



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain View Montessori Charter School

CDS Code: 36679186118350

School Year: 2026-27

LEA contact information:

Tanya Newell

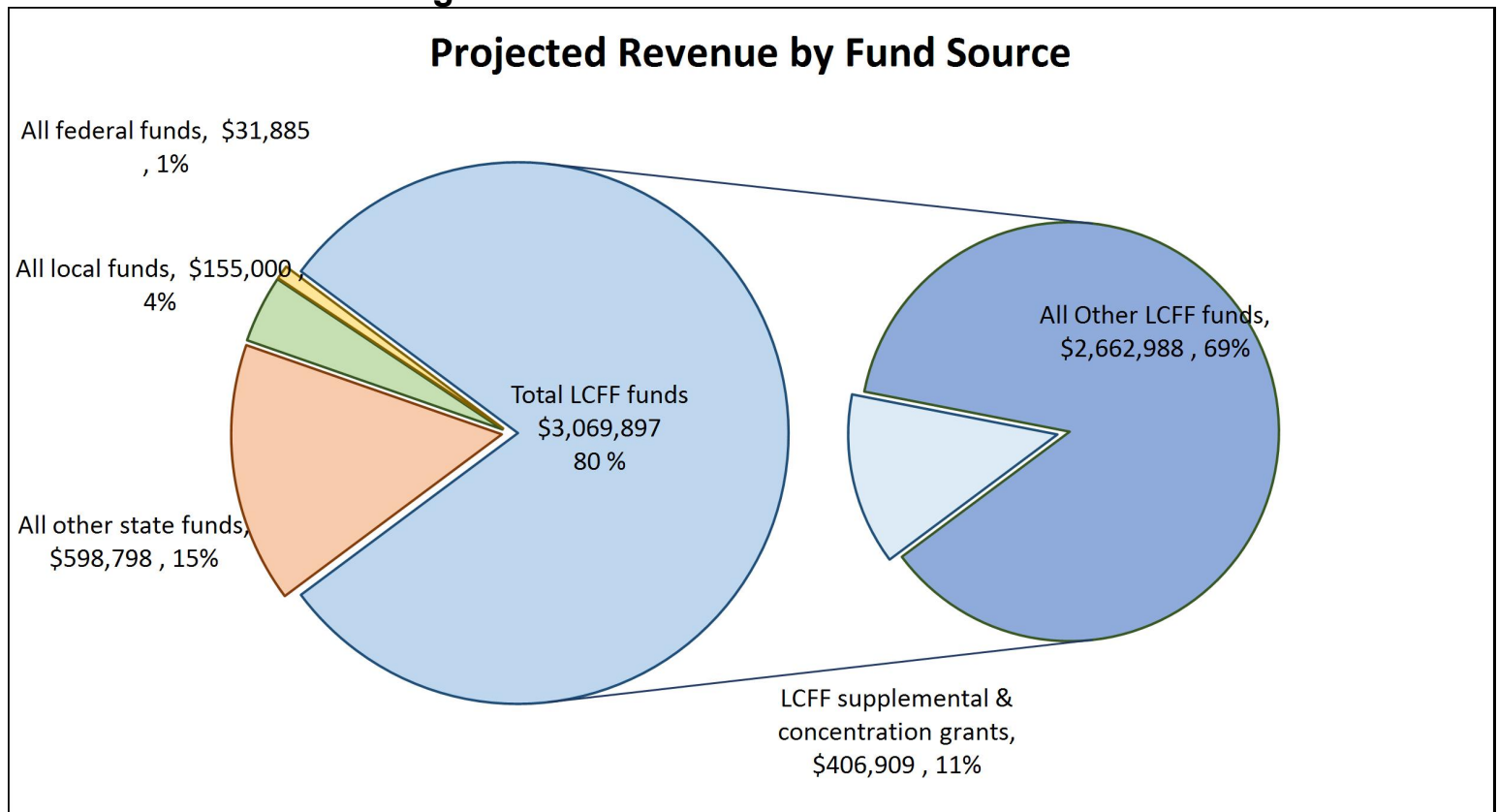
Principal

tnewell@vesd.net

(760) 843-3303

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 2026-27 School Year

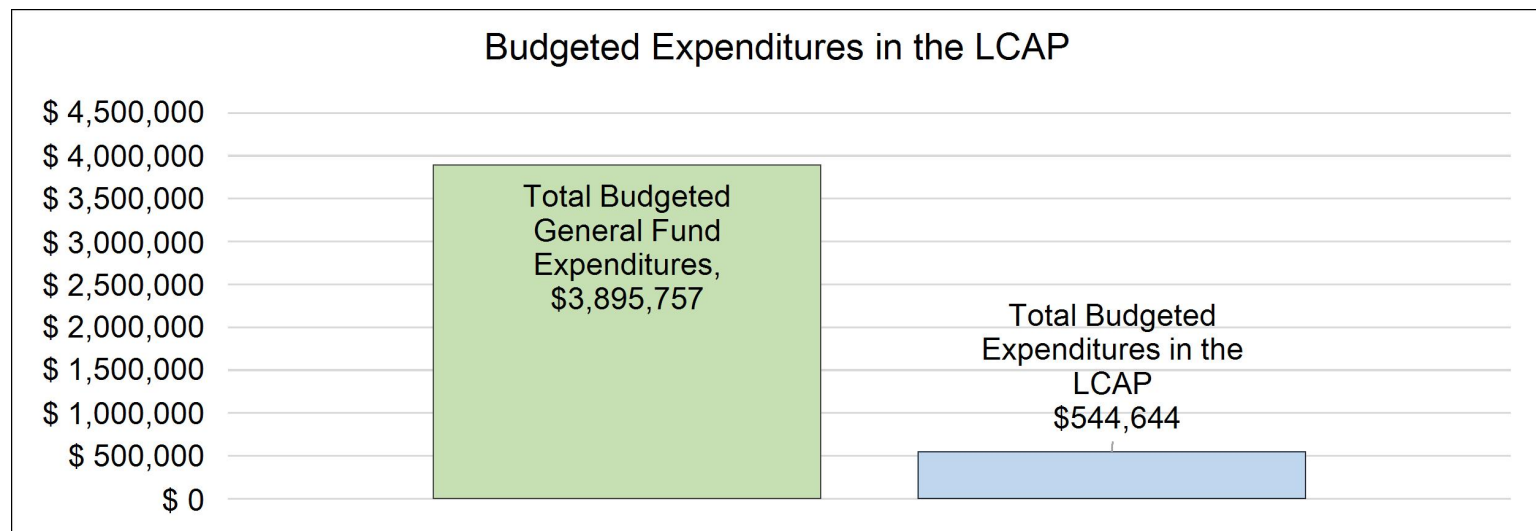


This chart shows the total general purpose revenue Mountain View Montessori Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain View Montessori Charter School is \$3,855,580, of which \$3,069,897 is Local Control Funding Formula (LCFF), \$598,798 is other state funds, \$155,000 is local funds, and \$31,885 is federal funds. Of the \$3,069,897 in LCFF Funds, \$406,909 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 Mountain View Montessori Charter School plans to spend for 2026-27. 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: Mountain View Montessori Charter School plans to spend \$3,895,757 for the 2026-27 school year. Of that amount, \$544,644 is tied to actions/services in the LCAP and \$3,351,113 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP does not include the following programs and costs: Core instructional program (the cost of teaching staff, school office staff, and core instructional material such as textbooks), the cost of utilities, and insurance. In addition, LCAP does not include programs funded with State funds such as Restricted Lottery, ELOP, the Arts and Music Grant, or any special education programs.

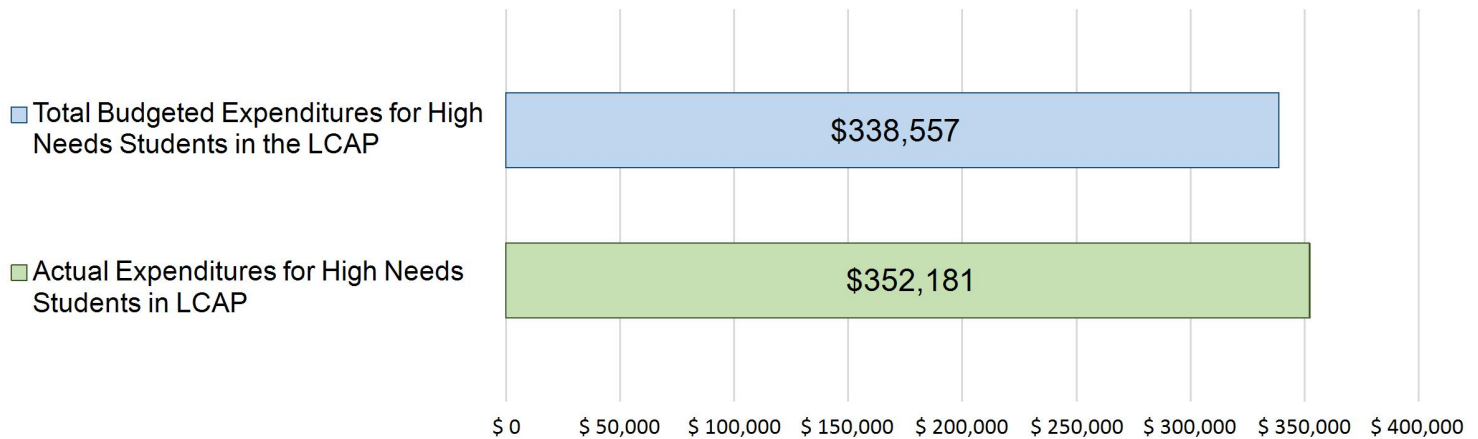
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Mountain View Montessori Charter School is projecting it will receive \$406,909 based on the enrollment of foster youth, English learner, and low-income students. Mountain View Montessori Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain View Montessori Charter School plans to spend \$433,199 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 2025-26

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



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

The text description of the above chart is as follows: In 2025-26, Mountain View Montessori Charter School's LCAP budgeted \$338,557 for planned actions to increase or improve services for high needs students. Mountain View Montessori Charter School actually spent \$352,181 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$13,624 had the following impact on Mountain View Montessori Charter School's ability to increase or improve services for high needs students:

Mountain View Montessori thoughtfully created actions based on data to increase or improve services for high need students, then implemented those actions in an organized and timely fashion to have the greatest impact on student achievement. In addition, Mountain View Montessori leveraged funding from other sources to fund services to high needs students resulting in some actions using fewer Supplemental and Concentration Grant funds. Mountain View Montessori will continue to review data and revise actions as needed to best serve students while effectively utilizing all funding available in any given year.



