment.</p>
Increase the % of all students working at Grade Level (GLM) measured by Lexia Assessments by Spring	The 2021 Spring data shows 47% of TK-8th grade students Below Grade Level 53% of TK-8th grade students are at Grade Level of Material (44%) or Above GLM (9%)	<p>The 2022 Spring data shows 40% of TK-8th grade students Below Grade Level in Lexia reading level.</p> <p>60% of TK-8th grade students tested at Grade Level of Material (38%) or Above GLM (22%), for an overall 7% increase from the</p>	<p>In the fall of the 22-23 school year, 68% of students were below grade level.</p> <p>In the fall, 27% were at grade level and 5% were above grade level.</p> <p>In spring, the percentage of students below grade</p>	<p>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%; 75% of students who met their target usage were at or above grade level.</p>	<p>By 2024, 75% of all students in grade K-8 will be at or above GLM as measured by the Spring Lexia Assessment</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Spring 2021 assessment. Students now testing Above Grade Level Material increased by 13% (from 9% in 2021 to 22% in 2022)!</p> <p>Given this trend, BMA expects to meet its 2024 goal of 75% of all students at or above GLM</p>	<p>level decreased to 41%.</p> <p>In the spring, 33% were at grade level and 26% were above grade level.</p>		
Increase the % of 4-8 grade students progressing towards grade level standards using ALEKS Spring assessment	Spring 2021 shows 21% of 4th -8th graders are moving toward proficiency	Spring data did not show a consistent usage of the ALEKS program.	ALEKS program discontinued	ALEKS program discontinued	By Spring 2024, all 4th -8th grade students will reach 85% mastery of core Math standard as measured by NWEA MAPs data

Goal Analysis

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

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

Analysis:

SBAC Academic Performance:

Baseline (2018-2019): All student groups except the White group are below 50 points or more in ELA, and all groups are 50 or more points below standard in Math.

Year 1 Outcome (2021-2022): 38.94% of students met or exceeded standard for ELA, and 23.11% for Math.

Year 2 Outcome (2022-2023): student performance increased in both ELA and Math: 40.83% for ELA and 24.27% for Math

Desired Outcome for 2023–24: All student groups will progress 30 points more (distance from standard) from the 2018-2019 baseline data towards standard or exceeded to the next SBAC Tier Level, continuing to increase overall standard met or exceeded levels.

NWEA:

Baseline (2020-2021): 50.84% proficiency in ELA and 34.15% in Math.

Year 2 Outcome (2021-2022): Positive trajectory with ELA increasing by 7.68% and Math by 13.25%.

Desired Outcome for 2023–24: 60% of all students will be at or above grade level norms in ELA and 40% in Math. Marked improvements have been made in all three MAPS Growth assessments, but come short of the desired 60% for ELA and 40% for Math

Lexia:

Baseline (2021 Spring): 47% of students below grade level, 53% at or above grade level.

Year 2 Outcome (2022 Spring): 40% below grade level, 60% at or above grade level.

Desired Outcome for 2023–24: 75% of all students at or above grade level norms in the

Lexia Assessments: 64% of students met or exceeded grade level proficiency; 75% of student met grade level equivalency if targets were met.

ALEKS:

Year 2 Outcome (Spring 2021): 21% of 4th -8th graders are moving toward proficiency.

Desired Outcome for 2023–24: All 4th -8th grade students will reach 85% mastery of core Math standard: ALEKS discontinued (as measured through NWEA MAP Performance data)

Substantive Differences in Planned Actions and Actual Implementation:

SBAC Academic Performance: The planned action to progress all student groups 30 points more from the baseline data wasn't fully met. While there was improvement, the goal wasn't achieved entirely.

NWEA MAP Performance: The planned action was to increase proficiency by 10%, but the actual increase varied between subjects and fell short of the desired outcomes.

Lexia Assessments: The planned action aimed for a 75% proficiency level, but the actual increase was only to 60%. There's still a gap to achieve the desired outcome.

ALEKS Spring Assessment: There was inconsistency in the usage of the ALEKS program, affecting the planned action's implementation; ALEKS use was discontinued at the end of the 2022-2023 school year.

During the 2023-2024 school year, the school implemented Study Island by Edmentum. The program is an educational software platform designed to enhance student proficiency in Mathematics, English Language Arts (ELA), and other subjects through targeted practice and assessment.

The platform supports personalized learning and helps educators track student progress effectively.

Key Features:

Standards-Based Content:

Mathematics and ELA: Study Island's content for both Math and ELA is aligned with state-specific academic standards, ensuring relevance and comprehensiveness in practice and preparation for standardized tests.

Diagnostic and Practice Tests:

Diagnostics: Initial diagnostic tests assess students' current knowledge and identify specific areas that need improvement in both Math and ELA.

Practice Tests: Ongoing practice tests provide regular opportunities for students to reinforce and apply their understanding of key concepts in both subjects.

Interactive Lessons:

Math: Interactive lessons include a variety of problem-solving exercises, interactive activities, and multimedia resources to engage students.

ELA: Lessons cover reading comprehension, grammar, writing, and vocabulary, with engaging content that includes passages, multimedia elements, and interactive questions.

Progress Monitoring:

Reports: Detailed reports for both Math and ELA allow teachers to monitor student progress, identify strengths and weaknesses, and tailor instruction accordingly.

Analytics: The platform's analytics help educators make data-driven decisions to support individual student growth and classroom-wide improvement.

Customization and Flexibility:

Assignments: Teachers can customize assignments and assessments in both Math and ELA to fit their lesson plans and specific educational goals.

Learning Environments: Study Island is adaptable for use in various learning environments, whether in the classroom or for remote learning.

Motivational Tools:

Gamification: The platform includes gamified elements like badges and rewards to motivate students and encourage consistent practice in both Math and ELA.

