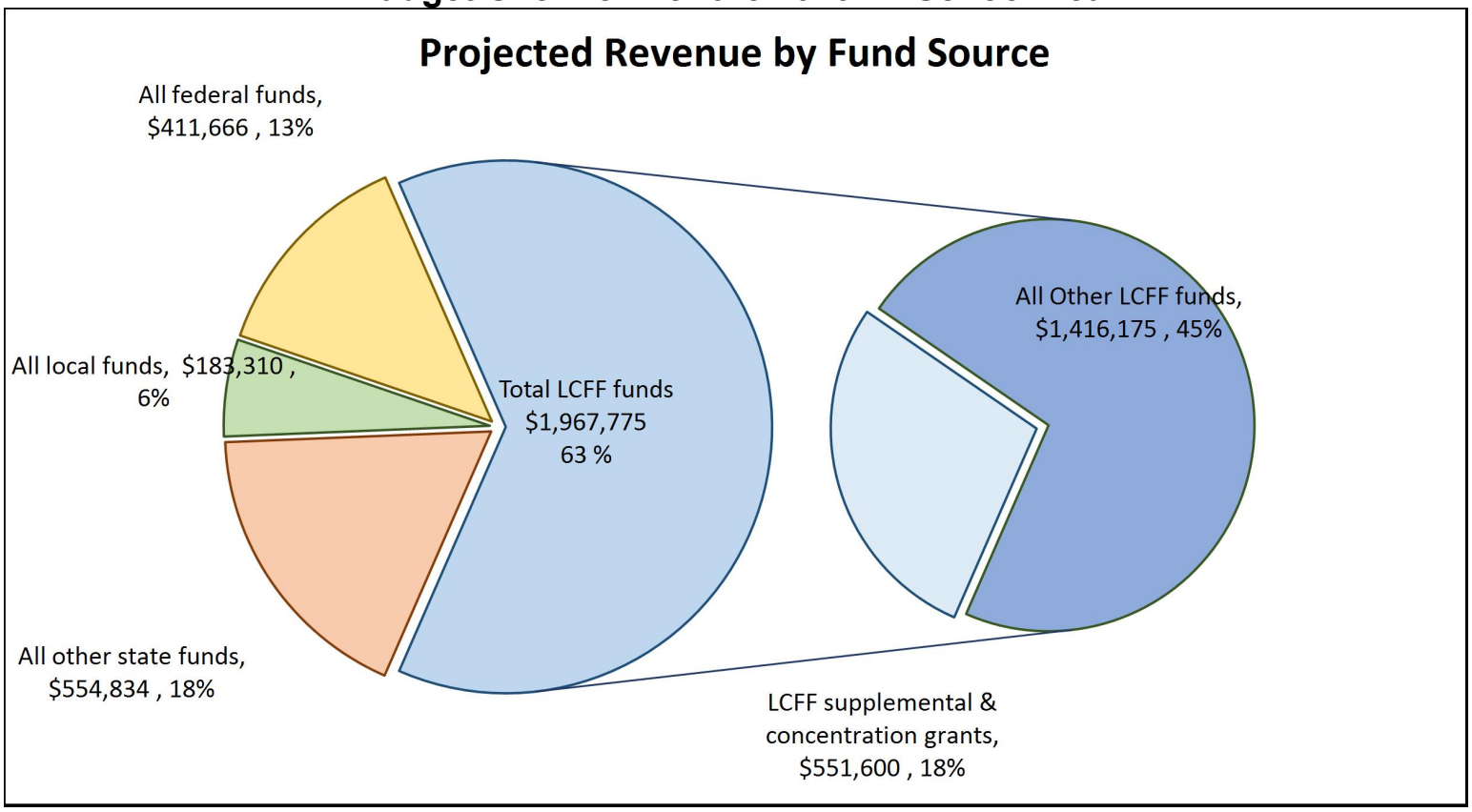
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 6
CDS Code: 19-64733-0117648
School Year: 2026-27
LEA contact information:
James Choe
Principal
jchoe@magnoliapublicschools.org
(310) 842-8555

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

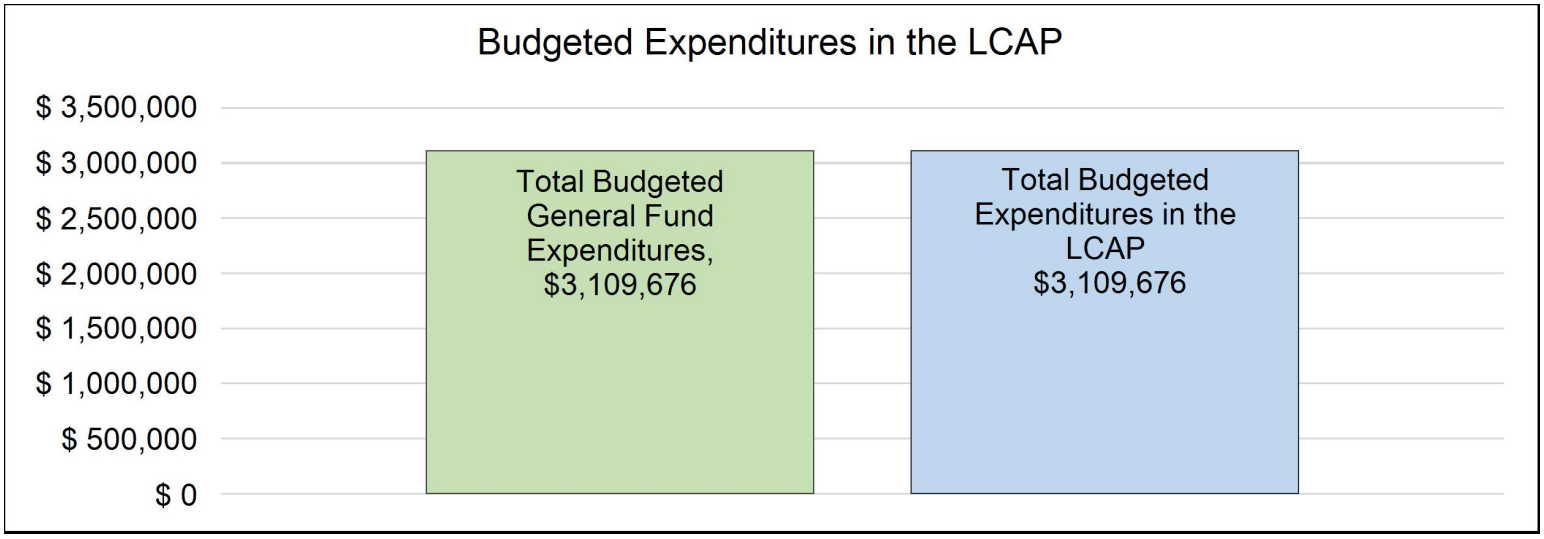


This chart shows the total general purpose revenue Magnolia Science Academy 6 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 6 is $3,117,585, of which $1,967,775 is Local Control Funding Formula (LCFF), $554,834 is other state funds, $183,310 is local funds, and $411,666 is federal funds. Of the $1,967,775 in LCFF Funds, $551,600 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 Magnolia Science Academy 6 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: Magnolia Science Academy 6 plans to spend $3,109,676 for the 2026-27 school year. Of that amount, $3,109,676 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

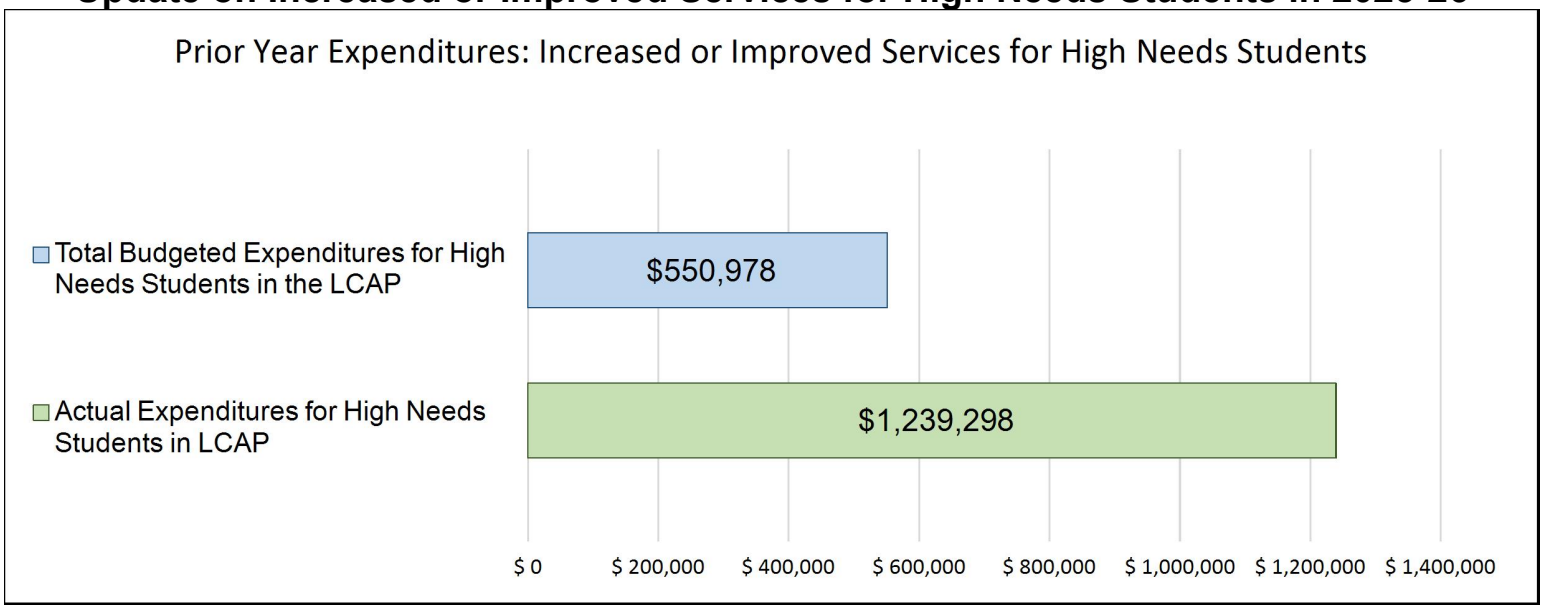
N/A

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

In 2026-27, Magnolia Science Academy 6 is projecting it will receive $551,600 based on the enrollment of Foster Youth, English learner, and low-income students. Magnolia Science Academy 6 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 6 plans to spend $558,003 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



This chart compares what Magnolia Science Academy 6 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 6 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, Magnolia Science Academy 6's LCAP budgeted $550,978 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 6 actually spent $1,239,298 for actions to increase or improve services for high needs students in 2025-26.

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
Magnolia Science Academy 6	James Choe Principal	jchoe@magnoliapublicschools.org (310) 842-8555

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.

