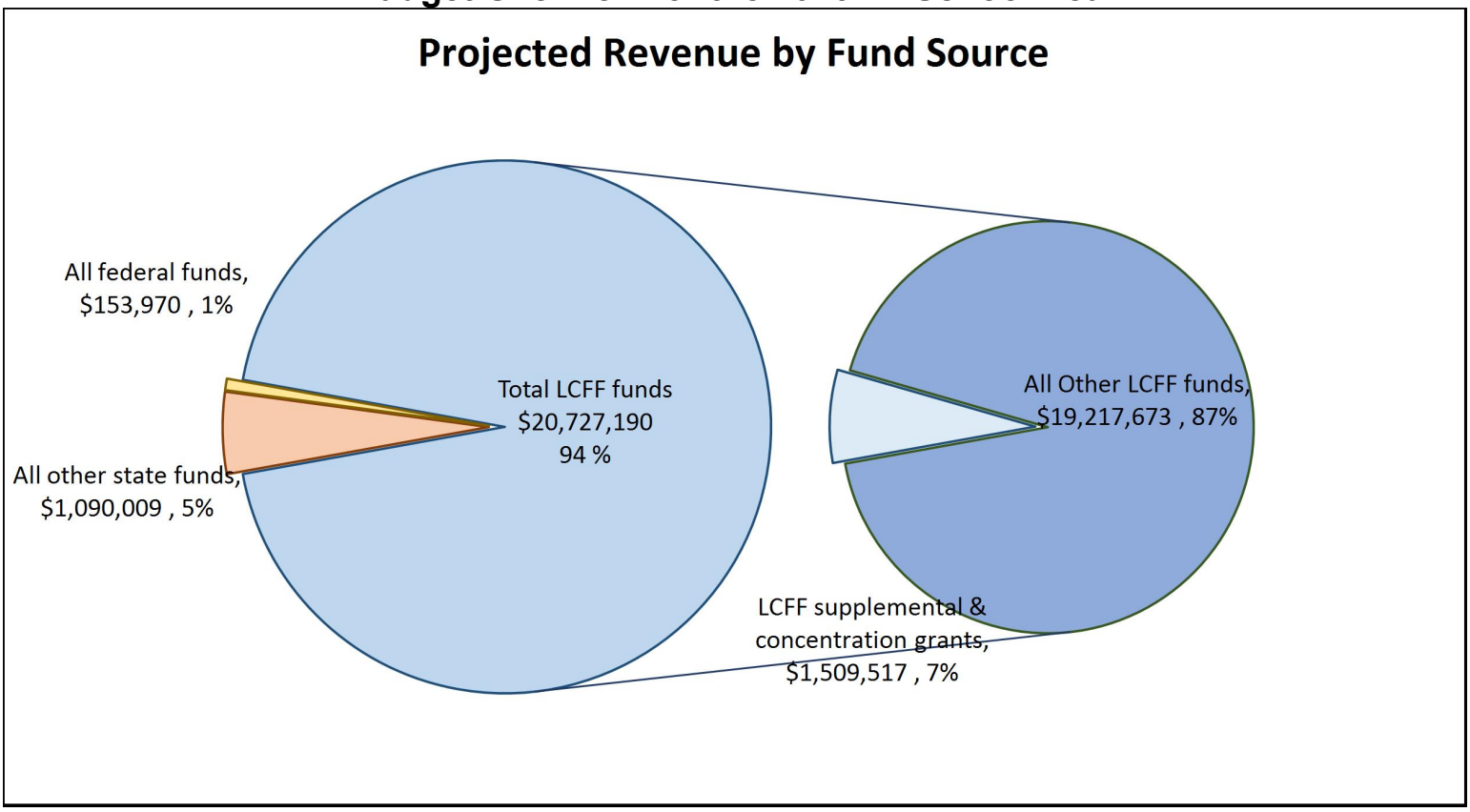
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monarch River Academy
CDS Code: 54718110139477
School Year: 2026-27
LEA contact information:
Stephanie Johnson
Superintendent
steph.johnson@centralvcs.org
(559) 258-0787

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

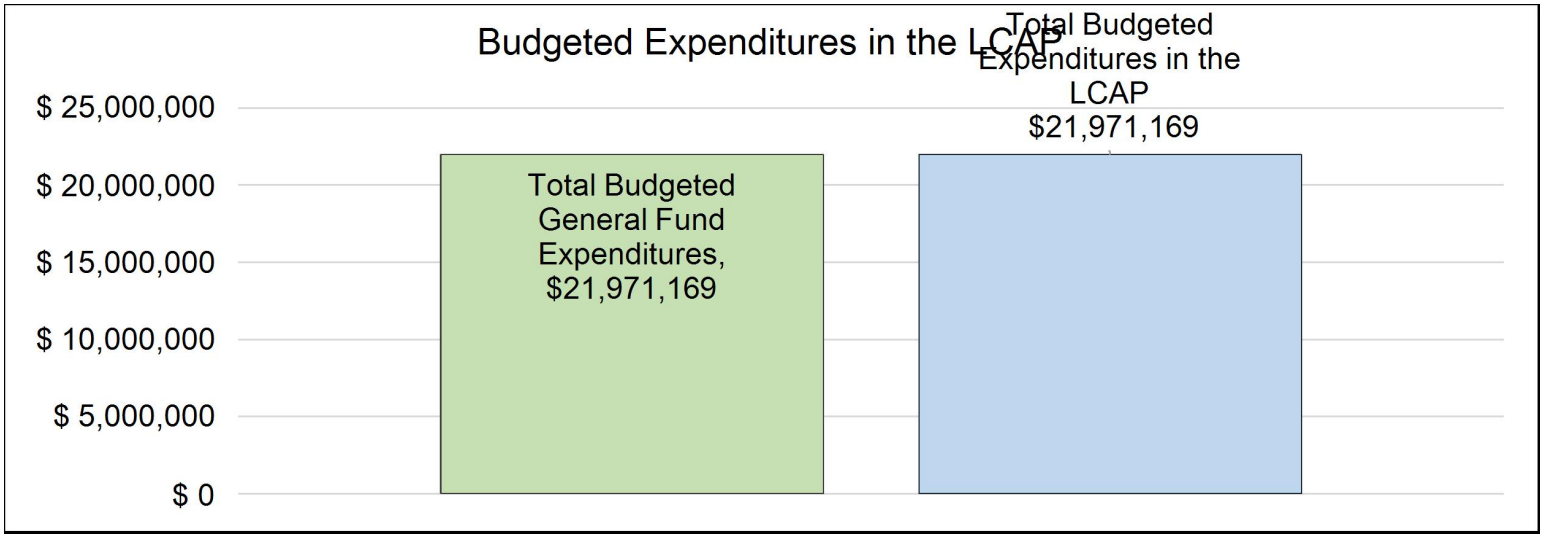


This chart shows the total general purpose revenue Monarch River Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monarch River Academy is $21,971,169, of which $20,727,190 is Local Control Funding Formula (LCFF), $1,090,009 is other state funds, $0 is local funds, and $153,970 is federal funds. Of the $20,727,190 in LCFF Funds, $1,509,517 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 Monarch River Academy 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: Monarch River Academy plans to spend $21,971,169 for the 2026-27 school year. Of that amount, $21,971,169 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:

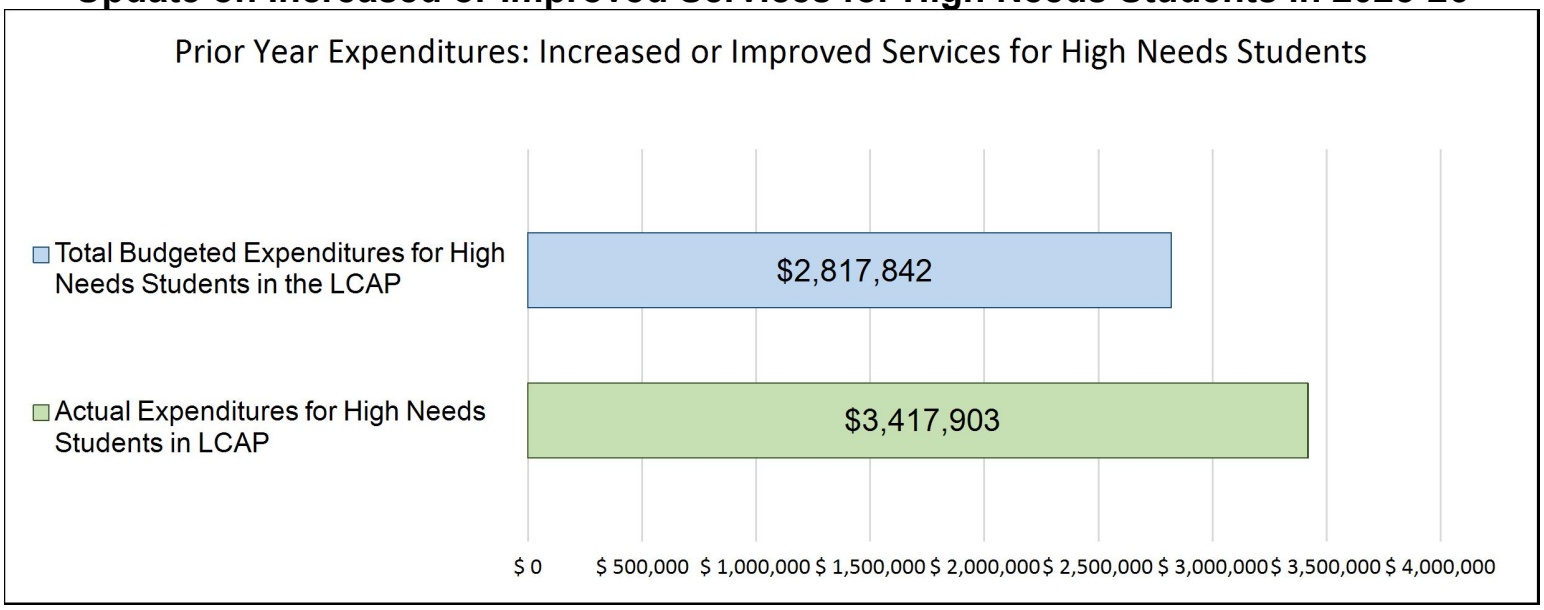
General Fund expenditures not included in the LCAP include operational costs necessary to support the overall functioning of the LEA, including business services, facilities and maintenance, insurance, utilities, legal services, and other districtwide operational expenses not directly associated with specific LCAP actions.

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

In 2026-27, Monarch River Academy is projecting it will receive $1,509,517 based on the enrollment of Foster Youth, English learner, and low-income students. Monarch River Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Monarch River Academy plans to spend $3,456,697 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 Monarch River Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Monarch River Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Monarch River Academy's LCAP budgeted $2,817,842 for planned actions to increase or improve services for high needs students. Monarch River Academy actually spent $3,417,903 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
Monarch River Academy	Stephanie Johnson Superintendent	steph.johnson@centralvcs.org (559) 258-0787

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.

Monarch River Academy (MRA) is a tuition-free public charter school providing a flexible and personalized learning experience for students in grades Transitional Kindergarten through 12. As a flex based charter school, MRA empowers families to customize an educational program that addresses the unique academic, social, and emotional needs of each student across Tulare, Kings, Fresno, Kern, and Inyo Counties. Through collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways designed to support both personal and academic success.

MRA serves approximately 1,338 students in grades TK-12 and employs 183 staff members. Regional support staff and resource centers throughout the service area provide families with access to instructional support, enrichment opportunities, community events, and student services.

Our student population reflects a diverse range of backgrounds: African American 1.9%, American Indian 0.3%, Asian 1.3%, Filipino 0.3%, Hispanic 38.3%, Two or More Races 6.4%, Pacific Islander 0.5%, and White/Caucasian 47.5%.

The student population also includes the following student groups: 0.9% English Learners, 0.2% Foster Youth, 0.7% Homeless Youth, 49.3% Socioeconomically Disadvantaged students, and 11.5% Students with Disabilities.

MRA provides students with access to a standards-based public education within a personalized independent study model. The school values strong partnerships between families, credentialed teachers, and support staff to ensure students receive an individualized

educational experience aligned to their goals, interests, and learning needs. Under the guidance and supervision of credentialed teachers, students complete standards-aligned coursework in learning environments that best support their success.

As a flex based charter school, MRA offers multiple instructional models, including fully online instruction, blended learning opportunities that combine online coursework with direct instruction, and offline instructional pathways utilizing state-adopted curriculum and textbook options. MRA also offers structured Virtual Academy programs at the elementary, middle, and high school levels, providing students with access to live synchronous instruction, targeted academic support, enrichment opportunities, and increased peer engagement within a flexible learning environment.

Students are encouraged to participate in project-based learning opportunities, Career Technical Education (CTE) pathways, dual enrollment opportunities, intervention and enrichment programs, field trips, student clubs, leadership activities, and community-based learning experiences that support both academic growth and student connectedness. Through a Multi-Tiered System of Supports (MTSS), MRA provides academic, behavioral, and social-emotional interventions designed to meet the diverse needs of students and promote student success.

MRA continues to foster partnerships with local organizations, colleges, and community agencies to expand opportunities for students and families while maintaining a strong focus on personalized learning, academic growth, student engagement, and whole-child support. MRA remains committed to preparing students for success in college, career, and life through flexible educational pathways, meaningful family partnerships, and student-centered learning opportunities.

No schools within the LEA receive Equity Multiplier funding.

Reflections: Annual Performance

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

Monarch River Academy continues to prioritize strong student outcomes through personalized instruction, targeted intervention, expanded academic supports, and meaningful family partnerships. Recent state and local performance data reflect continued growth across multiple academic and college and career readiness indicators while also identifying areas where ongoing intervention and support remain necessary.

According to the 2025 California School Dashboard reporting cycle utilizing 2024-2025 data, Monarch River Academy demonstrated positive academic growth in both English Language Arts (ELA) and Mathematics. Overall ELA performance increased from 46.42% of students meeting or exceeding standards at baseline to 47.34%, representing a 0.92% increase from baseline performance. Low-income students demonstrated particularly strong growth in ELA, increasing by 7.76% from baseline, while Students with Disabilities improved from 16.66% to 21.06% meeting or exceeding standards. The California Dashboard also reflected an 8.1-point increase in ELA Distance From Standard (DFS) performance.

Mathematics outcomes demonstrated significant improvement as well. Overall Math performance increased from 31.02% to 33.07% of students meeting or exceeding standards, representing a 2.05% increase from baseline. Student groups also demonstrated substantial

growth, including Low-Income students increasing by 9.47%, Students with Disabilities increasing by 6.36%, and students identified as Two or More Races increasing by 19.98%. Mathematics DFS performance increased by 11.1 points according to the California Dashboard.

In addition to improvements in overall academic performance, Monarch River Academy demonstrated strong outcomes through the California Growth Model. In English Language Arts, the school achieved an Accelerated growth designation, with 71.7% of students improving their scores from the prior year. In Mathematics, 72.7% of students improved from the prior year, resulting in an Average growth designation. These results demonstrate the effectiveness of personalized instruction, targeted intervention, individualized academic support, and ongoing progress monitoring systems.