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
Mountain View Montessori Charter School	Tanya Newell Principal	tnewell@vesd.net (760) 843-3303

Plan Summary [2026-27]

General Information

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

Mountain View Montessori Charter School (MVMCS) is a dependent charter within Victor Elementary School District (VESD), established in 2000. The mission of Mountain View Montessori Charter School is to provide a child--centered learning environment consistent with Dr. Maria Montessori's vision for students in transitional kindergarten through the sixth grade. MVMCS, serving up to 242 students in transitional kindergarten through sixth grade, brings Dr. Montessori's approach alive through the integration of diverse academic domains into a coherent curriculum. On a daily basis, MVMCS students encounter many opportunities to develop a more comprehensive understanding of the world around them and their place in this world. Moreover, the school provides individualized education in a multiage classroom environment. The elementary program provides the students with two crucial components: an environment that offers individualized intellectual stimulation and excitement for learning with a firm grounding in the academic concepts necessary to meet one's fullest potential in individual and state competency tests. Across the curriculum for each grade, MVMCS emphasizes "real-life" learning experiences and exposure to new concepts and diverse cultures. To support these experiences, MVMCS dedicates resources each year for field trips, independent learning opportunities, and parent participation.

Victor Elementary School District (VESD), MVMCS's authorizer, was established in 1896, starting as a one--room school house located in the high desert region of San Bernardino County. VESD is comprised of 18 schools, including two charter schools, serving over 11,000 students in grades transitional kindergarten through sixth grade. VESD's Vision: VESD provides a path to success for all students to define their own futures as lifelong learners.

Mission: VESD is dedicated to each student developing foundational educational skills through a comprehensive approach.

Motto: Learning for all... Whatever it takes!

The MVMCS student community demographics from the 2025 CA Dashboard*:

- Hispanic: 69.2%
- White: 15%
- African American: 8.4%
- Filipino: 2.6%
- Asian: 1.8%
- Multiple Races: 3.1%

The MVMCS subgroup demographics are:

- Socio-economically Disadvantaged: 58.6%
- English Language Learners: 9.3%
- Special Education: 11.9%

*Source: 2025 CA Dashboard, <https://www.caschooldashboard.org/reports/36679186118350/2025>

Reflections: Annual Performance

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

SUCCESSIONS: The successes listed are based on data from the 2022-23 California Dashboard, along with the most recently available state and local data. Some of MVMCS's academic and operational successes include:

CALIFORNIA DASHBOARD RESULTS FROM 2022-23:*

- > 62.83% of all students in grades 3-6 met or exceeded standards in English Language Arts on the CAASPP
- > 51.33% of all students in grades 3-6 met or exceeded standards in Mathematics on the CAASPP
- > 61.54% of all students in grade 5 met or exceeded standards in Science (CAST)

The following areas and/or subgroups achieved a "High" or "Very High" status and/or any status with "points above standard" on the 2023 Dashboard:

- ENGLISH LANGUAGE ARTS > Scores for ALL students averaged at 26.1 points above standard, increasing 2.9 points from the 2021-22 Dashboard (High)
- > Scores for HISPANIC students averaged at 21.1 points above standard, increasing 10.9 points from the 2021-22 Dashboard (High)
- > Scores for SOCIOECONOMICALLY DISADVANTAGED students averaged at 27 points above standard, increasing 17.6 points from the 2021-22 Dashboard (Very High)
- > Scores for ENGLISH LEARNER students averaged at 6.3 points above standard, decreasing 16.2 points from the 2021-22 Dashboard (no indicator given)
- > Scores for WHITE students averaged at 62.6 points above standard, increasing 11.9 points from the 2021-22 Dashboard (no indicator given)

given)

- MATHEMATICS

- > Scores for ALL students averaged at 11.2 points above standard, increasing 16.1 points from the 2021-22 Dashboard (Very High)
- > Scores for HISPANIC students averaged at 2.4 points above standard, increasing 30.5 points from the 2021-22 Dashboard (Very High)
- > Scores for SOCIOECONOMICALLY DISADVANTAGED students averaged at 6.2 points above standard, increasing 20.1 points from the 2021-22 Dashboard (High)
- > Scores for ENGLISH LEARNER students averaged at 7.8 points above standard, decreasing 16.2 points from the 2021-22 Dashboard (no indicator given)
- > Scores for WHITE students averaged at 32.5 points above standard, increasing 10.3 points from the 2021-22 Dashboard (no indicator given)

*Source: 2023 CA Dashboard, <https://www.caschooldashboard.org/reports/36679186118350/2023>

OTHER SUCCESSES AT MVMCS:

- > MVMCS reclassified 20.83% of its EL students in Fall 2022.
- > MVMCS completed our trimesterly social-emotional learning (SEL) surveys with students in grades 3-6. 92.4% of our students had a “no risk” rating on the August 2023 SEL survey and 93.3% had a “no risk” rating on the January 2024 survey. We implemented the WAVE Youth Leadership program for students who fell into the Tier 2 and Tier 3 ranges (at risk) in Fall 2023. 6 out the 9 students identified as “at risk” (Tier 2/3) who participated in WAVE moved into the “no risk” rating in January 2024.

CHALLENGES AT MVMCS:

Mountain View Montessori Charter School did not have any student group with the school/LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

2024 CA DASHBOARD AND LOCAL DATA UPDATE

SUCCESSSES: The successes listed are based on data from the 2024 California Dashboard, along with the most recently available state and local data. Some of MVMCS's academic and operational successes include:

CALIFORNIA DASHBOARD RESULTS FROM 2024:*

- > 67.31% of all students in grades 3-6 met or exceeded standards in English Language Arts on the CAASPP
- > 57.28% of all students in grades 3-6 met or exceeded standards in Mathematics on the CAASPP
- > 59.26% of all students in grade 5 met or exceeded standards in Science (CAST)

The following areas and/or subgroups achieved a “High” or “Very High” status and/or any status with “points above standard” on the 2024 Dashboard:

- ENGLISH LANGUAGE ARTS

- > Scores for ALL students averaged at 45 points above standard, increasing 16.1 points (Very High)
- > Scores for HISPANIC students averaged at 42 points above standard, increasing 20.9 points (Very High)
- > Scores for SOCIOECONOMICALLY DISADVANTAGED students averaged at 41.9 points above standard, increasing 14.9 points from the 2023-24 Dashboard (High)
- > Scores for ENGLISH LEARNER students averaged at 17.4 points above standard, decreasing 11.1 points (no indicator given due to subgroup size)
- > Scores for WHITE students averaged at 73.2 points above standard, increasing 10.6 points (no indicator given due to subgroup size)

- MATHEMATICS

- > Scores for ALL students averaged at 10.4 points above standard, maintaining with a marginal decrease of 0.9 points (High)
- > Scores for SOCIOECONOMICALLY DISADVANTAGED students averaged at 8.4 points above standard, maintaining with a marginal decrease of 2.2 points (Medium)
- > Scores for WHITE students averaged at 51.1 points above standard, increasing 18.5 points (no indicator given due to subgroup size)

- ACADEMIC ENGAGEMENT

- > Percentages of Chronically Absent students declined by 1.3%

- CONDITIONS & CLIMATE

- > Percentages of Suspensions declined by 0.8%

*Source: 2024 CA Dashboard, <https://www.caschooldashboard.org/reports/36679186118350/2024>

OTHER SUCCESSES AT MVMCS:

- > MVMCS reclassified 23.8% of its EL students in Fall 2024.
- > MVMCS completed our trimesterly social-emotional learning (SEL) surveys with students in grades 3-6. 93.7% of our students had a "no risk" rating on the August 2024 SEL survey and 89.2% had a "no risk" rating on the January 2025 survey. Small group counseling was offered to students indicated "at risk" by the SEL surveys, as well as students recommended by teachers or parents for support.

CHALLENGES AT MVMCS:

Mountain View Montessori Charter School did not have any student group with the school/LEA that received the lowest performance level on one or more state indicators on the 2024 Dashboard.

Learning Recovery Emergency Block Grant (LREBG) Funds: MVMCS has \$108,362 in unexpended funds that will be designated to support goals and actions within the LCAP over the next three years. The school conducted a comprehensive needs assessment, utilizing the 2024 California Dashboard data for English Language Arts (ELA), Mathematics, Suspension Rates, and Chronic Absenteeism, as well as educational partner input and local assessments, to identify critical areas of need. This thorough analysis informed the prioritization of two strategic actions funded in part by the Learning Recovery Emergency Block Grant (LREBG). These actions align with the requirements of EC

Section 32526(c)(2) and are designed to support the academic and socioemotional well-being of all students, with a particular focus on those who face the greatest challenges. The actions funded are below:

Goal 1, Action 1.3: ELA Academic Interventions

- Partially funded by LREBG funds, this action aims provide materials, training, and additional certificated staff to implement research-based ELA intervention programs (e.g. Explode/Beyond the Code, IXL, Read Naturally, Orton Gillingham) in one-on-one or small group settings, including before or after school tutoring, principally directed to Low Income Students and English Learners, to close academic achievement gaps (as measured by metric 1.2).
- ELA Academic interventions addresses the comprehensive needs assessment by not only providing students with more resources, but also provided more highly-trained certificated staff to effectively implement the research-based interventions in one-on-one or small group settings during the school day, as well as during before or after school tutoring. By implementing this action, it will provide students will strategic instruction to improve student outcomes in the district ELA benchmarks, as well as with our ELA CAASPP scores.
- This action directly aligns with LREBG's allowable use of Accelerating Learning Progress by providing tutoring or other one-on-one or small group learning supports provided by certificated or classified staff in order to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports.

Goal 1, Action 1.5: Math Academic Interventions

- Partially funded by LREBG funds, this action aims provide materials, training, and additional certificated staff to implement research-based Math intervention programs (e.g. SAVVAS Rtl, Focus Math,etc.) in one-on-one or small group settings, including before or after school tutoring, principally directed to Low Income Students and English Learners, to close academic achievement gaps (as measured by metric 1.2).
- Math Academic interventions addresses the comprehensive needs assessment by not only providing students with more resources, but also provided more highly-trained certificated staff to effectively implement the research-based interventions in one-on-one or small group settings during the school day, as well as during before or after school tutoring. By implementing this action, it will provide students will strategic instruction to improve student outcomes in the district Math benchmarks, as well as with our Math CAASPP scores.
- This action directly aligns with LREBG's allowable use of Accelerating Learning Progress by providing tutoring or other one-on-one or small group learning supports provided by certificated or classified staff in order to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports.