Magnolia Science Academy (MSA-6 or Charter School), is a classroom-based charter school serving grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-6's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-6 currently has 160 students in grades 6-8, and mainly draws enrollment from Palms, Koreatown, and Mid-city, CA and its neighboring communities. The neighborhoods that MSA-6 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-6 serves faces economic challenges. MSA-6 has a diverse enrollment, including around 86% Hispanic/Latino, around 9% African American, and around 5% White. We are around 92% Socioeconomically Disadvantaged, 20% Special Education, and 20% English Learner population.

MSA-6 strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by its clubs and after-school programs and with its ASES program with Think Together that runs until 6 pm.

Magnolia Science Academy 6
Address: 4049 W. 8th St., Los Angeles, CA, 90005

Phone: 310-842-8555
Email: jchoe@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Reflections: Annual Performance

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

SUCCESSES

Magnolia Science Academy 6 demonstrated strong overall performance on the 2025 California School Dashboard and continued to make progress in several key areas connected to academic achievement, student engagement, school climate, and local indicators.

A major success was academic performance. The school earned a Green performance level in both English Language Arts and Mathematics. In English Language Arts, all students performed 16.2 points above standard and increased by 11.6 points from the prior year. In Mathematics, all students performed 17.0 points below standard but increased by 31.5 points, showing significant growth from the prior year. Student growth data were also very strong. English Language Arts Growth was rated Exceptional, with 80.0% of students improving

their score from the prior year. Mathematics Growth was also rated Exceptional, with 78.8% of students improving their score from the prior year.

Science performance was another area of strength. The school earned a Blue performance level in Science, with all students performing 60.3 points above standard and increasing by 7.5 points. Socioeconomically disadvantaged students also earned a Blue performance level in Science, performing 59.2 points above standard.

The school also showed positive progress in English Learner Progress. Although the Dashboard did not assign a color performance level for this indicator, 57.1% of English Learners made progress toward English language proficiency, which was higher than the statewide rate of 46.4%. In addition, 52.4% of English Learners progressed at least one ELPI level on the Summative ELPAC.

Attendance and school climate also showed improvement. Chronic absenteeism declined to 15.9%, a decrease of 4.6 percentage points from the prior year. The suspension rate declined to 3.7%, a decrease of 1.3 percentage points, and the school earned a Green performance level for Suspension Rate. Socioeconomically disadvantaged students had a suspension rate of 2.4%, which was also Green and declined by 2.9 percentage points. Students with disabilities had a 0.0% suspension rate, reflecting positive progress in behavior support and school climate.

All local indicators were marked Standard Met, including Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study. The school reported 89.5% clear teaching assignments, 0% of students without access to standards-aligned instructional materials, and 0 instances where facilities did not meet the good repair standard.

These results reflect the school’s continued use of data-driven instruction, intervention, MAP data, ICA/IAB data, afterschool tutoring, Saturday school, PBIS supports, teacher collaboration, and communication between general education and special education staff to support student progress.

CHALLENGES

While the school demonstrated many areas of strength, the Dashboard and local data also identify areas needing continued focus.

The lowest schoolwide performance level on state indicators was Yellow for Chronic Absenteeism. Although chronic absenteeism improved from the prior year, 15.9% of students were still chronically absent. Student groups with Yellow performance in Chronic Absenteeism included Hispanic students at 16.1% and socioeconomically disadvantaged students at 16.1%. Students with disabilities had a chronic absenteeism rate of 26.3%, but the Dashboard displayed this student group as Gray due to student group size or reporting rules. Because attendance directly affects academic achievement, student engagement, and connection to school, chronic absenteeism will remain a major area for continued monitoring and support.

English Learners also require targeted academic support. English Learners were Yellow in English Language Arts, performing 33.2 points below standard, and Yellow in Mathematics, performing 57.9 points below standard. Although English Learners improved in both ELA and

Math, they continue to perform below standard and need continued support in designated ELD, integrated ELD, academic vocabulary, reading comprehension, writing, and access to grade-level content.

Long-Term English Learners also require close attention. Long-Term English Learners performed 88.7 points below standard in ELA and 112.2 points below standard in Mathematics. Although the Dashboard displayed this group as Gray rather than assigning a performance color, the data show that LTELs need targeted intervention, language development, and academic supports.

Students with disabilities also remain an area for improvement. Students with disabilities performed 47.8 points below standard in ELA and 92.5 points below standard in Mathematics. Although this student group showed growth from the prior year and had a 0.0% suspension rate, academic performance data indicate the need for continued targeted instruction, accommodations, modifications, progress monitoring, and collaboration between general education and special education staff.

Mathematics remains an area for continued focus even though the school earned a Green performance level and made strong growth. All students were still 17.0 points below standard in Mathematics, and several student groups remained below standard, including English Learners, socioeconomically disadvantaged students, Hispanic students, Long-Term English Learners, and students with disabilities. The school will continue strengthening math instruction, intervention, data analysis, academic vocabulary, and foundational skills support.

Local climate survey data also indicate areas for growth. Students reported lower approval in sense of belonging and discipline, rules, and norms. The school will continue strengthening PBIS implementation, classroom expectations, restorative practices, student voice, and communication around behavior systems so students experience school discipline as fair, clear, and consistent.

As part of this reflection, Magnolia Science Academy 6 reviewed whether the school or any student group received the lowest performance level on one or more state indicators. No schoolwide state indicator was Red or Orange on the 2025 Dashboard. The lowest schoolwide color was Yellow for Chronic Absenteeism. No student group shown with a color performance level was Red or Orange. Student groups receiving Yellow performance levels included English Learners in English Language Arts and Mathematics, and Hispanic and socioeconomically disadvantaged students in Chronic Absenteeism. These areas will remain priorities in the LCAP through targeted academic intervention, English Learner supports, attendance monitoring, family outreach, PBIS/SEL supports, and progress monitoring.

Moving forward, Magnolia Science Academy 6 will continue to use Dashboard data, MAP data, ICA/IAB results, ELPAC data, course grades, attendance data, suspension data, survey results, and teacher input to identify student needs and refine supports. The school will continue strengthening early identification of students who are struggling academically, providing intervention before the end of the semester, expanding academic supports such as tutoring and Saturday school, improving attendance outreach, supporting English Learners and students with disabilities, and using PBIS and SEL strategies to improve school climate and belonging.

Reflections: Technical Assistance

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

N/A

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

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners 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	Magnolia Science Academy 6 engaged parents and families throughout the year through multiple opportunities for input, including Parent Advisory Committee meetings, Coffee with the Principal/Cafecito with the Admin, Parent Task Force meetings, ELAC meetings, Title I meetings, parent workshops, Parent College Program sessions, school events, surveys, home visits, and direct communication through ParentSquare, ClassDojo, Infinite Campus, phone calls, emails, and the school website. These engagement opportunities were offered in accessible formats, including virtual and in-person options, and translation support was provided as needed. During parent meetings, school leaders reviewed academic, attendance, school climate, and Dashboard data in a format intended to be understandable and accessible to families. Topics included progress in English Language Arts, Mathematics, Science, English Learner progress, chronic absenteeism, suspension rate, local indicators, school climate survey results, and LCAP goals and actions. Families were invited to ask questions, provide feedback, identify needs, and share priorities related to student learning, attendance, school climate, family communication, enrichment opportunities, and student support. Parent feedback helped the school identify continued priorities, including strengthening academic intervention, improving attendance outreach, supporting English Learners and students with disabilities,

Educational Partner(s)	Process for Engagement
	expanding family engagement opportunities, improving communication, strengthening PBIS and discipline consistency, and increasing students' sense of belonging. Families also provided input on school programs, parent engagement activities, community resources, and ways to make meetings and events more accessible for underrepresented families.
Students	Magnolia Science Academy 6 engaged students through school experience surveys, classroom discussions, student participation in PAC-related discussions when appropriate, advisory activities, informal feedback opportunities, and student input connected to school climate, academic support, extracurricular activities, safety, discipline, and sense of belonging. Student feedback was especially important in reviewing the school climate survey results and identifying areas of strength and areas for improvement. Students provided feedback on academic learning support, discipline rules and norms, safety, and sense of belonging. Student survey data showed strengths in academic support and safety, while also identifying areas for improvement in discipline fairness, belonging, student life, outdoor spaces, lunch options, clubs, and access to academic tools and supports. Students also expressed interest in expanded extracurricular opportunities such as sports, running, gaming, skateboarding, and other clubs. Student feedback was used to inform school priorities related to PBIS implementation, discipline consistency, student belonging, enrichment opportunities, school climate, academic intervention, and facilities/student life improvements. The school will continue to use student voice to guide continuous improvement and ensure that the LCAP reflects student needs and experiences.
Teachers	Teachers were engaged in the LCAP development process through staff meetings, professional development sessions, grade-level and department collaboration, data analysis meetings, instructional planning, MTSS conversations, IEP collaboration, and feedback opportunities related to LCAP goals, actions, and metrics. Teachers reviewed student achievement data, MAP data, ICA/IAB results, CAASPP/Dashboard outcomes, attendance patterns, course grade

Educational Partner(s)	Process for Engagement
	data, English Learner needs, and outcomes for students with disabilities. Teacher input helped the school identify academic and instructional priorities, including the need for earlier identification of students at risk of failing, stronger intervention systems, improved foundational skills support for incoming students, continued use of data-driven instruction, vocabulary and language supports for English Learners, cross-curricular academic strategies, and ongoing collaboration between general education and special education staff. Teachers also provided feedback on professional development, classroom observation and feedback systems, PBIS practices, school climate, academic interventions, tutoring, Saturday school, and strategies to strengthen student engagement. Their input influenced continued LCAP actions related to standards-aligned instruction, MTSS, professional development, English Learner supports, supports for students with disabilities, PBIS/SEL, and academic intervention.
School administrators	School administrators engaged in ongoing review and development of the LCAP through leadership meetings, data reviews, reflection on Dashboard and local data, budget review, staffing discussions, implementation monitoring, and collaboration with the MPS Home Office. Administrators reviewed academic performance, ELA and math growth, Science results, English Learner progress, chronic absenteeism, suspension data, local indicators, family engagement data, survey results, staffing needs, and progress toward LCAP goals. The administrative team analyzed areas of success, including Green performance in ELA and Mathematics, Blue performance in Science, Exceptional growth in ELA and Mathematics, improved chronic absenteeism, decreased suspension rates, and all local indicators marked Standard Met. Administrators also identified areas requiring continued attention, including chronic absenteeism, English Learner achievement, Long-Term English Learner outcomes, students with disabilities, math performance, staff and student belonging, and discipline consistency.