The school also demonstrated continued improvement in college and career readiness indicators. The A-G Completion Rate increased significantly from 11.5% at baseline to 30.2%, reflecting an 18.7% increase from baseline performance. Additionally, the combined A-G and CTE Pathway Completion Rate increased from 0% to 1.9%. College and Career Indicator (CCI) outcomes also improved by 10.9 points compared to the prior reporting cycle. English Learner Reclassification Rates demonstrated substantial improvement as well, increasing from 17% to 67%, reflecting ongoing efforts to support multilingual learners through targeted interventions, language development supports, and individualized progress monitoring systems.

The English Learner Progress Indicator (ELPI) continues to show no performance color due to the school having fewer than 11 English Learner students tested, resulting in suppressed data for student privacy purposes. Despite the limited reportable data, Monarch River Academy remains committed to supporting English Learners through designated and integrated English Language Development (ELD), ongoing progress monitoring, targeted intervention supports, and individualized instructional strategies. Dashboard growth comparison data indicated that 72.6% of English Only students improved their scores from the prior year in Mathematics and 72.1% improved in English Language Arts.

Monarch River Academy continues to maintain strong student engagement and school climate outcomes. Attendance rates remained exceptionally high at 99.12%, exceeding the school's desired outcome of 98%. Chronic absenteeism improved from 4.2% in the prior reporting cycle to 3.0% overall, representing a 1.2% decline and maintaining Green performance on the California Dashboard. The school met nearly all desired chronic absenteeism targets, with the exception of the Students with Disabilities subgroup.

Suspension and expulsion outcomes remained a significant strength for the school. The suspension rate remained at 0% across all reportable student groups, maintaining Blue performance on the California Dashboard. Expulsion rates also remained at 0%. These outcomes reflect the school's continued focus on student connectedness, relationship-building, restorative practices, individualized student support, and proactive communication between families and school staff. Local survey data also reflected high levels of school connectedness and safety among students, parents, and staff.

High school graduation outcomes demonstrated significant recovery and improvement, increasing by 8% from the prior year to 90.6%. Monarch River Academy continues to strengthen graduation pathway monitoring, individualized academic planning, credit recovery opportunities, alternative graduation pathways, and targeted supports for at-risk students to improve long-term graduation outcomes.

Science performance remained stable in the Yellow performance category, maintaining 54.6 science points and reflecting continued implementation of standards-aligned science instruction, inquiry-based learning opportunities, and hands-on educational experiences aligned to Next Generation Science Standards (NGSS).

Monarch River Academy attributes these outcomes to continued investment in highly qualified teachers, specialized support staff, intervention programs, and expanded student services. The school has strengthened its Multi-Tiered System of Supports (MTSS), expanded specialized Independent Study Teacher (IST) supports across grade spans, increased curriculum and instructional support personnel, and enhanced special education services through expanded in-house supports and targeted intervention programs.

Additional investments in professional development, standards-aligned instructional practices, social-emotional supports, parent engagement initiatives, virtual academy programming, enrichment opportunities, and expanded college and career readiness pathways have contributed to improved student engagement and academic growth. Students continue to benefit from personalized learning opportunities, project-based learning, Career Technical Education (CTE) pathways, dual enrollment opportunities, leadership activities, clubs, field trips, and community-based learning experiences.

Monarch River Academy also met the standard for all reported local indicators, including Basic Services, Parent and Family Engagement, School Climate, Implementation of State Academic Standards, and Access to a Broad Course of Study. These outcomes reflect the school's ongoing commitment to providing equitable access to high-quality educational opportunities for all students.

The California School Dashboard continues to require schools to demonstrate that there are no student groups performing at the lowest performance levels. Monarch River Academy maintained zero Red indicators across all state accountability measures, including English Language Arts, Mathematics, Chronic Absenteeism, Suspension Rate, and College/Career Readiness. Collectively, these outcomes demonstrate Monarch River Academy's continued success in balancing academic rigor, personalized learning, student engagement, and whole-child support within a flexible educational model. The school remains committed to continuous improvement through data-driven decision-making, targeted interventions, strong family partnerships, and expanded college and career readiness opportunities for all students.

Reflections: Technical Assistance

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

Monarch River Academy is not receiving technical assistance; this prompt is not applicable.

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.

Monarch River Academy is not eligible for Comprehensive Support and Improvement (CSI) under the California School Dashboard results.

Support for Identified Schools

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

Monarch River Academy is not eligible for Comprehensive Support and Improvement (CSI) under the California School Dashboard results.

Monitoring and Evaluating Effectiveness

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

Monarch River Academy is not eligible for Comprehensive Support and Improvement (CSI) under the California School Dashboard results.

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
Teachers/ISTs	When: August 2025 through June 2026 How: Teachers and other school personnel, including counselors, paraprofessionals, intervention staff, special education personnel, office staff, and support staff, were engaged through recurring all-staff meetings, Primary and Secondary IST meetings, SPED Department meetings, RC Team meetings, Personalized Professional Development Program (PPDP) sessions, collaborative planning opportunities, surveys, role-specific team meetings, and ongoing feedback opportunities conducted both virtually and in person throughout the school year. All-staff engagement meetings occurred on 08/05/2025, 09/09/2025, 10/07/2025, 11/12/2025, 12/02/2025, 01/13/2026, 02/11/2026, 04/07/2026, and 06/02/2026. Additional Primary and Secondary IST meetings and RC Team meetings occurred regularly throughout the school year, including meetings on 08/05/2025, 08/06/2025, 08/07/2025, 08/11/2025, 09/08/2025, 09/22/2025, 10/13/2025, 10/27/2025, 11/10/2025, 12/08/2025, 01/12/2026, 01/26/2026, 02/10/2026, 03/02/2026, 03/16/2026, 04/13/2026, 05/11/2026, 05/18/2026, and 06/01/2026. Special Education teachers, paraprofessionals, related service providers, and support staff also participated in ongoing SPED Department meetings and collaboration sessions throughout the

Educational Partner(s)	Process for Engagement
	school year, including meetings on 08/25/2025, 09/15/2025, 09/22/2025, 10/06/2025, 10/20/2025, 10/27/2025, 11/03/2025, 11/17/2025, 01/26/2026, 02/23/2026, 03/09/2026, 03/23/2026, 05/11/2026, 05/18/2026, and 06/08/2026. SPED staff also participated in all-staff PD sessions, team breakout discussions, independent work and collaboration sessions, and leadership-hosted gatherings focused on student support systems and instructional practices. In addition, staff participated in approximately 15 hours of Personalized Professional Development Program (PPDP) opportunities aligned to instructional priorities, intervention systems, school climate, compliance requirements, and student support initiatives. What: Teachers and staff received ongoing updates regarding the Local Control Funding Formula (LCFF), LCAP development process, California Dashboard performance data, assessment outcomes, intervention effectiveness, and student support systems. Educational partners reviewed the effectiveness of current LCAP goals, actions, and expenditures and provided feedback related to curriculum implementation, MTSS systems, intervention supports, professional development priorities, student engagement, attendance supports, school climate, college and career readiness initiatives, family communication systems, and instructional practices. Professional development and engagement opportunities throughout the year included topics such as curriculum and instructional updates, technology integration, legislative updates, AI training, SEL Tier 3 supports, school positivity and climate initiatives, phishing and cybersecurity awareness, mathematics framework implementation, Science of Reading practices, DIBELS and early intervention strategies, narrative and argumentative writing instruction, assessment updates, CAASPP preparation, progress monitoring systems, SMART goals, intervention supports for students with IEPs, hybrid and Virtual Academy instructional supports, communication systems, and expanded student engagement strategies.

Educational Partner(s)	Process for Engagement
	Special Education staff collaboration specifically focused on IEP implementation, assessment practices, compliance updates, intervention supports, specialized instructional strategies, progress monitoring, related services coordination, paraprofessional support systems, accommodations and modifications, inclusive practices, student behavior supports, and strengthening systems to support Students with Disabilities across academic, behavioral, and social-emotional areas. Teachers and staff also participated in collaborative PLC discussions, RC Team planning sessions, role-specific instructional planning meetings, assessment trainings, and feedback sessions focused on improving student achievement, intervention effectiveness, instructional consistency, and schoolwide systems of support. Additional discussions throughout the year focused on targeted academic intervention programs, Learning Launchpad supports, extracurricular opportunities, enrichment programs, and strategies to strengthen personalized learning and student connectedness. Staff feedback and collaborative discussions directly informed revisions to LCAP goals, metrics, actions, staffing priorities, intervention systems, professional development planning, and expenditures to support continuous improvement and equitable student outcomes for the 2026–27 school year.
Administrators/Principals/Directors/Leadership	When: August 2025 through June 2026 How: Administrators, principals, directors, superintendents, coordinators, and leadership staff were engaged through recurring leadership meetings, strategic planning sessions, data review meetings, collaborative discussions, surveys, and ongoing program implementation meetings conducted both virtually and in person throughout the school year. Leadership meetings occurred regularly on 08/14/2025, 08/28/2025, 09/11/2025, 09/25/2025, 10/09/2025, 10/23/2025, 11/06/2025, 12/04/2025, 01/15/2026, 01/29/2026, 02/12/2026, 02/26/2026, 03/12/2026, 04/09/2026, 04/23/2026, 05/07/2026, 05/21/2026, and

Educational Partner(s)	Process for Engagement
	06/04/2026. Meetings included both virtual and in-person collaboration opportunities focused on continuous improvement, instructional leadership, compliance requirements, student achievement, staffing, intervention systems, and organizational planning. What: Leadership teams received ongoing updates and reviewed data related to enrollment trends, California Dashboard performance indicators, intervention effectiveness, assessment implementation, MTSS systems, college and career readiness initiatives, school climate, staffing needs, fiscal planning, compliance requirements, and student support services. Participants reviewed the effectiveness of current LCAP goals, actions, and expenditures and provided input regarding revisions and additions to the 2026–27 LCAP. Discussions throughout the year included instructional supports, implementation of Virtual Academy programming, targeted intervention systems, CAASPP preparation, DIBELS and assessment monitoring, SEL Tier 3 supports, special education services, attendance interventions, student engagement initiatives, curriculum planning, grant alignment, staffing expansion, and family communication systems. Leadership teams also reviewed schoolwide initiatives related to personalized learning, enrichment programs, extracurricular opportunities, college and career readiness pathways, Learning Launchpad interventions, school safety, and social-emotional supports. Engagement activities further focused on administrative priorities, budget and resource allocation, professional development planning, WASC preparation, compliance monitoring, and strengthening systems designed to support equitable student outcomes. Leadership feedback and collaborative discussions directly informed revisions to LCAP goals, metrics, actions, staffing priorities, and expenditures to support continuous improvement and student success for the 2026–27 school year.
Superintendents	When: August 2025 through June 2026

Educational Partner(s)	Process for Engagement
	How: Engagement with the superintendent occurred through recurring leadership meetings, strategic planning sessions, Finance Forums, community engagement events, one-on-one consultations, staff collaboration opportunities, and ongoing communication with educational partners throughout the school year. Meetings and engagement opportunities were conducted both virtually and in person to maximize accessibility for staff and families across the LEA's geographic regions. Leadership meetings facilitated by the superintendent and assistant superintendents occurred regularly throughout the school year and focused on continuous improvement, schoolwide priorities, fiscal planning, instructional systems, staffing, compliance, and student support initiatives. In addition, Finance Forums were held on 10/20/2025, 01/26/2026, and 03/23/2026 to provide staff with opportunities to engage directly with the superintendent regarding school finances, budgeting priorities, compensation, benefits, and long-term organizational planning. Additional superintendent-hosted discussions and Q&A opportunities also occurred throughout the year to strengthen transparency and open communication with staff. The superintendent and assistant superintendents also participated in "Supers in the Park" events held throughout the school year in multiple regions, including Visalia, Kingsburg, Fresno, Oakhurst, Clovis, Bakersfield, Merced, Madera, and Monterey/Marina. These events provided families and students with informal in-person opportunities to connect directly with leadership staff, ask questions, share concerns, discuss school programs, and provide feedback related to the student and family experience. What: Discussions focused on schoolwide priorities, strategic planning, fiscal accountability, staffing needs, student achievement, school climate, intervention systems, and continuous improvement efforts aligned with the Local Control and Accountability Plan (LCAP). Educational partners reviewed California Dashboard performance data, local assessment outcomes, attendance trends, graduation and

Educational Partner(s)	Process for Engagement
	college and career readiness indicators, intervention effectiveness, and the impact of current LCAP goals and actions. Finance Forums specifically focused on helping staff better understand the financial foundation and long-term sustainability of the school, including budgeting processes, fiscal priorities, staffing considerations, employee wages and benefits, state funding structures, and resource allocation decisions. These sessions were designed to strengthen transparency, encourage collaborative dialogue, and ensure staff felt informed, valued, and heard regarding financial planning and organizational decision-making. Supers in the Park events focused on strengthening relationships between families and school leadership by providing accessible opportunities for direct communication and community engagement. Families shared feedback related to student supports, school climate, communication systems, academic programs, intervention services, enrichment opportunities, extracurricular activities, and overall student experience. Feedback gathered through these events helped inform ongoing revisions to LCAP goals, actions, services, and expenditures designed to support student achievement, engagement, safety, and well-being. The superintendent also facilitated ongoing discussions regarding Virtual Academy programming, MTSS implementation, SEL supports, special education services, attendance interventions, WASC preparation, college and career readiness pathways, enrichment opportunities, and personalized learning systems. Feedback gathered through leadership meetings, Finance Forums, community engagement events, and stakeholder discussions directly informed revisions to the 2026–27 LCAP and supported the school's continuous improvement efforts.
Other School Personnel	When: August 2025 through June 2026 How: Other school personnel, including counselors, paraprofessionals, intervention staff, special education personnel,

Educational Partner(s)	Process for Engagement
	office staff, nurses, related service providers, and support staff, were engaged through recurring all-staff meetings, department meetings, SPED Department meetings, Personalized Professional Development Program (PPDP) sessions, collaborative trainings, surveys, role-specific team meetings, and ongoing feedback opportunities conducted both virtually and in person throughout the school year. All-staff engagement meetings occurred on 08/05/2025, 09/09/2025, 10/07/2025, 11/12/2025, 12/02/2025, 01/13/2026, 02/11/2026, 04/07/2026, and 06/02/2026. Additional departmental and collaborative meetings occurred regularly throughout the school year to support communication, training, compliance updates, intervention systems, student services, and schoolwide operations. Special Education teachers, paraprofessionals, related service providers, and support staff also participated in ongoing SPED Department meetings and collaboration sessions throughout the school year, including meetings on 08/25/2025, 09/15/2025, 09/22/2025, 10/06/2025, 10/20/2025, 10/27/2025, 11/03/2025, 11/17/2025, 01/26/2026, 02/23/2026, 03/09/2026, 03/23/2026, 05/11/2026, 05/18/2026, and 06/08/2026. Staff also participated in all-staff professional development sessions, collaborative breakout groups, independent work and planning sessions, and leadership-hosted meetings focused on strengthening schoolwide systems and student supports. In addition, staff participated in approximately 15 hours of Personalized Professional Development Program (PPDP) opportunities aligned to instructional priorities, intervention systems, school climate, compliance requirements, and student support initiatives. What: Staff received ongoing updates regarding the Local Control Funding Formula (LCFF), the LCAP development process, California Dashboard performance data, assessment outcomes, intervention effectiveness, and student support systems. Educational partners reviewed the effectiveness of current LCAP goals, actions, and expenditures and provided feedback regarding student wellness,

Educational Partner(s)	Process for Engagement
	attendance supports, intervention systems, school safety, communication systems, operational supports, and strategies designed to improve student success and engagement. Professional development and engagement opportunities throughout the year included topics such as technology integration, legislative updates, school climate initiatives, SEL Tier 3 supports, cybersecurity and phishing awareness, intervention systems, communication strategies, assessment and compliance updates, AI training, professional collaboration practices, and expanded student support services. Staff also participated in collaborative discussions focused on strengthening MTSS systems, improving family communication, supporting attendance and engagement initiatives, enhancing intervention supports, and promoting positive school culture across the LEA. Special Education staff collaboration specifically focused on IEP implementation, assessment practices, compliance updates, intervention supports, specialized instructional strategies, progress monitoring, accommodations and modifications, related services coordination, paraprofessional support systems, and strengthening systems designed to support Students with Disabilities academically, behaviorally, and socially-emotionally. Feedback from other school personnel directly informed revisions to LCAP goals, metrics, actions, staffing priorities, intervention systems, operational supports, and expenditures to support continuous improvement and equitable outcomes for all students during the 2026–27 school year.
Parent Advisory Committee	When: August 2025 through June 2026 How: Parents, guardians, and students were engaged through Parent Advisory Committee (PAC) meetings, surveys, listening sessions, school events, open discussion forums, individualized communication, student leadership opportunities, and ongoing opportunities for written and verbal feedback throughout the LCAP development process.