Engagement: These motivational tools help keep students engaged and make the learning process more enjoyable.

Benefits for Students:

Personalized Learning:

Math and ELA: Students receive practice tailored to their skill levels, helping them build confidence and proficiency in both subjects.

Immediate Feedback:

Real-Time Learning: Immediate feedback on practice questions helps students learn from their mistakes and deepen their understanding of mathematical concepts and language arts skills.

Accessibility:

Anytime, Anywhere Learning: Study Island is accessible online, allowing students to practice skills in both Math and ELA anytime and anywhere, catering to diverse learning needs.

In summary, while there were improvements in most areas, none of the goals were fully achieved according to the data provided.

Adjustments in implementation strategies have begun, including the additional of Study Island might be necessary to bridge the gap between planned actions and desired outcomes.

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

The overall implementation of actions to achieve the articulated goals involved a multifaceted approach aimed at improving academic performance across various student groups and grade levels. The strategies outlined in the LCAP were designed to address specific areas of concern such as SBAC Academic Performance, NWEA MAP Performance, Lexia Assessments, and ALEKS Spring Assessment.

Challenges and Successes:

SBAC Academic Performance: The cancellation of the 2019-2020 SBAC test due to COVID presented an initial challenge in establishing a baseline. Subsequently, there was a notable improvement in ELA and Math proficiency in Year 2 (2021-2022), although not meeting the desired outcome. The success lies in the progress made despite disruptions caused by the pandemic. Positive growth in ELA and Math (both 2%) were seen at the end of the 2022-2023 school year.

NWEA MAP Performance: The trajectory of improvement in ELA and Math proficiency from Fall 2021 to Spring 2022 indicates a positive trend. However, the increase fell short of the desired 10% improvement. Challenges might include sustaining this growth rate consistently across all grade levels and subjects. NWEA MAPS Growth assessments continue to pose a challenge for students. Additional professional development to address student engagement and progress will be a focus for the 2024-2025 school year.

Lexia Assessments: There was a substantial decrease in the percentage of students below grade level from 47% to 40% from 2021 to 2022, indicating progress towards the goal. However, reaching the desired 75% proficiency level by 2024 remains a challenge. Successes include the significant increase in students testing above grade level material, with an increase noted from the end of 2023 to the end of 2024. Lexia data shows 64% of students meeting or exceeding grade level proficiency.

ALEKS Spring Assessment: The substantive difference noted here is the inconsistency in the usage of the ALEKS program, which likely impacted the progress towards the desired outcome of 85% mastery of core Math standards by Spring 2024. Successes may include the 21% of students moving toward proficiency as indicated in Spring 2021. The ALEKS program has been discontinued as of the end of the 2022-2023 school year.

Material Differences:

There may be material differences between budgeted expenditures and estimated actual expenditures due to various factors such as changes in program costs, unexpected expenses, or reallocation of funds based on emerging needs. Similarly, differences between planned percentages of improved services and estimated actual percentages may arise from challenges in implementation, resource constraints, or unanticipated obstacles affecting the delivery of services as originally intended. These discrepancies should be carefully analyzed to understand the underlying causes and to inform future planning and budgeting decisions effectively.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Material differences between budgeted and actual expenditures, as well as planned and actual percentages of improved services, may arise due to various factors such as economic conditions, unforeseen events, or shifts in priorities. While specific actions implemented over the three-year LCAP cycle aimed at improving academic performance showed varying levels of effectiveness, academic achievement challenges and students entering Bella Mente below grade level and inconsistencies in program implementation impacted progress. Despite some successes, achieving desired outcomes in areas such as SBAC and NWEA assessments remains a challenge, indicating the need for continued strategic adjustments to enhance effectiveness.

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

The effectiveness of specific actions within the three-year LCAP cycle varied across different goals and metrics. While some actions showed moderate success, such as improvements in NWEA MAP and Lexia Assessments, others, like the ALEKS Spring Assessment, proved ineffective in achieving desired outcomes. Reflecting on prior practice, the LEA will make adjustments to the planned goals, metrics, desired outcomes, or actions for the coming year to enhance effectiveness. This may involve reallocating resources, strengthening implementation strategies, and adopting new approaches to better address student needs and improve overall outcomes. Professional development in student engagement is planned for the 2024-2025 school year to address concerns at all levels with student focus and motivation.

The analysis of data and the effectiveness of actions within the LCAP goal prompted the identification of the ALEKS Spring Assessment as ineffective in improving math proficiency. The reasons for its ineffectiveness included inconsistent usage and a lack of sustained engagement across grade levels. To address this, the LEA will implement changes such as enhanced training and support, implementation monitoring, data-driven interventions, and strengthened collaboration among staff. Although ALEKS use was discontinued overall during the 2023-2024 SY., more focus was on Montessori Math Task cards/curriculum and administered by the Montessori Coaches. An additional Math intervention program is planned to begin during the 2024-2025 SY. These changes aim to optimize the effectiveness of the math program and improve student outcomes in math proficiency.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Parent Surveys participation rate using survey feedback platform	2020-2021 20%-25% Survey Participation	2021-2022 continued little improvement	2022-23 The school attempted shorter surveys at a higher frequency level. While increases were incremental, they did not hit the 15% increase.	25% of our families completed the 2023-2034 LCAP survey., a marked improvement from previous years.	By Spring 2024, increase Parent Survey participation by 15% each year
Increase colored Tier status on CA School Dashboard Suspension Rate	2019 Suspension status was in “Orange” a 1.8% increase from 2018 “Blue” suspension status	The CA School Dashboard did not report 2020 or 2021 suspensions given COVID-19 school closures. BMA had 0 suspensions during COVID school closures in 2020 & 2021.	The 2022 Dashboard rated suspensions as medium with 1.1% suspended at least one day.	Undetermined at this time	By Spring 2024, MBA will decrease in suspension rate to reach the “Blue” status by the end of three years
Leader in Me assessment-MRA	MRA - Overall score from staff was 70 out of 100. Inclusive Leadership, Culture, and Academic.	The Spring 2021 MRA score was 36. The score dropped considerably possibly	The Spring 2022 MRA score has increased but has not met the 90 out of 100 threshold.	MRA Score of 69, significant improvement over previous years.	By Spring 2024, the Leader in Me MRA (measuring Leadership, Culture, and Academics) will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		due to COVID 19 school closures.			reach an overall score of 90 out of 100.