Educational Partner(s)	Process for Engagement
	Administrator input helped determine which LCAP actions should continue, which areas needed refinement, and how resources should be aligned to student needs. The administrative team also considered feedback from families, students, teachers, other staff, SELPA partners, surveys, and school performance data before finalizing priorities for the LCAP.
SELPA Partners	Magnolia Science Academy 6 engaged SELPA partners and special education support providers to ensure that the needs of students with disabilities were considered in the development of the LCAP. Consultation and collaboration occurred through special education program review, IEP-related discussions, service delivery planning, compliance monitoring, and conversations about how to improve academic access, accommodations, modifications, and support for students with disabilities. SELPA-related feedback helped the school review the effectiveness of supports for students with disabilities, including access to grade-level instruction, collaboration between general education and special education staff, progress monitoring, academic intervention, behavioral supports, and appropriate implementation of IEP services. Dashboard and local data showed that students with disabilities continue to need targeted academic support in ELA and Mathematics, even as suspension outcomes improved. This input informed continued LCAP actions related to services for students with disabilities, MTSS, academic intervention, PBIS/SEL supports, staff collaboration, progress monitoring, and ensuring that students with disabilities receive equitable access to programs and services.

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

The adopted LCAP was influenced by feedback from parents, students, teachers, school administrators, other school personnel, SELPA partners, school surveys, Dashboard data, and local performance data. Educational partner input confirmed that Magnolia Science Academy 6 should continue actions that are showing positive results while refining areas that need additional support.

Feedback and data supported continuing the school's focus on basic services, safe and well-maintained facilities, access to standards-aligned instructional materials, appropriately assigned teachers, and Home Office support. Educational partners also supported continued

emphasis on academic excellence, including data-driven instruction, MTSS, intervention, tutoring, Saturday school, English Learner supports, and supports for students with disabilities.

Educational partner feedback also influenced the school's focus on improving chronic absenteeism, increasing family engagement, strengthening home visits, improving student belonging, clarifying discipline expectations, expanding PBIS and SEL supports, and providing more enrichment and extracurricular opportunities. Families and students identified the importance of communication, school climate, safety, belonging, and access to academic and social-emotional support. Teachers and staff emphasized the need for earlier identification of struggling students, stronger intervention systems, and continued collaboration across general education, special education, and support staff.

As a result, the LCAP continues and refines actions related to instructional quality, academic intervention, ELD, special education supports, family engagement, attendance outreach, PBIS/SEL, school climate, student voice, community partnerships, and well-rounded learning opportunities. The final LCAP reflects both the school's performance data and the priorities shared by educational partners throughout the engagement process.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 100.0%	2022-23: 87.0%	2023-24: 89.5%	2024-25: > 85%	-10.5 percentage points
1.2	Percentage of students without access to their	2023-24: 0%	2024-25 (As of 6/5/25):	2025-26 (As of 5/22/26):	2026-27: 0%	1.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)		0%	0%		
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0	2025-26 (As of 5/22/26): 0	2026-27: 0	0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%	2024-25: (Fall 2023 to Fall 2024) 86%	2025-26 (Fall 2024 to Fall 2025): 75%	2026-27: (Fall 2025 to Fall 2026) >= 80%	0 percentage points
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.6%	2024-25: (As of 5/31/25) 94.2%	2025-26 (As of 5/15/26): 95.2%	2026-27: >= 95.0%	-0.4 percentage points

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.

Overall, Goal 1 was implemented with fidelity during the 2025–26 school year. Magnolia Science Academy 6 continued to provide students and staff with access to the basic services necessary for a safe, secure, healthy, and high-quality learning and working environment. The school maintained standards-aligned instructional materials for all students, monitored facility conditions, supported teacher credentialing and assignment monitoring, provided access to healthy meals, and received ongoing operational and compliance support from the MPS Home Office.

Implementation of the planned actions was largely consistent with the LCAP. Students continued to have access to their own copies of standards-aligned instructional materials for use at school and at home, with 0% of students lacking access. Facilities were maintained in good repair, with 0 identified instances of deficiencies or extreme deficiencies. Teacher attendance remained strong at 95.2%, meeting the annual target of at least 95.0%.

Teacher retention was an area of continued focus. The 2025–26 teacher retention rate was 75%, which was below the 2024–25 outcome of 86% and below the 2026–27 target of at least 80%. This indicates a need to continue strengthening staff support, onboarding, professional development, and retention strategies. Assignment monitoring and credential compliance also remain important areas for continued oversight to ensure all teachers are appropriately assigned and properly credentialed.

Key successes included full access to standards-aligned instructional materials, facilities maintained in good repair, and strong teacher attendance. Key challenges included improving teacher retention and continuing proactive systems for credential monitoring, assignment monitoring, and staffing stability.

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.

Goal 1 Action 1
Budgeted: $12,569.00
Estimated Actual: $18,730.00
Explanation: Estimated actual expenditures were higher than budgeted due to increased costs related to teacher assignments, credentialing, recruitment, and human resources support. The difference did not substantially change implementation of the action.

Goal 1 Action 2
Budgeted: $110,772.43
Estimated Actual: $161,539.46
Explanation: Estimated actual expenditures exceeded the budgeted amount due to additional spending on instructional materials, textbooks, technology, and related resources needed to support student access to standards-aligned instructional materials and technology-based learning resources.

Goal 1 Action 3
Budgeted: $401,070.00
Estimated Actual: $367,974.00
Explanation: Estimated actual expenditures were lower than budgeted. The difference did not substantially affect implementation, as the school continued to maintain clean, safe, and well-maintained facilities with 0 identified instances of facilities not meeting the good repair standard.

Goal 1 Action 4
Budgeted: $4,240.00
Estimated Actual: $6,800.00
Explanation: Estimated actual expenditures were higher than budgeted due to increased costs associated with providing healthy and nutritious meals, water, refreshments, and related student wellness supports. The difference did not substantially change implementation of the action.

Goal 1 Action 5

Budgeted: $232,137.36
Estimated Actual: $236,475.53
Explanation: Estimated actual expenditures were slightly higher than budgeted due to increased Home Office support and back-office service costs. The difference did not substantially change implementation of the action.

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

The actions implemented under Goal 1 were generally effective in supporting progress toward a safe, well-maintained, and high-quality learning environment.

Action 1.1, Teacher assignments and credentials, was partially effective. The school continued to work with the MPS Human Resources team to review credentials, background clearances, TB clearances, teacher assignments, and HRIS documentation. These systems supported compliance and appropriate staffing. However, teacher retention declined to 75%, indicating that additional attention is needed to strengthen staff retention and support systems.

Action 1.2, Instructional materials and technology, was effective. The school maintained 0% of students without access to standards-aligned instructional materials for use at school and at home. Additional expenditures for instructional materials, textbooks, technology, and related resources supported implementation and helped ensure students had the tools needed to access instruction.

Action 1.3, Clean and safe facilities that support learning, was effective. The school maintained facilities in good repair, with 0 identified instances of deficiencies or extreme deficiencies. Ongoing inspections, maintenance, cleaning, safety planning, and repairs supported a safe and functional learning environment for students and staff.

Action 1.4, Healthy and nutritious meals, was effective. The school continued to provide access to healthy and nutritious meals, particularly in support of low-income students. This action helped address student wellness, readiness to learn, attendance, and overall engagement.

Action 1.5, Well-orchestrated Home Office support services, was effective. MPS Home Office services supported the school in areas such as academics, accountability, operations, IT, facilities, finance, human resources, external relations, and compliance. These services helped reduce administrative burden and supported the school’s ability to maintain basic services and meet charter and LCAP expectations.

Overall, the actions were effective in maintaining instructional materials, facilities, teacher attendance, meals, and operational support. Teacher retention remains the primary area requiring continued refinement and targeted support.

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.

Based on reflection on 2025–26 implementation and outcomes, the school will continue the planned Goal 1 actions with targeted refinements rather than major changes. The overall goal remains appropriate because students and staff continue to need access to basic services, safe facilities, high-quality instructional materials, appropriately assigned and credentialed teachers, healthy meals, and coordinated Home Office support.

For teacher assignments and credentials, the school will continue earlier and more frequent credential reviews, master schedule checks, and coordination with MPS Human Resources. The school will also continue supporting teachers with credentialing requirements and maintaining timely documentation.

For teacher retention, the school will strengthen onboarding, mentorship, professional development, staff recognition, and administrator support in order to improve retention toward the target of at least 80%. Retention will be monitored closely throughout the year so that support can be provided earlier when concerns arise.

For teacher attendance, the school will continue current practices because the 2025–26 outcome of 95.2% met the target of at least 95.0%. The school will continue monitoring attendance and promoting staff wellness to sustain this progress.

No major changes are needed for instructional materials or facilities because the school met expectations in both areas, with 0% of students lacking access to standards-aligned materials and 0 identified facility deficiencies. These areas will continue to be monitored to ensure sustained compliance.

The healthy meals action will continue because it supports student wellness, readiness to learn, and access for low-income students. The school will continue implementing the MPS Wellness Policy and encouraging participation in school meal programs.

The Home Office support action will also continue because it provides essential operational, compliance, fiscal, human resources, facilities, IT, academic, accountability, and external relations support that helps the school maintain effective systems and meet LCAP and charter goals.

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	Teacher assignments and credentials	Magnolia Science Academy 6 (Charter School) and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Magnolia Science Academy 6 will support our teachers' credentialing needs. Magnolia Science Academy 6 will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Magnolia Science Academy 6 uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides	$14,108.00	No

Action #	Title	Description	Total Funds	Contributing
		administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A		
1.2	Instructional materials and technology	Magnolia Science Academy 6 will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Magnolia Science Academy 6 will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Magnolia Science Academy 6 will annually review budgets and plans to ensure adequate budget for instructional materials. Magnolia Science Academy 6 will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Magnolia Science Academy 6 will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A	$138,053.22	No