2025 CA DASHBOARD AND LOCAL DATA UPDATE

SUCCESSIONS: The successes listed are based on data from the 2025 California Dashboard, along with the most recently available state and local data. Some of MVMCS's academic and operational successes include:

CAASPP/CAST RESULTS FROM 2025:

- > 66.07% of all students in grades 3-6 met or exceeded standards in English Language Arts on the CAASPP*
- > 55.35% of all students in grades 3-6 met or exceeded standards in Mathematics on the CAASPP*

> 40.00% of all students in grade 5 met or exceeded standards in Science (CAST)**

*SOURCE: Mountain View Montessori English Language Arts/Literacy and Mathematics Test Results at a Glance, <https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2025&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=36&lstDistrict=67918-000&lstSchool=6118350>

**SOURCE: Mountain View Montessori Science Test Results at a Glance, <https://caaspp-elpac.ets.org/caaspp/DashViewReportCAST?ps=true&lstTestYear=2025&lstTestType=X&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=36&lstDistrict=67918-000&lstSchool=6118350>

CALIFORNIA DASHBOARD RESULTS FROM 2025:*

The following areas and/or subgroups achieved a "High" or "Very High" status and/or any status with "points above standard" on the 2025 Dashboard:

- ENGLISH LANGUAGE ARTS

- > Scores for ALL students averaged at 31.1 points above standard, decreasing 13.9 points (High)
- > Scores for HISPANIC students averaged at 25.8 points above standard, decreasing 16.2 points (High)
- > Scores for SOCIOECONOMICALLY DISADVANTAGED students averaged at 18.2 points above standard, decreasing 23.7 points (High)
- > Scores for ENGLISH LEARNER students averaged at 5.7 points above standard, decreasing 11.7 points (no indicator given due to subgroup size)
- > Scores for WHITE students averaged at 71.5 points above standard, maintaining -1.7 points (no indicator given due to subgroup size)

- MATHEMATICS

- > Scores for ALL students averaged at 5.5 points above standard, decreasing 4.9 points (High)
- > Scores for SOCIOECONOMICALLY DISADVANTAGED students averaged at 8.4 points above standard, maintaining with a marginal decrease of 2.2 points (Medium)
- > Scores for WHITE students averaged at 58.8 points above standard, increasing 7.7 points (no indicator given due to subgroup size)

*Source: 2025 CA Dashboard, <https://www.caschooldashboard.org/reports/36679186118350/2025>

OTHER SUCCESSES AT MVMCS:

- > MVMCS reclassified 6.6% of its EL students in Fall 2025.
- > MVMCS completed our trimesterly social-emotional learning (SEL) surveys with students in grades 3-6. 93.6% of our students had a "no risk" rating on the August 2025 SEL survey and 91.3% had a "no risk" rating on the January 2025 survey. Small group counseling was offered to students indicated "at risk" by the SEL surveys, as well as students recommended by teachers or parents for support.

CHALLENGES AT MVMCS:

Mountain View Montessori Charter School did not have any student group with the school/LEA that received the lowest performance level on one or more state indicators on the 2025 Dashboard.

Learning Recovery Emergency Block Grant (LREBG) Funds: MVMCS has \$35,669 in unexpended funds that will be designated to support goals and actions within the LCAP over the next three years. The school conducted a comprehensive needs assessment, utilizing the 2025 California Dashboard data for English Language Arts (ELA), Mathematics, Suspension Rates, and Chronic Absenteeism, as well as educational partner input and local assessments, to identify critical areas of need. This thorough analysis informed the prioritization of two strategic actions funded in part by the Learning Recovery Emergency Block Grant (LREBG). These actions align with the requirements of EC Section 32526(c)(2) and are designed to support the academic and socioemotional well-being of all students, with a particular focus on those who face the greatest challenges. The actions funded are below:

Goal 1, Action 1.3: ELA Academic Interventions

- Partially funded by LREBG funds, this action aims provide materials, training, and additional certificated staff to implement research-based ELA intervention programs (e.g. Explode/Beyond the Code, IXL, Read Naturally, Orton Gillingham) in one-on-one or small group settings, including before or after school tutoring, principally directed to Low Income Students and English Learners, to close academic achievement gaps (as measured by metric 1.2).
- ELA Academic interventions addresses the comprehensive needs assessment by not only providing students with more resources, but also provided more highly-trained certificated staff to effectively implement the research-based interventions in one-on-one or small group settings during the school day, as well as during before or after school tutoring. By implementing this action, it will provide students will strategic instruction to improve student outcomes in the district ELA benchmarks, as well as with our ELA CAASPP scores.
- This action directly aligns with LREBG's allowable use of Accelerating Learning Progress by providing tutoring or other one-on-one or small group learning supports provided by certificated or classified staff in order to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports.

Goal 1, Action 1.5: Math Academic Interventions

- Partially funded by LREBG funds, this action aims provide materials, training, and additional certificated staff to implement research-based Math intervention programs (e.g. SAVVAS Rtl, Focus Math,etc.) in one-on-one or small group settings, including before or after school tutoring, principally directed to Low Income Students and English Learners, to close academic achievement gaps (as measured by metric 1.2).
- Math Academic interventions addresses the comprehensive needs assessment by not only providing students with more resources, but also provided more highly-trained certificated staff to effectively implement the research-based interventions in one-on-one or small group settings during the school day, as well as during before or after school tutoring. By implementing this action, it will provide students will strategic instruction to improve student outcomes in the district Math benchmarks, as well as with our Math CAASPP scores.
- This action directly aligns with LREBG's allowable use of Accelerating Learning Progress by providing tutoring or other one-on-one or small group learning supports provided by certificated or classified staff in order to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports.

Reflections: Technical Assistance

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

No technical assistance was taken in 2024-25.

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.

N/A - LEA not 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.

N/A - LEA not identified for CSI.

Monitoring and Evaluating Effectiveness

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

N/A - LEA not identified for CSI.

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
Parents	MVMCS has regularly involved parents in its continuous improvement cycles and LCAP development. MVMCS's Advisory Committee (AC), its school site council, meets at least monthly during the school year. The Advisory Committee includes four (4) parents, school staff, and district management representatives whose primary focus is ensuring the implementation of the MVMCS Charter and Advisory Committee Bylaws by providing oversight to matters that affect the health and future of the school, including financial and legal matters. The meeting dates for the AC (school site council) include: August 21, 2025; September 18, 2025; October 23, 2025; November 2025; December 18, 2025; February 19, 2026; March 12, 2026; April 23, 2026; May 14, 2026. Mountain View Montessori Parent-Teacher Organization (MVM PTO) consists of the principal, parent/family members, and a teacher representative. The association is organized for the purpose of supporting the education of children at MVMCS by fostering relationships among the school, parents, and teachers. Feedback from the MVM PTO members and our community is also used in the development of the LCAP. The MVM PTO meeting dates include: August 14, 2025; September 11, 2025; October 9, 2025; November 13, 2025; December 11, 2025; January 15, 2026; March 12, 2026; April 9, 2026; May 14, 2026.

Educational Partner(s)	Process for Engagement
	MVMCS annually surveys students, parents, staff, and community members. The results from these surveys have been used to inform our continuous improvement cycles and LCAP development. The annual parent survey was administered 3/13/26 through 3/20/26. Annually, notices are sent to educational partners, including MVMCS staff and families, inviting participation through postings on the district website and school website, district calls, emails, and school-based messenger systems. Educational partners then participate in monthly meetings which followed a process of reviewing data, goals, and actions/services, and then provided feedback using quality tools to support development of the LCAP. Data included state test results in ELA, Math, and ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which included the number of suspensions and expulsions. After each meeting, minutes of topics covered and feedback are typed and shared out district-wide. Anyone who was not able to attend/participate in "in person" meetings can also provide feedback by setting up a meeting or via email. The meetings, locations and dates for educational partner engagement took place on the following dates: African American Engagement Committee, VESD Family Resource Center: September 4, 2025; October 23, 2025; November 6, 2025; December 18, 2025; January 13, 2026; February 25, 2026; February 27, 2026; April 23, 2026; May 14, 2026; May 29, 2026 District English Language Advisory Committee (DELAC), VESD Family Resource Center: September 9, 2025; October 7, 2025; November 4, 2025; January 13, 2026; March 3, 2026; April 14, 2026; May 12, 2026 District/Parent Advisory Committee, VESD District Office: October 31, 2025; February 20, 2026; May 15, 2026 Foster Youth Committee, VESD District Office: August 21, 2025; October 30, 2025; January 22, 2026; March 19, 2026; May 21, 2026

Educational Partner(s)	Process for Engagement
	Budget Advisory Committee, VESD District Office: August 25, 2025; September 29, 2025; October 27, 2025; December 15, 2025; January 26, 2026; February 23, 2026; March 30, 2026; April 27, 2026 Quality Works Committee, VESD District Office: September 23, 2025; November 4, 2025; December 9, 2025; January 13, 2026; February 3, 2026; March 17, 2026; April 14, 2026; May 12, 2026 *The 2026-27 LCAP draft was shared publicly with other MVM school personnel via email and MVM Website on June 25, 2026.
Teachers	MVMCS teachers are involved in weekly, monthly, and trimesterly meetings which follow an annual process of reviewing data, goals, and actions/services, and then providing feedback to be used in the development of the MVMCS LCAP. Data includes state test results in ELA, Math, Science, ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which includes the number of suspensions and expulsions. MVMCS has regularly involved teachers in its continuous improvement cycles and LCAP development. MVMCS's Advisory Committee (AC), its school site council, meets at least monthly during the school year. The Advisory Committee includes four (4) parents, school staff, and district management representatives whose primary focus is ensuring the implementation of the MVMCS Charter and Advisory Committee Bylaws by providing oversight to matters that affect the health and future of the school, including financial and legal matters. The meeting dates for the AC (school site council) include: August 21, 2025; September 18, 2025; October 23, 2025; November 2025; December 18, 2025; February 19, 2026; March 12, 2026; April 23, 2026; May 14, 2026. MVMCS annually surveys students, parents, staff, and community members. The results from these surveys have been used to inform our continuous improvement cycles and LCAP development. The

Educational Partner(s)	Process for Engagement
	annual staff and quality works surveys were administered in November 2025. MVMCS teachers are also invited to participate in monthly and/or trimesterly VESD meetings which follow an annual process of reviewing data, goals, and actions/services, and then providing feedback to be used in the development of the VESD LCAP. The meetings, locations and dates for teacher engagement include: African American Engagement Committee, VESD Family Resource Center: September 4, 2025; October 23, 2025; November 6, 2025; December 18, 2025; January 13, 2026; February 25, 2026; February 27, 2026; April 23, 2026; May 14, 2026; May 29, 2026 District English Language Advisory Committee (DELAC), VESD Family Resource Center: September 9, 2025; October 7, 2025; November 4, 2025; January 13, 2026; March 3, 2026; April 14, 2026; May 12, 2026 District/Parent Advisory Committee, VESD District Office: October 31, 2025; February 20, 2026; May 15, 2026 Foster Youth Committee, VESD District Office: August 21, 2025; October 30, 2025; January 22, 2026; March 19, 2026; May 21, 2026 Budget Advisory Committee, VESD District Office: August 25, 2025; September 29, 2025; October 27, 2025; December 15, 2025; January 26, 2026; February 23, 2026; March 30, 2026; April 27, 2026 Quality Works Committee, VESD District Office: September 23, 2025; November 4, 2025; December 9, 2025; January 13, 2026; February 3, 2026; March 17, 2026; April 14, 2026; May 12, 2026 *The 2026-27 LCAP draft was shared publicly with other MVM school personnel via email and MVM Website on June 25, 2026.