Educational Partner(s)	Process for Engagement
	Meetings were conducted virtually and in person to maximize accessibility for families and students across the LEA's geographic regions, and multiple opportunities for feedback submission were provided through live discussion, surveys, email communication, online forms, and ongoing outreach efforts. An introductory PAC orientation meeting was also held at the beginning of the school year to provide families and students with an overview of the PAC structure, opportunities for involvement, meeting expectations, and the connection between PAC input and the Local Control and Accountability Plan (LCAP). Educational partners received information regarding participation opportunities, leadership roles, feedback processes, and how educational partner input helps guide school goals, programs, and budget priorities. Official PAC meetings occurred regularly throughout the school year and included opportunities for parent and student input, open discussion, review of LCAP updates, educational partner feedback survey results, budget updates, family engagement discussions, accountability updates, and public comment opportunities. What: Parents, guardians, and students received information regarding the Local Control Funding Formula (LCFF), the LCAP development process, California Dashboard performance data, local indicators, schoolwide student outcome trends, budget priorities, and accountability updates. Educational partners reviewed the effectiveness of current LCAP goals, actions, and expenditures and provided input regarding academic supports, intervention services, communication systems, school climate, student engagement opportunities, social-emotional supports, college and career readiness programs, and family engagement initiatives. PAC meetings and engagement activities also included discussions related to survey results, progress monitoring, state testing updates, school safety, family engagement opportunities, governance updates, and continuous improvement priorities. Parents and students were encouraged to share concerns, priorities, ideas, and recommendations related to strengthening personalized learning

Educational Partner(s)	Process for Engagement
	opportunities, improving communication systems, increasing student engagement opportunities, and enhancing schoolwide supports for students and families. The Parent Advisory Committee (PAC) was designed to serve as a collaborative, student-centered, and inclusive advisory body representing families and students across grade spans and educational programs. In alignment with educational partner consultation requirements, PAC meetings and engagement opportunities also incorporated student voice and student-centered feedback opportunities related to school climate, academic supports, intervention systems, student wellness, enrichment opportunities, and college and career readiness priorities. Discussions emphasized respectful collaboration, accessibility, transparency, and meaningful stakeholder participation. Spanish interpretation and multiple methods for participation and feedback submission were available to support inclusive engagement opportunities for all educational partners. Feedback gathered through PAC meetings, surveys, open discussion forums, student engagement opportunities, and ongoing communication directly informed revisions to the 2026–27 LCAP goals, metrics, actions, family engagement priorities, student support services, and expenditures. Educational partner input was also summarized and shared with school leadership and the governing board to support ongoing continuous improvement efforts and strengthen the partnership between families, students, and the school community.
Students	When: October 2025, January 2026, and June 2026 How: Students were engaged through participation in Parent Advisory Committee (PAC) meetings, Leadership class discussions, surveys, student leadership opportunities, classroom discussions, Virtual Academy engagement activities, and ongoing opportunities for verbal and written feedback related to the LCAP process. All students were invited to participate in PAC meetings and related engagement opportunities throughout the school year.

Educational Partner(s)	Process for Engagement
	Students enrolled in Leadership classes participated in discussions regarding the Local Control and Accountability Plan (LCAP), school climate, student engagement, academic supports, wellness initiatives, extracurricular opportunities, and school improvement priorities. These discussions provided structured opportunities for students to share perspectives, identify areas of need, and provide feedback regarding programs and services that impact the student experience. Some students also served in PAC leadership roles, including student officer positions, helping support meeting facilitation, participation, communication, and student engagement efforts during PAC meetings and activities. Meeting Dates: 10/22/2025, 01/28/2026, 04/10/2026 What: Students reviewed key components of the Local Control Funding Formula (LCFF) and the LCAP process and provided input regarding school climate, academic support systems, intervention opportunities, communication practices, student engagement, college and career readiness, enrichment opportunities, extracurricular programs, and overall student wellness. Through both PAC participation and Leadership class discussions, students shared firsthand experiences related to instructional practices, personalized learning opportunities, school connectedness, Virtual Academy programming, intervention systems, student support services, and engagement strategies. Students were encouraged to provide recommendations regarding ways to improve communication, increase opportunities for involvement, strengthen school culture, and enhance supports for diverse student needs. Student engagement activities emphasized student voice, collaboration, accessibility, and meaningful participation in school improvement efforts. Feedback gathered through PAC meetings, Leadership discussions, surveys, and student engagement opportunities directly informed revisions to the 2026–27 LCAP goals, actions, metrics, and student-centered priorities designed to improve

Educational Partner(s)	Process for Engagement
	academic achievement, engagement, safety, wellness, and overall student success.

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

The adopted LCAP for Monarch River Academy was significantly shaped by input from a broad range of educational partners. Feedback gathered from teachers, administrators, leadership staff, support personnel, students, families, and advisory groups directly informed the development of goals, actions, services, and resource allocations within the 2026–27 LCAP. Educational partner input was collected through surveys, all-staff meetings, leadership meetings, Finance Forums, PAC meetings, Leadership class discussions, professional development sessions, RC Team meetings, SPED collaboration meetings, Supers in the Park events, and ongoing virtual and in-person communication opportunities.

Educational partners were provided with information related to the Local Control Funding Formula (LCFF), the Local Control and Accountability Plan (LCAP), California Dashboard performance indicators, local assessment data, intervention effectiveness, attendance trends, school climate data, and progress toward schoolwide goals. These engagement opportunities allowed stakeholders to reflect on the effectiveness of current actions and provide recommendations for continuous improvement.

Teachers and Other School Personnel

Teachers and staff consistently emphasized the importance of maintaining strong intervention systems, expanding personalized learning opportunities, and continuing professional development aligned with standards-based instruction, assessment practices, MTSS implementation, intervention supports, and student engagement strategies. Staff feedback reinforced the need for ongoing training in Science of Reading practices, DIBELS implementation, CAASPP preparation, SEL supports, instructional technology, and strategies for supporting diverse student populations in a flex based instructional model.

Special Education staff highlighted the importance of continued collaboration, progress monitoring, compliance support, accommodations and modifications, and strengthening systems designed to support Students with Disabilities academically, behaviorally, and socially-emotionally. Staff also emphasized the need for consistent communication systems, collaborative planning time, and expanded intervention supports across grade spans and programs.

This feedback influenced continued investments in professional development, intervention systems, MTSS structures, Learning Launchpad supports, assessment monitoring systems, staffing supports, and expanded student services reflected throughout Goals 1, 2, and 3.

Administrators, Directors, and Superintendents

Administrators, directors, coordinators, and leadership staff provided input regarding school-wide priorities, student achievement trends, intervention effectiveness, staffing needs, school climate initiatives, fiscal planning, attendance supports, college and career readiness programs, and continuous improvement systems. Leadership discussions emphasized the importance of maintaining strong oversight systems, strengthening data-informed decision-making practices, expanding personalized student supports, and continuing investments in academic intervention and engagement programs.

Finance Forums facilitated by the superintendent provided staff with opportunities to better understand the school's financial structure, budget priorities, employee compensation and benefits, state funding systems, and long-term fiscal planning. Feedback from these discussions emphasized the importance of transparency, collaborative communication, and maintaining sustainable systems that support both students and staff.

Supers in the Park events also provided families and students with direct access to school leadership in informal community settings throughout the LEA's service regions. Educational partners used these opportunities to discuss school climate, communication systems, academic supports, extracurricular opportunities, enrichment programs, and overall student experience. Feedback gathered during these events reinforced the value of accessibility, relationship-building, and consistent family engagement.

Leadership feedback directly informed revisions to staffing priorities, intervention systems, communication practices, enrichment opportunities, family engagement efforts, and student support structures included within the LCAP.

Parents, Guardians, and PAC

Parents and guardians emphasized the importance of frequent and transparent communication regarding academic progress, intervention supports, school events, student opportunities, and available resources for families. Families expressed appreciation for personalized learning opportunities and requested continued expansion of engagement opportunities, enrichment programs, academic supports, and communication systems that allow families to remain connected to their child's educational experience.

PAC meetings and engagement activities also included discussions regarding educational partner survey results, school climate, accountability updates, safety planning, governance updates, family engagement opportunities, and student wellness supports. Families consistently emphasized the importance of maintaining accessible communication systems, inclusive engagement opportunities, and individualized support for students across academic and social-emotional areas.

This feedback informed continued investments in communication systems, family outreach efforts, student engagement programs, intervention supports, enrichment opportunities, and school climate initiatives reflected throughout Goals 1, 2, and 3.

Students

Student feedback was gathered through PAC participation, Leadership class discussions, surveys, student leadership opportunities, and ongoing engagement activities. Students emphasized the importance of engaging instruction, responsive communication, academic

intervention supports, trusted adult relationships, enrichment opportunities, flexible learning pathways, and opportunities for school connectedness and involvement.

Students also shared feedback regarding Virtual Academy programming, instructional technology, extracurricular opportunities, college and career readiness supports, school climate, and student wellness initiatives. Student leaders participating in PAC and Leadership activities advocated for increased student voice, meaningful engagement opportunities, and continued expansion of programs that support both academic success and social-emotional well-being.

This feedback informed actions related to student engagement, school climate, intervention systems, personalized learning supports, enrichment opportunities, and student-centered programming throughout the LCAP.

Surveys and Ongoing Engagement

Survey results across all educational partner groups validated themes identified during meetings, engagement events, and collaborative discussions. Key themes included the continued need for strong academic interventions, expanded social-emotional learning supports, consistent communication systems, family engagement opportunities, personalized learning pathways, enrichment and extracurricular programs, attendance supports, and robust MTSS systems.