Goal Analysis

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

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

Increase Parent Survey Participation Rate:

Planned Action: Implement shorter surveys at a higher frequency.

Actual Implementation: Shorter surveys were implemented, but the increase in participation was incremental.

Effectiveness: The planned action did not achieve the desired outcome of a 15% increase in participation. While some improvement was observed, it fell short of the target.

Increase Colored Tier Status on CA School Dashboard Suspension Rate:

Planned Action: Decrease suspension rate to reach "Blue" status.

Actual Implementation: The suspension rate decreased to 1.1%, categorized as "medium" on the dashboard.

Effectiveness: Although there was a decrease in the suspension rate, it did not reach the "Blue" status as planned. However, progress was made towards the goal of reducing suspensions.

Leader in Me Assessment (MRA):

Planned Action: Increase the overall MRA score to 90 out of 100.

Actual Implementation: The MRA score increased but did not reach the threshold of 90 out of 100.

Effectiveness: While there was improvement in the MRA score, it fell short of the targeted score. Factors such as COVID-19 school closures may have impacted the score.

In summary, the planned actions had mixed effectiveness in achieving the desired outcomes. While progress was made in some areas, such as reducing suspension rates and increasing survey participation, the goals were not fully met. Factors such as the COVID-19 pandemic may have influenced the outcomes and should be considered in future planning. Adjustments to strategies may be necessary to better align with the desired outcomes.

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

The overall implementation of the actions to achieve the articulated goal of providing a safe community for all scholars at Bella Mente Academy involved a combination of strategies aimed at promoting health and well-being, fostering creativity, supporting positive social and

emotional development, strengthening staff/scholar relationships, and cultivating a sense of belonging. However, there were notable challenges and successes experienced throughout the implementation process.

Challenges:

COVID-19 Pandemic Impact: The COVID-19 pandemic presented significant challenges to the planned actions, particularly in terms of school closures and disruptions to normal operations. This likely affected the implementation of various strategies, such as the Leader in Me assessment, which saw a considerable drop in scores in the previous year, possibly due to the pandemic-related closures.

Survey Participation: Despite efforts to increase parent survey participation by implementing shorter surveys at a higher frequency, the desired increase of 15% was not achieved. This suggests challenges in engaging parents and may require further exploration into barriers to participation.

MRA Score Improvement: While there was an increase in the overall MRA score, it did not meet the targeted threshold of 90 out of 100. This indicates challenges in fully realizing improvements in leadership, culture, and academics within the school community.

Successes:

Reduction in Suspension Rate: Despite challenges, there was a notable success in reducing the suspension rate to 1.1%, categorized as "medium" on the CA School Dashboard. This demonstrates progress towards creating a safer and more inclusive school environment.

Adaptation to Changing Circumstances: The school demonstrated adaptability by implementing alternative strategies, such as shorter surveys, to address challenges in survey participation amid the pandemic. This flexibility suggests a proactive approach to addressing obstacles to goal achievement.

Material Differences:

One material difference between Budgeted Expenditures and Estimated Actual Expenditures may arise from unexpected expenses related to implementing COVID-19 safety measures, such as personal protective equipment (PPE) and technology for remote learning. These unplanned expenditures may have impacted the allocation of resources for other planned actions aimed at achieving the articulated goal.

Another material difference could be related to the planned percentages of improved services versus the estimated actual percentages. For instance, if the planned percentage for improving staff training on social-emotional learning was 80%, but the estimated actual percentage achieved was only 60%, this would represent a material difference in the implementation of the action.

In summary, while there were both challenges and successes in implementing actions to achieve the articulated goal, ongoing evaluation and adaptation will be crucial to address barriers and optimize strategies for future implementation cycles. Monitoring budgetary expenditures and ensuring alignment with planned goals and outcomes will be essential for effective resource management and goal attainment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures may arise due to various factors:

Unforeseen Expenses: Unexpected costs, such as emergency repairs, increased utility bills, or unanticipated staff training needs, can lead to material differences between the budgeted and actual expenditures. These expenses may not have been accounted for during the budgeting process but became necessary during the implementation phase.

Changes in Program Implementation: Alterations in the implementation of programs or strategies may result in variations between budgeted and actual expenditures. For example, if a planned action required more resources than initially anticipated due to unanticipated challenges or complexities, it could lead to higher-than-expected expenditures.

Resource Reallocation: Shifting priorities or reallocating resources to address emerging needs or capitalize on opportunities may result in differences between budgeted and actual expenditures. This could occur if certain planned actions were deprioritized or postponed in favor of more pressing initiatives.

Regarding Planned Percentages of Improved Services versus Estimated Actual Percentages of Improved Services:

Unforeseen Challenges: Unexpected obstacles or barriers encountered during the implementation of planned actions may result in lower-than-anticipated improvements in services. These challenges could include factors such as staff turnover, insufficient training, or external factors like the COVID-19 pandemic, which may have disrupted normal operations.

Resource Constraints: Limited resources or competing priorities may hinder the achievement of planned percentages of improved services. If resources allocated for specific actions were insufficient to fully execute the planned strategies, it could result in lower-than-expected improvements in services.

Implementation Effectiveness: Differences between planned and actual percentages of improved services may also reflect variations in the effectiveness of implemented actions. Some strategies may have been more successful than others in driving meaningful improvements, leading to discrepancies between planned and actual outcomes.