Educational Partner(s)	Process for Engagement
Other School Personnel: Psychologists, Paraeducators, Instructional Aides, Bilingual Instructional Assistants, Interpreters, Secretaries, Clerks	MVMCS has regularly involved other school personnel (classified personnel) in its continuous improvement cycles and LCAP development. MVMCS's Advisory Committee (AC), its school site council, meets at least monthly during the school year. The Advisory Committee includes four (4) parents, school staff, and district management representatives whose primary focus is ensuring the implementation of the MVMCS Charter and Advisory Committee Bylaws by providing oversight to matters that affect the health and future of the school, including financial and legal matters. The meeting dates for the AC (school site council) include: August 21, 2025; September 18, 2025; October 23, 2025; November 2025; December 18, 2025; February 19, 2026; March 12, 2026; April 23, 2026; May 14, 2026. MVMCS annually surveys students, parents, staff, and community members. The results from these surveys have been used to inform our continuous improvement cycles and LCAP development. The annual staff and quality works surveys were administered in November 2025. Other MVM school personnel are involved in monthly and/or trimesterly VESD meetings which follow an annual process of reviewing data, goals, and actions/services, and then providing feedback to be used in the development of the LCAP. Data includes state test results in ELA, Math, Science, ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which includes the number of suspensions and expulsions. The meetings, locations and dates for other school personnel engagement include: African American Engagement Committee, VESD Family Resource Center: September 4, 2025; October 23, 2025; November 6, 2025; December 18, 2025; January 13, 2026; February 25, 2026; February 27, 2026; April 23, 2026; May 14, 2026; May 29, 2026 District English Language Advisory Committee (DELAC), VESD Family Resource Center: September 9, 2025; October 7, 2025;

Educational Partner(s)	Process for Engagement
	November 4, 2025; January 13, 2026; March 3, 2026; April 14, 2026; May 12, 2026 District/Parent Advisory Committee, VESD District Office: October 31, 2025; February 20, 2026; May 15, 2026 Foster Youth Committee, VESD District Office: August 21, 2025; October 30, 2025; January 22, 2026; March 19, 2026; May 21, 2026 Budget Advisory Committee, VESD District Office: August 25, 2025; September 29, 2025; October 27, 2025; December 15, 2025; January 26, 2026; February 23, 2026; March 30, 2026; April 27, 2026 Quality Works Committee, VESD District Office: September 23, 2025; November 4, 2025; December 9, 2025; January 13, 2026; February 3, 2026; March 17, 2026; April 14, 2026; May 12, 2026 *The 2026-27 LCAP draft was shared publicly with other MVM school personnel via email and MVM Website on June 25, 2026.
Administrators/Principals	Administrators/Principals are involved in monthly and/or trimesterly meetings which follow an annual process of reviewing data, goals, and actions/services, and then providing feedback to be used in the development of the LCAP. Data includes state test results in ELA, Math, and ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which includes the number of suspensions and expulsions. The meetings, locations and dates for administrator/principal engagement include: African American Engagement Committee, VESD Family Resource Center: September 4, 2025; October 23, 2025; November 6, 2025; December 18, 2025; January 13, 2026; February 25, 2026; February 27, 2026; April 23, 2026; May 14, 2026; May 29, 2026 District English Language Advisory Committee (DELAC), VESD Family Resource Center: September 9, 2025; October 7, 2025;

Educational Partner(s)	Process for Engagement
	November 4, 2025; January 13, 2026; March 3, 2026; April 14, 2026; May 12, 2026 District/Parent Advisory Committee, VESD District Office: October 31, 2025; February 20, 2026; May 15, 2026 Foster Youth Committee, VESD District Office: August 21, 2025; October 30, 2025; January 22, 2026; March 19, 2026; May 21, 2026 Budget Advisory Committee, VESD District Office: August 25, 2025; September 29, 2025; October 27, 2025; December 15, 2025; January 26, 2026; February 23, 2026; March 30, 2026; April 27, 2026 Quality Works Committee, VESD District Office: September 23, 2025; November 4, 2025; December 9, 2025; January 13, 2026; February 3, 2026; March 17, 2026; April 14, 2026; May 12, 2026
Students	MVM students are involved in trimesterly focus groups with their principal. The principal shares the school's performance and gets student feedback on what is working well, what to improve, and any additional ideas that would help engage students at school. The meeting dates for student focus groups include: Student Focus Group (3 total): October 24, 2025; February 20, 2026; May 15, 2026 MVMCS annually surveys students, parents, staff, and community members. The results from these surveys have been used to inform our continuous improvement cycles and LCAP development. The annual student survey was administered in May 2026.
Governing Board and Community Members	The Mid Year Report was presented to the Governing Board at a regularly scheduled meeting on February 11, 2026. The 2026-27 LCAP was presented at a regularly scheduled Board of Education Meeting on June 3, 2026 for the Public Hearing. The 2026-27 LCAP was adopted at a regularly scheduled Board of Education Meeting on June 24, 2026.

Educational Partner(s)	Process for Engagement
	The 2026-27 LCAP draft was posted publicly on the district website on June 25, 2026.

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

MVMCS's LCAP was influenced by educational partner feedback provided through surveys from students, staff, and parents, as well as feedback given during Advisory Committee (AC) and Parent-Teacher Organization (PTO) meetings. The MVMCS principal also meets trimesterly with Upper Elementary students (grades 3-6) to elicit ongoing feedback throughout the school year from the student perspective.

Data on the MVMCS 2022 CA Dashboard showed growth in English Language Arts and Mathematics, prompting educational partners to request continuation of actions including:

- Ongoing professional development to support CCSS & Montessori implementation/alignment
- Extended school day
- Investments in academic intervention programs, training for those programs, and after-school tutoring
- Formal Montessori training for Instructional Aides

Data on the MVMCS 2023 CA Dashboard showed a slight increase in suspension rates. Additional student survey results from 22-23 note safety concerns of not feeling safe at school and not feeling safe going to an adult at school if they have a problem. This data prompted educational partners to request continuation of actions including:

- Small-group counseling to focus on SEL skills
- Training and support with behavior interventions, systems, and supports
- Providing a safe and secure campus that promotes positive student-adult interactions

Data on the MVMCS 2024 CA Dashboard showed improved outcomes in chronic absenteeism. Feedback provided through the annual parent survey and the trimesterly - Grade-level field trips/assemblies

- After School activities/electives
- Parent/family trainings, meetings, and/or resources to support understanding of CCSS, Montessori, and parenting
- Student recognition

Data on the MVMCS 2025 CA Dashboard showed improved outcomes in chronic absenteeism. Feedback provided through the annual parent survey and the trimesterly student focus groups prompted educational partners to request continuation of actions including:

- After School activities/electives, with an emphasis in sports and the arts
- Parent/family trainings, meetings, and/or resources to support understanding of CCSS, Montessori, and parenting
- More opportunities for families to participate in on-campus activities
- More tutoring or other outside academic supports

Additionally, MVMCS staff and families are invited to participate in the VESD LCAP committees. The adopted Local Control and

Accountability Plan (LCAP) for Victor Elementary School District (VESD) was informed by ongoing feedback from educational partners throughout the year. VESD gathers input through six LCAP-related committees that meet regularly, providing opportunities for parents, staff, and community members to review district performance data and discuss district priorities.

In addition, the district conducts an annual Strategic Study each fall that includes representatives from these committees and other community members. During this process, participants review student performance data, current initiatives, and areas of need. Structured facilitation tools are used to analyze feedback and identify common themes and recommendations.

Educational partner feedback influenced the development of the LCAP goals, actions, and resource allocations. Input from these engagement opportunities helped shape priorities related to strengthening foundational academic skills, supporting English Learners and other student groups, expanding professional learning, and providing site-based supports aligned with local needs.

This ongoing engagement process ensures that the LCAP reflects community priorities and that district strategies are responsive to the needs identified by educational partners.

Data on the CA Dashboard showed that VESD increased in both English Language Arts (+5.6 points) and Mathematics (+3.5 points). Educational partners expressed the importance of continuing actions including:

- Reading training for teachers, including adding courses to continuously review the material (Goal 1, Action 1.2)
- Keep support staff trained to support students in the classroom (Goal 1, Action 1.10, Goal 2, Action 2.2)
- Continue offering a variety of opportunities for student enrichment that align to standards (Goal 1, Action 1.12)

Data on the CA Dashboard showed a solid decline (-0.6%) in suspension rates. Educational partners requested the following after seeing this improvement:

- Continue providing programs for students to learn skills for managing self behavior and awareness (Goal 2, Action 2.3)
- Keep providing enrichment activities for students after school (Goal 1, Action 1.12)

Data on our CA Dashboard showed improved outcomes in chronic absenteeism (-1.3%) for a third consecutive year. Educational partners shared feedback supporting the following:

-Family Resource Centers, at the district and site levels, are making a difference and should increase staffing (Goal 3, Actions 3.1 and 3.2)
-Child Welfare and Attendance Liaisons are impactful (Goal 3, Action 3.4)

Data on the VESD CA Dashboard showed growth in English Language Arts and Mathematics, prompting educational partners to continue actions including:

- Reading programs and literacy initiatives
- Support school planning and site-based autonomy
- Expand training for support staff

Data on the VESD CA Dashboard showed growth in suspension rates. SEL Curriculum to start the year showed a reduction in behavior incidents in the fall of 2024 compared to 2023. This data led educational partners to request actions including:

- Prioritize student well being through social-emotional learning
- Expanding the WAVE program

- Continue Starting the Year with Success units and 2x10 programs
- Maintain MTSS teams
- Ensuring equity in resources and providing culturally relevant programs and classes for students.