Action #	Title	Description	Total Funds	Contributing
1.3	Clean and safe facilities that support learning	Magnolia Science Academy 6 will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Magnolia Science Academy 6will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Magnolia Science Academy 6 will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Magnolia Science Academy 6custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Magnolia Science Academy 6 will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Magnolia Science Academy 6 will procure and maintain necessary safety/emergency supplies, equipment and items. Magnolia Science Academy 6 will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	$356,616.00	No
1.4	Healthy and nutritious meals	Magnolia Science Academy 6will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Magnolia Science Academy 6will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the	$5,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Magnolia Science Academy 6 will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A		
1.5	Well-orchestrated Home Office support services	The MPS Home Office provides services to the Magnolia Science Academy 6, supports and holds accountable the Magnolia Science Academy 6 for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Magnolia Science Academy 6's administration and enables the Magnolia Science Academy 6 to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: -Clerical & Tech: Federal CSP; Amount: $25,431.21 -STRS: Federal CSP; Amount: $4,859.04 -OASDI/Medicare: Federal CSP; Amount: $368.88 -Health & Welfare Benefits: Federal CSP; Amount: $4,652.63 -Unemployment Insurance: Federal CSP; Amount: $127.20	$328,785.07	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Magnolia Science Academy 6 desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Magnolia Science Academy 6 will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Magnolia Science Academy 6 will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Magnolia Science Academy 6 will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services	2023-24: 100%	2024-25: (As of 6/5/25) 100%	2025-26 (As of 5/22/26): 100%	2026-27: 100%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)					
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%	2024-25: (As of 5/29/25) 88%	2025-26 (As of 6/10/26): 60%	2026-27: >= 85%	-40 percentage points
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 90%	2024-25: (First semester) 94%	2025-26 (First semester): 70%	2026-27: (First semester) >= 80%	-20 percentage points
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 60.22% -English Learners: 7.69% -Socioeconomically Disadvantaged: 61.37% -Students with Disabilities: 25.00% -Asian: * -Hispanic: 59.77%	2023-24: -All Students: 55.35% -English Learners: 0.00% -Socioeconomically Disadvantaged: 56.08%	2024-25: -All Students: 53.17% -English Learners: 0.00% -Socioeconomically Disadvantaged: 53.88%	2025-26: -All Students: >= 55.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 55.00% -Students with	-All Students: -7.05 percentage points -English Learners: -7.69 percentage points -Socioeconomically Disadvantaged: -7.49 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: *	-Students with Disabilities: 22.23% -Hispanic: 54.26% -White: *	-Students with Disabilities: 25.00% -Hispanic: 50.00% -White: *	Disabilities: >= 25.00% -Hispanic: >= 55.00% -White: *	-Students with Disabilities: 0.00 percentage points -Asian: N/A -Hispanic: -9.77 percentage points -White: N/A
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 29.3 points above standard -English Learners: 22.2 points below standard -Socioeconomically Disadvantaged: 31.1 points above standard -Students with Disabilities: 29.8 points below standard -Asian: * -Hispanic: 30.2 points above standard -White: *	2023-24: (2024 Dashboard) -All Students: 4.5 points above standard -English Learners: 40.3 points below standard -Socioeconomically Disadvantaged: 4.5 points above standard -Students with Disabilities: 83.6 points below standard -Hispanic: 1.1 points below standard -White: *	2024-25: (2025 Dashboard) -All Students: 16.2 points above standard -English Learners: 33.2 points below standard -Socioeconomically Disadvantaged: 15.9 points above standard -Students with Disabilities: 47.8 points below standard -Hispanic: 9.4 points above standard -White: *	2025-26: (2026 Dashboard) -All Students: 30.0 points above standard -English Learners: 13.0 points below standard -Socioeconomically Disadvantaged: 32.0 points above standard -Students with Disabilities: 20.0 points below standard -Hispanic: *	-All Students: -13.1 points -English Learners: -11.0 points -Socioeconomically Disadvantaged: -15.2 points -Students with Disabilities: -18.0 points -Asian: N/A -Hispanic: -20.8 points -White: N/A
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 57.0% -English Learners: 17.6% -Socioeconomically Disadvantaged: 56.9% -Students with Disabilities: 42.1%	2024-25: (Fall to Spring) -All Students: 64.4% -English Learners: 63.2% -Socioeconomically	2025-26 (Fall to Spring): -All Students: 64.9% -English Learners: 59.1% -Socioeconomically	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >=	-All Students: +7.9 percentage points -English Learners: +41.5 percentage points -Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Hispanic: 56.5% -White: *	Disadvantaged: 65.2% -Students with Disabilities: 50.0% -Hispanic: 62.5% -White: *	Disadvantaged: 64.7% -Students with Disabilities: 60.0% -Hispanic: 63.5% -White: 100.0%	50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *	+7.8 percentage points -Students with Disabilities: +17.9 percentage points -Hispanic: +7.0 percentage points -White: N/A
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 0.11 (CGP: 55th percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile) -Socioeconomically Disadvantaged: CGI: 0.19 (CGP: 57th percentile) -Students with Disabilities: * -Hispanic: CGI: 0.07 (CGP: 53rd percentile) -White: *	2024-25: (Fall to Spring) -All Students: CGI: 0.75 (CGP: 77th percentile) -English Learners: CGI: 1.82 (CGP: 97th percentile) -Socioeconomically Disadvantaged: CGI: 0.78 (CGP: 78th percentile) -Students with Disabilities: CGI: 0.35 (CGP: 64th percentile) -Hispanic: CGI: 0.65 (CGP: 74th percentile) -White: *	2025-26 (Fall to Spring): -All Students: CGI: 0.95 (CGP: 83rd percentile) -English Learners: CGI: 1.25 (CGP: 89th percentile) -Socioeconomically Disadvantaged: CGI: 0.99 (CGP: 84th percentile) -Students with Disabilities: CGI: 0.67 (CGP: 75th percentile) -Hispanic: CGI: 0.90 (CGP: 82nd percentile) -White: CGI: 4.63 (CGP: 100th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	-All Students: +0.84 -English Learners: +1.25 -Socioeconomically Disadvantaged: +0.80 -Students with Disabilities: N/A -Hispanic: +0.83 -White: N/A
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics	2022-23: -All Students: 35.87% -English Learners: 0.00% -Socioeconomically Disadvantaged: 35.63%	2023-24: -All Students: 31.30% -English Learners: 13.64%	2024-25: -All Students: 42.40% -English Learners: 26.32%	2025-26: -All Students: >= 37.00% -English Learners: >= 10.00% -	-All Students: +6.53 percentage points -English Learners: +26.32 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessments (Source: CDE DataQuest)	-Students with Disabilities: 25.0% -Asian: * -Hispanic: 34.89% -White: *	-Socioeconomically Disadvantaged: 31.19% -Students with Disabilities: 11.11% -Hispanic: 28.12% -White: *	-Socioeconomically Disadvantaged: 42.24% -Students with Disabilities: 18.75% -Hispanic: 39.64% -White: *	Socioeconomically Disadvantaged: >= 37.00% -Students with Disabilities: >= 25.00% -Hispanic: >= 37.00% -White: *	-Socioeconomically Disadvantaged: +6.61 percentage points -Students with Disabilities: -6.25 percentage points -Asian: N/A -Hispanic: +4.75 percentage points -White: N/A
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 15.3 points below standard -English Learners: 81.6 points below standard -Socioeconomically Disadvantaged: 13.2 points below standard -Students with Disabilities: 56.4 points below standard -Asian: * -Hispanic: 15.8 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 48.5 points below standard -English Learners: 76.0 points below standard -Socioeconomically Disadvantaged: 46.3 points below standard -Students with Disabilities: 128.7 points below standard -Hispanic: 51.1 points below standard -White: *	2024-25 (2025 Dashboard): -All Students: 17.0 points below standard -English Learners: 57.9 points below standard -Socioeconomically Disadvantaged: 18.9 points below standard -Students with Disabilities: 92.5 points below standard -Hispanic: 21.8 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 13.0 points below standard -English Learners: 72.0 points below standard -Socioeconomically Disadvantaged: 11.0 points below standard -Students with Disabilities: 47.0 points below standard -Hispanic: 13.0 points below standard -White: *	-All Students: +1.7 points -English Learners: +23.7 points -Socioeconomically Disadvantaged: -5.7 points -Students with Disabilities: -36.1 points -Asian: N/A -Hispanic: -6.0 points -White: N/A
2.10	Percentage of students who have met their growth targets on the Measures of Academic	2023-24: (Fall to Spring) -All Students: 57.9%	2024-25: (Fall to Spring) -All Students: 71.2%	2025-26 (Fall to Spring): -All Students: 55.7%	2026-27: (Fall to Spring) -All Students: >= 50%	-All Students: -2.2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	-English Learners: 58.8% -Socioeconomically Disadvantaged: 56.9% -Students with Disabilities: * -Hispanic: 58.7% -White: *	-English Learners: 57.9% -Socioeconomically Disadvantaged: 71.4% -Students with Disabilities: 62.5% -Hispanic: 69.2% -White: *	-English Learners: 59.1% -Socioeconomically Disadvantaged: 56.9% -Students with Disabilities: 64.0% -Asian: * -Hispanic: 52.0% -White: 100.0%	-English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *	-English Learners: +0.3 percentage points -Socioeconomically Disadvantaged: 0.0 percentage points -Students with Disabilities: N/A -Hispanic: -6.7 percentage points -White: N/A
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: CGI: 0.03 (CGP: 62nd percentile) -English Learners: CGI: 0.00 (CGP: 50th percentile) -Socioeconomically Disadvantaged: CGI: 0.18 (CGP: 57th percentile) -Students with Disabilities: * -Hispanic: CGI: 0.41 (CGP: 66th percentile) -White: *	2024-25: (Fall to Spring)y -All Students: CGI: 1.70 (CGP: 96th percentile) -English Learners: CGI: 1.57 (CGP: 94th percentile) -Socioeconomically Disadvantaged: CGI: 1.75 (CGP: 96th percentile) -Students with Disabilities: CGI: 1.52 (CGP: 94th percentile) -Hispanic: CGI: 1.27 (CGP: 90th percentile) -White: *	2025-26 (Fall to Spring): -All Students: CGI: 0.48 (CGP: 68th percentile) -English Learners: CGI:1.31 (CGP: 90th percentile) -Socioeconomically Disadvantaged: CGI: 0.47 (CGP: 68th percentile) -Students with Disabilities: CGI: 0.96 (CGP: 83rd percentile) -Hispanic: CGI: 0.21 (CGP: 58th percentile) -White: CGI: 5.48 (CGP: 100th percentile)	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *	-All Students: +0.45 -English Learners: +1.31 -Socioeconomically Disadvantaged: +0.29 -Students with Disabilities: N/A -Hispanic: -0.20 -White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 50.0%	2023-24: (2024 Dashboard) 52.6%	2024-25 (2025 Dashboard): 57.1%	2025-26: (2026 Dashboard) >= 50.0%	+7.1 percentage points
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 17.6%	2023-24: (Internal) 7.1%	2024-25 (Internal): 9.5% 2025-26 (As of 6.10.26): 7.4%	2025-26: (CDE DataQuest) >= 10.0%	-8.1 percentage points
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 33.33% -English Learners: * -Socioeconomically Disadvantaged: 32.35% -Students with Disabilities: * -Hispanic: 34.28%	2023-24: -All Students: 23.53% -English Learners: * -Socioeconomically Disadvantaged: 21.88% -Students with Disabilities: *% -Hispanic: 19.23 -White: *	2024-25: -All Students: 44.74% -English Learners:* -Socioeconomically Disadvantaged: 42.86% -Students with Disabilities: 3.57% -Hispanic: 44.45%	2025-26: -All Students: >= 30.00% -English Learners: * -Socioeconomically Disadvantaged: >= 30.00% -Students with Disabilities: * -Hispanic: >= 30.00% -White: *	-All Students: +11.41 percentage points -English Learners: N/A -Socioeconomically Disadvantaged: +10.51 percentage points -Students with Disabilities: N/A -Hispanic: +10.17 percentage points -White: N/A

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.