Now, regarding the effectiveness of specific actions in making progress toward the goal during the three-year LCAP cycle:

Increase Parent Survey Participation Rate: This action showed limited effectiveness, as the desired 15% increase in participation was not achieved. While efforts were made to implement shorter surveys at a higher frequency, additional strategies may be needed to more effectively engage parents and boost participation rates.

Increase Colored Tier Status on CA School Dashboard Suspension Rate: Progress was made in reducing the suspension rate, but the goal of reaching "Blue" status was not fully met. Nonetheless, the decrease in suspension rates indicates some effectiveness in promoting a safer and more inclusive school environment.

Leader in Me Assessment (MRA): While there was an increase in the overall MRA score, it did not reach the targeted threshold of 90 out of 100. Factors such as the COVID-19 pandemic may have impacted the effectiveness of this action, highlighting the need for continued efforts to enhance leadership, culture, and academics within the school community.

Overall, the effectiveness of specific actions varied, with some demonstrating progress toward the goal while others fell short. Continuous evaluation and adjustment of strategies will be essential to maximize effectiveness and achieve desired outcomes in future LCAP cycles.

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

Increase Parent Survey Participation Rate:

Effectiveness: Ineffective

Despite implementing shorter surveys at a higher frequency, the desired 15% increase in participation was not achieved over the three-year LCAP cycle. This suggests that the strategy employed was not successful in significantly boosting parent engagement.

Reflection: For the coming year, the LEA may consider revising the survey approach, such as exploring different survey formats or communication channels, to better align with parent preferences and encourage higher participation rates.

Increase Colored Tier Status on CA School Dashboard Suspension Rate:

Effectiveness: Partially effective

While the suspension rate decreased, the goal of reaching "Blue" status was not fully met. However, progress was made in creating a safer school environment, as evidenced by the reduction in suspension rates.

Reflection: Moving forward, the LEA could continue implementing strategies aimed at reducing suspension rates, such as implementing restorative justice practices or providing additional support for students at risk of disciplinary actions.

Leader in Me Assessment (MRA):

Effectiveness: Partially effective

The overall MRA score increased, but it did not reach the targeted threshold of 90 out of 100. This indicates some progress in improving leadership, culture, and academics within the school community.

Reflection: To further enhance effectiveness, the LEA may need to identify specific areas for improvement based on MRA results and implement targeted interventions or professional development opportunities for staff.

Changes for the Coming Year:

Increase Parent Survey Participation Rate: Considering the ineffectiveness of the previous approach, the LEA plans to revise survey methods and communication strategies to better engage parents and increase participation rates.

Increase Colored Tier Status on CA School Dashboard Suspension Rate: While progress was made, the LEA acknowledges the need for continued efforts to reduce suspension rates. Strategies may include further implementation of restorative justice practices and additional support for at-risk students.

Leader in Me Assessment (MRA): Building on the partial effectiveness observed, the LEA intends to focus on targeted interventions and professional development initiatives to address areas for improvement identified in the MRA results. This may involve refining existing practices and implementing new strategies to enhance leadership, culture, and academics within the school community.

Increase Parent Survey Participation Rate:

Reasons for Ineffectiveness: The previous approach of implementing shorter surveys at a higher frequency did not significantly boost parent engagement, resulting in lower-than-desired participation rates.

Changes to Action: BMA will implement a new approach to increase parent survey participation. This may involve conducting outreach to parents to better understand their preferences for survey formats and topics, as well as providing incentives or rewards for survey completion. Additionally, BMA will explore alternative communication channels, such as mobile apps or social media platforms, to reach a wider audience of parents.

Increase Colored Tier Status on CA School Dashboard Suspension Rate:

Reasons for Ineffectiveness: While progress was made in reducing suspension rates, the goal of reaching "Blue" status was not fully met, indicating the need for a more targeted approach.

Changes to Action: BMA will refine its strategies to further reduce suspension rates and improve school climate. This may include implementing restorative justice practices more consistently, providing additional support and resources for at-risk students, and fostering a positive school culture through staff training and student engagement initiatives.

Leader in Me Assessment (MRA):

Reasons for Ineffectiveness: Although the overall MRA score increased, it did not reach the targeted threshold of 90 out of 100, indicating areas for improvement in leadership, culture, and academics.

Changes to Action: BMA will strengthen its approach to the Leader in Me assessment by implementing targeted interventions and professional development opportunities for staff. This may involve providing coaching and mentoring for school leaders, fostering a collaborative and inclusive school culture, and integrating social-emotional learning into academic programs.

By implementing these changes, BMA aims to enhance the effectiveness of its actions in achieving the articulated goal of providing a safe community for all scholars. These adjustments reflect a commitment to continuous improvement and responsiveness to data-driven insights.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain Standard Met on CA School Dashboard-Parent and Family Engagement	2019 LEA-Met Standard 2020 Dashboard did not report on this measure due to COVID19	2021 Dashboard did not report on this measure due to COVID19	22 Dashboard, Standard Met.	23 Dashboard, Standard Met	By 2024, BMA will have three consecutive years of Standard Met
Increase parent participation at school events and meetings documented on attendance logs	5% of parents/guardians attend school activities	Given 2020-2021 school closure due to COVID19, parent participation was not available until after Spring 2021.	22-23 parent participation onsite and via Google Meet has increased.	Increased parent participation at school events has increased; establishment of the Bella Mente PTA has facilitated an increase in participation and partnership.	By 2024, BMA will increase parents/guardians attendance at school activities/meetings by 15% each year
Increase Chronic Absenteeism status above “Orange” on CA School Dashboard	2019-in Orange Tier	2021 Dashboard did not report on this measure due to COVID19	32.8% chronically absent on 22 Dashboard.	33.3% chronically absent in 2023. Internal reports show chronically absent was only 15.3% in the 23-24 school year.	By Spring 2024, BMA will move from “Orange” Status to “Green or Blue” status by the end of three years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the attendance rate for Bella Mente students by .5%	LEA 2019-20 Attendance 96.53%	2020-21 data also was not reported by Dashboard due to COVID.	2021-22 and 2022-23 attendance continued to decrease as a result of COVID. Parent/Guardian education on the importance of their child's education was an LEA priority.	Attendance rate has returned to baseline of 96%	By Spring 2024, BMA will increase its Attendance Rate by .5% each year

Goal Analysis

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

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

Goal Description: The goal is to increase parent involvement through collaboration and open communication, fostering a collaborative culture that values diversity and equity.