Data on the VESD CA Dashboard showed improved outcomes in chronic absenteeism. Educational partners shared feedback supporting the following:

- Child Welfare and Attendance Liaisons
- Continue the expansion of Family Resource Centers at school sites

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	On state and local measures, all students will demonstrate growth in ELA and math standards, and English Learners will demonstrate progress in English language proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to meet Goal #1, the following needs have been identified and must be addressed:

- Increase the percentage of students scoring a 3 or 4 on CAASPP summative assessments in ELA and Math
- Increase the percentage of students scoring a 3 or 4 on District Benchmark assessments in ELA and Math
- Maintain or increase re-classification of EL students
- Provide Rtl resources and training for instructional staff

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Students scores increasing on CAASPP ELA summative assessments for Grades 3-6: All Students: 2 points annually Low-Income Students: 2.5 points annually EL Students: 4 points annually	22/23: All Students: 28.9 points above standard Low-Income Students: 27 points above standard EL Students: 6.3 points above standard	23/24: All Students: 45 points above standard Low-Income Students: 41.9 points above standard EL Students: 17.4 points above standard	24/25: All Students: 31.1 points above standard Low-Income Students: 18.2 points above standard EL Students: 5.7 points above standard	All Students: 34.9 points above standard Low-Income Students: 34.5 points above standard EL Students: 18.3 points above standard	All Students: Increased 2.2 points Low-Income Students: Decreased 8.8 points EL Students: Decreased 0.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments Priority 8: Other Pupil Outcomes Source: CA Dashboard					
1.2	Student scores of a 3 or 4 increasing on the Trimester 2 District Benchmark assessments in ELA: All Students: 2% annually Low-Income Students: 3% annually EL Students: 4% annually State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Local Assessments Priority 8: Other Pupil Outcomes Source: VESD Local Assessments	Spring 23/24: All Students: 39.56% Low-Income Students: 33.33% EL Students: 17.64%	Spring 24/25: All Students: 20.13% Low-Income Students: 12.64% EL Students: 8.3%	Spring 25/26: All Students: 23.94% Low-Income Students: 20.69% EL Students: 0%	All Students: 42.56% Low-Income Students: 42.33% EL Students: 29.64%	All Students: Decreased 15.62% Low-Income Students: Decreased 12.64% EL Students: Decreased 17.64%
1.3	Students scores increasing on CAASPP Math summative	22/23: All Students: 11.2 points above standard	23/24: All Students: 10.4 points above standard	24/25: All Students: 5.5 points above standard	All Students: 17.2 points above standard	All Students: Decreased 5.7points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessments for Grades 3-6: All Students: 2 points annually Low-Income & EL Students: 3 points annually State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments Priority 8: Other Pupil Outcomes Source: CA Dashboard	Low-Income Students: 6.2 points above standard EL Students: 7.8 points above standard	Low-Income Students: 8.4 points above standard EL Students: 13.1 points above standard	Low-Income Students: 15.2 points below standard EL Students: 10.5 points below standard	Low-Income Students: 15.2 points above standard EL Students: 16.8 points above standard	Low-Income Students: Decreased 21.4 points EL Students: Decreased 18.3 points
1.4	Student scores of a 3 or 4 increasing on the Trimester 2 District Benchmark assessments in Math: All Students : 1% annually Low Income Students & EL Students: 2% annually State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Local Assessments Priority 8: Other Pupil Outcomes	Spring 23/24: All Students: 36.51% Low-Income Students: 30.21% EL Students: 29.41%	Spring 24/25: All Students: 36.82% Low-Income Students: 28.57% EL Students: 28.58% EL Students: 28.58%	All Students: 39.42% Low-Income Students: 31.04% EL Students: 7.69% EL Students: 7.29%	All Students: 39.51% Low-Income Students: 36.21% EL Students: 35.41% EL Students: 35.41%	All Students: Increased 2.91% Low-Income Students: Increased 0.83% EL Students: Decreased 21.72%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: VESD Local Assessments					
1.5	10% or above of EL Students Reclassified annually. State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments Priority 8: Other Pupil Outcomes Source: CA Dashboard	Fall 23/24: EL students re-classified as English Proficient: 20.83%	Fall 24/25: EL students re-classified as English Proficient: 23.8%	Fall 25/26: 6.67% of EL students (1 out of 15) were reclassified in the fall of 2025.	Maintain 10% or above re-classification rate of of EL students annually.	Target goat of 10% or more not met; Decreased by 3.3%.
1.6	90% or above of staff who agree on STAFF SURVEY QUESTION: "I have the training that is required to do my job." Priority 2: Implementation of State Standards Priority 7: Course Access Source: VESD Annual Staff Survey	22/23: 100% agreed.	Fall 2024: 95.24% agreed.	Fall 2025: 94.73% agreed.	Maintain 90% or above annually.	Target goal met of 90% or more met; Decreased by 0.51%
1.7	90% or above of staff who agree on STAFF SURVEY QUESTION:	22/23: 90% agreed.	Fall 2024: 100% agreed.	Fall 2025: 100% agreed.	Maintain 90% or above annually.	Target goat of 90% or more met; Increased by 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Our team collaborates effectively to improve student learning." Priority 2: Implementation of State Standards Priority 7: Course Access Source: VESD Annual Staff Survey					

Goal Analysis [2025-26]

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.

SUCSESSES: Throughout the year, MVMCS has successfully implemented many key actions to enhance both student and staff support as planned.

- Action 1.1 provided substitute coverage for teachers for collaboration and training to support CCSS, NGSS, and Montessori-aligned instruction.
- Action 1.2 provided additional funding for extending our school day to offer more time for individualized and hands-on instruction as well as more individual and small-group interventions.
- Action 1.3 supplied our staff with programs, materials, and training focused on ELA interventions, including in-house reading certification trainings, as well as provided additional certificated staff (intervention substitutes funded through LREBG) to support the ongoing implementation of the ELA interventions.
- Action 1.4 provided additional EL instructional resources for designated and integrated EL instruction and at-home digital resources for our EL students and their families. Instructional staff also attended a 1-day Kagan Cooperative Learning workshop focused on helping our EL students build strong speaking, listening, and collaborative skills
- Action 1.5 supplied our staff with programs, materials, and training focused on Math interventions as well as provided additional certificated staff (intervention substitutes funded by LREBG) to support the ongoing implementation of the math interventions. After school math tutoring was also funded through this action.

CHALLENGES:

- Action 1.6 provided for all instructional staff, including administration and instructional aides, to attend local, national, and remote Montessori-focused professional development / training opportunities, which included staff attending this year's National Public

Montessori conference. However, the action was not fully implemented due to the timing of the American Montessori Society (AMS) conference conflicting with Spring Break.

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.

MVMCS considers expenditures greater or less than 15% of the budgeted amount as a material difference.

There were no material differences for Actions 1.2, 1.4, and 1.5.

Action 1.1 Professional Development/Collaboration: More funds were expended than budgeted due to the remaining two teachers completing their required reading certification trainings by the end of the year, training for the required reading difficulties screener, and new teacher training for a 2nd year teacher.

Action 1.3 ELA Academic Interventions: More funds were expended than budgeted due to teachers completing additional Orton-Gillingham intervention courses, purchases of related online instructional resources, and reading certification stipends.

Action 1.6 Conferences/Training: Due to the timing of one National Montessori conference conflicting with Spring Break, the funds were not fully expended.

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

The implementation of Action 1.1 - Professional Development / Collaboration: This implementation of this action focused on CCSS, NGSS and Montessori-based professional development and teacher collaboration resulted in 100% of staff agreeing with the 2025 Staff Survey question, "I have the training required to do my job" (metric 1.6). This percentage met the target goal of 90% or higher agreeing with the question and increased 10% from the 2023 survey results of 90%.

The implementation of Action 1.2 - Extended School Day: This implementation of this action to continue our extended school day to support more time for intervention and Montessori-focused instruction has shown effectiveness in accelerating student learning, as demonstrated by strong Year 1 gains in both ELA and Math CAASPP results (metrics 1.1 and 1.3, respectively). All student groups made substantial progress in Year 1, with ELA increases far exceeding annual targets and Math showing measurable growth, particularly for English Learners. Although Year 2 outcomes declined, All Students in ELA remained above baseline and English Learners stayed close to initial levels, indicating stability.

The implementation of Action 1.3 - ELA Academic Interventions: The action implemented to strengthen ELA instruction through interventions show partial effectiveness, demonstrated by strong early outcomes and signs of renewed improvement. High proficiency levels in Spring 23/24 ELA Benchmarks (metric 1.2) reflect effective standards-aligned instruction, targeted interventions, and consistent progress monitoring. Although scores declined in Spring 24/25, the rebound in Spring 25/26 for All Students and Low-Income Students indicates that recent instructional adjustments are beginning to positively influence achievement.

The implementation of Action 1.4 - EL Supports: The implementation of this action focused on providing EL instructional supports has demonstrated clear effectiveness, particularly in the first two years of the cycle, where the school exceeded the annual reclassification target of 10% or more (metric 1.5). Reclassification rates of 20.83% in Fall 23/24 and 23.8% in Fall 24/25 indicate that the combination of designated and integrated ELD, targeted small-group instruction, and consistent progress monitoring successfully accelerated language development for a significant portion of EL students. Although the Fall 25/26 rate declined to 6.67%, the high reclassification rates in the prior two years confirm that the actions taken are capable of producing strong results when implemented consistently.

The implementation of Action 1.5 - Math Academic Interventions: The implementation of this action focused on math academic interventions show partial effectiveness, with All Students and Low-Income Students demonstrating modest gains over time in the Math Benchmarks (metric 1.4). Proficiency increased by 2.91% for All Students and 0.83% for Low-Income Students, indicating that targeted small-group instruction and standards-aligned supports are contributing to gradual improvement. Although English Learners experienced a decline, earlier performance suggests the model can be effective with consistent implementation.

The implementation of Action 1.6 - Conferences / Training: Although this action was partially implemented this year, the related action (1.1) positive trends in both ELA and Math CAASPP summative data.

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.

Goal 1 will remain the same, including its metrics and desired outcomes. The descriptions of all the actions will remain the same.

The descriptions of actions 1.3 and 1.5 were changed in 2025/26 to include additional personnel funded through the Learning Recovery Emergency Block Grant (LREBG) to support one-on-one and small group intervention supports.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development / Collaboration	MVMCS will provide professional development and collaboration to support CCSS and NGSS implementation and alignment to the Montessori Method for all students (creation of assessments, rubrics, projects, and standards articulation), principally directed to Low Income Students and English Learners, to close academic achievement gaps as measured by metric 1.6.	\$16,530.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Extended School Day	MVMCS will continue extended school day (increased by 45 minutes) in order to offer more time for Montessori instruction and interventions, principally directed to Low Income Students and English Learners, to close academic achievement gaps as measured by metrics 1.1 and 1.3.	\$349,559.00	Yes
1.3	ELA Academic Interventions	MVMCS will provide materials, training, and additional certificated staff to implement research-based ELA intervention programs (e.g. Explode/Beyond the Code, IXL, Read Naturally, Orton Gillingham) in one-on-one or small group settings, including before or after school tutoring, principally directed to Low Income Students and English Learners, to close academic achievement gaps as measured by metric 1.2. LREBG Action: \$17,835	\$25,935.00	No Yes
1.4	EL Supports	MVMCS will provide support for English Learner students by purchasing materials and providing training to support English Language Development (e.g. Reading A-Z ELL Edition, BrainPop EL Edition, etc.) and English Language proficiency and increase EL reclassification rates as measured by metric 1.5.	\$9,000.00	Yes
1.5	Math Academic Interventions	MVMCS will provide materials, training, and additional certificated staff to implement research-based math intervention programs in one-on-one or small group settings, including before or after school tutoring, principally directed to Low Income Students and English Learners, to close academic achievement gaps as measured by metric 1.4. LREBG Action: \$17,834	\$25,935.00	No Yes
1.6	Conferences/Trainings	MVMCS will provide Montessori-focused professional development and training opportunities for instructional staff, including Instructional Aides, to support effective implementation of the Montessori Method in alignment with CCSS for all students, principally directed to Low Income Students	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and English Learners, to close academic achievement gaps as measured by metric 1.6.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate progress in social and emotional learning skills based on state and local measures.	Broad 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.