Monarch River Academy remains committed to fostering a transparent and inclusive LCAP process that values continuous educational partner input. The LEA will continue to utilize both qualitative and quantitative data sources to monitor progress, evaluate effectiveness, and guide future revisions. Educational partner feedback will remain a foundational component in supporting the academic, behavioral, and social-emotional needs of all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Monarch River Academy will provide a high-quality educational program that promotes the academic achievement of all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 1 is a broad goal focused on improving performance across the wide range of metrics listed below. Sufficient access to standards-aligned instructional materials and interventions maximizes student learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Highly Qualified Staff	100% Clear Data Year: 2023-2024 Data Source: CA Dashboard	100% Clear Data Year: 2024-25 Data Source: CA Dashboard	100% Clear Data Year: 2025-26 Data Source: CA Dashboard	95% Clear Data Source: CA Dashboard	No Difference
1.2	Access to standards-aligned instructional materials	100% Data Year: 2023-24 Data Source:	100% Data Year: 2024-25 Data Source:	100% Data Year: 2025-26 Data Source:	100% Data Source: Local Indicator Report	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Local Indicator Report	Local Indicator Report	Local Indicator Report		
1.3	Facilities maintained in good repair	All facilities met “Good” or higher Data Year: 2023-24 Data Source: FIT	All facilities met “Good” or higher Data Year: 2024-25 Data Source: FIT	All facilities met “Good” or higher Data Year: 2025-26 Data Source: FIT	All facilities met good repair Data Source: FIT	No Difference
1.4	Implementation of Standards for all Students and Enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2023-24 Data Source: Local Indicator Report	Full Implementation Data Year: 2024-25 Data Source: Local Indicator Report	Full Implementation Data Year: 2025-26 Data Source: Local Indicator Report	Full Implementation Data Source: Local Indicator Report	Increased to Full Implementation
1.5	Smarter Balanced/CAASPP ELA Met or Exceeded Standard All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races LTEL= Long Term English Learners	All: 46.42% EL: ***% LI: 35.91% FY: ***% SWD: 16.66% 2MR: 52.31% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2022-23 Data Source:	All: 45.60% EL: ***% LI: 41.86% FY: ***% SWD: 13.12% 2MR: 49.35% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2023-24	All: 47.34% EL: ***% LI: 43.67% FY: ***% SWD: 21.06% 2MR: 48.65% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year:	All: 49.42% EL: ***% LI: 37.41% FY: ***% SWD: 18.16% 2MR: 53.81% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Source:	All: + 0.92% EL: ***% LI: + 7.76% FY: ***% SWD: + 4.4% 2MR: - 3.66% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAASPP/ELPAC Dashboard	Data Source: CAASPP/ELPAC Dashboard	2024-25 Data Source: CAASPP/ELPAC Dashboard	Local Data	
1.6	Smarter Balanced/CAASPP Math Met or Exceeded Standard All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races LTEL= Long Term English Learners	All: 31.02% EL: ***% LI: 19.01% FY: ***% SWD: 16.00% 2MR: 24.61% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2022-23 Data Source: Dataquest	All: 29.28% EL: ***% LI: 22.26% FY: ***% SWD: 11.48% 2MR: 27.28% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard	All: 33.07% EL: ***% LI: 28.48% FY: ***% SWD: 22.36% 2MR: 44.59% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2024-25 Data Source: CAASPP/ELPAC Dashboard	All: 34.02% EL: ***% LI: 20.51% FY: ***% SWD: 17.5% 2MR: 26.11% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Source: CAASPP/ELPAC Dashboard	All: + 2.05% EL: ***% LI: + 9.47% FY: ***% SWD: + 6.36% 2MR: + 19.98% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested.
1.7	A-G Completion Rate	11.5% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports	21.7% Data Year: 2023-24 Data Source: CA Dashboard Additional Reports	30.2% Data Year: 2024-25 Data Source: CA Dashboard Additional Reports	20% Data Source: CA Dashboard Additional Reports	+ 18.7% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	CTE Pathway Completion Rate	3.8% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports	0% Data Year: 2023-24 Data Source: CA Dashboard Additional Reports	3.8% Data Year: 2024-25 Data Source: CA Dashboard Additional Reports	1% Data Source: CA Dashboard Additional Reports	0%
1.9	A-G Completion and CTE Pathway Completion Combined Rate	0% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports	0% Data Year: 2023-24 Data Source: CA Dashboard Additional Reports	1.9%	1% Data Source: Dashboard Additional Reports	+ 1.9% increase from baseline
1.10	EL Students Making Progress Toward English Proficiency	***% Data Year: 2022-2023 ELPAC ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Source: Local Data	***% Data Year: 2022-2023 ELPAC ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Source: Local Data	***%	20% Data Source: Local Data	No Reportable Difference
1.11	EL Reclassification Rate	17% Data Year: 2022-23	31% Data Year: 2023-24	67% Data Year: 2024-25	20% Data Source: Local Data	50% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CALPADS	Data Source: CALPADS Fall Reports 23.24 SY 8.1 & 2.16	Data Source: CALPADS Fall Reports 24.25 SY 8.1 & 2.16 Local Data		
1.12	AP Passage Rate	We will not offer AP classes moving forward so the metric is not included.	Not Applicable	Not Applicable	Not Applicable	Not Applicable
1.13	EAP ELA	63.63 % college-ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP/ELPAC Dashboard	47.73% college-ready or conditionally ready Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard	52.78% college-ready or conditionally ready Data Year: 2024-25 Data Source: CAASPP/ELPAC Dashboard	64% college-ready or conditionally ready Data Source: Dataquest	- 10.85% decrease from baseline
1.14	EAP MATH	19.05 % college ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest	18.18% college-ready or conditionally ready Data Year: 2023-24 Data Source: Dataquest	25% college-ready or conditionally ready Data Year: 2024-25 Data Source: CAASPP/ELPAC Dashboard	19% college ready or conditionally ready Data Source: Dataquest	+ 5.95% increase from baseline
1.15	Broad Course of Study	Students meeting A-G requirements: All: 9th: 94% 10th: 88%	Students meeting A-G requirements: All: 9th: 91.89% 10th: 77.50%	Students meeting A-G requirements: All: 9th: 100% 10th: 93%	Students meeting A-G Requirements All: 9th: 93.39% 10th: 79.0%	Changes from baseline: All: 9th: +6% 10th: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th: 48% 12th: 12% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 50% 10th: 54.76% 11th: ***% 12th: ***% SWD: 9th: ***% 10th: 16.67% 11th: ***% 12th: ***% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% Data Year: 2022-23 ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Source:	11th: 58% 12th: 37.50% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 23.53% 10th: 16.13% 11th: 20.69% 12th: 50% SWD: 9th: 14.71% 10th: 6.45% 11th: 13.79% 12th: 0% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% Data Year: 2023-24 ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested.	11th: 65% 12th: 39% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 40% 10th: 52% 11th: 53% 12th: 36% SWD: 9th: 21% 10th: 9% 11th: 24% 12th: 18% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% Data Year: 2024-25 ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested.	11th: 59.19% 12th: 39% EL: 9th: 0% 10th: 0% 11th: 0% 12th: 0% LI: 9th: 25.03% 10th: 17.63% 11th: 22.19% 12th: 51.5% SWD: 9th: 16.21% 10th: 7.95% 11th: 15.29% 12th: 1.5% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Source: Local Data	11th: +17% 12th: +27% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: -10% 10th: -2.76% 11th: ***% 12th: ***% SWD: 9th: ***% 10th: -7.67% 11th: ***% 12th: ***% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Local Data	Data Source: Local Data	Data Source: Local Data		
1.16	Other Pupil Outcomes	13% of Juniors & Seniors in a Dual Enrollment Course Data Year: 2022-23 Data Source: Local Data	11% of Juniors & Seniors in a Dual Enrollment Course Data Year: 2023-24 Data Source: Local Data	30% of Juniors & Seniors in a Dual Enrollment Course Data Year: 2024-25 Data Source: Local Data	15% of Juniors & Seniors in a Dual Enrollment Course Data Source: Local Data	+17% increase from baseline

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.

During the 2025–26 school year, the implementation of Goal 1 actions was carried out largely as planned, with actions focused on strengthening academic achievement, expanding access to standards-aligned instruction, increasing college and career readiness opportunities, and supporting personalized learning within the LEA's flex based instructional model. The LEA maintained 100% appropriately assigned and fully credentialed teachers and instructional staff (Metric 1.1), continued full implementation of state standards and English Language Development standards (Metric 1.4), and maintained 100% access to standards-aligned instructional materials (Metric 1.2). All facilities continued to meet a rating of "Good" or higher on the Facilities Inspection Tool (FIT) (Metric 1.3).

Implementation efforts focused on expanding intervention systems, instructional supports, assessment monitoring, Virtual Academy programming, college and career readiness opportunities, and professional development systems. Expanded staffing structures, including Regional Coordinators, Program Specialists, intervention supports, Student Success Coordinators, and Learning Launchpad opportunities, contributed to increased access to individualized academic support services throughout the school year.

Several academic indicators demonstrated improvement from baseline outcomes. English Language Arts (ELA) performance increased from 46.42% of students meeting or exceeding standards at baseline to 47.34% during the reporting year. Low-Income students improved from 35.91% to 43.67%, while Students with Disabilities increased from 16.66% to 21.06%. Mathematics performance also improved overall from 31.02% to 33.07%. Low-Income students demonstrated significant growth in Mathematics, increasing from 19.01% to 28.48%, while Students with Disabilities increased from 16.00% to 22.36%. These improvements reflected continued implementation of MTSS systems, targeted intervention supports, expanded assessment monitoring, and increased instructional coordination.

College and career readiness indicators also demonstrated positive progress. The A-G Completion Rate increased from 11.5% at baseline to 30.2% during the reporting year. The combined A-G and CTE Completion Rate increased from 0% to 1.9%, while participation in dual enrollment opportunities increased from 13% at baseline to 30% during the reporting year. English Learner Reclassification Rates also increased substantially from 17% at baseline to 67%, reflecting continued emphasis on language development supports, intervention coordination, and progress monitoring systems.

Broad Course of Study indicators demonstrated growth across multiple grade levels and student groups. Among all students, ninth grade students meeting A-G requirements increased from 94% to 100%, tenth grade students increased from 88% to 93%, eleventh grade students increased from 48% to 65%, and twelfth grade students increased from 12% to 39%. Students with Disabilities and Low-Income students also demonstrated improvement across several grade spans, reflecting expanded academic planning supports, increased access to a broad course of study, and ongoing intervention systems designed to help students remain on track toward A-G completion.

Overall, implementation of Goal 1 actions contributed to positive progress in academic achievement, intervention supports, personalized learning opportunities, and college and career readiness systems. Continued focus on MTSS implementation, assessment monitoring, intervention alignment, professional development, and individualized student supports will remain priorities moving into the 2026–27 school year.

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

During the 2025–26 school year, material differences between budgeted expenditures and estimated actual expenditures were identified within Goal 1 actions as follows:

Overall, Goal 1 budgeted expenditures totaled approximately $15,769,318, while estimated actual expenditures totaled approximately $16,684,264, resulting in an overall difference of -$914,946 (5.80% over budget). Increased expenditures were primarily associated with enrollment growth, expanded staffing support, regional coordination services, technology infrastructure, assessment systems, intervention programming, and implementation of Learning Recovery Block Grant services during the reporting year. Despite these variances, the LEA substantially implemented Goal 1 actions and maintained continuity of instructional, intervention, and student support services throughout the school year. Expenditures remained aligned with Goal 1 priorities focused on academic achievement, personalized learning, intervention supports, and expanded student services.

Action 1.1: Qualified Staff
The action of placing qualified staff was implemented as planned and resulted in a variance of -$93,437 (0.88% over budget), which remained below the LEA materiality threshold. The variance was primarily due to increased personnel costs associated with enrollment growth, expanded staffing needs, and additional instructional and support services implemented during the school year.

Action 1.2: Regional Coordinators
The action of employing regional coordinators was carried out as planned and resulted in a material difference of -$503,183 (52.71% over budget). The increase resulted from expanded regional coordination support, additional personnel allocations, and increased administrative

oversight needed to support enrollment growth, student engagement, and schoolwide operations across the LEA's service regions. Additional Program Specialist allocations contributed to the increased personnel expenditures associated with this action.

Action 1.3: Instructional Materials and Expanded Learning Opportunities
The action of providing instructional materials and expanded learning opportunities was completed as planned and resulted in a variance of $144,242 (4.30% under budget), which remained below the LEA materiality threshold. The variance was primarily due to reduced material costs and adjustments in service expenditures throughout the school year while maintaining access to standards-aligned curriculum, enrichment opportunities, and expanded learning supports.

Action 1.4: Technology Devices and Equipment
The action of procuring technology devices and equipment resulted in a material difference of -$55,620 (61.07% over budget). The increased expenditures were driven by expanded student and staff technology needs, Chromebook replacements, hotspot access, expanded digital learning infrastructure, and additional technology purchases supporting Virtual Academy implementation, intervention programming, and student accessibility needs.

Action 1.5: Technology Support
The action of providing technology support services resulted in a material difference of -$30,714 (16.58% over budget). Increased Axia platform costs, software support services, infrastructure maintenance, communication systems, and expanded technology integration contributed to the higher expenditures while supporting continuity of instruction and access to digital learning systems.

Action 1.6: English Learner Support: Progress and Achievement Support
The action of supporting English Learners resulted in a material difference of -$27,046 (87.98% over budget). Increased expenditures were associated with expanded English Learner coordination services, targeted intervention supports, additional staffing allocations, and continued implementation of language development services. Expanded English Learner coordination and intervention services supported increased English Learner Reclassification outcomes during the reporting year.

Action 1.7: Intervention Support: Student Study Teams
The action of implementing intervention support services resulted in a material difference of $88,019 (48.54% under budget). Savings were primarily due to staffing adjustments and shifts in intervention coordination responsibilities during portions of the school year while maintaining implementation of student intervention supports, SST processes, and MTSS coordination systems.

Action 1.8: Assessment Support: Academic Achievement Assessments, Management Platform, and Support
The action of providing assessment support resulted in a material difference of -$71,922 (29.98% over budget). Increased expenditures were associated with expanded universal screening systems, testing coordination services, assessment platforms, intervention diagnostics, and test preparation supports implemented during the school year to strengthen student progress monitoring and academic intervention planning.

Action 1.9: Student Support: Coordination of Services for Students with 504s
The action of coordinating services for students with 504 plans was completed as planned and resulted in a variance of -$4,194 (11.61% over budget), which remained below the LEA materiality threshold. The variance was associated with expanded student support coordination, accommodations implementation, and additional compliance-related services throughout the school year.

Action 1.10: Family Academic Success: Lending Library Support and Activities
The action of enhancing family academic success through Lending Library support and activities resulted in a material difference of -$17,399 (16.72% over budget). Increased family engagement activities, curriculum preview resources, expanded Lending Library access, and supplemental instructional materials contributed to the higher expenditures while strengthening school-home partnerships and personalized learning support.

Action 1.11: Learning Recovery Block Grant
The Learning Recovery Block Grant action reflected a material difference of -$343,692 due to implementation of Learning Recovery Block Grant expenditures during the reporting year that were not included in the originally adopted budget. Funds supported expanded academic intervention services, assessment implementation, targeted student supports, learning recovery efforts, instructional resources, and academic monitoring systems for students requiring additional assistance.

Overall, material expenditure differences during the 2025–26 school year were primarily associated with enrollment growth, expanded staffing and intervention supports, increased technology and assessment implementation, and continued investments in student support systems within the LEA's flex based instructional model. Despite these variances, services remained aligned with LCAP priorities and supported continued implementation of academic intervention, personalized learning opportunities, assessment monitoring systems, and expanded student support services throughout the school year.

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

During the 2025–26 school year, the actions associated with Goal 1 were substantially implemented and demonstrated strong overall effectiveness in improving academic achievement, strengthening intervention systems, expanding personalized learning opportunities, and increasing access to educational supports across the flex based instructional model. Effectiveness was evaluated using California Dashboard indicators, California Growth Model data, local assessment results, participation metrics, intervention progress monitoring, educational partner feedback, and implementation data collected throughout the school year.

Action 1.1: Qualified Staff
The action of maintaining qualified instructional staff was substantially implemented and remained highly effective. Monarch River Academy maintained 100% appropriately assigned and fully credentialed teachers and instructional staff, supporting stable instructional programming and consistent implementation of standards aligned instruction. Expanded staffing structures, including Virtual Academy teachers, intervention staff, Student Success Coordinators, Program Specialists, and specialized instructional personnel, strengthened academic intervention systems and increased access to individualized student supports. These staffing investments contributed to measurable improvement in both English Language Arts and Mathematics Dashboard performance, expanded intervention access, and strengthened personalized academic support systems across multiple student groups.

Action 1.2: Regional Coordinators
The action of implementing regional coordination and support systems was effectively implemented and strengthened instructional oversight, communication systems, family engagement, and student support coordination across service regions. Regional Coordinators, Program

Specialists, and leadership staff provided direct support to teachers, families, and students through intervention planning, compliance monitoring, academic support coordination, and educational partner communication. These efforts contributed to increased student engagement, stronger intervention alignment, improved family responsiveness, and expanded schoolwide support systems while maintaining personalized student support structures within the flex based instructional model.

Action 1.3: Instructional Materials and Expanded Learning Opportunities
The action of providing instructional materials, expanded learning programs, and enrichment opportunities remained effective in increasing access to personalized and standards aligned learning opportunities. Students continued to access Virtual Academy courses, intervention supports, enrichment programs, extracurricular opportunities, intramural sports, community arts programming, and college and career readiness pathways. Expanded dual enrollment opportunities, career readiness supports, and personalized instructional pathways increased student participation in advanced coursework and postsecondary planning opportunities. Educational partner feedback demonstrated continued appreciation for expanded learning opportunities and flexible instructional supports designed to meet diverse student needs and learning styles.

Action 1.4: Technology Devices and Equipment
The action of providing technology devices and digital learning tools was effectively implemented and remained critical in supporting student participation and instructional access. Chromebooks, hotspots, digital curriculum platforms, intervention software, and instructional technology resources supported both synchronous and asynchronous learning opportunities across geographically dispersed service regions. Expanded technology access strengthened student engagement, intervention implementation, assessment participation, and accessibility for students requiring individualized instructional supports.

Action 1.5: Technology Support
The action of providing technology support services demonstrated continued effectiveness in maintaining continuity of instruction and access to digital learning systems. Ongoing support for assessment platforms, communication systems, Virtual Academy infrastructure, Axia systems, and instructional technology improved operational efficiency and expanded student access to instructional resources throughout the school year. These systems also strengthened the LEA’s ability to support instructional continuity and maintain access to digital learning opportunities for all students.