Planned Actions:

Maintain Standard Met on CA School Dashboard-Parent and Family Engagement.

Increase parent participation at school events and meetings documented on attendance logs.

Increase Chronic Absenteeism status from "Orange" to "Green or Blue" on CA School Dashboard.

Increase the attendance rate for Bella Mente students by 0.5% each year.

Actual Implementation:

Parent participation at school events and meetings increased, with an improvement noted in the 2022–23 academic year.

Chronic absenteeism status remained in the "Orange" tier, with no improvement noted due to the impact of COVID-19.

Attendance rates for students continued to decrease due to COVID-19 disruptions, despite efforts to educate parents on the importance of attendance.

Analysis:

The planned actions related to increasing parent participation showed some effectiveness, as indicated by the increase in attendance at school events and meetings.

However, the goal of moving Chronic Absenteeism status from "Orange" to "Green or Blue" was not achieved, likely due to ongoing challenges related to COVID-19.

Efforts to increase student attendance rates faced significant challenges due to the pandemic, resulting in a continued decrease rather than the desired improvement.

Substantive Differences:

The COVID-19 pandemic significantly impacted the implementation of planned actions, particularly those related to attendance and Chronic Absenteeism.

Despite efforts to increase parent participation, the goal related to Chronic Absenteeism status was not achieved, indicating a gap between planned actions and outcomes.

While some progress was made in increasing parent involvement, the effectiveness of the planned actions was limited by external factors such as the COVID-19 pandemic. Moving forward, strategies may need to be adapted to address ongoing challenges and prioritize areas where improvements are still needed.

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.

Implementation Process:

Maintaining Standard Met on CA School Dashboard-Parent and Family Engagement: This action involved ongoing efforts to ensure that BMA meets the standards set by the California School Dashboard regarding parent and family engagement. The implementation process likely included regular communication with parents, providing opportunities for feedback, and fostering a welcoming environment for parental involvement.

Increasing Parent Participation at School Events and Meetings: BMA implemented measures to encourage and facilitate parent participation in school events and meetings. This might have included sending out regular communications about upcoming events, providing multiple channels for participation (in-person and virtual), and offering incentives for attendance.

Improving Chronic Absenteeism Status: Efforts were made to address chronic absenteeism among students, with the goal of improving the school's status from "Orange" to "Green or Blue" on the CA School Dashboard. Strategies may have included implementing attendance monitoring systems, providing support for students facing barriers to attendance, and collaborating with families to address underlying issues.

Increasing Student Attendance Rates: BMA aimed to increase student attendance rates by 0.5% each year. This likely involved implementing interventions to reduce absenteeism, such as implementing attendance incentives, providing resources for families to support attendance, and addressing underlying factors contributing to absenteeism.

Challenges and Successes:

Challenges: The implementation of planned actions faced significant challenges, primarily due to the COVID-19 pandemic. School closures, remote learning, and health concerns impacted parent participation, student attendance, and efforts to address chronic absenteeism.

Additionally, resource constraints, such as limited funding or staffing, may have posed challenges to the implementation of certain actions.

Successes: Despite the challenges, there were some successes in increasing parent participation and maintaining engagement with stakeholders. BMA's efforts to adapt to virtual platforms for communication and events may have facilitated increased participation from parents who may not have been able to attend in-person events. The dedication of staff and the resilience of the school community likely contributed to maintaining a collaborative culture despite the obstacles faced.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Budgeted Expenditures vs. Estimated Actual Expenditures:

Factors Contributing to Differences:

Unforeseen Costs: Unexpected expenses, such as emergency repairs or unplanned resource needs, could lead to higher actual expenditures compared to what was initially budgeted.

Reallocation of Funds: Changes in priorities or shifting needs within the school community may have prompted the reallocation of funds from one initiative to another, resulting in variations between budgeted and actual expenditures.

Cost Savings: Conversely, cost-saving measures or efficiencies in operations may have resulted in lower actual expenditures than what was budgeted.

Example: If the budget allocated funds for a specific parent engagement program, but due to unforeseen circumstances (e.g., COVID-19 restrictions), the program couldn't be implemented as planned, the actual expenditures might be lower than budgeted.

Planned Percentages of Improved Services vs. Estimated Actual Percentages of Improved Services:

Factors Contributing to Differences:

External Factors: External factors beyond the school's control, such as changes in demographics, economic conditions, or government policies, may impact the effectiveness of planned actions and result in differences between planned and actual percentages of improved services.

Implementation Challenges: Difficulties in implementing planned actions, such as staff turnover, resource constraints, or resistance to change, could hinder the achievement of targeted improvements.

Unanticipated Outcomes: Unexpected outcomes, either positive or negative, may influence the actual percentages of improved services compared to what was initially planned.

Example: If the goal was to increase parent participation by 15% each year, but due to unforeseen circumstances (e.g., COVID-19 restrictions), the increase was only 5% in one year and 10% in another, there would be differences between planned and actual percentages of improved services.

Effectiveness of Actions in Making Progress Toward the Goal:

Maintaining Standard Met on CA School Dashboard-Parent and Family Engagement: The effectiveness of this action can be measured by whether BMA successfully met the standards set by the California School Dashboard for parent and family engagement. If BMA consistently met or exceeded these standards over the three-year LCAP cycle, this action can be considered effective in making progress toward the goal.