In order to meet Goal #2, the following needs have been identified and must be addressed:

- High behavioral expectations of students
- Learning supports from school staff
- Providing SEL support for students identified in Tier 2 or 3 of the trimesterly SEL survey

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	90% or above of students who agree on STUDENT SURVEY QUESTION: "The adults at my school expect me to learn, make the best choices, follow rules and do my best." State Priority 6: School Climate (Engagement) Source: VESD Annual Student Survey	22/23: 100% agreed.	23/24: 98.5% agreed.	24/25: 98.1% agreed.	Maintain 90% or above annually.	Target goal or 90% or above met; 0.4% decrease.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Annual increase of 1% or 90% or above of students who agree on STUDENT SURVEY QUESTION: "I feel safe at my school." State Priority 6: School Climate (Engagement) Source: VESD Annual Student Survey	22/23: 87.97% agreed.	23/24: 84.96% agreed.	24/25: 88.61% agreed.	Increase to 90% or above.	Target goal or 90% or above met; 3.65% increase.
2.3	Annual increase of 1% of students who agree on STUDENT SURVEY QUESTION: "I feel safe going to an adult at my school if I have a problem." State Priority 6: School Climate (Engagement) Source: VESD Annual Student Survey	22/23: 85.71% agreed.	23/24: 87.97% agreed.	24/25: 87.34% agreed.	88.71% or above.	Target goal or 90% or above met; 0.63% decrease.
2.4	Decrease Suspension Rates All Students: 0.2% annually Low Income Students: 0.2% annually EL Students: 1% annually State Priority 6: School Climate (Engagement)	22/23: Percentage of students suspended at least one day: All Students: 2.4% Low Income Students: 2.4% EL Students: 6.9%	23/24: Percentage of students suspended at least one day: All Students: 1.6% Low Income Students: 2.3% EL Students: 8.3%	24/25: Percentage of students suspended at least one day: All Students: 1.7% Low Income Students: 2.1% EL Students: 9.1%	All Students: 1.8% Low Income Students: 1.8% EL Students: 3.3%	All Students: Decreased by 0.7% Low Income Students: Decreased by 0.3% EL Students: Increased by 2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard					
2.5	Maintain 90% or above of students scoring in Tier 1 (Low Risk) of the VESD SEL Winter Survey Results. State Priority 6: School Climate (Engagement) Source: VESD Trimesterly SEL Screener	Winter 23/24: Tier 1 (Low Risk): 91.2%	Winter 24/25: Tier 1 (Low Risk): 89.2%	Winter 25/26: Tier 1 (Low Risk): 91.4%	90% or above of students scoring in Tier 1.	Target goal of 90% or above met; Increased by 0.2%.
2.6	Basics: Teachers, Instructional Materials, Facilities State Priority 1: Basic (Conditions of Learning) Source: CA Dashboard	22/23: Standard Met as noted on the CA Dashboard Appropriately Assigned Teachers: 9 Full Time Equivalent (FTE) Teachers; 77.8% with Clear Teaching Credential Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home: 0% Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including	23/24: Standard Met as noted on the CA Dashboard Appropriately Assigned Teachers: 9 Full Time Equivalent (FTE) Teachers; 66.7% with Clear Teaching Credential Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home: 0%	24/25: Standard Met as noted on the CA Dashboard Appropriately Assigned Teachers: 9 Full Time Equivalent (FTE) Teachers; 77.8% with Clear Teaching Credential	Maintain Standard Met annually on CA Dashboard.	Standards met on CA Dashboard; Number of FTE Teachers with Clear Teaching Credential maintained at 77.8%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Deficiencies And Extreme Deficiencies): 0	Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies): 0			

Goal Analysis [2025-26]

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.

SUCCESSSES: Throughout the year, MVMCS has successfully implemented many key actions to enhance both student and staff support as planned.

- Action 2.1 provided MVMCS students with small-group counseling by a school psychologist focused on SEL and social skill needs.
- Action 2.3 provided funding for additional staff to help ensure that MVMCS is a safe and secure campus.

CHALLENGES:

- Action 2.2 was intended to provide Positive Discipline and Responsibility-Centered Discipline behavior intervention and support training to new staff at MVMCS. Unfortunately, there was limited availability of in-person Positive Discipline workshops in the local area for new staff to attend.

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.

MVMCS considers expenditures greater or less than 15% of the budgeted amount as a material difference.

There were no material differences for Action 2.1 and 2.3.

Action 2.2 Behavior Interventions: Funds for this action have not been fully expended due to limited availability of in-person Positive Discipline conferences offered locally.

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

The implementation of Action 2.1 - Counseling: This implementation of this action focused on providing onsite counseling groups to address students' SEL needs has demonstrated strong effectiveness, as the school consistently maintained Tier 1 (Low Risk) results on the VESD SEL Survey at or near the 90% target across all three years (metric 2.5). Tier 1 rates of 91.2% in Winter 23/24 and 91.4% in Winter 25/26 show that the majority of students continue to demonstrate healthy social-emotional functioning, reflecting the positive impact of counseling services, proactive SEL instruction, and early-intervention supports. Although Winter 24/25 dipped slightly to 89.2%, the overall trend shows stability and a net increase of 0.2% over the three-year period. These results indicate that the action is effective in maintaining a strong school climate and supporting student well-being.

The implementation of Action 2.2 - Behavior Interventions: This implementation of this action focused on training and support of behavior interventions have been effective in improving school climate, as shown by increases in students reporting they feel safe at school—from 84.96% to 88.61%, a 3.65% gain toward the 90% target (metric 2.1). Suspension rates also declined for All Students (–0.7%) and Low-Income Students (–0.3%), indicating stronger preventative supports and improved behavior systems (metric 2.4). Although suspension rates for English Learners increased, the overall trends show that counseling, proactive behavior interventions, and restorative practices are contributing to a safer and more supportive school environment.

The implementation of Action 2.3 - Safe & Secure Campus: This implementation of this action focused effective learning through positive and engaged student-adult interactions have been largely effective. Student perceptions of overall school safety (metric 2.2) show a strong positive trend, increasing from 84.96% in 23/24 to 88.61% in 24/25—a 3.65% gain that meets the goal of maintaining or progressing toward 90%. Student agreement about feeling safe going to an adult at school (metric 2.3) also remained consistently high across three years, stabilizing at 87.34% and demonstrating strong student–adult relationships. In addition, the school continued to meet basic conditions of learning (metric 2.6), maintaining a “Standard Met” rating on the CA Dashboard, ensuring 100% access to standards-aligned instructional materials, and sustaining stable staffing with 9 FTE appropriately assigned teachers. These results collectively show that the action is effectively supporting student safety, positive adult connections, and strong foundational learning conditions.

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.

Goal 2 will remain the same, including its metrics, desired outcomes, and actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling	MVMCS will provide onsite counseling groups to address students' SEL needs, principally directed to Low Income Students and English Learners,	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to help students develop age-appropriate social and emotional learning skills as measured by metric 2.5.		
2.2	Behavior Interventions	MVMCS will train instructional and support staff in behavior interventions, systems, and supports (e.g. Positive Discipline, Responsibility-Centered Discipline, etc.), principally directed to Low Income Students and English Learners, to help students make the best choices and follow the rules, as measured by metrics 2.1 and 2.4.	\$2,500.00	Yes
2.3	Safe & Secure Campus	MVMCS will provide a safe and secure campus for all students, principally directed to Low Income Students and English Learners, to learn effectively through positive and engaged student-adult interactions (Safety Monitors/NDS), as measured by metrics 2.2, 2.3, and 2.6.	\$44,650.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	MVMCS will increase communication and engagement of students, staff, and families by providing resources to improve attendance and participation in school and district functions.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to meet Goal #3, the following needs have been identified and must be addressed:

- Ongoing opportunities for parents/families to participate in classroom, school, and community activities
- Helping parents support and challenge students at home
- Promoting the school's mission and focus
- Training for parents on strategies used to support academic, behavioral, and emotional needs

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	90% or above of parents who agree on PARENT SURVEY QUESTION: "I am given the opportunity to be part of my child's education working together to help my child." State Priority 3: Parental Involvement (Engagement)	22/23: 92.75% agreed	24/25: 91.11% agreed	Not available at this time.	Maintain 90% or above annually.	Target goal of 90% or above met; decreased 1.64%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 6: School Climate (Engagement) Source: VESD Annual Parent Survey					
3.2	Annual increase of 1% or 90% or above of parents who agree on PARENT SURVEY QUESTION: "My student is being challenged academically." State Priority 3: Parental Involvement (Engagement) State Priority 6: School Climate (Engagement) Source: VESD Annual Parent Survey	22/23: 88.41% agreed	24/25: 86.67% agreed	Not available at this time.	Maintain 90% or above annually.	Target goal of 90% or above not met; decreased by 1.74%.
3.3	Annual increase of 1% or 90% or above of parents who agree on PARENT SURVEY QUESTION: "I have a clear understanding of my school's focus and trust my school is using innovative strategies." State Priority 3: Parental Involvement (Engagement)	22/23: 88.41% agreed	24/25: 84.44% agreed	Not available at this time.	Maintain 90% or above annually.	Target goal of 90% or above not met; Decreased by 3.97%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 6: School Climate (Engagement) Source: VESD Annual Parent Survey					
3.4	Decrease Chronic Absenteeism: All Students & EL Students: 1% annually Low Income Students: 1.5% annually State Priority 5: Pupil Engagement, Chronic Absenteeism Rates Source: CA Dashboard	22/23: Percentage of students chronically absent: All Students: 10.2% Low Income Students: 12.2% EL Students: 7.4%	23/24: Percentage of students chronically absent: All Students: 8.8% Low Income Students: 8.5% EL Students: 8.3%	24/25: Percentage of students chronically absent: All Students: 9.5% Low Income Students: 15% EL Students: 9.1%	All Students: 7.2% Low Income Students: 7.7% EL Students: 4.4%	All Students: Decreased by 0.7% Low Income Students: Increased by 2.8% EL Students: Increased by 1.7%
3.5	Students participate in at least one grade-level field trip and/or in-school assembly annually. Priority 8: Other Pupil Outcomes Source: Local site data	22/23: Number of field trips/assemblies per grade level: TK/K: 1 1st/2nd Grade: 1 3rd/4th Grade: 2 5th/6th Grade: 2	24/25: Number of field trips/assemblies per grade level: TK/K: 2 1st/2nd Grade: 3 3rd/4th Grade: 3 5th/6th Grade: 3	25/26: Number of field trips/assemblies per grade level: TK/K: 2 1st/2nd Grade: 3 3rd/4th Grade: 5 5th/6th Grade: 4	Maintain a minimum of 1 grade-level field trip and/or assembly annually.	Target goal met; All grade levels met minimum of 1 field trip/assemblies. 3rd/4th grade increased by 2 field trips/assemblies and 5th/6th increased by 1.

Goal Analysis [2025-26]

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.

SUCCESSSES: Throughout the year, MVMCS has successfully implemented many key actions to enhance both student and staff support as planned.