Action 1.6: English Learner Support: Progress and Achievement Support
The action of supporting English Learners demonstrated strong effectiveness throughout the school year. Expanded English Language Development supports, targeted language instruction, progress monitoring systems, intervention supports, and individualized student services contributed to improved outcomes for multilingual learners. The English Learner Reclassification Rate increased significantly from 17% at baseline to 67% during the reporting year. Additional English Learner coordination and intervention services strengthened communication systems, academic monitoring, and targeted support efforts for English Learners and their families despite the school’s small EL subgroup size.

Action 1.7: Intervention Support: Student Study Teams
The action of implementing intervention systems and Student Study Team (SST) processes demonstrated overall effectiveness in identifying and supporting students with academic and behavioral needs. Expanded MTSS structures, Learning Launchpad intervention opportunities, assessment monitoring systems, SST collaboration processes, and individualized intervention planning strengthened the LEA’s ability to

identify student needs earlier and provide targeted academic and behavioral supports. Students with Disabilities demonstrated improvement in both English Language Arts and Mathematics performance compared to baseline data, reflecting continued progress in intervention alignment, MTSS implementation, and individualized academic support systems. Expanded SST collaboration, progress monitoring cycles, and differentiated intervention planning improved the LEA's ability to provide timely and responsive student support services. Continued refinement of intervention consistency and targeted academic supports remains an ongoing area of focus.

Action 1.8: Assessment Support: Academic Achievement Assessments, Management Platform, and Support
The action of implementing assessment systems and academic achievement monitoring remained effective in strengthening data informed instructional practices. Expanded universal screening systems, DIBELS implementation, Star 360 progress monitoring, CAASPP preparation supports, assessment coordination, and data review systems strengthened the LEA's ability to identify academic needs earlier, monitor intervention effectiveness, and implement more targeted instructional responses throughout the school year. These efforts contributed to improvement in both English Language Arts and Mathematics performance compared to baseline data and supported stronger intervention planning and instructional decision making across grade spans.

Action 1.9: Student Support: Coordination of Services for Students with 504s
The action of coordinating support services for students with 504 plans remained effective throughout the school year. Ongoing monitoring, accommodations implementation, support coordination, and collaboration between staff and families contributed to continued access to personalized supports for students requiring accommodations and additional educational services. These systems helped strengthen educational access and improve consistency in individualized student support implementation.

Action 1.10: Family Academic Success: Lending Library Support and Activities
The action of supporting family academic success through Lending Library resources and engagement activities remained effective in strengthening school home partnerships and improving access to instructional resources. Families continued to access curriculum materials, intervention resources, educational supports, curriculum fairs, and supplemental instructional tools through the Lending Library program. Family engagement efforts and expanded resource accessibility contributed to increased educational partner participation and strengthened support for personalized learning opportunities throughout the school year.

Action 1.11: Learning Recovery Block Grant
The implementation of Learning Recovery Block Grant services demonstrated effectiveness in supporting expanded academic intervention, assessment implementation, targeted student supports, and learning recovery efforts. Funding supported intervention staffing, instructional resources, academic monitoring systems, and expanded support services designed to address unfinished learning and strengthen academic outcomes for students requiring additional assistance. These efforts contributed to expanded intervention access and increased instructional supports for students identified as needing additional academic assistance.

Overall, Goal 1 actions demonstrated strong effectiveness in improving academic achievement, strengthening intervention systems, expanding personalized learning opportunities, increasing English Learner outcomes, and maintaining high quality instructional programming across the LEA. California Dashboard indicators reflected improvement in both English Language Arts and Mathematics performance, increased English Learner Reclassification Rates, expanded dual enrollment participation, and continued implementation of standards aligned instructional systems. Additionally, California's new Growth Model data reflected Accelerated growth in English Language Arts and Average growth in Mathematics, further supporting the effectiveness of instructional supports and intervention systems implemented

throughout the school year. Improved attendance systems, intervention coordination, and expanded student support structures also contributed to declining chronic absenteeism rates and increased student participation in instructional programming. Continued focus on MTSS implementation, intervention alignment, assessment systems, personalized learning supports, and targeted academic assistance will remain priorities moving into the 2026–27 school year to ensure continued growth for 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.

No substantive changes were made to Goal 1, its associated metrics, target outcomes, or actions for the 2026–27 school year. Following review of implementation data, California Dashboard indicators, local assessment results, expenditure patterns, and educational partner feedback, the LEA determined that the existing Goal 1 structure continues to appropriately support student achievement, intervention systems, personalized learning opportunities, technology access, assessment implementation, and student support services within the flex based instructional model.

The LEA will continue monitoring student outcome data, intervention effectiveness, English Learner progress, assessment performance, and educational partner input to evaluate future adjustments 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
1.1	Highly Qualified Staff	State and local assessment data, educational partner feedback, and other collected data indicate a need for appropriately credentialed and qualified staff to ensure the academic success of all students. The charter will utilize recruitment websites and fairs to access highly qualified teachers with expertise in single-subject areas, special education, and multiple subjects. A fully credentialed staff increases success, particularly for Low-Income, Foster Youth, English Learners, and students experiencing homelessness. This plan will provide sufficient staff to support and enhance achievement in our virtual academies, as well as provide support for students, staff, and families. We anticipate that this action will continue to narrow the achievement gap by providing enrichment and addressing areas such as attendance rates, suspension rates, and behaviors affecting our Low-Income, Foster Youth, English Learners, and students experiencing homelessness.	$12,719,229.00	No

Action #	Title	Description	Total Funds	Contributing
		The impact of these enrichment initiatives will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		
1.2	Regional Coordinators	State and local assessment data, educational partner feedback, and other collected data indicate a need for regional coordinators to ensure the academic success of all students. This plan will provide Regional Coordinators for the facilitation of PLCs, which will include data disaggregation, progress monitoring on state standard implementation, and student progress tracking. Each team of Regional Coordinators, supported by a weekly check-in, director, and team assistance, will bolster student, staff, and family success while fostering growth in attendance rates, suspension rates, and behavior impacting academic achievement. The goal is to narrow the achievement gap and provide leadership in academic enrichment and address challenges faced by unduplicated student groups. The impact of these leaders will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$1,114,764.00	Yes
1.3	Instructional Materials: Software, Texts, Virtual Academy Courses, and Supplies	State and local assessment data, educational partner feedback, and other collected data indicate a need for instructional materials, software, textbooks, virtual academy courses, and supplies to ensure the academic success of all students. This plan will include curriculum and instruction experts in ELA and Math to provide teachers and learning coaches with the knowledge to better facilitate assistance to students and families in selecting grade-level appropriate curriculum and utilizing data for progress monitoring on state standard implementation and student progress. Access and support with these resources will enhance the success of students, staff, and families by promoting growth in areas such as attendance rates, suspension rates, and behavior affecting learning and academic achievement. We expect this	$3,392,884.00	No

Action #	Title	Description	Total Funds	Contributing
		action to continue reducing the achievement gap by providing resource support in academic achievement and addressing issues such as attendance rates, suspension rates, and behavior affecting Low-Income, Foster Youth, English Learners, and students experiencing homelessness. The impact of these instructional resources will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		
1.4	Technology Devices and Equipment	State and local assessment data, educational partner feedback, and other collected data indicate a need for technology devices and equipment to ensure the academic success of all students. This plan will ensure all students have access to this technology and promote equity and access to resources and activities, particularly benefiting low-income, Foster Youth, English Learners, and students experiencing homelessness. Recognizing access to technology as a critical 21st-century skill, we anticipate this action will continue to reduce the achievement gap by providing tech support in educational achievement and addressing areas such as attendance rates, suspension rates, and behavior affecting Low-Income, Foster Youth, English Learners, and students experiencing homelessness. The impact of these technology resources and support will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$296,387.00	Yes
1.5	Technology Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for technology resources and support to ensure the academic success of all students. This plan will equip teachers with the knowledge to assist students and families in choosing appropriate technology and applications, as well as utilizing data for progress monitoring on state standard implementation and student progress. Access, coupled with support for this technology, will increase the success of students, staff, and families and support growth in	$265,592.00	No

Action #	Title	Description	Total Funds	Contributing
		areas such as attendance rates, suspension rates, and behavior affecting learning and academic achievement. Recognizing access to technology as a critical 21st-century skill, we anticipate this action will continue to reduce the achievement gap by providing tech support in academic achievement and addressing areas such as attendance rates, suspension rates, and behavior affecting Low-Income, Foster Youth, English Learners, and students experiencing homelessness. The impact of these technology resources and support will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		
1.6	English Learner Support: Progress and Achievement Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for English Learner (EL) support, progress monitoring, and achievement support to ensure the academic success of all students. This plan will deploy credentialed and proficient teachers to oversee and cater to students through a specialized program designed to offer enhanced access to skill enhancement and opportunities for meeting academic standards within a dedicated and integrated framework. The Charter is committed to coordinating and implementing a tailored program for English learners across all grade levels. It is anticipated that this strategic initiative will contribute to narrowing the achievement gap by fostering increased student support and engagement, thereby yielding improved outcomes in attendance rates and suspension rates and mitigating behaviors that affect the learning and academic achievement of our Foster Youth and students experiencing homelessness. The impact of English Learner Progress and Achievement support will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$299,905.00	No
1.7	Intervention Support: Student Study Teams	State and local assessment data, educational partner feedback, and other collected data indicate a need for intervention support and student study teams to ensure the academic success of all students.	$125,592.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This plan will include our Student Success Coordinators and a comprehensive plan that will offer an analytical approach to intervention, addressing academic and socioemotional needs through a dedicated team tasked with delivering differentiated and student-centered support aligned with individual student requirements. By enhancing access to a diverse range of resources for students, staff, and families, this initiative aims to foster growth in attendance rates, reduce suspension rates, and mitigate behaviors hindering learning and academic achievement. This intervention will be accessible to all struggling students through both school-wide initiatives and individualized learning plans. The impact of student study teams and intervention support will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		
1.8	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for assessment support, academic achievement assessments, and management platform support to ensure the academic success of all students. This plan will mobilize essential personnel, including a Testing Coordinator and a Management Platform team, to streamline all systems and data management, enabling the identification and implementation of tailored intervention or enrichment strategies. Beginning in 2024, the integration of a new internet platform called DOMO will bolster the effectiveness and efficiency of the school's assessment procedures and accessibility to comparative data over multiple years for detailed evaluation. The impact of assessment support, academic achievement assessments, and management platform support will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$335,021.00	No
1.9	504 Student Support: Coordination of	State and local assessment data, educational partner feedback, and other collected data indicate a need for student support and coordination of	$37,311.00	No

Action #	Title	Description	Total Funds	Contributing
	Services for Students with 504s	services for students with 504s to ensure the academic success of all students. This plan will offer targeted interventions and opportunities aligned with the Student Study Team (SST) recommendations supported by the Multi-Tiered System of Support (MTSS). Coordinating and implementing this dedicated program aims to enhance student support and engagement, leading to improved outcomes in attendance rates, suspension rates, and behavior. This proactive approach is expected to contribute to closing the achievement gap for vulnerable student populations, including Foster Youth and students experiencing homelessness. The impact of the coordination of services and support for students with 504s will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		
1.10	Family Academic Success: Lending Library Support and Activities	State and local assessment data, educational partner feedback, and other collected data indicate a need for family academic success support and activities to ensure the academic success of all students. This plan will leverage available resources to provide targeted support focused on enhancing literacy, math, and arts skills. These resources will offer families greater accessibility to materials aimed at addressing skill gaps and promoting standards attainment. By coordinating and implementing this specialized program for students and families across all grade levels, The Charter aims to narrow the achievement gap and foster increased support and engagement. This proactive approach is expected to yield positive outcomes in attendance rates, suspension rates, and overall behavior, particularly among vulnerable student groups such as Foster Youth and students experiencing homelessness. The impact of family academic success through supportive resources available at the library will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$112,220.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Learning Recovery Block Grant	Learning Recovery Block Grant	$103,063.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Monarch River Academy will operate with strong parent and community involvement, including effective communication and opportunities for parent education.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the school identifies this goal and subsequent Actions as priorities for the school. Goal 2 is a broad goal focused on improving performance across the wide range of metrics listed below. Opportunities for parents and our community to engage and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the MRA community and promote educational success for their children.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Seek Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs	Initial Implementation Data Year: 2023-24 Data Source: Local Indicator Report	Full Implementation Data Year: 2024-25 Data Source: Local Indicator Report	Full Implementation Data Year: 2025-26 Data Source: Local Indicator Report	Full Implementation Data Source: Local Indicator Report	Increased to Full Implementation

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.

During the 2025–26 school year, implementation of Goal 2 actions was carried out largely as planned, with actions focused on strengthening educational partner engagement, communication systems, professional collaboration, and parent education opportunities within the LEA's flex based instructional model. Communication systems continued to expand through the charter website, newsletters, home letters, PAC meetings, Leadership meetings, Finance Forums, Supers in the Park events, curriculum fairs, and regional engagement opportunities. These systems supported ongoing communication between families, students, staff, leadership, and community educational partners throughout the school year.

Professional development opportunities were expanded through Personalized Professional Development Program (PPDP) sessions, intervention-focused trainings, MTSS collaboration, technology integration training, assessment support sessions, curriculum implementation meetings, and role-specific collaboration opportunities for instructional and support staff. These opportunities supported instructional consistency, intervention implementation, and collaboration across departments and service regions.

Substantive differences between planned actions and actual implementation occurred due to expanded communication efforts, increased educational partner participation opportunities, and additional professional development implementation throughout the school year. Increased outreach activities, website communication updates, asynchronous participation opportunities, and expanded collaboration meetings required additional coordination and technology support resources. Professional development implementation also expanded beyond originally anticipated planning to support intervention alignment, assessment implementation, Virtual Academy programming, and expanded staff collaboration.

One ongoing challenge involved balancing participation and scheduling across geographically dispersed counties and varied instructional models. To address this challenge, the LEA continued providing flexible participation opportunities through recorded trainings, virtual meetings, asynchronous communication systems, and regionally based engagement opportunities. Additional efforts focused on maintaining accessible communication pathways and increasing responsiveness to educational partner feedback throughout the year.

Despite these challenges, Goal 2 actions demonstrated strong effectiveness in supporting educational partner engagement, communication systems, professional collaboration, and school connectedness. Increased participation opportunities, expanded communication systems, and continued outreach efforts strengthened collaboration between families, students, teachers, support staff, and leadership teams.

Overall, implementation of Goal 2 actions supported continued expansion of educational partner involvement, professional collaboration systems, and accessible communication structures throughout the LEA. Continued focus on flexible participation opportunities, professional development implementation, communication accessibility, and educational partner engagement will remain priorities moving into the 2026–27 school year.