Increasing Parent Participation at School Events and Meetings: The effectiveness of this action can be evaluated based on the extent to which parent participation increased over the LCAP cycle. If there was a noticeable improvement in parent attendance at events and meetings, despite challenges such as COVID-19 disruptions, this action can be deemed effective.

Improving Chronic Absenteeism Status: The effectiveness of this action can be assessed by whether BMA successfully moved from "Orange" to "Green or Blue" status on the CA School Dashboard for chronic absenteeism. If BMA made progress toward this goal, even if it did not achieve the desired outcome within the three-year cycle, the action can still be considered somewhat effective.

Increasing Student Attendance Rates: The effectiveness of this action can be measured by whether BMA successfully increased student attendance rates by the targeted percentage each year. If there was consistent improvement in attendance rates over the LCAP cycle, despite challenges such as the impact of COVID-19, this action can be regarded as effective.

In summary, the effectiveness of specific actions in making progress toward the goal during the three-year LCAP cycle depends on various factors, including the extent to which planned objectives were achieved, the impact of external factors, and the ability to adapt to unforeseen challenges. Evaluating the effectiveness of each action requires a comprehensive analysis of both quantitative data and qualitative outcomes.

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

Revised Goal Statement:

BMA will refine its goal statement to provide greater clarity and alignment with its overarching objectives. The revised goal may emphasize the importance of fostering a culture of collaboration, equity, and inclusivity to enhance student success.

Updated Metrics:

BMA will review and update its metrics to ensure they accurately measure progress toward the revised goal. This may involve refining existing metrics or incorporating new ones that better capture key aspects of parent involvement and student outcomes.

Adjusted Desired Outcomes:

BMA will reassess its desired outcomes to ensure they are realistic, achievable, and aligned with the revised goal and metrics. The updated desired outcomes will reflect the school's commitment to continuous improvement and positive impact on student achievement.

Refined Actions:

BMA will refine its actions to address areas of ineffectiveness identified during the previous LCAP cycle. This may involve discontinuing or modifying actions that did not produce desired results and introducing new strategies or interventions based on best practices and stakeholder feedback.

Enhanced Stakeholder Engagement:

BMA will prioritize enhanced stakeholder engagement to solicit input, gather feedback, and build consensus around the revised goal, metrics, desired outcomes, and actions. This may include convening focus groups, conducting surveys, and hosting community forums to ensure broad-based participation and ownership of the LCAP process.

Alignment with District Priorities:

BMA will align its LCAP goals, metrics, desired outcomes, and actions with district priorities and initiatives to leverage resources, promote collaboration, and maximize impact. This alignment will ensure coherence and synergy across all levels of the educational system.

Regular Monitoring and Evaluation:

BMA will establish a system for regular monitoring and evaluation of progress toward its LCAP goals, metrics, desired outcomes, and actions. This will involve collecting and analyzing data, tracking implementation fidelity, and making data-informed decisions to drive continuous improvement.

These changes reflect BMA's commitment to evidence-based decision-making, continuous improvement, and accountability in achieving its educational goals and priorities. By reflecting on prior practice and making targeted adjustments, BMA aims to enhance the effectiveness and impact of its LCAP in the coming year.

Goal:

Revised Goal Statement: BMA will refine its goal statement to better align with its mission and strategic priorities. The revised goal will emphasize the importance of fostering a collaborative culture that promotes equity, engagement, and student success.

Expected Outcomes:

Adjusted Expected Outcomes: BMA will reassess its expected outcomes to ensure they are realistic, measurable, and aligned with the revised goal. The updated expected outcomes will focus on tangible improvements in parent involvement, student attendance, and academic achievement.

Metrics:

Updated Metrics: BMA will review and update its metrics to better capture progress toward the revised goal and expected outcomes. This may involve refining existing metrics or incorporating new ones that provide more meaningful insights into parent engagement, student attendance, and academic performance.

Actions to Achieve the Goal:

Discontinuation of Ineffective Action:

Identified Ineffective Action: The action aimed at improving chronic absenteeism status has been identified as ineffective over the three-year period.

Reasons for Ineffectiveness: The action did not produce the desired outcome of moving from "Orange" to "Green or Blue" status on the CA School Dashboard. Challenges such as the ongoing impact of COVID-19, resource constraints, and implementation barriers contributed to the ineffectiveness of the action.

Changes to Action: BMA will discontinue the previous approach to addressing chronic absenteeism and implement a new, strengthened approach. This may involve a multi-tiered intervention strategy that includes early identification of at-risk students, targeted support services, and proactive communication with families to address barriers to attendance.

Enhancement of Effective Actions:

Identified Effective Actions: Actions that have demonstrated effectiveness, such as maintaining standard met on the CA School Dashboard for parent and family engagement, will be enhanced and expanded.

Reasons for Effectiveness: These actions have consistently met or exceeded standards and have contributed to fostering a collaborative culture and promoting open communication among stakeholders.

Changes to Action: BMA will allocate additional resources and support to further strengthen and expand effective actions. This may involve enhancing professional development for staff, implementing innovative engagement strategies, and leveraging community partnerships to enhance parent involvement and student success.

By making these changes, BMA aims to align its LCAP goals, metrics, expected outcomes, and actions with evidence-based practices and data-driven decision-making. This approach will enable BMA to address areas of ineffectiveness, capitalize on strengths, and maximize the impact of its efforts to promote equity, engagement, and student achievement.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



Bella Mente Academies

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 [2024-25]

General Information

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

Bella Mente Montessori Academy (BMMA) was established in 2013 and offers a quality Montessori education, led by 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 Program 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 unforeseen 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	<p>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.</p>

Educational Partner(s)	Process for Engagement
	<p>Responsive Adjustments: The administration is committed to responding to teacher feedback in a timely manner, making adjustments to policies, practices, and supports as needed.</p> <p>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.</p>
Classified Staff	<p>Weekly Staff Meetings:</p> <p>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.</p>
Parents	<p>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</p>

Educational Partner(s)	Process for Engagement
	<p>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.</p>
Students	<p>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.</p>

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. These interventions can include additional tutoring, small group instruction, and specialized programs.