Overall, Goal 2 was implemented with a continued focus on academic excellence, equitable access to a broad course of study, standards-aligned instruction, professional development, MTSS academic supports, English Learner services, and supports for students with disabilities. Magnolia Science Academy 6 continued to provide students with access to a high-quality core curricular and instructional program aligned to California content standards and the school's Graduate Profile competencies, including literacy, a learner's mindset, and critical thinking.

The school maintained strong implementation in access-related areas. The percentage of students with sufficient access to all programs and services, including services for unduplicated students and students with exceptional needs, remained at 100%. This indicates that the school continued to provide equitable access to the academic program and related supports.

Several academic and instructional implementation indicators show areas of strength and areas needing improvement. Classroom observation completion was 60%, below the 2026–27 target of at least 85%. This indicates a need to strengthen systems for completing formal and informal classroom observations and ensuring that teachers receive timely instructional feedback. The percentage of students earning a grade of "C" or better in core subjects and electives was 70%, below the target of at least 80%, indicating a need for earlier academic monitoring and intervention for students at risk of earning D or F grades.

ELA outcomes were mixed. The percentage of all students meeting or exceeding standards in ELA/Literacy was 53.17%, which was slightly below the target of at least 55.00%. English Learners remained at 0.00% meeting or exceeding standard in ELA, indicating a continued need for targeted language development, literacy intervention, designated ELD, and integrated ELD supports. At the same time, ELA Distance from Standard improved for all students to 16.2 points above standard and improved for several student groups. English Learners improved but remained 33.2 points below standard, and students with disabilities improved but remained 47.8 points below standard.

Mathematics outcomes showed stronger progress. The percentage of all students meeting or exceeding standards in Mathematics increased to 42.40%, exceeding the target of at least 37.00%. English Learners also exceeded the target in Mathematics, with 26.32% meeting or exceeding standards. Mathematics Distance from Standard improved for all students to 17.0 points below standard, reflecting significant progress from the prior year, though continued support is needed because all students and several student groups remain below standard.

MAP Reading results showed positive growth from fall to spring. Across grades 6–8, 96 of 148 students met their MAP Reading growth projection, or approximately 64.9%. Grade 6 had 67% of students meet growth, Grade 7 had 53%, and Grade 8 had 75%. Student group results also showed progress: English Learners had approximately 59.1% meet Reading growth, socioeconomically disadvantaged students had approximately 64.7%, students with disabilities had 60.0%, Hispanic students had approximately 63.5%, and Asian students had approximately 71.4%. Reading Conditional Growth results were also strong, with the overall weighted CGI above 0 and the weighted CGP above the 50th percentile.

MAP Mathematics results also showed positive growth, though results varied by grade and subgroup. Across grades 6–8, 83 of 149 students met their MAP Mathematics growth projection, or approximately 55.7%. Grade 6 had 63% of students meet growth, Grade 7 had 40%, and Grade 8 had 65%. Student group results included approximately 59.1% of English Learners meeting Mathematics growth, approximately 56.9% of socioeconomically disadvantaged students, 64.0% of students with disabilities, approximately 52.0% of Hispanic students, and approximately 85.7% of Asian students. The overall Mathematics weighted CGI was above 0 and the weighted CGP was above the 50th percentile, indicating growth above national growth norms overall.

Key successes included maintaining 100% access to academic programs and services, improving Mathematics achievement and Distance from Standard, demonstrating positive MAP Reading and Mathematics growth overall, and showing strong MAP Reading and Mathematics growth in several student groups. Key challenges included classroom observation completion, course grade performance, ELA proficiency for English Learners, continued Mathematics performance below standard for several groups, and ensuring that academic interventions are targeted early enough to improve course grades and standards-based outcomes.

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

Goal 2 Action 1
Budgeted: $705,694.24
Estimated Actual: $747,208.41
Explanation: This increase was primarily due to final staffing and instructional costs coming in higher than originally projected. The action was implemented as planned to support standards-aligned instruction, core academic programming, curriculum, instructional materials, and related staffing. The higher estimated actual expenditures did not change the purpose of the action and continued to support improved student academic outcomes.

Goal 2 Action 2
Budgeted: $25,696.00
Estimated Actual: $37,914.00
Explanation: This increase was due to greater-than-budgeted costs associated with professional development, training, coaching, and staff learning opportunities. The additional expenditures supported continued implementation of professional learning aligned to instructional improvement, student achievement, and effective classroom practices.

Goal 2 Action 3
Budgeted: $222,090.17
Estimated Actual: $191,005.27
Explanation: This decrease was primarily due to final costs for MTSS, academic intervention, academic enrichment, and student support services coming in below the original projection. The action was still implemented to support students through targeted academic supports, intervention, enrichment opportunities, and monitoring of student progress. The lower estimated actual expenditure did not prevent implementation of the planned supports.

Goal 2 Action 4

Budgeted: $116,507.62
Estimated Actual: $82,233.26
Explanation: This decrease was related to final costs for designated and integrated ELD supports coming in lower than originally projected. The action continued to support English Learners through ELD instruction, language development supports, instructional strategies, and related services. The lower estimated actual expenditure did not significantly change the implementation of the action.

Goal 2 Action 5
Budgeted: $287,112.62
Estimated Actual: $394,319.28
Explanation: This increase was due to higher-than-budgeted costs associated with supports and services for students with disabilities, including specialized staffing, services, accommodations, and related student support needs. The increased expenditures supported the school's ability to provide required and appropriate services to students with disabilities and maintain access to academic programs and supports.

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

The actions implemented under Goal 2 were partially effective in making progress toward academic excellence. The school maintained strong access to programs and services and continued to provide core academic instruction, professional development, academic interventions, English Learner supports, and services for students with disabilities. MAP Reading and Mathematics growth results show that many students made measurable academic growth from fall to spring, while course grades, classroom observation completion, and CAASPP ELA outcomes indicate that several actions still need refinement.

Action 2.1, Broad course of study and standards, was generally effective in maintaining equitable access. The school maintained 100% student access to applicable programs and services, including services for unduplicated students and students with exceptional needs. This action supported access to a broad, standards-aligned instructional program. However, the percentage of students earning C or better in core subjects and electives was 70%, below the target of at least 80%, indicating a need to strengthen academic progress monitoring and course-based interventions.

Action 2.2, Professional development for high-quality instruction, was partially effective. Professional development continued to support standards-aligned instruction, differentiation, and instructional improvement. However, classroom observation completion was 60%, below the target of at least 85%. This suggests that the instructional coaching and observation cycle should be strengthened so teachers receive more consistent feedback and support throughout the year. Continued professional development should also focus on using MAP, CAASPP, course grade, and classroom assessment data to adjust instruction and provide targeted support.

Action 2.3, MTSS academic enrichment and intervention, was partially effective. MAP data show that MTSS and intervention supports contributed to academic growth for many students. Approximately 64.9% of students met MAP Reading growth projections, and approximately 55.7% met MAP Mathematics growth projections. English Learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students also showed measurable MAP growth in both Reading and Mathematics. However, course grade outcomes and CAASPP ELA proficiency results indicate that MTSS should be refined to identify students earlier, provide targeted interventions more consistently, monitor response to intervention, and adjust supports when progress is limited.

Action 2.4, Designated and integrated ELD, was partially effective but remains an area of significant need. English Learners demonstrated positive MAP growth, with approximately 59.1% meeting MAP Reading growth projections and approximately 59.1% meeting MAP Mathematics growth projections. English Learners also showed a positive Reading CGI and Mathematics CGI. However, English Learners remained at 0.00% meeting or exceeding standard on CAASPP ELA/Literacy and continued to perform below standard on both ELA and Mathematics Distance from Standard. This indicates that designated and integrated ELD should continue and be strengthened, with an emphasis on academic vocabulary, language production, reading comprehension, writing, and access to grade-level content.

Action 2.5, Support for students with disabilities, was partially effective. Students with disabilities demonstrated MAP growth, with 60.0% meeting MAP Reading growth projections and 64.0% meeting MAP Mathematics growth projections. However, students with disabilities continued to perform below standard on CAASPP ELA and Mathematics Distance from Standard. This indicates a continued need for targeted academic support, progress monitoring, collaboration between general education and special education staff, accommodations, modifications, and interventions aligned to IEP goals.

Overall, Goal 2 actions supported continued access and academic growth, particularly as reflected in MAP Reading and Mathematics growth data. Additional refinement is needed to improve classroom observation completion, course pass rates, ELA achievement, English Learner outcomes, Mathematics performance for students below standard, and outcomes for students with disabilities.

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.

For action 2.1, the school will continue providing a broad course of study and standards-aligned instruction for all students. The school will strengthen academic monitoring systems to improve the percentage of students earning a C or better in core subjects and electives. Staff will identify students at risk of earning D or F grades earlier in the semester and provide targeted support through tutoring, intervention, teacher communication, family outreach, and progress monitoring.

For Action 2.2, the school will strengthen the classroom observation and feedback cycle. Since observation completion was 60%, administrators will use a clearer observation calendar, monitor completion regularly, and ensure that formal and informal observations are completed throughout the year. Feedback from observations will be connected to professional development, coaching, instructional priorities, and student performance data, including MAP Reading and Mathematics results.

For Action 2.3, the school will refine MTSS implementation to provide earlier and more targeted academic support. MAP data show that students made growth overall, but results varied by grade level and student group. The school will continue using MAP Reading, MAP Mathematics, CAASPP, course grade, classroom assessment, and teacher referral data to identify students for intervention. Greater attention will be placed on monitoring whether students respond to interventions and adjusting supports when progress is limited.

For Action 2.4, the school will strengthen designated and integrated ELD. English Learners showed positive MAP growth, but CAASPP ELA proficiency and Distance from Standard results indicate the need for continued focus on language development, academic vocabulary, reading comprehension, writing, and structured academic discourse. Teachers will continue to receive support in integrating language

objectives and scaffolds into core instruction, while English Learners will receive targeted support based on proficiency level and assessment data.

For Action 2.5, the school will continue providing services and supports for students with disabilities in alignment with IEPs. Students with disabilities showed positive MAP growth in both Reading and Mathematics, but continued below-standard CAASPP performance indicates the need for ongoing targeted support. The school will strengthen collaboration between special education and general education staff, monitor progress toward IEP goals, and use student performance data to adjust supports. Additional attention will be given to improving access to grade-level instruction while providing accommodations, modifications, and interventions as needed.