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

Overall, Goal 2 budgeted expenditures totaled approximately $117,408, while estimated actual expenditures totaled approximately $164,628, resulting in an overall difference of -$47,220 (40.22% over budget). The increase in expenditures was primarily associated with expanded implementation of professional development opportunities, increased educational partner engagement efforts, enhanced communication systems, additional staff collaboration opportunities, and expanded implementation of professional learning and outreach activities throughout the school year. Additional investments supported expanded communication accessibility, increased participation opportunities for educational partners, asynchronous and recorded professional development implementation, and strengthened collaboration systems across the LEA's geographically diverse flex based instructional model. Despite these variances, expenditures remained aligned with Goal 2 priorities focused on educational partner engagement, communication systems, professional development, collaboration, and schoolwide connectedness.

Action 2.1: Community Engagement and Communication: Website and Newsletter Communication Channels
The action of maintaining and enhancing communication platforms was implemented as planned and resulted in a variance of -$12,805 (13.46% over budget), which remained below the LEA materiality threshold. Expanded communication efforts, website updates, Axia communication support, marketing outreach, digital newsletters, curriculum provider series, and increased educational partner engagement initiatives contributed to the increased expenditures while strengthening communication systems across the LEA.

Action 2.2: Professional Development: Staff and Parent Support
The action of providing professional development and educational partner support resulted in a material difference of -$34,415 (154.66% over budget). Increased expenditures were associated with expanded all-staff professional development implementation, Personalized Professional Development Program (PPDP) opportunities, intervention-focused trainings, trauma-informed practices professional development, curriculum support sessions, assessment trainings, role-specific collaboration meetings, instructional coaching, travel expenses, and facility costs throughout the school year. Expanded professional learning opportunities strengthened instructional practices, collaboration systems, intervention implementation, and educational partner support services across the LEA.

Overall, material expenditure differences during the 2025–26 school year were primarily associated with expanded communication systems, increased professional development implementation, additional educational partner engagement opportunities, expanded accessibility supports, and continued investments in collaboration and outreach efforts within the LEA's flex based instructional model. Although expenditures exceeded original projections in some actions, the additional investments directly supported expanded implementation of communication systems, staff collaboration, educational partner engagement, flexible professional learning opportunities, and school connectedness aligned with Goal 2 priorities.

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

During the 2025–26 school year, the actions associated with Goal 2 were substantially implemented and demonstrated overall effectiveness in strengthening educational partner engagement, improving communication systems, expanding professional collaboration opportunities, and increasing accessibility to school supports across the LEA's flex based instructional model. Effectiveness was evaluated using educational partner feedback, participation data, professional development implementation records, survey responses, communication engagement metrics, and Local Indicator outcomes collected throughout the school year.

Action 2.1: Community Engagement and Communication
The action of enhancing community engagement and communication systems was implemented as planned and demonstrated strong overall effectiveness in increasing educational partner involvement and improving access to school-related information. Multiple communication systems, including the charter website, newsletters, home letters, PAC meetings, Leadership meetings, Finance Forums, Supers in the Park events, social media outreach, curriculum fairs, and regional engagement opportunities supported ongoing communication between the LEA and educational partners. Metrics indicating effectiveness included continued participation in educational partner meetings, increased access to leadership and support staff, strong family participation in school events and surveys, and expanded implementation of communication systems supporting engagement across multiple counties within the LEA's flex based instructional model.

Expanded communication accessibility, multilingual outreach efforts, virtual participation opportunities, and ongoing implementation of multiple communication pathways contributed to stronger school-home connections and increased educational partner engagement throughout the reporting year. Educational partner feedback consistently supported continued expansion of communication systems, accessibility supports, and leadership engagement opportunities.

While communication systems demonstrated overall effectiveness, ongoing challenges remained in maintaining consistent engagement and communication accessibility across geographically dispersed service regions and diverse instructional models. Continued implementation of flexible communication systems, asynchronous engagement opportunities, and regionally based outreach efforts remains an area of ongoing focus.

Action 2.2: Professional Development: Staff and Parent Support
The action of providing professional development for staff and educational partners was implemented as planned and demonstrated strong overall effectiveness in improving instructional consistency, strengthening intervention systems, increasing collaboration opportunities, and expanding educational partner support throughout the LEA. Expanded professional learning opportunities included Personalized Professional Development Program (PPDP) sessions, role-specific collaboration meetings, assessment trainings, intervention-focused support sessions, MTSS discussions, technology integration support, curriculum implementation trainings, trauma-informed practices training, instructional strategy development, and collaborative planning opportunities.

Metrics indicating effectiveness included increased participation in professional development opportunities, expanded staff collaboration systems, strengthened intervention implementation, increased accessibility through virtual sessions and recorded trainings, and positive educational partner feedback regarding communication systems and support structures. Flexible participation opportunities, including asynchronous professional learning modules, regionally based meetings, and recorded training sessions, supported increased accessibility and participation across multiple counties and service regions.

Professional development implementation contributed to improved coordination between departments, strengthened instructional support systems, expanded intervention planning collaboration, and increased consistency in communication and support practices across the LEA. Educational partner feedback indicated continued appreciation for flexible learning opportunities, increased accessibility to leadership and support staff, and expanded opportunities for collaboration and input throughout the school year.

While professional development implementation demonstrated overall effectiveness, participation and scheduling challenges continued within the geographically diverse independent study model. Continued focus on expanding flexible participation opportunities, asynchronous professional learning access, and regionally based collaboration supports will remain an area of ongoing improvement moving into the 2026–27 school year.

Overall, Goal 2 actions demonstrated positive effectiveness in strengthening communication systems, educational partner engagement, professional collaboration, and school connectedness throughout the 2025–26 school year. Expanded communication pathways, increased accessibility supports, flexible professional learning opportunities, and ongoing collaboration between families, students, staff, leadership teams, and community partners contributed to stronger educational partner participation and improved coordination across the LEA. Continued focus on communication accessibility, educational partner engagement, collaboration systems, and flexible professional development opportunities will remain priorities moving into the 2026–27 school year.

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.

No substantive changes were made to Goal 2, its associated metrics, target outcomes, or actions for the 2026–27 school year. Following review of implementation data, educational partner feedback, professional development participation, communication systems, and engagement outcomes, the LEA determined that the existing Goal 2 structure continues to effectively support educational partner involvement, communication systems, professional collaboration, and parent education opportunities within the flex based instructional model.

The LEA will continue monitoring educational partner participation, communication effectiveness, professional development implementation, and feedback systems to evaluate future adjustments 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	Community Engagement and Communication: Website and Newsletter Communication Channels	State and local assessment data, educational partner feedback, and other collected data indicate a need for community engagement and communication to ensure the academic success of all students. This plan will persist in offering various avenues for parent communication, such as the school website, home letters, and a weekly electronic newsletter. These platforms will facilitate effective school-to-parent communication, thereby fostering heightened participation in school	$113,359.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs and support. Enhanced access to and support with this communication and information will bolster the success of students, staff, and families, while also promoting growth in areas such as attendance rates, suspension rates, and behaviors impacting learning and academic achievement. Improved access to technology and information not only enhances academic performance but also cultivates a vital 21st-century skill set. The impact of community engagement and communication will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
2.2	Professional Development: Staff and Parent Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for professional development for staff and parents to ensure the academic success of all students. This plan will leverage its resources, including teacher trainers, regional coordinators, community educators, and contracted providers, to offer a range of services, professional development opportunities, and support for learning coaches/parents. This comprehensive approach will focus on increasing parent participation and efficacy through training, support, and the provision of materials and supplies tailored to academic achievement. Utilizing both formal and informal data collection and analysis methods, the school will continuously improve student outcomes by enhancing instructional techniques for English Learners, struggling students, Low-Income, and Foster youth. The impact of professional development will be measured through ongoing assessment using state and local assessment data, educational partner feedback, and other collected data.	$66,132.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Monarch River Academy will maintain a safe and positive school climate where all students are actively engaged in learning.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the school identifies this Goal and subsequent actions as priorities for the school. Goal 3 is a broad goal focused on improving performance across the wide range of metrics listed below. Students need to be actively engaged in school daily in order to become college and career-ready graduates. The number of students suspended and/or expelled needs to continue to decline in order to provide all students with a safe and positive school climate conducive to learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	99.43% Data Year: 2022-2023 Data Source: P-2	98.92% Data Year: 2023-24 Data Source: P-2	99.12% Data Year: 2024-25 Data Source: P-2	98% Data Source: P-2	• 0.31% decrease from baseline
3.2	Chronic Absenteeism All = District EL = English Learners FY = Foster Youth LI = Low-Income	All: 1.5% LI: 2.2% EL: ***% FY: ***% SWD: 2.9% 2MR: 0.8% LTEL: ***%	All: 4.2% LI: 5.4% EL: ***% FY: ***% SWD: 6.1% 2MR: 2.4% LTEL: ***%	All: 3.0% LI: 3.6% EL: ***% FY: ***% SWD: 6.1% 2MR: 3.4% LTEL: ****	All: < 4% LI: < 4% EL: < 4% FY: < 4% SWD: < 4% LTEL: < 4%	All: + 1.5% LI: + 1.4% EL: ***% FY: ***% SWD: + 3.2% 2MR: + 2.6% LTEL: ***%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SWD = Students With Disabilities 2MR = Two or More Races LTEL= Long Term English Learners	***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2022-23 Data Source: CA Dashboard	***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2023-24 Data Source: CA Dashboard	***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2024-25 Data Source: CA Dashboard	Data Source: DataQuest	We hit all the desired outcomes for chronic absenteeism with the exception of SWD.
3.3	Middle School Dropout Rate	2.99% Data Year: 2022-23 Data Source: CALPADS Fall 1	5.03% Data Year: 2023-24 Data Source: CALPADS Fall 1	3.33% Data Year: 2024-25 Data Source: CALPADS Fall 1 Report 8.1 Student Exit Category CALPADS Report 1.1 Student Enrollment	<=2.99% Data Source: CALPADS Fall 1	0.34% increase from baseline
3.4	High School Dropout Rate	0% Data Year: 2022-23 Data Source: DataQuest	4.79% Data Year: 2023-24 Data Source: DataQuest	0.51% Data Year: 2024-25 Data Source: CALPADS Report 15.1 Outcome Completers and Dropouts	<=2% Data Source: DataQuest	0.51% increase from baseline 1.49% below our three year goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	High School Graduation Rate	92.3% Data Year: 2022-23 Data Source: DataQuest	82.6 % Data Year: 2023-24 Data Source: Dataquest	90.6% Data Year: 2024-25 Data Source: CA Dashboard	94% Data Source: DataQuest	-1.7% decrease from baseline 3.4% away from the three year goal
3.6	Suspension Rate All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races LTEL= Long Term English Learners	All: 0% EL: 0% FY: 0% LI: 0% SWD: 0% 2MR: 0% LTEL: 0% Data Year: 2022-23 Data Source: CA Dashboard	All: 0% EL: 0% FY: 0% LI: 0% SWD: 0% 2MR: 0% LTEL: 0% Data Year: 2023-24 Data Source: CA Dashboard	All: 0% LI: 0% EL: 0% FY: 0% SWD: 0% 2MR: 0% LTEL: *** Performance Levels reported for >=30 students ***Exception for districts: Status reported for >=15 Data Year: 2024-25 Data Source: CA Dashboard	All: 0% EL: 0% FY: 0% LI: 0% SWD: 0% 2MR: 0% LTEL: 0% Data Source: CA Dashboard	No Difference
3.7	Expulsion Rate	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest	0% Data Year: 2024-25 Data Source: DataQuest	0% Data Source: DataQuest	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Sense of Safety and School Connectedness	Connectedness Students 93.88% Parents 96.3% Teachers 100% Safety Students 93.88% Parents 96.3% Teachers 98.11% Data Year: 2023-24 Data Source: Local Survey	Connectedness Students 93% Parents 98% Teachers 98% Safety Students 100% Parents 98% Teachers 100% Data Year: 2024-25 Data Source: Local Survey	Connectedness Students 91% Parents 91% Teachers 98% Safety Students 91% Parents 91% Teachers 98% Data Year: 2025-26 Data Source: Local Survey	Connectedness Students over 85% Parents over 85% Teachers over 85% Safety Students over 85% Parents over 85% Teachers over 85% Data Source: Local Survey	Connectedness Students - 2.88% Parents -5.3% Teachers - 2% Safety Students - 2.88% Parents -5.3% Teachers - 0.11

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.

During the 2025–26 school year, implementation of Goal 3 actions was carried out largely as planned, with actions focused on maintaining a safe, supportive, and engaging school climate where students remained connected to learning within the flex based instructional model. Implementation efforts included expanded MTSS coordination, intervention systems, school and community engagement opportunities, attendance monitoring, student transition supports, and targeted services for students requiring additional academic, behavioral, and social-emotional support.

Expanded MTSS systems and intervention coordination supported increased access to academic interventions, occupational therapy coordination, speech and language services, tutoring, school psychology services, SST processes, and individualized student support planning. Additional student engagement opportunities, including community arts programming, intramural sports, school clubs, PAC participation, field trips, enrichment opportunities, and transition support activities, contributed to increased school connectedness and educational partner involvement throughout the school year.

Attendance and school climate indicators demonstrated positive outcomes across multiple metrics. Attendance rates remained strong at 99.12%, exceeding the LEA desired outcome of 98%. Chronic absenteeism improved from 4.2% during the prior year to 3.0% during the reporting year, meeting the desired outcome for most student groups. Suspension and expulsion rates remained at 0% across all reportable

student groups, reflecting continued implementation of proactive school climate and intervention supports. Graduation rates also improved from 82.6% during the prior year to 90.6% during the reporting year.

While many indicators demonstrated positive progress, challenges remained in addressing chronic absenteeism rates and academic intervention alignment for Students with Disabilities. Students with Disabilities continued to demonstrate higher chronic absenteeism rates than other student groups, indicating the continued need for targeted intervention supports, attendance monitoring, and differentiated student engagement strategies. Continued enrollment growth and expansion of intervention and engagement opportunities also required increased coordination of staffing, supports, and schoolwide systems throughout the reporting year.

Despite these challenges, implementation of Goal 3 actions contributed to maintaining a positive school climate, strong student engagement opportunities, and expanded intervention systems across the LEA. Continued focus on MTSS implementation, attendance intervention systems, dropout prevention efforts, transition services, and targeted subgroup supports will remain priorities moving into the 2026–27 school year.

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

During the 2025–26 school year, material differences between budgeted expenditures and estimated actual expenditures were identified within Goal 3 actions as follows:

Overall, Goal 3 budgeted expenditures totaled approximately $1,861,240, while estimated actual expenditures totaled approximately $2,055,233, resulting in an overall difference of -$193,993 (10.42% over budget).. Increased expenditures were primarily associated with expanded MTSS and intervention services, increased community engagement programming, additional staffing supports, and expanded student support services implemented throughout the school year. Despite these variances, expenditures remained aligned with Goal 3 priorities focused on maintaining a safe, supportive, and engaging school climate for all students.

Action 3.1: MTSS Program: Coordination, Support and Supplies
The action of implementing the MTSS program was carried out as planned and resulted in a variance of -$145,977 (13.64% over budget), which remained below the LEA materiality threshold. Increased expenditures were associated with expanded student support services, including occupational therapy, speech and language support, tutoring, school psychology services, and MTSS intervention coordination supporting students requiring additional academic, behavioral, and social-emotional interventions.