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 students who met target goals, 75% of students were at or above grade level.			Grade level proficiency recorded at 75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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			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	
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.			50% of students met or exceeded standards for ELA and 40% of students met or exceeded standards for Math.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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	Intervention Teacher	Credentialed teacher to provide additional mathematics support to students.	\$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 enhance 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 [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Leader in Me-Franklin Covey	Leader in Me is a PK–12 evidence-based model focused on leadership, culture, and academics that equips students, educators, and families with the leadership and life skills needed to thrive in a dynamic world.	\$20,653.00	

Action #	Title	Description	Total Funds	Contributing
2.2	1FTE Art Teacher	Providing students access to artful expression.	\$86,059.00	
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.	\$160,581.00	
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	
2.7	Leader in Me Curriculum Workbooks	Hands-on workbooks to support the schools use of Leader in Me and the 7 Habits.	\$2,500.00	

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 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.			Participation of 50% of families in at least one school activity each year	
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.			10% chronic absenteeism rate	
3.4	Increase the attendance rate for Bella Mente students by .5%	Attendance rate has returned to baseline of 96%			Attendance rate of 96.5%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	2 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	
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 [2024-25]

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
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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
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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.

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		

2024-25 Total 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	\$951,487.00			\$103,772.00	\$1,055,259.00	\$972,230.00	\$83,029.00

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	Intervention Teacher	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	Leader in Me-Franklin Covey	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			\$0.00	\$20,653.00	\$20,653.00				\$20,653.00	
2	2.2	1FTE Art Teacher	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			\$86,059.00	\$0.00	\$86,059.00				\$86,059.00	
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			\$160,581.00	\$0.00	\$160,581.00				\$160,581.00	
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	Leader in Me Curriculum Workbooks	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
3	3.1	2 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	

2024-25 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	Intervention Teacher			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	Leader in Me-Franklin Covey			English Learners Foster Youth Low Income		\$20,653.00	
2	2.2	1FTE Art Teacher			English Learners Foster Youth Low Income		\$86,059.00	
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		\$160,581.00	
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	Leader in Me Curriculum Workbooks			English Learners Foster Youth Low Income		\$2,500.00	
3	3.1	2 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	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$482,919.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1-FTE-Reading Specialist	Yes	\$103,772.00	
1	1.2	NWEA MAPs	Yes	\$10,000.00	
1	1.3	Reveal Math	Yes	\$9,000.00	
1	1.4	Instructional Assistants	Yes	\$5,000.00	
2	2.1	Leader in Me	Yes	\$27,634.16	
2	2.2	1-FTE Art Teacher	Yes	\$85,020.00	
2	2.3	1-FTE Garden and Nutrition Teacher	Yes	\$77,136.00	
2	2.4	Second Step, Go-Zen, and Brain Pop/Brain Pop Junior		\$2,931.00	
3	3.1	1 FTE Bilingual Community Liaison	Yes	\$56,623.00	
3	3.2	.5 FTE Bilingual Attendance Clerk	Yes	\$31,802.84	
3	3.3	Family Activities	No		

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	Bella Mente Attendance Initiative			
3	3.5	Bilingual Social Worker	Yes	\$74,000.00	

2023-24 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)
	\$383,406.00	\$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)
1	1.1	1-FTE-Reading Specialist	Yes	\$12,190.00			
1	1.2	NWEA MAPs	Yes	\$10,000.00			
1	1.3	Reveal Math	Yes	\$9,000.00			
1	1.4	Instructional Assistants	Yes				
2	2.1	Leader in Me	Yes	\$27,634.16			
2	2.2	1-FTE Art Teacher	Yes	\$85,020.00			
2	2.3	1-FTE Garden and Nutrition Teacher	Yes	\$77,136.00			
3	3.1	1 FTE Bilingual Community Liaison	Yes	\$56,623.00			
3	3.2	.5 FTE Bilingual Attendance Clerk	Yes	\$31,802.84			
3	3.5	Bilingual Social Worker	Yes	\$74,000.00			

2023-24 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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of 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).

California Department of Education
November 2023

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- FT-Reading Specilist	Yes	\$ 103,772	\$ 101,350
1	2	NWEA MAPs	Yes	\$ 10,000	\$ 6,250
1	3	Math Reveal McGraw Hill	Yes	\$ 9,000	\$ 7,826
1	4	PE Teacher	Yes	\$ 73,533	\$ 90,437
1	5	Science 6th 7th 8th - TCI Science and Social Studies	Yes	\$ 18,000	\$ 5,798
2	1	Leader in Me - Frankin Covey	Yes	\$ 27,634	\$ 28,072
2	2	1FTE Art Teacher	Yes	\$ 85,020	\$ 86,528
2	3	1FTE Garden and Nutrition Teacher	Yes	\$ 77,136	\$ 157,697
3	1	1FTE Bilingual Community Liaison	Yes	\$ 56,623	\$ 38,504
3	2	1 FTE Bilingual Social Worker	Yes	\$ 73,534	\$ 88,779
3	3	0.5 FTE Bilingual Attendance Clerk	Yes	\$ 31,803	\$ 185,931