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	Broad course of study and standards based curriculum	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	$796,295.84	No
2.2	Professional development for high-quality instruction	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS,	$25,791.00	Yes

Action #	Title	Description	Total Funds	Contributing
		NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Professional Development: Title II; Amount: $16,000.00 -Prof Dev-Other: Title II; Amount: $6,000.00		
2.3	MTSS - Academic enrichment, intervention, and student support	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study	$207,379.58	Yes

Action #	Title	Description	Total Funds	Contributing
		Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -Educational Software: Title I; Amount: $12,195.80 -Educational Software: Title IV, Part A ESEA (ESSA); Amount: $4,554.38 -Teacher Salaries: Title I; Amount: $34,552.00 -STRS: Title I; Amount: $4,689.43 -OASDI/Medicare: Title I; Amount: $356.00 -Health & Wellness Benefits: Title I; Amount: $1,953.97 -Unemployment Insurance: Title I; Amount: $122.76		
2.4	Designated and integrated ELD programs and support for ELs	Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable	$82,163.56	Yes

Action #	Title	Description	Total Funds	Contributing
		students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: N/A		
2.5	Support for students with disabilities	Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries	$280,030.92	No

Action #	Title	Description	Total Funds	Contributing
		and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -SpEd Ctrct Inst: IDEA SPED; Amount: $71,000.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 2.0%	2024-25: (As of 6/5/25) 4.0%	2025-26 (As of 5/22/26):3%	2026-27: >= 10%	+1 percentage point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 100%	2026-27: >= 90%	0 percentage points
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 92.0%	2024-25: (As of 6/5/25) 100.0%	2025-26 (As of 5/22/26): 98%	2026-27: >= 80%	+6 percentage points

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.

Overall, Goal 3 was implemented with a continued focus on innovation, college and career readiness, STEAM learning, digital literacy, physical education, and well-rounded enrichment opportunities. Magnolia Science Academy 6 continued to provide students with access to learning experiences that support creativity, adaptability, technology use, critical thinking, and readiness for college, careers, and the global world.

Implementation was strongest in technology integration and STEAM participation. The percentage of students in the current graduating class who took a Computer/Technology course and/or experienced blended learning remained at 100%, exceeding the 2026–27 target of at least 90%. This indicates that technology and blended learning opportunities continue to be embedded effectively in the instructional program.

STEAM project participation also remained strong. In 2025–26, 98% of students created or demonstrated a STEAM-focused project, experiment, model, or demo. Although this was slightly lower than the 2024–25 outcome of 100%, it remained well above the 2026–27 target of at least 80% and demonstrates continued schoolwide emphasis on STEAM learning, project-based learning, and student demonstration of learning.

The primary area for improvement is participation in Accelerated and/or Advanced Math courses or clubs. In 2025–26, 3% of students were enrolled in an Accelerated/Advanced Math course and/or Advanced Math club. This was slightly lower than the 2024–25 outcome of 4% and remains below the 2026–27 target of at least 10%. This indicates the need to strengthen recruitment, scheduling, student identification, and academic preparation pathways so that more students can access advanced math opportunities.

Key successes included sustained universal access to technology or blended learning experiences and continued high participation in STEAM projects. Key challenges included increasing student participation in advanced math opportunities and ensuring that enrichment programs are accessible, visible, and supported across grade levels.

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.

Goal 3 Action 1
Budgeted: $0.00
Estimated Actual: $0.00
Explanation: There were no substantial differences between budgeted and estimated actual expenditures.

Goal 3 Action 2
Budgeted: $1,590.00
Estimated Actual: $1,590.00
Explanation: There were no substantial differences between budgeted and estimated actual expenditures.

Goal 3 Action 3
Budgeted: $318.00
Estimated Actual: $318.00
Explanation: There were no substantial differences between budgeted and estimated actual expenditures.

Goal 3 Action 4
Budgeted: $107,539.65
Estimated Actual: $104,244.91
Explanation: Estimated actual expenditures were slightly lower than budgeted. The difference did not substantially change implementation of the action, and the school continued to provide physical education, activity, and fitness opportunities for students.

Goal 3 Action 5
Budgeted: $99,210.06
Estimated Actual: $120,764.37
Explanation: Estimated actual expenditures were higher than budgeted due to additional costs associated with well-rounded educational programs and activities, including enrichment opportunities, supplemental materials, field trips, clubs, afterschool programming, and related supports. The difference helped enhance implementation of the action. Inflation has been a contributing factor when it comes to all of the programs that we use to help keep a well-rounded school.

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

The actions implemented under Goal 3 were generally effective in supporting innovation, STEAM engagement, technology integration, physical education, and well-rounded student learning opportunities. However, actions related to expanding accelerated and advanced math participation were only partially effective and require additional attention.

Action 3.1, College/Career readiness programs and activities, was generally effective in supporting a college-going culture and exposing students to college and career pathways. While this action does not have a separate stand-alone metric in Goal 3, it supports broader student engagement, academic motivation, and readiness for future opportunities, particularly for unduplicated students who may need additional guidance and exposure to college and career options. That said, we run a few events that help encourage college/career readiness with things like High School fairs, Career fairs, and alumni days.

Action 3.2, STEAM and GATE programs, was partially effective. The action was effective in supporting STEAM project participation, with 98% of students creating or demonstrating a STEAM-focused project, experiment, model, or demo. This indicates strong schoolwide engagement in STEAM activities. However, the advanced math participation rate was 3%, which remains below the target of at least 10%. This suggests that the school should strengthen early identification of students, outreach to families, scheduling options, and academic supports that prepare students to participate in advanced math courses or clubs.

Action 3.3, Digital literacy and citizenship programs, was effective. The school maintained 100% participation among students in the current graduating class who took a Computer/Technology course and/or experienced blended learning. This demonstrates that digital literacy, technology access, and blended learning opportunities are well integrated into the student experience. Continued attention to digital citizenship, responsible technology use, Artificial Intelligence, online safety, privacy, and digital communication will further strengthen this action.

Action 3.4, Physical education, activity, and fitness, was effective in supporting the school's goal of providing a well-rounded education and promoting healthy, active lifestyles. While the metrics in Goal 3 focus primarily on STEAM, advanced math, and technology, this action remains an important part of the broader innovation goal by supporting student wellness, physical activity, and readiness to learn.

Action 3.5, Additional programs and activities that support well-rounded education, was generally effective in expanding student access to enrichment opportunities beyond the core academic program. Dance, arts, music, clubs, field trips, afterschool programs, and ELO-P enrichment opportunities support creativity, adaptability, student engagement, and the development of well-rounded learners. Continued monitoring of participation and access will help ensure these opportunities benefit all student groups.

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.

Based on reflection on 2025–26 implementation and outcomes, Magnolia Science Academy 6 will continue the Goal 3 actions with targeted refinements rather than major changes to the overall goal. The goal remains appropriate because students continue to need access to innovative, well-rounded, STEAM-focused, technology-rich learning experiences that prepare them for college, careers, and the global world.

For Action 3.1, the school will continue promoting a college-going culture through college and career activities, materials, and opportunities for exploration. The school will continue to prioritize access for unduplicated students and students who may be the first in their families to pursue college.

For Action 3.2, the school will strengthen efforts to increase participation in Accelerated and/or Advanced Math courses and clubs. Since the 2025–26 outcome was 3%, below the target of at least 10%, the school will focus on early identification of eligible students, targeted outreach to students and families, expanded promotion of math clubs, and academic supports that help students feel prepared for advanced math opportunities. The school will also review scheduling and staffing barriers that may limit participation.

For Action 3.3, the school will continue digital literacy and citizenship programming because technology and blended learning participation remained at 100%. The school will continue to provide students with opportunities to use technology for research, communication, presentation, problem-solving, data analysis, digital creation, and responsible use of Artificial Intelligence and other emerging technologies.

For Action 3.4, the school will continue providing physical education, physical activity, and fitness opportunities to support student wellness and a well-rounded educational experience. The school will continue aligning physical education with state standards and supporting healthy habits that contribute to readiness to learn.

For Action 3.5, the school will continue offering additional programs and activities such as electives, arts, music, civics, languages other than English, clubs, field trips, afterschool programs, and summer enrichment opportunities. These programs will continue to support creativity, adaptability, student engagement, experiential learning, and the development of well-rounded learners.

No major changes are recommended to the Goal 3 metrics at this time. However, the school should continue monitoring whether the advanced math participation target is realistic based on staffing, student readiness, and scheduling, while still maintaining high expectations for expanding access. The school should also continue sustaining strong technology and STEAM participation outcomes while ensuring equitable access for all student groups.

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	College/Career readiness programs and activities	Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities. The following expenditures will be funded by federal Title funds: N/A	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	STEM and GATE programs	Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A	$1,590.00	Yes
3.3	Digital literacy and citizenship programs	Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital	$318.00	Yes

Action #	Title	Description	Total Funds	Contributing
		rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: Educational Software: Title IV, Part A ESEA (ESSA); Amount: $318.00		
3.4	Physical education, activity, and fitness	Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: PE supplies: Title IV, Part A ESEA (ESSA); Amount: $1,153.00	$120,018.28	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Additional programs and activities that support well-rounded education	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: -Arts & Music Supplies: Title IV, Part A ESEA (ESSA); Amount: $7,615.00	$116,615.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 9	2025-26 (As of 5/15/26): 9	2026-27: >= 8	+2
4.2	Number of English Learner Advisory Committee (ELAC)	2023-24: 2	2024-25: (As of 6/5/25) 4	2025-26 (As of 5/15/26): 3	2026-27: >= 4	+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meetings per year (Source: Local Indicator Priority 3)					
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22	2024-25: (As of 6/5/25) 40	2025-26 (As of 5/15/26): 21	2026-27: >= 10	-1
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 26.5%	2024-25: (As of 6/5/25) 16.7%	2025-26 (As of 6/9/26): 13.1%	2026-27: >= 15.0%	-13.4 percentage points
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 92.80%	2024-25 P-2 ADA: 94.67%	2025-26 P-2 ADA: 95.10%	2026-27: (P-2 ADA) >= 92.00%	+2.30 percentage points
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 32.0%	2023-24: (2024 Dashboard) 19.7%	2024-25 (2025 Dashboard): 15.9% 2025-26 (As of 5/22/26): 16.5%	2025-26: (2026 Dashboard) <= 20.0%	-16.1 percentage points
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25: (As of 6/5/25) 5.0%	2025-26 (As of 6/10/26): 0.0%	2026-27: <= 2.0%	0 percentage points
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 3.1%	2023-24: (2024 Dashboard) 5.0%	2024-25 (2025 Dashboard): 3.7% 2025-26 (As of 5/22/26): 2.4%	2025-26: (2026 Dashboard) <= 2.5%	+0.6 percentage points
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.0%	2024-25 (CDE DataQuest): 0.0%	2025-26: (CDE DataQuest) <= 0.50%	0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 (As of 5/22/26): 0.0%		
4.10	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 99.1.0% -Families: 94.2% -Staff: 100.0%	2024-25: -Students: 100.0% -Families: 94.9% -Staff: 68.8%	2025-26: -Students: 100% -Families: 77.1% -Staff: 88.2%	2026-27: -Students: >= 95.0% -Families: >= 75.0% -Staff: >= 95.0%	-Students: +0.9 percentage points -Families: -17.1 percentage points -Staff: -11.8 percentage points
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: -Students: 77.0% -Families: 98.0% -Staff: 93.0%	2024-25: -Students: 74% -Families: 99% -Staff: 80%	2025-26: -Students: 73% -Families: 96% -Staff: 69%	2026-27: -Students: >= 65% -Families: >= 95% -Staff: >= 80%	-Students: -4 percentage points -Families: -2 percentage points -Staff: -24 percentage points
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other	2023-24: -Students: 85% -Families: 99% -Staff: 87%	2024-25: -Students: 82% -Families: 99% -Staff: 64%	2025-26: -Students: 82% -Families: 95% -Staff: 47%	2026-27: -Students: >= 75% -Families: >= 95% -Staff: >= 85%	-Students: -3 percentage points -Families: -4 percentage points -Staff: -40 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)					
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 91.39%	2024-25: (Spring 2024 to Fall 2024) 90%	2025-26 (Spring 2025 to Fall 2025): 90%	2026-27: (Spring 2026 to Fall 2026) >= 85%	-1.39 percentage points

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.