Action 3.2: Enrichment Ordering: Coordination and Support
The action of coordinating and supporting enrichment ordering resulted in a variance of -$46,894 (12.18% over budget), which remained below the LEA materiality threshold. Increased enrichment participation, curriculum fairs, curriculum provider series, and expanded enrichment coordination efforts contributed to the increased expenditures while supporting increased student engagement opportunities and personalized learning experiences.

Action 3.3: School and Community Events Supplies

The action of providing supplies for school and community events resulted in a material difference of $9,562 (25.96% under budget). Reduced expenditures were primarily due to cost savings in event planning, lower supply costs, and strategic use of existing resources for community events, intramural sports, clubs, and student activities. Despite the savings, school and community engagement opportunities continued throughout the school year.

Action 3.4: School and Community Events Support
The action of deploying community engagement staff, including community arts educators, coaches, paras, and community engagement coordinators, resulted in a material difference of -$105,240 (71.25% over budget). Expanded implementation of intramural sports, community arts programming, student engagement activities, and staffing supports contributed to the increased expenditures. The increased support broadened student participation opportunities and strengthened school connectedness across the LEA.

Action 3.5: Homeless Youth Supplies
The action of providing support and supplies for homeless youth resulted in a material difference of $10,776 (44.82% under budget). Reduced expenditures were primarily due to lower supply and hotspot usage compared to projected estimates. Despite the savings, the LEA continued providing targeted support services, technology access, school supplies, and basic needs resources for students experiencing homelessness throughout the school year.

Action 3.6: Student Transition Support
The action of implementing student transition support services resulted in a material difference of $83,780 (42.39% under budget). Savings resulted from staffing adjustments and more efficient coordination of transition support services for students preparing for post-secondary opportunities, independent living, and graduation pathways. Despite reduced expenditures, transition services and individualized student supports remained available throughout the school year.

Overall, material expenditure differences during the 2025–26 school year were primarily associated with expanded MTSS implementation, increased community engagement opportunities, staffing adjustments, expanded intervention and student support services, and operational efficiencies identified throughout implementation. Despite these variances, services remained aligned with Goal 3 priorities and supported continued implementation of school climate initiatives, student engagement opportunities, MTSS coordination, intervention systems, and transition support services within the LEA’s flex based instructional model.

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

During the 2025–26 school year, the implementation of actions under Goal 3: Maintaining a Safe and Positive School Climate where All Students are Actively Engaged in Learning demonstrated overall effectiveness in supporting student engagement, school connectedness, intervention access, attendance improvement efforts, and expanded educational opportunities throughout the LEA’s flex based instructional model. Effectiveness was evaluated using California Dashboard indicators, attendance and chronic absenteeism data, graduation and dropout data, participation metrics, intervention monitoring systems, local survey results, and educational partner feedback.

Action 3.1: MTSS Program: Coordination, Support, and Supplies
The MTSS program remained effective in supporting the academic, behavioral, and social emotional needs of students through expanded intervention coordination, occupational therapy supports, speech and language services, tutoring, school psychology services, and SST

collaboration systems. Expanded MTSS implementation strengthened individualized student support planning and intervention alignment for Low-Income students, English Learners, Foster Youth, and Students with Disabilities. Chronic absenteeism rates improved overall from 4.2% at baseline to 3.0%, and suspension and expulsion rates remained at 0%, reflecting continued effectiveness of school climate and intervention systems. While implementation remained strong, educational partner feedback and subgroup performance data continued to support the need for ongoing targeted intervention planning and differentiated supports for some student groups.

Action 3.2: Enrichment Ordering: Coordination and Support
The enrichment ordering and coordination process remained effective in expanding personalized learning opportunities and student engagement. Students participated in enrichment programs, curriculum fairs, extracurricular activities, community arts opportunities, intramural sports, and supplemental learning experiences aligned with the independent study instructional model. Increased participation in enrichment activities reflected continued educational partner interest in student centered learning opportunities and supported expanded engagement across multiple grade levels and student groups.

Action 3.3: School and Community Events Supplies
The provision of supplies and resources for school and community events remained effective in strengthening family engagement, student participation, and school connectedness. Resources supported field trips, PAC meetings, intramural sports, student clubs, graduation activities, community events, and parent engagement opportunities throughout the LEA. Educational partner feedback and participation data reflected continued positive engagement in school sponsored activities designed to strengthen community connections and school climate.

Action 3.4: School and Community Events Support
Community engagement staff, community arts educators, coaches, paraprofessionals, and student activities personnel remained effective in expanding opportunities for student participation and family engagement. Expanded programming in community arts, student activities, schoolwide engagement opportunities, and intramural sports increased student involvement and strengthened school connectedness across service regions. Increased educational partner participation in events and activities supported stronger relationships between students, families, staff, and leadership teams.

Action 3.5: Homeless Youth Supplies
The action of providing support services and supplies for students experiencing homelessness remained effective in reducing barriers to participation and improving educational access. Technology supports, hotspots, school supplies, transportation assistance, and basic needs resources supported continued participation in instruction and school activities for students experiencing homelessness. Although expenditures were lower than projected, services remained available throughout the school year and continued supporting student engagement and access to educational opportunities.

Action 3.6: Student Transition Support
Student Transition Program supports remained effective in helping students prepare for post secondary opportunities, graduation pathways, college and career readiness, dual enrollment participation, and independent living. Transition support staff provided individualized guidance and academic planning resources for students navigating educational transitions and future planning opportunities. Graduation rates improved from 82.6% at baseline to 90.6%, while dropout prevention and re-engagement systems continued supporting students requiring additional transition and graduation pathway assistance, including Students with Disabilities and Foster Youth.

Summary of Effectiveness:
Overall, Monarch River Academy's implementation of Goal 3 actions during the 2025–26 school year demonstrated positive effectiveness in supporting student engagement, intervention systems, school connectedness, attendance improvement efforts, and educational partner involvement. Expanded MTSS implementation, intervention coordination, enrichment opportunities, school climate activities, transition supports, and community engagement programming contributed to improved participation and strengthened support systems throughout the LEA. Continued focus on chronic absenteeism reduction, targeted subgroup supports, intervention alignment, and expanded student engagement opportunities will remain priorities moving into the 2026–27 school year.

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.

No substantive changes were made to Goal 3, its associated metrics, target outcomes, or actions for the 2026–27 school year. Following review of implementation data, educational partner feedback, student engagement outcomes, MTSS supports, enrichment participation, and community involvement efforts, the LEA determined that the existing Goal 3 structure continues to effectively support student engagement, school connectedness, intervention systems, and access to enrichment and transition supports within the flex based instructional model.

The LEA will continue monitoring student engagement, attendance trends, MTSS implementation, school climate indicators, enrichment participation, and transition support systems to evaluate future adjustments 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
3.1	MTSS Program: Coordination, Support and Supplies	State and local assessment data, educational partner feedback, and other collected data indicate a need for the MTSS program, coordination, support, and supplies to ensure the academic success of all students. This plan will provide targeted services, academic supports, and social-emotional tools by implementing a plan to provide differentiated learning, student-centered learning that is individualized to student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. The impact of the Multi-Tiered Program Implementation and Coordination will provide appropriately identified academic, social-emotional, and behavioral support for our Low-Income, Foster Youth, English Learner students, and students experiencing homelessness.	$1,572,074.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Enrichment Ordering: Coordination and Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment ordering, coordination, and support to ensure the academic success of all students. This plan will provide training to parents and students, as well as an onboarding partnership to introduce new and returning students to the many vendors who provide enrichment services and products. Teachers create a student-centered learning plan with individualized student needs identified. These systems, along with team support, increase accessibility to the number of resources that students, staff, and families have to support growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement through enrichment opportunities. The impact of enrichment coordination and support will continue to reduce the achievement gap by providing enrichment and addressing the areas of attendance rates, suspension rates, and the behavior that affects our Low-Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$453,433.00	No
3.3	School and Community Events: Supplies	State and local assessment data, coupled with educational partner feedback, underscore the critical need for supplies for school and community events aimed at enhancing parent engagement for all students, including those classified as Low-Income (LI), Foster Youth (FY), English Learner students (EL), and homeless youth (HY). This plan entails procuring various supplies essential for school and community events, such as academic field trip location deposits, field trip supplies including educational materials and equipment, first aid supplies for field trips to ensure student safety, academic adventure day supplies for engaging and enriching lessons, prizes for student engagement to incentivize participation, intramural sports equipment and covering traveling costs for transportation to and from events. Additionally,	$28,639.00	No

Action #	Title	Description	Total Funds	Contributing
		resources will be allocated to ensure clubs for students of all grade levels throughout the school year have the necessary supplies, and an annual Parent Advisory Committee meeting will be facilitated with adequate materials. The coordination of these supplies aims to support the smooth execution of events, engaging both students and parents and leading to heightened participation and academic achievement on state and local assessments for unduplicated students. The impact of school and community events supplies provides the opportunity for connections between education and the community will persist in narrowing the achievement gap.		
3.4	School and Community Events: Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for parent engagement for all students, including our Low-Income (LI), Foster Youth (FY), English Learner students (EL), and homeless youth (HY). Identified in the metric section is the need for support to narrow achievement gaps, particularly when parent engagement and participation increase. This plan will mobilize teams under the Director of Community Services to engage parents, including staff for field trips, community arts educators for adventure days, and coaches for sports. These efforts aim to enhance parent involvement through various channels such as newsletters, monthly meetings, and academic events, ultimately improving academic outcomes, particularly for underrepresented student groups. While primarily targeting specific demographics, these initiatives will benefit all students across the school. The impact of school and community events fostering connections between education and the community will persist in narrowing the achievement gap.	$468,123.00	No
3.5	Homeless Youth Supplies	State and local assessment data, educational partner feedback, and other collected data indicate a need for supplies and services to be provided to foster youth and students experiencing homelessness.	$28,740.00	No

Action #	Title	Description	Total Funds	Contributing
		This plan will utilize its transition teams with the local county to provide coordination and implementation of supplies and services for foster youth and students experiencing homelessness. This plan will provide several types of academic supplies, internet access, and technology resources. The impact of homeless youth support will continue to reduce the achievement gap through increased student support and engagement, which will result in more success in the areas of attendance rates, suspension rates, and the behavior that affects our Foster Youth and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
3.6	Student Transition Program: Support	Data from state and local assessments, feedback from educational partners, and other sources highlight the necessity for expanded opportunities within a transition program. This initiative aims to foster a sense of safety, connectedness, and readiness for college and career pathways, proven to enhance attendance rates and academic success. By offering avenues for students to cultivate leadership and collaboration skills, the transition program will boost engagement and academic achievement levels. This plan will enlist a team of trained educators overseen by the Director of Transition and Student Support to expand opportunities for student involvement in clubs, leadership development, and academic competitions/events, fostering confidence and leadership skills. Through collaborative efforts, the team will deliver a flexible and personalized learning experience, addressing post-secondary education, employment, and independent living needs for all high school students, including those with disabilities. The provision of transition programs and support by the Charter will facilitate smooth transitions between educational stages and offer linkage opportunities post-graduation, enhancing student engagement and preparedness for future endeavors. The impact of the student transition program and support will continue to reduce the achievement gap through increased student support and engagement, which will result in more success in the areas of attendance	$133,835.00	No