- Action 3.1 allowed for students in all grade levels to attend multiple field trips or participate in assemblies during the school year to help them connect in-class learning with real-world experiences.
- Action 3.2 provided funding outside of ELO-P for afterschool robotics, flag football, basketball, Junior Olympics, and cheer programs.
- Action 3.3 provided parents with an additional online communication platform, SignUpGenius, and resource kits and materials for family math nights.
- Action 3.4 provided students with incentives for good attendance and making good choices in alignment with our school-wide SHINE Expectations.

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.

MVMCS considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 3.1 Connecting Learning to Real-World Contexts: The majority of these funds are expected to be spent; however, due to delays in billing for transportation related to multiple end of year field trips, the exact costs and impact to the budget are not yet reflected.

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

The implementation of Action 3.1 - Connecting Learning to Real-World Contexts: The implementation of Action 3.1 has been effective in expanding real-world learning opportunities for students, as all grade levels consistently met the goal of participating in at least one field trip or in-school assembly annually (metric 3.5). Participation increased across multiple grade spans from the 22/23 baseline, with TK/K maintaining two experiences, 1st–2nd and 3rd–4th grades increasing to three in 24/25, and further growth in 25/26 where 3rd–4th grades expanded to five and 5th–6th grades to four experiences. These increases demonstrate the school's strong commitment to connecting classroom learning to authentic, real-world contexts and reflect the effectiveness of this action in enriching student engagement.

The implementation of Action 3.2 - After School/Electives: This implementation of this action focused on providing new learning opportunities through after school activities and/electives has shown some effectiveness in reducing chronic absenteeism (metric 3.4). All Students improved overall, decreasing from 10.2% to 7.2% (–0.7% from baseline), indicating that expanded after-school activities and electives supported stronger engagement for the general student population. However, chronic absenteeism increased for Low-Income Students (+2.8%) and English Learners (+1.7%) over the same period, showing that additional targeted supports are needed. Overall, the action contributed to improved engagement for All Students, but subgroup trends highlight the need for more focused interventions.

The implementation of Action 3.3 - Parent/Family Supports: The need for this action focused on providing parents/families trainings, meetings, and/or resources to be continued is demonstrated by the responses to the parent survey questions used as metrics for this action. For metric 3.2, 86.67% of parents agreed that “My student is being challenged academically,” a 1.74% decrease from 88.41% in 22/23 and below the 90% target. For metric 3.3, 84.44% of parents agreed that they “have a clear understanding of the school's focus and trust the school is using innovative strategies,” a 3.97% decrease from the 22/23 baseline. These declines indicate that additional parent engagement opportunities and communication supports are needed to meet the annual goal of 90% or above.

The implementation of Action 3.4 - Student Recognition: The implementation of this action, which focused on creating opportunities to celebrate student progress and strengthen parent partnership, remained effective in 24/25. Parent survey results show that 91.11% of

parents agreed with the statement, “I am given the opportunity to be part of my child’s education working together to help my child,” meeting the annual goal of maintaining 90% or above (metric 3.1). Although this reflects a small 1.64% decrease from the 92.75% baseline in 22/23, the high level of agreement indicates that families continue to feel meaningfully included and supported. These results demonstrate that the action is successfully fostering parent engagement and collaboration.

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.

Goal 3 will remain the same, including its metrics, desired outcomes, and actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Connecting Learning to Real-World Contexts	MVMCS will provide opportunities for students to participate in at least 1 grade-level field trip and/or in-school assembly annually, principally directed to Low Income Students and English Learners, to extend and connect their classroom learning to real-world contexts as measured by metric 3.5.	\$16,000.00	Yes
3.2	After School/Electives	MVMCS will provide opportunities for students to explore new learning opportunities through after school activities and/or electives, principally directed to Low Income Students and English Learners, to increase student engagement and reduce chronic absenteeism as measured by metric 3.4.	\$17,000.00	Yes
3.3	Parent/Family Supports	MVMCS will offer parents/families trainings, meetings, and/or resources, principally directed to Low Income Students and English Learners, to support their understanding of CCSS, Montessori education, and parenting as measured by metrics 3.2 and 3.3.	\$2,425.00	Yes
3.4	Student Recognition	MVMCS will create opportunities to recognize and celebrate student progress and achievement, principally directed to Low Income Students	\$5,110.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and English Learners, to engage students, staff, and families measured by metric 3.1.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$406,909	\$22,302

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
15.280%	1.015%	\$26,289.90	16.295%

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
1.1	Action: Professional Development / Collaboration Need: 2025 data from the California School Dashboard shows progress needs to be made for the All Student and Low Income student groups and significant progress needs to be made for the English Learner student group to meet standards in English Language Arts and Mathematics.	In order for all students, including the Low Income and English Learner student groups, to demonstrate growth in ELA and math standards, certificated staff must receive ongoing training and professional development to effectively teach state standards using best practices and instructional strategies. The importance of professional development is support by a research study conducted by Regional Educational Laboratory (REL) in 2007. In	This action will be measured by metric 1.6.

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
	Additionally, feedback from our annual student surveys continue to support the need for adults at MVMCS to encourage students to learn, make the best choices, follow the rules, and to do their best at school. Scope: LEA-wide	REL's meta-analysis of 9 educational research studies, it was concluded that "studies that had more than 14 hours of professional development showed a positive and significant effect on student achievement from professional development." This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	
1.2	Action: Extended School Day Need: 2025 data from the California School Dashboard shows progress needs to be made for the All Student and Low Income student groups and significant progress needs to be made for the English Learner student group to meet standards in English Language Arts and Mathematics. Scope: LEA-wide	In order for all students, including the Low Income and English Learner student groups, to demonstrate growth in ELA and math standards, additional time is needed to balance implementation and learning of state standards and the Montessori Method to meet the diverse needs of all students and student groups. According to the National Center for Education Evaluation (NCEE), "increased learning time improved the literacy achievement of students performing below standards and the social-emotional skills of students with Attention Deficit/Hyperactivity Disorder." Additionally, NCEE found that "increased learning time programs improved literacy and math achievement when instruction was led by certified teachers" (July 2014). This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students.	This action will be measured by metrics 1.1 and 1.3.

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
		This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	
1.3	Action: ELA Academic Interventions Need: 2025 data from the California School Dashboard shows progress needs to be made for the All Student and Low Income student groups and significant progress needs to be made for the English Learner student group to meet standards in English Language Arts and Mathematics. Scope: LEA-wide	In order for all students, including the Low Income and English Learner student groups, to demonstrate growth in ELA standards, additional time is needed to balance implementation and learning of state standards and the Montessori Method to meet the diverse needs of all students and student groups. In a 20-year research study conducted by the National Center for Education Evaluation (NCEE) and published in 2021, "the findings revealed that instruction that teaches a specific domain is likely to increase performance in that domain. Interventions that teach language exclusively might be more beneficial when conducted in small groups or one-on-one than in larger group sizes." This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	This action will be measured by metric 1.2.
1.5	Action: Math Academic Interventions Need: 2025 data from the California School Dashboard shows significant progress needs to be made for the All Student, Low Income,	In order for all students to demonstrate growth in math standards, instructional staff must receive ongoing training and professional development in researched-based math interventions as well as provide opportunities for after school tutoring to help close achievement gaps.	This action will be measured by metric 1.4.

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
	and English Learner student groups to meet standards in Mathematics. Scope: LEA-wide	Results from a 2021 research study conducted by the University of Oslo and Nordic Institute for Studies in Innovation, Research and Education (NIFU), showed that "lower dosage tutoring in mathematics for primary school students can increase learning outcomes for students of all ability levels, even without increasing overall instruction time, [including] sizable effects on performance in mathematics. Students in treatment schools increased their performance on the national test by 0.06 of a standard deviation half a year after the intervention." In a mixed-methods research study of the benefits of after school tutoring conducted by Dr. Bobby Allen (2016, Atlanta Public Schools), the "results of this study showed significant benefits in all subjects from at least moderate (11-20 hours) participation [in after school tutoring], and increased benefits in mathematics from high (more than 20 hours) participation [in after school tutoring], especially for boys." This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	
1.6	Action: Conferences/Trainings Need: 2025 data from the California School Dashboard shows significant progress needs	In order for all students to demonstrate growth in ELA and math standards and for English Learners to demonstrate progress in English language proficiency, instructional staff must receive Montessori-focused professional development and	This action will be measured by metric 1.7.

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
	to be made for the All Student, Low Income, and English Learner student groups to meet standards in English Language Arts and Mathematics. Scope: LEA-wide	training to effectively teach state standards using the Montessori Method. Conclusions from a research conducted by David Fleming et al (2023) noted that "[i]n terms of growth and parental demand, it appears that Montessori can thrive in the public sector. The Montessori curriculum is used in 570 public district and charter schools in the United States. To make it work, school administrators and teachers are trying to meld the Montessori model with the requirements of public schooling in the United States." This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	
2.1	Action: Counseling Need: 2025 data from the annual student survey and trimesterly SEL screeners show progress needs to be made for the All Student, Low Income, and English Learner student groups, to demonstrate progress in social and emotional learning skills. Scope: LEA-wide	In order for all students to demonstrate progress in social and emotional learning skills, MVMCS needs to provide additional onsite SEL supports to help students develop age-appropriate social and emotional learning skills. According to the US Department of Education, in a 2020 document titled "Supporting Child and Student Social, Emotional Health Needs", "many children and students struggle with mental health challenges that impact their full access to and participation in learning, and these challenges are often misunderstood and can lead to behaviors that are inconsistent with school or program expectations."	This action will be measured by metric 2.5.

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
		This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	
2.2	Action: Behavior Interventions Need: 2025 data from the CA Dashboard, annual student survey, and trimesterly SEL screeners show significant progress needs to be made for the All Student, Low Income, and English Learner student groups to demonstrate progress in social and emotional learning skills. Additionally, feedback from our annual student surveys continue to support the need for adults at MVMCS to encourage students to learn, make the best choices, follow the rules, and to do their best at school. Scope: LEA-wide	In order for all students, including to demonstrate progress in social and emotional learning skills, certificated and classified staff need training and on-going support in behavior interventions, systems, and supports to help students develop age-appropriate social and emotional learning skills. According to the National Center for Education Evaluation and Regional Assistance (2022), "to prevent and address students' problem behaviors and support their learning, the Department of Education and many states have promoted the use of multi-tiered systems of support for behavior (MTSS-B)." This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	This action will be measured by metric 2.1 and 2.4.
3.1	Action: Connecting Learning to Real-World Contexts Need:	In order to increase communication and engagement of students, staff, and families, MVMCS needs to provide field trips and assemblies that help students extend and connect their classroom learning to real-world contexts.	The action will be measured by metric 3.5.