Overall, Goal 4 was implemented with a continued focus on connection, family engagement, attendance, school climate, student support, educational partner feedback, and community partnerships. Magnolia Science Academy 6 continued to provide opportunities for students, families, staff, and other educational partners to feel connected to the school community through advisory meetings, parent engagement events, surveys, home-school communication, MTSS/PBIS supports, SEL supports, and community outreach.

Family engagement remained a strength. The school held 9 Parent Advisory Committee meetings, exceeding the target of at least 8. The school also held 21 parent engagement activities/events, exceeding the target of at least 10. These outcomes indicate that the school continued to provide meaningful opportunities for families to participate, receive information, and provide input.

Attendance outcomes were also strong. The P-2 ADA rate was 95.10%, exceeding the target of at least 92.00%. This suggests that attendance monitoring, family communication, and student support efforts contributed to strong daily attendance.

Some areas require continued attention. ELAC meetings totaled 3, which was below the target of at least 4. Home visits reached 13.8%, slightly below the target of at least 15.0%. These results indicate a need to strengthen outreach to families of English Learners and improve planning, tracking, and completion of home visits.

The 2025–26 results for chronic absenteeism our percentage was at 16.5%, slightly higher than our 15.9% from the previous year. Our dropout rate was at 0% while it was at 5% last year. Our suspension rate was at 2.4% vs last years 3.7%. Our expulsion rate is at 0%, while school experience survey showed satisfaction of 82% from students, 95% from families, and 47% from staff. An area of growth being with the staff, while the students and families are relatively constant.

Key successes included strong PAC participation, parent engagement events, and ADA. Key challenges included increasing ELAC participation, improving home visit completion, and ensuring that all remaining school climate, discipline, survey, and retention data are entered and reviewed for continuous improvement.

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.

Goal 4 Action 1
Budgeted: $275.00
Estimated Actual: $275.00
Explanation: Capturing our parents, staff, and students thoughts through programs like parentsquare, meetings, and surveys had a minimal cost on our school with impactful benefits. The estimated actual and the budgeted amount was identical when implementing this action.

Goal 4 Action 2
Budgeted: $141,931.53
Estimated Actual: $135,751.77
Explanation: This difference was not material in relation to the overall action budget. The action was implemented substantially as planned, including family communication systems, parent engagement activities, home-school outreach, parent support, and related staffing. The lower estimated actual cost was primarily due to final personnel and non-personnel costs coming in slightly below the original projection.

Goal 4 Action 3
Budgeted: $138,243.00
Estimated Actual: $150,323.17
Explanation: This increase reflects greater-than-budgeted costs associated with student support, attendance support, school climate, PBIS/SEL implementation, and related staffing or services. The additional expenditures supported the continued implementation of MTSS, PBIS, SEL, attendance monitoring, and student support systems. Although costs exceeded the original budget, the action remained aligned with the intended purpose of improving student engagement, connection, and school climate.

Goal 4 Action 4
Budgeted: $1,060.00
Estimated Actual: $1,060.00
Explanation: The cost of the of the programs that we use, like panorama survey and or GPSN help us roll out surveys to help us build a community driven school. These surveys are done anonymously and gives the school insight on what the school needs based on the communities survey results. The survey does cost money, which gives the administration, and all who are interested, insight and analytics for us to process.

Goal 4 Action 5
Budgeted: $437,277.40
Estimated Actual: $407,019.17
Explanation: This decrease was related to final costs for community outreach, partnerships, staffing, enrollment support, marketing, branding, and related services being lower than originally projected. The action was still implemented to support community connection, outreach, partnerships, family engagement, and student access to resources. The lower estimated actual expenditure did not prevent implementation of the planned action.

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

The actions implemented under Goal 4 were generally effective in supporting family engagement, attendance, school connection, and student support. However, results related to ELAC meetings and home visits indicate that additional refinements are needed.

Action 4.1, Seeking family input for decision-making, was effective overall. The school held 9 PAC meetings, exceeding the annual target of at least 8. This indicates that families had regular opportunities to provide input and participate in school decision-making. However, ELAC meetings totaled 3, below the target of at least 4, so the school should strengthen scheduling, outreach, reminders, and participation supports for families of English Learners.

Action 4.2, Building relationships and partnerships with families for student outcomes, was effective overall but needs continued refinement. The school held 21 parent engagement activities/events, exceeding the annual target of at least 10. ADA was also strong at 95.10%, exceeding the target of at least 92.00%. These outcomes suggest that family engagement, communication systems, parent events, and student support efforts contributed positively to attendance and family-school connection. However, home visits reached 13.8%, slightly below the 15.0% target, so the school should strengthen systems for planning, tracking, and completing home visits.

Action 4.3, MTSS, PBIS, and SEL support, was generally effective in supporting student engagement, attendance, and school climate. The P-2 ADA rate increased to 95.10%, exceeding the target of at least 92.00%. Chronic absenteeism was 16.5%, which met the target of 20.0% or lower, although it increased slightly from 15.9% the prior year. The middle school dropout rate improved to 0.0%, meeting the target of 2.0% or lower. The suspension rate decreased to 2.4%, meeting the target of 2.5% or lower, and the expulsion rate remained at 0.0%, meeting the target of 0.50% or lower. These outcomes suggest that MTSS, PBIS, SEL, restorative practices, attendance interventions, and other student support systems contributed positively to student connection, behavior, and attendance. Continued attention should be given to reducing chronic absenteeism further and sustaining low discipline and dropout rates.

Action 4.4, Annual educational partner surveys, was partially effective. Student survey participation was 100%, exceeding the target of at least 95%, and family participation was 77.1%, exceeding the target of at least 75%. Staff participation improved to 88.2%, but remained below the target of at least 95%. Average approval rates met the student target at 73% and the family target at 96%, but staff approval was 69%, below the target of 80%. Overall satisfaction remained strong for students at 82% and families at 95%, meeting their respective targets; however, staff satisfaction was 47%, below the target of 85%. These results indicate that students and families continue to report generally positive experiences, while staff climate, engagement, and satisfaction should be a priority area for improvement.

Action 4.5, Community outreach and partnerships, was generally aligned to the goal of strengthening connection and support for students and families. The action supported attendance, outreach, enrollment, family communication, community partnerships, and access to resources. The strong ADA rate, continued parent engagement opportunities, and sustained student and family satisfaction suggest that outreach and partnership efforts contributed positively to school connection. Moving forward, the school should continue evaluating how community partnerships support attendance, family engagement, student support, and overall school climate.

Overall, Goal 4 actions were effective in sustaining strong family engagement, ADA, student retention, and positive student and family survey outcomes. Key strengths included 9 PAC meetings, 21 parent engagement activities, 95.10% ADA, a 0.0% dropout rate, a 2.4% suspension rate, a 0.0% expulsion rate, and strong student and family satisfaction. The primary areas requiring focused improvement are ELAC participation, home visit completion, chronic absenteeism reduction, staff survey participation, staff approval, and staff satisfaction.

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.

Based on reflection on 2025–26 implementation and outcomes, Magnolia Science Academy 6 will continue the Goal 4 actions with targeted refinements rather than major changes to the overall goal. The goal remains appropriate because students, families, staff, and educational partners continue to need meaningful engagement opportunities, strong communication, and a safe and nurturing school environment.

For Action 4.1, the school will continue holding PAC, ELAC, PTF, Coffee with the Principal, and other input sessions. Since ELAC meetings fell below the annual target, the school will strengthen outreach to families of English Learners, provide earlier meeting calendars, increase reminders, and consider additional supports such as translation, flexible meeting times, and personal invitations to improve attendance and participation.

For Action 4.2, the school will continue family engagement events, communication through SIS and parent communication platforms, parent workshops, conferences, and home-school outreach. Since home visits were slightly below target, the school will establish clearer home visit timelines, assign responsibilities, monitor progress throughout the year, and prioritize home visits for students with attendance, academic, social-emotional, or engagement needs.

For Action 4.3, the school will continue MTSS, PBIS, SEL, restorative practices, attendance interventions, and student support systems. The school will continue using attendance, behavior, SEL, and school climate data to identify needs and adjust supports. Once chronic absenteeism, dropout, suspension, and expulsion data are updated, the school will use those outcomes to refine student support strategies for the coming year.

For Action 4.4, the school will continue administering annual educational partner surveys to students, families, and staff. Once survey participation, approval, and satisfaction data are entered, the school will review results and identify follow-up actions. Particular attention should be given to staff voice, student belonging, family satisfaction, and school climate indicators.

For Action 4.5, the school will continue community outreach and partnership efforts to support attendance, enrollment, family outreach, student connection, and access to community resources. The school will monitor the effectiveness of outreach and partnership efforts and refine strategies based on student and family needs.