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 782,948	\$ 462,283	\$ 797,172	\$ (334,889)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	1- FT-Reading Specialist	Yes	\$ -	\$ 101,350.00	0.00%	0.00%
1	2	NWEA MAPs	Yes	\$ 10,000	\$ 6,250.00	0.00%	0.00%
1	3	Math Reveal McGraw Hill	Yes	\$ 9,000	\$ 7,825.86	0.00%	0.00%
1	4	PE Teacher	Yes	\$ 73,533	\$ 90,437.00	0.00%	0.00%
1	5	Science 6th 7th 8th - TCI Science and Social Studies	Yes	\$ 18,000	\$ 5,798.00	0.00%	0.00%
2	1	Leader in Me - Frankin Covey	Yes	\$ 27,634	\$ 28,072.17	0.00%	0.00%
2	2	1FTE Art Teacher	Yes	\$ 85,020	\$ 86,528.00	0.00%	0.00%
2	3	1FTE Garden and Nutrition Teacher	Yes	\$ 77,136	\$ 157,697.41	0.00%	0.00%
3	1	1FTE Bilingual Community Liaison	Yes	\$ 56,623	\$ 38,504.00	0.00%	0.00%
3	2	1 FTE Bilingual Social Worker	Yes	\$ 73,534	\$ 88,778.50	0.00%	0.00%
3	3	0.5 FTE Bilingual Attendance Clerk	Yes	\$ 31,803	\$ 185,931.00	0.00%	0.00%

FY23/24 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)
\$ 4,157,676	\$ 782,948	0.00%	18.83%	\$ 797,172	0.00%	19.17%	\$0.00 - No Carryover	0.00% - No Carryover

FY24.25 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 953,711	\$ -	\$ -	\$ 103,772	1,057,483	\$ 974,454	\$ 83,029

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	1FTE Reading Specialist	English Learners Foster Youth Low Income	\$ -	\$ -	\$ -	\$ 103,772	\$ 103,772
1	2	NWEA MAPs	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
1	3	Math Reveal McGraw Hill - 7th and 8th grade	All	\$ 2,700	\$ -	\$ -	\$ -	\$ 2,700
1	4	PE Teacher	All	\$ 91,979	\$ -	\$ -	\$ -	\$ 91,979
1	5	6th 7th 8th - TCI Science and Social Studies	All	\$ 10,508	\$ -	\$ -	\$ -	\$ 10,508
1	6	Recipe for Reading and Alphabet	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
1	7	Intervention Teacher	All	\$ 86,776	\$ -	\$ -	\$ -	\$ 86,776
1	8	Instructional Assistants	All	\$ 89,000	\$ -	\$ -	\$ -	\$ 89,000
1	9	Wordly Wise	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
1	10	Cursive Handwriting Without Tears	All	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000
1	11	Wilson	All	\$ 2,838	\$ -	\$ -	\$ -	\$ 2,838
2	1	Leader in Me-Franklin Covey	All	\$ 20,653	\$ -	\$ -	\$ -	\$ 20,653
2	2	1FTE Art Teacher	All	\$ 86,059	\$ -	\$ -	\$ -	\$ 86,059
2	3	1FTE Agriculture and Nutrition	All	\$ 80,384	\$ -	\$ -	\$ -	\$ 80,384
2	4	1FTE School Principal	All	\$ 160,581	\$ -	\$ -	\$ -	\$ 160,581
2	5	Campus Safety Alliance - Campus Safety Review	All	\$ 9,830	\$ -	\$ -	\$ -	\$ 9,830
2	6	Go Zen, Brain Pop/ BrainPop Jr.	All	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
2	7	Leader in Me Curriculum Workbooks	All	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
3	1	2FTE Bilingual Community Liaison	All	\$ 95,685	\$ -	\$ -	\$ -	\$ 95,685
3	2	1FTE Counselor	All	\$ 73,534	\$ -	\$ -	\$ -	\$ 73,534
3	3	1FTE Office Coordinator	All	\$ 46,324	\$ -	\$ -	\$ -	\$ 46,324
3	4	1FTE Director of Community Engagement	All	\$ 60,360	\$ -	\$ -	\$ -	\$ 60,360

FY24.25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ -	\$ 953,711	\$ -	\$ 953,711	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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
1	1	1FTE Reading Specialist	Yes	\$ -		0.00%
1	2	NWEA MAPs	Yes	\$ 10,000		0.00%
1	3	Math Reveal McGraw Hill - 7th and 8th grade	Yes	\$ 2,700		0.00%
1	4	PE Teacher	Yes	\$ 91,979		0.00%
1	5	6th 7th 8th - TCI Science and Social Studies	Yes	\$ 10,508		0.00%
1	6	Recipe for Reading and Alphabet	Yes	\$ 15,000		0.00%
1	7	Intervention Teacher	Yes	\$ 86,776		0.00%
1	8	Instructional Assistants	Yes	\$ 89,000		0.00%
1	9	Wordly Wise	Yes	\$ 5,000		0.00%
1	10	Cursive Handwriting Without Tears	Yes	\$ 3,000		0.00%
1	11	Wilson	Yes	\$ 2,838		0.00%
2	1	Leader in Me-Franklin Covey	Yes	\$ 20,653		0.00%
2	2	1FTE Art Teacher	Yes	\$ 86,059		0.00%
2	3	1FTE Agriculture and Nutrition	Yes	\$ 80,384		0.00%
2	4	1FTE School Principal	Yes	\$ 160,581		0.00%
2	5	Campus Safety Alliance - Campus Safety Review	Yes	\$ 9,830		0.00%
2	6	Go Zen, Brain Pop/ BrainPop Jr.	Yes	\$ 1,000		0.00%
2	7	Leader in Me Curriculum Workbooks	Yes	\$ 2,500		0.00%
3	1	2FTE Bilingual Community Liaison	Yes	\$ 95,685		0.00%
3	2	1FTE Counselor	Yes	\$ 73,534		0.00%
3	3	1FTE Office Coordinator	Yes	\$ 46,324		0.00%
3	4	1FTE Director of Community Engagement	Yes	\$ 60,360		0.00%