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
	2025 data from the CA Dashboard and site-based data show significant progress needs to be made for the All Student, Low Income, and English Learner student groups to increase communication and engagement of students, staff, and families by providing resources to improve attendance and participation in school and district functions. Additionally, feedback from our trimesterly Student Focus groups support the need for field trips and/or assemblies that engage students and tie in curriculum to real-world contexts. Scope: LEA-wide	According a study conducted by Jay P. Greene (2022), "in the study, researchers assigned more than 1,000 fourth- and fifth-grade students in Atlanta to two groups. One group participated in three to six “culturally-enriching” field trips—visits to an art museum, a live theater performance, and a symphony concert—while students in the control group stayed put in class. The outcome? Kids in the field trip group “scored higher on end-of-grade exams, received higher course grades, were absent less often, and had fewer behavioral infractions,” compared to students in the control group, according to a ScienceDaily brief. Benefits lasted two to three years, Greene writes, and were “most visible when students were in middle school.” This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	
3.2	Action: After School/Electives Need: 2025 data from the CA Dashboard and site-based data show progress needs to be made for the All Student, Low Income, and English Learner student groups to support options for students to explore new learning opportunities through offer after school activities and/or electives.	In order to increase communication and engagement of students, staff, and families, MVMCS needs to provide options for students to explore new learning opportunities through offer after school activities and/or electives. Research from Huang, Gribbons, Kim, Lee, & Baker (2000) and Welsh et al. (2002) has long shown that good afterschool programs can improve school-day attendance. The sense of belonging, the connection to caring adults, and the	The action will be measured by metric 3.4.

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
	Additionally, feedback from our trimesterly Student Focus groups support the need for extra-curricular activities that engage students in STEM/STEAM, leadership, and sports. Scope: LEA-wide	academic enrichment that afterschool provides can make children more likely to go to school. According to the Learning Policy Institute (2020), "[e]xtended learning time and opportunities, used well, can accelerate learning and reduce the learning opportunity gap between what students from low-income families and their peers from middle- and upper-income families experience during out-of-school hours." This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	
3.3	Action: Parent/Family Supports Need: 2025 data from the district annual parent survey shows progress needs to be made for the All Student, Low Income, and English Learner student groups to support MVMCS families with their understanding of CCSS, Montessori education, and parenting. Additionally, feedback from our annual parent surveys support the need for MVMCS to help parents/families understand curriculum and standards, the focus of our school (Montessori Method), and how we use innovative strategies to support student learning and success.	In order to increase communication and engagement of students, staff, and families, MVMCS needs to provide opportunities for MVMCS families to increase their understanding of CCSS, Montessori education, and parenting. Youth.gov reported that according to a 2004 study "parent involvement leads to positive benefits for students, parents, and schools, including improved academic performance and improved parent-teacher relationships. Students whose parents were involved in school during their elementary years experienced lower rates of high school dropout, were more likely to complete high school on time, and had higher grades." This action is principally directed toward and effective in meeting school goals for our	The action will be measured by metrics 3.2 and 3.3.

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
	Scope: LEA-wide	unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	
3.4	Action: Student Recognition Need: 2025 data from the district annual parent survey shows progress needs to be made for the All Student, Low Income, and English Learner student groups to engage students, staff, and families by creating opportunities to recognize and celebrate student progress and achievement. Additionally, feedback from our annual parent surveys support the need for MVMCS to continue to provide opportunities for parents/families to be a part of their child's education, including celebrating growth and success. Scope: LEA-wide	In order to increase engagement of engagement of students, staff, and families, and to reduce chronic absenteeism, MVMCS needs to continue to recognize and celebrate student progress and achievement. According to a research study published by Bliven and Jungbauer (2021), "student motivation, self-determination, and persistence are positively related to student recognition in a competency-based model like other types of education models." Youth.gov reported that according to a 2004 study "parent involvement leads to positive benefits for students, parents, and schools, including improved academic performance and improved parent-teacher relationships. Students whose parents were involved in school during their elementary years experienced lower rates of high school dropout, were more likely to complete high school on time, and had higher grades." This action is principally directed toward and effective in meeting school goals for our unduplicated students; however, this action will also support all students. This action is being offered LEA-wide because it impacts all unduplicated students in all grades.	The action will be measured by metric 3.1.

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
1.4	Action: EL Supports Need: 2025 data from the California School Dashboard shows significant progress needs to be made for English Learners to become proficient in the English Language. Scope: Limited to Unduplicated Student Group(s)	In order for English Learners to demonstrate progress in English language proficiency, additional instructional resources are needed in order to meet the diverse needs of English Learners. As cited by Genesee (2017), numerous national studies and surveys show that, on average, ELLs under achieve in comparison to their English-speaking peers in academic domains and that the achievement gap tends to increase the higher the grade level (e.g., Fry, 2007; Rumberger, 2007; McNeil et al., 2008). According to a Shippensburg University study conducted in 2014, teachers need to use multiple modalities [to teach English Learners]. We know that approaching learning through the use of multiple modalities helps students make meaning. Understanding curricular topics requires the use of visual, kinesthetic and auditory teaching strategies. Providing a variety of text and genres such as videos, music, print/text (such as newspapers, books) photos, internet, and artifacts will enhance the learning for all regardless of their different learning styles (Heydon, 2003).	This action will be measured by metric 1.5.

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.

MVMCS is a school-wide Title I school, as ~55% of our students are designated as unduplicated pupils (English Learners, Low-Income, and/or Foster Youth) and as such, the vast majority of our actions and services, while effective for all students, are principally directed towards increased and/or improved services for those unduplicated pupils.

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.

For the 2026/27 school year, MVMCS will continue to employ at least one instructional aides per classroom, increasing the number of staff who provide direct services to students each school day.

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	N/A	1:22
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:22

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,662,988	406,909	15.280%	1.015%	16.295%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$433,199.00	\$80,319.00	\$0.00	\$31,126.00	\$544,644.00	\$487,109.00	\$57,535.00

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	Professional Development / Collaboration	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori Charter School All	Year Round	\$16,530.00	\$0.00	\$16,530.00				\$16,530.00	
1	1.2	Extended School Day	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori Charter School All	Year Round	\$349,559.00	\$0.00	\$349,559.00				\$349,559.00	
1	1.3	ELA Academic Interventions	All	No Yes	LEA-wide		All Schools Specific Schools: Mountain View Montessori Charter SchoolMountain View Montessori Charter School All	Year Round	\$25,935.00	\$0.00		\$17,835.00		\$8,100.00	\$25,935.00	
1	1.4	EL Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Mountain View Montessori Charter School All	Year Round	\$0.00	\$9,000.00	\$9,000.00				\$9,000.00	
1	1.5	Math Academic Interventions	All	No Yes	LEA-wide		All Schools Specific	Year Round	\$25,935.00	\$0.00		\$17,834.00		\$8,101.00	\$25,935.00	

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
							Schools: Mountain View Montessori Charter School Mountain View Montessori Charter School All									
1	1.6	Conferences/Trainings	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori Charter School All	Year Round	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.1	Counseling	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori Charter School All	Year Round	\$10,000.00	\$0.00				\$10,000.00	\$10,000.00	
2	2.2	Behavior Interventions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori Charter School All	Year Round	\$0.00	\$2,500.00				\$2,500.00	\$2,500.00	
2	2.3	Safe & Secure Campus	All	No			Specific Schools: Mountain View Montessori Charter School All	Year Round	\$44,650.00	\$0.00		\$44,650.00			\$44,650.00	
3	3.1	Connecting Learning to Real-World Contexts	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori Charter School All	Year Round	\$0.00	\$16,000.00	\$16,000.00				\$16,000.00	
3	3.2	After School/Electives	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori	Year Round	\$14,500.00	\$2,500.00	\$17,000.00				\$17,000.00	

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
							i Charter School All									
3	3.3	Parent/Family Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessor i Charter School All	Year Round	\$0.00	\$2,425.00				\$2,425.00	\$2,425.00	
3	3.4	Student Recognition	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessor i Charter School All	Year Round	\$0.00	\$5,110.00	\$5,110.00				\$5,110.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,662,988	406,909	15.280%	1.015%	16.295%	\$433,199.00	0.000%	16.267 %	Total:	\$433,199.00
								LEA-wide Total:	\$424,199.00
								Limited Total:	\$9,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development / Collaboration	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori Charter School All	\$16,530.00	
1	1.2	Extended School Day	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori Charter School All	\$349,559.00	
1	1.3	ELA Academic Interventions	Yes	LEA-wide		Specific Schools: Mountain View Montessori Charter School All		
1	1.4	EL Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Mountain View Montessori Charter School All	\$9,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Math Academic Interventions	Yes	LEA-wide		Specific Schools: Mountain View Montessori Charter School All		
1	1.6	Conferences/Trainings	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori Charter School All	\$20,000.00	
2	2.1	Counseling	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori Charter School All		
2	2.2	Behavior Interventions	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori Charter School All		
3	3.1	Connecting Learning to Real-World Contexts	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori Charter School All	\$16,000.00	
3	3.2	After School/Electives	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori Charter School All	\$17,000.00	
3	3.3	Parent/Family Supports	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori Charter School All		
3	3.4	Student Recognition	Yes	LEA-wide	English Learners Low Income	Specific Schools: Mountain View Montessori Charter School All	\$5,110.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$522,794.00	\$537,806.45

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	Professional Development / Collaboration	Yes	\$13,000.00	\$14,090.52
1	1.2	Extended School Day	Yes	\$256,283.00	\$279,400.70
1	1.3	ELA Academic Interventions	No	\$59,419.00	\$71,813.72
1	1.4	EL Supports	Yes	\$14,500.00	\$15,164.43
1	1.5	Math Academic Interventions	No	\$60,420.00	\$54,503.79
1	1.6	Conferences/Trainings	Yes	\$22,000.00	\$14,347.86
2	2.1	Counseling	Yes	\$10,000.00	\$10,953.41
2	2.2	Behavior Interventions	Yes	\$6,400.00	\$691.66
2	2.3	Safe & Secure Campus	No	\$43,548.00	\$43,548.00
3	3.1	Connecting Learning to Real-World Contexts	Yes	\$20,000.00	\$15,296.42
3	3.2	After School/Electives	Yes	\$12,024.00	\$12,422.96

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	3.3	Parent/Family Supports	Yes	\$4,450.00	\$4,806.28
3	3.4	Student Recognition	Yes	\$750.00	\$766.70

2025-26 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)
\$358,000	\$338,557.00	\$352,181.25	(\$13,624.25)	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	Professional Development / Collaboration	Yes	\$13,000.00	\$14,090.52		
1	1.2	Extended School Day	Yes	\$256,283.00	\$279,400.70		
1	1.4	EL Supports	Yes	\$14,500.00	\$15,164.43		
1	1.6	Conferences/Trainings	Yes	\$22,000.00	\$14,347.86		
2	2.1	Counseling	Yes				
2	2.2	Behavior Interventions	Yes		\$691.66		
3	3.1	Connecting Learning to Real-World Contexts	Yes	\$20,000.00	\$15,296.42		
3	3.2	After School/Electives	Yes	\$12,024.00	\$12,422.96		
3	3.3	Parent/Family Supports	Yes				
3	3.4	Student Recognition	Yes	\$750.00	\$766.70		

2025-26 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)
2,591,285	\$358,000	0.79%	14.606%	\$352,181.25	0.000%	13.591%	\$26,289.90	1.015%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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