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
4.1	Seeking family input for decision-making	Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making.	$275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A		
4.2	Building relationships and partnerships with families for student outcomes	Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to	$136,854.12	Yes

Action #	Title	Description	Total Funds	Contributing
		support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -Professional Services: Title I; Amount: $1,060.00 -Teacher Salaries: Title I; Amount: $1,500.00		
4.3	MTSS - PBIS and SEL support	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic	$153,073.02	Yes

Action #	Title	Description	Total Funds	Contributing
		excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Ins. Mats and Supplies: Title I; Amount: $716.00		
4.4	Annual educational partner surveys	Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms;	$1,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
		safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: -Professional Services: Title I; Amount: $1,060.00		
4.5	Community outreach and partnerships	Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal funds: -Certified Pupil Support Salaries: Federal CSP; Amount: $82,060.00 -Classified Support: Federal CSP; Amount: $72,177.12 -Clerical & Tech: Federal CSP; Amount: $21,755.28 -STRS: Federal CSP; Amount: $17,378.14 -PERS: Federal CSP; Amount: $19,354.68 -OASDI/Medicare: Federal CSP; Amount: $8,507.22	$345,409.16	Yes

Action #	Title	Description	Total Funds	Contributing
		-Health & Welfare Benefits: Federal CSP; Amount: $17,911.43 -Unemployment Insurance: Federal CSP; Amount: $815.89 -Other Benefits: Federal CSP; Amount: $2,176.80		

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
$551,600	$43,080

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
28.032%	0.000%	$0.00	28.032%

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
1.4	**Action:** Healthy and nutritious meals **Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There	MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 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
	is a need to provide all our students with healthy and nutritious meals. **Scope:** LEA-wide	consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Magnolia Science Academy 6 will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Magnolia Science Academy 6 will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Magnolia Science Academy 6 will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support	• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)

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
		healthy choices while accommodating cultural food preferences and special dietary needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	
2.2	**Action:** Professional development for high-quality instruction **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. **Scope:** LEA-wide	With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who

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 schoolwide action will result in increased academic achievement of our student groups on the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2.	have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic

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
			Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring

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
			(Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.3	**Action:** MTSS - Academic enrichment, intervention, and student support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may	Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental	Goal 2: • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority

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
	experience feelings of anxiety and confusion. Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention. **Scope:** LEA-wide	intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2.	2, TeachBoost/SchoolMint Grow) • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-

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			Reading assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments

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			(Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)
2.4	**Action:** Designated and integrated ELD programs and support for ELs **Need:**	Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD	Goal 2: For all students, but particularly for the EL and LTEL student groups:

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	The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide	instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated	• Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) • Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring

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		ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2.	(Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)

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			• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) • Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI

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			PL 4 (ELP) between prior and current year (Source: CA School Dashboard) • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)
3.1	**Action:** College/Career readiness programs and activities **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. **Scope:** LEA-wide	With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am

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
			satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.2	**Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. **Scope:**	Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students	Goal 3: • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) • Percentage of students who

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	LEA-wide	achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year.	have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)
3.3	**Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great	With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in	Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)

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	need to learn ways to utilize technology in an effective and responsible way. **Scope:** LEA-wide	data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study.	
3.4	**Action:** Physical education, activity, and fitness **Need:** Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. **Scope:**	MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)

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	LEA-wide	active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)
3.5	**Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop	To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts,	Goal 2: • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) Goal 4: • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)

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	competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. **Scope:** LEA-wide	community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4.	• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would

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			recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education)
4.1	**Action:** Seeking family input for decision-making **Need:** It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.	Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities	Goal 4: • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) • Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) • School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of

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	Scope: LEA-wide	will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4.	discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education)
4.2	**Action:** Building relationships and partnerships with families for student outcomes **Need:** Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to	In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)

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	improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. **Scope:** LEA-wide	parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in	Goal 4: • Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3) • Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • High School Dropout Rate (Source: CDE DataQuest, CALPADS)

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		creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	• Graduation Rate (Source: CALPADS, CA School Dashboard) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school

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			connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.3	**Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP	Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 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
	results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for	• Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) • Middle School Dropout Rate (Source: CALPADS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic

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
		homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4.	learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.4	**Action:** Annual educational partner surveys **Need:**	Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their	Goal 4: • School experience survey "participation

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
	It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. **Scope:** LEA-wide	perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will	rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates"

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
		result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education)
4.5	**Action:** Community outreach and partnerships **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by	Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support	Goal 2: • Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS) Goal 4: • Average Daily Attendance (ADA) Rate (Source: SIS) • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)

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
	the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. **Scope:** LEA-wide	strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4.	• Middle School Dropout Rate (Source: CALPADS) • Student Suspension Rate (Source: CA School Dashboard, CALPADS) • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness)

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
			(Source: Local Indicator Priority 6, Panorama Education) • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education)

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

Similar to the current academic year, MSA-6 will utilize the concentration grant add-on funds ($43,080) in the following manner:

MSA-6 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

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

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	1,967,775	551,600	28.032%	0.000%	28.032%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,144,594.03	$556,342.84	$1,756.00	$406,982.90	$3,109,675.77	$1,958,787.74	$1,150,888.03

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	Teacher assignments and credentials	All	No			All Schools	Ongoing	$0.00	$14,108.00	$14,108.00				$14,108.00	
1	1.2	Instructional materials and technology	All	No			All Schools	Ongoing	$32,021.79	$106,031.43	$113,053.22	$25,000.00			$138,053.22	
1	1.3	Clean and safe facilities that support learning	All	No			All Schools	Ongoing	$9,500.00	$347,116.00	$356,616.00				$356,616.00	
1	1.4	Healthy and nutritious meals	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$5,240.00	$5,240.00				$5,240.00	
1	1.5	Well-orchestrated Home Office support services	All	No			All Schools	Ongoing	$35,438.96	$293,346.11	$328,785.07				$328,785.07	
2	2.1	Broad course of study and standards based curriculum	All	No			All Schools	Ongoing	$723,815.84	$72,480.00	$774,028.50	$22,267.34			$796,295.84	
2	2.2	Professional development for high-quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,791.00	$3,791.00			$22,000.00	$25,791.00	
2	2.3	MTSS - Academic enrichment, intervention, and student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$179,629.49	$27,750.09	$13,276.26	$135,678.97		$58,424.35	$207,379.58	
2	2.4	Designated and integrated ELD programs and support for ELs	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$82,163.56	$0.00	$82,163.56				$82,163.56	
2	2.5	Support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$186,676.92	$93,354.00		$209,030.92		$71,000.00	$280,030.92	
3	3.1	College/Career readiness programs and activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	STEM and GATE programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,590.00	$0.00	$1,590.00			$1,590.00	

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
3	3.3	Digital literacy and citizenship programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$318.00				$318.00	$318.00	
3	3.4	Physical education, activity, and fitness	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$116,737.28	$3,281.00	$117,109.28		$1,756.00	$1,153.00	$120,018.28	
3	3.5	Additional programs and activities that support well-rounded education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$116,615.00	$19,000.00	$90,000.00		$7,615.00	$116,615.00	
4	4.1	Seeking family input for decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275.00	$275.00				$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$130,146.72	$6,707.40	$134,294.12			$2,560.00	$136,854.12	
4	4.3	MTSS - PBIS and SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$147,745.02	$5,328.00	$152,357.02			$716.00	$153,073.02	
4	4.4	Annual educational partner surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,060.00				$1,060.00	$1,060.00	
4	4.5	Community outreach and partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$314,912.16	$30,497.00	$30,497.00	$72,775.61		$242,136.55	$345,409.16	

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
1,967,775	551,600	28.032%	0.000%	28.032%	$558,003.24	0.000%	28.357 %	**Total:**	$558,003.24
								LEA-wide Total:	$558,003.24
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Healthy and nutritious meals	Yes	LEA-wide	Low Income	All Schools	$5,240.00	
2	**2.2**	Professional development for high-quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,791.00	
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,276.26	
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	LEA-wide	English Learners	All Schools	$82,163.56	
3	**3.1**	College/Career readiness programs and activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	**3.2**	STEM and GATE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	**3.3**	Digital literacy and citizenship programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Physical education, activity, and fitness	Yes	LEA-wide	Low Income	All Schools	$117,109.28	
3	3.5	Additional programs and activities that support well-rounded education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	
4	4.1	Seeking family input for decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275.00	
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,294.12	
4	4.3	MTSS - PBIS and SEL support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,357.02	
4	4.4	Annual educational partner surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Community outreach and partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,497.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,045,334.08	$3,165,545.60

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**	Teacher assignments and credentials	No	$12,569.00	$18,730.00
1	**1.2**	Instructional materials and technology	No	$110,772.43	$161,539.46
1	**1.3**	Clean and safe facilities that support learning	No	$401,070.00	$367,974.00
1	**1.4**	Healthy and nutritious meals	Yes	$4,240.00	$6,800.00
1	**1.5**	Well-orchestrated Home Office support services	No	$232,137.36	$236,475.53
2	**2.1**	Broad course of study and standards based curriculum	No	$705,694.24	$747,208.41
2	**2.2**	Professional development for high-quality instruction	Yes	$25,696.00	$37,914.00
2	**2.3**	MTSS - Academic enrichment, intervention, and student support	Yes	$222,090.17	$191,005.27
2	**2.4**	Designated and integrated ELD programs and support for ELs	Yes	$116,507.62	$82,233.26
2	**2.5**	Support for students with disabilities	No	$287,112.62	$394,319.28
3	**3.1**	College/Career readiness programs and activities	Yes	$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	STEM and GATE programs	Yes	$1,590.00	$1,590.00
3	3.3	Digital literacy and citizenship programs	Yes	$318.00	$318.00
3	3.4	Physical education, activity, and fitness	Yes	$107,539.65	$104,244.91
3	3.5	Additional programs and activities that support well-rounded education	Yes	$99,210.06	$120,764.37
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$141,931.53	$135,751.77
4	4.3	MTSS - PBIS and SEL support	Yes	$138,243.00	$150,323.17
4	4.4	Annual educational partner surveys	Yes	$1,060.00	$1,060.00
4	4.5	Community outreach and partnerships	Yes	$437,277.40	$407,019.17

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)
606,162	$550,978.71	$1,239,298.92	($688,320.21)	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	1.4	Healthy and nutritious meals	Yes	$4,240.00	$6,800.00		
2	2.2	Professional development for high-quality instruction	Yes	$2,791.00	$37,914.00		
2	2.3	MTSS - Academic enrichment, intervention, and student support	Yes	$30,499.91	$191,005.27		
2	2.4	Designated and integrated ELD programs and support for ELs	Yes	$116,507.62	$82,233.26		
3	3.1	College/Career readiness programs and activities	Yes	$0.00			
3	3.2	STEM and GATE programs	Yes	$0.00	$1,590.00		
3	3.3	Digital literacy and citizenship programs	Yes		$318.00		
3	3.4	Physical education, activity, and fitness	Yes	$106,386.65	$104,244.91		
3	3.5	Additional programs and activities that support well-rounded education	Yes	$2,306.00	$120,764.37		
4	4.1	Seeking family input for decision-making	Yes	$275.00	$275.00		
4	4.2	Building relationships and partnerships with families for student outcomes	Yes	$139,371.53	$135,751.77		

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)
4	**4.3**	MTSS - PBIS and SEL support	Yes	$137,527.00	$150,323.17		
4	**4.4**	Annual educational partner surveys	Yes		$1,060.00		
4	**4.5**	Community outreach and partnerships	Yes	$11,074.00	$407,019.17		

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)
2,157,165	606,162	0.000%	28.100%	$1,239,298.92	0.000%	57.450%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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