Action #	Title	Description	Total Funds	Contributing
		rates, suspension rates, and the behavior that affects our Foster Youth and students experiencing homelessness, as measured by state and local assessment data, educational partner feedback, and other collected data.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Monarch River Academy will guide and prepare all students for college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partners consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 4 is a broad goal focused on improving performance across the wide range of metrics listed below.
Students need to be actively engaged in school daily in order to become college and career-ready graduates. To achieve this, we must continue to reduce suspensions and expulsions, improve Smarter Balanced scores, increase A-G completion rates, consistently improve EL reclassification rates, and enhance the breadth of course offerings throughout high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Smarter Balanced/CAASPP ELA Met or Exceeded Standard All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races	All: 46.42% EL: ***% LI: 35.91% FY: ***% SWD: 16.66% 2MR: 52.31% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested.	All: 45.60% EL: ***% LI: 41.86% FY: ***% SWD: 13.12 2MR: 49.35% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer	All: 47.34% EL: ***% LI: 43.67% FY: ***% SWD: 21.06% 2MR: 48.65% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer	All: 49.42% EL: ***% LI: 37.41% FY: ***% SWD: 18.16% 2MR: 53.81% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer	All: + 0.92% EL: ***% LI: + 7.76% FY: ***% SWD: + 4.4% 2MR: - 3.66% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LTEL= Long Term English Learner	Data Year: 2022-23 Data Source: CAASPP/ELPAC Dashboard	than 11 students were tested. Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard	than 11 students were tested. Data Year: 2024-25 Data Source: CAASPP/ELPAC Dashboard	than 11 students were tested. Data Source: CAASPP/ELPAC Dashboard	than 11 students were tested.
4.2	Smarter Balanced/CAASPP Math Met or Exceeded Standard All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races LTEL= Long Term English Learner	All: 31.02% EL: ***% LI: 19.01% FY: ***% SWD: 16.00% 2MR: 24.61% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2022-23 Data Source: CAASPP/ELPAC Dashboard	All: 29.28% EL: ***% LI: 22.26% FY: ***% SWD: 11.48% 2MR: 27.28% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 15 students were tested. Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard	All: 33.07% EL: ***% LI: 28.48% FY: ***% SWD: 22.36% 2MR: 44.59% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2024-25 Data Source: CAASPP/ELPAC Dashboard	All: 34.02% EL: ***% LI: 20.51% FY: ***% SWD: 17.5% 2MR: 26.11% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: CAASPP/ELPAC Dashboard Dataquest	All: + 2.05% EL: ***% LI: + 9.47% FY: ***% SWD: + 6.36% 2MR: + 19.98% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested.
4.3	A-G Completion Rate	11.5% Data Year: 2022-23	21.7% Data Year: 2023-24	30.2% Data Year:	20% Data Source: CA Dashboard	18.7% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard Additional Reports	Data Source: CA Dashboard Additional Reports	2024-25 Data Source: CA Dashboard Additional Reports	Additional Reports	
4.4	CTE Pathway Completion Rate	3.8% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports	0% Data Year: 2023-24 Data Source: CA Dashboard Additional Reports	3.8% Data Year: 2024-25 Data Source: CA Dashboard Additional Reports Local Report	1% Data Source: CA Dashboard Additional Reports	0.0% increase from baseline
4.5	A-G Completion and CTE Pathway Completion Combined Rate	0% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports	0% Data Year: 2023-24 Data Source: CA Dashboard Additional Reports	1.9% Data Year: 2024-25 Data Source: CA Dashboard Additional Reports	1% Data Source: Dashboard Additional Reports	1.9% increase from baseline
4.6	EL students making progress toward English Proficiency	***% Data Year: 2022-2023 ELPAC ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: CA Dashboard	***% Data Year: 2022-2023 ELPAC ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: CA Dashboard	***% Data Year: 2024-25 ELPAC ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Source: CA Dashboard	20% Data Source: CA Dashboard	No Reportable Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CA Dashboard			
4.7	EL Reclassification Rate	17% Data Year: 2022-23 Data Source: CALPADS Fall Reports 23.24 SY 8.1 & 2.16	31% Data Year: 2023-24 Data Source: CALPADS Fall Reports 23.24 SY 8.1 & 2.16	67% Data Year: 2024-25 Data Source: CALPADS Fall Reports 24.25 SY 8.1 & 2.16	20% Data Source: CALPADS Fall Reports 23.24 SY 8.1 & 2.16	50% increase from baseline
4.8	AP Passage Rate	We will not offer AP classes moving forward so the metric is not included.	Not Applicable	Not Applicable	Not Applicable	No Difference
4.9	EAP ELA	63.63 % college-ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP/ELPAC Dashboard	47.73% college-ready or conditionally ready Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard	52.78% college-ready or conditionally ready Data Year: 2024-25 Data Source: CAASPP/ELPAC Dashboard	64% college-ready or conditionally ready Data Source: CAASPP/ELPAC Dashboard	-10.85% decrease from baseline
4.10	EAP MATH	19.05 % college-ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP/ELPAC Dashboard	18.18% college-ready or conditionally ready Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard	25.00% college-ready or conditionally ready Data Year: 2024-25 Data Source: CAASPP/ELPAC Dashboard	19% college ready or conditionally ready Data Source: CAASPP/ELPAC Dashboard	5.95% increase from baseline
4.11	Attendance Rate	98.92%	98.92%	99.12%	98%	0.20% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Data Source: P-2	Data Year: 2023-24 Data Source: P-2	Data Year: 2024-25 Data Source: P-2	Data Source: P-2	
4.12	Chronic Absenteeism All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races LTEL= Long Term English Learner	All: 1.5% LI: 2.2% EL: ***% FY: ***% SWD: 2.9% 2MR: 0.8% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2022-23 Data Source: CA Dashboard	All: 4.2% LI: 5.4% EL: ***% FY: ***% SWD: 6.1% 2MR: 2.4% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2023-24 Data Source: CA Dashboard	All: 3.0% LI: 3.6% EL: ***% FY: ***% SWD: 6.1% 2MR: 3.4% LTEL: **** ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2024-25 Data Source: CA Dashboard	All: < 4% LI: < 4% EL: < 4% FY: < 4% SWD: < 4% 2MR: < 4% LTEL: < 4% Data Source: CA Dashboard	All: + 1.5% LI: + 1.4% EL: ***% FY: ***% SWD: + 3.2% 2MR: + 2.6% LTEL: ***% We hit all the desired outcomes for chronic absenteeism with the exception of SWD.
4.13	Middle School Dropout Rate	2.99% Data Year: 2022-23 Data Source: CALPADS 8.1 CALPADS 1.1	5.03% Data Year: 2023-24 Data Source: CALPADS 8.1 CALPADS 1.1	3.33% Data Year: 2024-25 Data Source: CALPADS 8.1 CALPADS 1.1	<=2.99% Data Source: CALPADS 8.1 CALPADS 1.1	0.34% increase from baseline
4.14	High School Dropout Rate	0% Data Year:	4.79% Data Year:	0.51% Data Year:	<=2.99% Data Source:	0.51% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23 Data Source: CALPADS Report 15.1	2023-24 Data Source: CALPADS Report 15.1	2024-25 Data Source: CALPADS Report 15.1	CALPADS Report 15.1	2.48% below our three year goal
4.15	High School Graduation Rate	92.3% Data Year: 2022-23 Data Source: CA Dashboard	82.6 % Data Year: 2023-24 Data Source: CA Dashboard	90.6% Data Year: 2024-25 Data Source: CA Dashboard	94% Data Source: CA Dashboard	-1.7% decrease from baseline 3.4% away from the three year goal
4.16	Broad Course of Study All = District EL = English Learners LI = Low-Income SWD = Students With Disabilities LTEL= Long Term English Learner	Students meeting A-G requirements: All: 9th: 94% 10th: 88% 11th: 48% 12th: 12% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 50% 10th: 54.76% 11th: ***% 12th: ***% SWD: 9th: ***% 10th: 16.67% 11th: ***%	Students meeting A-G requirements: All: 9th: 91.89% 10th: 77.50% 11th: 58% 12th: 37.50% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 23.53% 10th: 16.13% 11th: 20.69% 12th: 50% SWD: 9th: 14.71% 10th: 6.45% 11th: 13.79%	Students meeting A-G requirements: All: 9th: 100% 10th:93% 11th: 65% 12th: 39% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 40% 10th: 52% 11th: 53% 12th: 36% SWD: 9th: 21% 10th: 9% 11th: 24%	Students meeting A-G Requirements All: 9th: 93.39% 10th: 79.0% 11th: 59.19% 12th: 39 % EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 25.03% 10th: 17.63% 11th: 22.19% 12th: 51.5% SWD: 9th: 16.21% 10th: 7.95% 11th: 15.29%	Students meeting A-G Requirements All: 9th: +6% 10th: +5% 11th: +17% 12th: +27% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: -10% 10th: -2.76% 11th: ***% 12th: ***% SWD: 9th: ***% 10th: -7.67% 11th: ***%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12th: ***% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% Data Year: 2022-23 ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Source: Local Data	12th: 0% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% Data Year: 2023-24 ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Source: Local Data	12th: 18% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% Data Year: 2024-25 ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Source: Local Data	12th: 1.5% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Source: Local Data	12th: ***% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Source: Local Data

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.

During the 2025–26 school year, implementation of Goal 4 actions was carried out largely as planned, with actions focused on expanding college and career readiness opportunities, strengthening secondary student support systems, increasing academic planning supports, and improving access to post-secondary pathways. Implementation efforts included expanded counseling supports, college and career readiness planning, dual enrollment opportunities, A-G monitoring systems, career pathway coordination, and secondary intervention supports.

College and career readiness indicators demonstrated positive growth during the reporting year. The A-G Completion Rate increased from 11.5% at baseline to 30.2%, while participation in dual enrollment opportunities increased from 13% at baseline to 30%. The combined A-G and CTE Completion Rate also improved from 0% to 1.9%. Expanded counseling supports, academic planning systems, intervention monitoring, and secondary student support structures contributed to increased student participation in college and career readiness opportunities.

Secondary student support systems, including Student Success Teams, Virtual Academy supports, graduation monitoring systems, and individualized academic planning opportunities, continued to support students in navigating graduation requirements, college readiness expectations, and post-secondary transitions. Counseling and transition support systems also expanded support for students requiring additional academic intervention, graduation pathway planning, and college and career advising.

Substantive differences between planned actions and actual implementation occurred due to increased participation in counseling services, expanded academic planning needs, increased secondary intervention coordination, and additional dual enrollment and college readiness supports implemented throughout the school year. Continued growth in secondary enrollment and expanded college and career readiness programming required increased coordination of counseling, intervention, and academic support systems.

While Goal 4 actions demonstrated positive outcomes, challenges remained in improving EAP College and Career readiness indicators in ELA and maintaining consistent college readiness outcomes across all student groups. Continued focus on advanced literacy instruction, individualized academic planning, intervention supports, and post-secondary readiness systems will remain necessary to strengthen long-term student outcomes.

Overall, implementation of Goal 4 actions contributed to expanded college and career readiness opportunities, increased participation in dual enrollment and A-G coursework, strengthened counseling and transition support systems, and improved access to post-secondary pathways. Continued focus on secondary intervention systems, academic planning, counseling supports, and college and career readiness opportunities will remain priorities moving into the 2026–27 school year.

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

During the 2025–26 school year, material differences between budgeted expenditures and estimated actual expenditures were identified within Goal 4 actions as follows:

Overall, Goal 4 budgeted expenditures totaled approximately $327,418, while estimated actual expenditures totaled approximately $374,208, resulting in an overall difference of -$46,790 (14.29% over budget). Increased expenditures were primarily associated with expanded counseling supports, college and career readiness coordination, dual enrollment participation, transcript monitoring systems, and additional academic planning services implemented throughout the school year. Despite these variances, expenditures remained aligned with Goal 4 priorities focused on college and career readiness, graduation planning, A-G completion, and expanded post secondary opportunities for students.

Action 4.1: College and Career Indicators (CCI): Navigating Readiness and Success Pathways
The action of expanding college and career readiness initiatives resulted in a variance of -$5,174 (10.31% over budget), which remained below the LEA materiality threshold. Increased expenditures supported implementation of college and career readiness activities, Edmentum software supports, and expanded coordination of CTE and A-G pathway services throughout the school year.

Action 4.2: Secondary Support: Student Success Teams and Virtual Support

The action of providing secondary support through student success teams and virtual support services resulted in a variance of -$30,286 (13.60% over budget), which remained below the LEA materiality threshold. Increased expenditures were associated with expanded secondary support coordination, virtual academic support systems, and additional personnel support services that strengthened student engagement and academic monitoring across secondary grade levels.

Action 4.3: High School Counseling Support
The action of providing high school counseling services resulted in a material difference of -$11,330 (20.79% over budget). Expanded counseling supports contributed to increased academic planning services, A-G monitoring, graduation planning, college and career readiness coordination, and individualized student support services. Increased demand for counseling services and expanded implementation of college and career readiness supports contributed to the higher expenditures during the reporting year.

Overall, material expenditure differences during the 2025–26 school year were primarily associated with expanded counseling supports, increased student participation in college and career readiness programming, operational efficiencies within virtual support systems, and continued implementation of post secondary planning and dual enrollment opportunities. Despite these variances, services remained aligned with Goal 4 priorities and supported continued implementation of college and career readiness systems, A-G monitoring, graduation planning, dual enrollment expansion, and individualized student academic planning throughout the LEA's flex based instructional model.

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

During the 2025–26 school year, the implementation of Goal 4 actions demonstrated overall effectiveness in strengthening college and career readiness systems, expanding post secondary opportunities, increasing A-G completion outcomes, and improving academic planning and graduation support systems throughout the LEA's flex based instructional model. Effectiveness was evaluated using California Dashboard indicators, A-G completion data, Broad Course of Study metrics, dual enrollment participation rates, graduation data, transcript monitoring systems, and educational partner feedback.

Action 4.1: College and Career Indicators (CCI)
The implementation of college and career readiness initiatives remained effective in expanding student access to A-G coursework, CTE pathways, dual enrollment opportunities, and post secondary planning supports. A-G Completion Rates increased significantly from 11.5% at baseline to 30.2% during the reporting year. The combined A-G and CTE completion rate increased from 0% at baseline to 1.9%, reflecting expanded access to career pathway opportunities and continued implementation of college and career readiness systems. Expanded counseling coordination, transcript monitoring, and individualized academic planning contributed to increased student participation in college and career readiness pathways.

Action 4.2: Secondary Support and Virtual Assistance
Secondary support systems and virtual student support services remained effective in strengthening student engagement, academic monitoring, graduation planning, and individualized intervention coordination. Student Success Teams, virtual support staff, counselors, and intervention personnel provided ongoing academic guidance and progress monitoring support throughout the school year. These systems contributed to improved student participation, expanded intervention coordination, and strengthened academic planning supports for students across multiple grade levels and student groups.

Action 4.3: High School Counseling
High school counseling services remained effective in strengthening academic planning, A-G monitoring, graduation pathway support, and post secondary readiness planning. Increased counseling supports contributed to improved transcript monitoring systems, expanded college and career readiness planning opportunities, and increased student participation in dual enrollment and academic advising services. Educational partner feedback reflected continued appreciation for individualized counseling support and graduation planning assistance provided throughout the secondary program. Increased demand for counseling services throughout the reporting year also demonstrated the importance of maintaining expanded counseling and academic support systems.

Action 4.4: Dual/Concurrent Enrollment
Dual enrollment and concurrent enrollment supports remained effective in expanding access to college coursework opportunities and post secondary readiness experiences. Student participation in dual enrollment opportunities increased from 13% at baseline to 30% during the reporting year, reflecting expanded student access to college level coursework and academic advancement opportunities. Supplies, instructional materials, and participation supports contributed to successful implementation of dual enrollment opportunities and strengthened college readiness pathways for participating students.

Overall, implementation of Goal 4 actions during the 2025–26 school year contributed to positive progress in college and career readiness outcomes, expanded post secondary access, improved A-G completion rates, increased dual enrollment participation, and strengthened individualized academic planning systems. Continued focus on counseling supports, transcript monitoring, graduation pathway planning, targeted intervention supports, and expansion of college and career readiness opportunities will remain priorities moving into the 2026–27 school year.

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.

No substantive changes were made to Goal 4, its associated metrics, target outcomes, or actions for the 2026–27 school year. Following review of implementation data, college and career readiness outcomes, graduation monitoring systems, A-G completion trends, dual enrollment participation, and educational partner feedback, the LEA determined that the existing Goal 4 structure continues to effectively support post secondary readiness, individualized academic planning, college and career pathway development, and expanded student access to graduation and post secondary opportunities within the flex based instructional model.

The LEA will continue monitoring college and career readiness indicators, graduation outcomes, dual enrollment participation, transcript monitoring systems, and educational partner feedback to evaluate future adjustments 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
4.1	College and Career Indicators (CCI): Navigating Readiness and Success Pathways	State and local assessment data, along with educational partner feedback and other gathered insights, highlight the necessity to enhance opportunities for students in expanding College and Career initiatives for post-secondary success. This will involve addressing new requirements for College and Career Indicators (CCI), encompassing CTE Pathways, A-G courses, and other relevant CCI benchmarks. This initiative aims to ensure that unduplicated students have the opportunity to fulfill College and Career Indicator (CCI) and A-G college requirements, supported by academic assistance to promote college and career readiness, fostering higher academic achievement through improved attendance. The Charter is committed to expanding CTE and A-G course offerings to cultivate leadership and collaboration skills, enhancing student engagement and academic performance, alongside course completion for college and career readiness. A team of trained high school support specialists and counselors, overseen by the high school director, to facilitate student participation in CCI, CTE, and A-G courses and programs. This approach is expected to result in increased enrollment and achievement in CCI readiness, CTE, and A-G courses, demonstrating enhanced school engagement and college and career readiness. Coordination of multiple support systems within CCI, CTE, and A-G programs is expected to further bolster connectedness and readiness for college and career pathways. The impact of college and career indicators for readiness and success pathways will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our foster youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	$51,503.00	Yes
4.2	Secondary Support: Student Success Teams and Virtual Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved by providing a secondary student success team and an online virtual specialist to improve outcomes for middle and high school students through support and progress monitoring. Our Low-Income, Foster Youth,	$197,916.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and English Learner middle and high school students have the opportunity for continued growth in several areas, including dropout rates, graduation rates, CCI indicators, concurrent enrollment, AP pass rates, and meeting or exceeding standards using the CAASPP according to the most current state and local data. The secondary student success team and leadership team will implement a program to ensure all students meet their academic goals, including, but not limited to weekly progress monitoring, the assignment of appropriate student support, and meetings with students and families. By providing the secondary student success team, Monarch River Academy believes there will be student improvement outcomes for middle and high school students, including course completion rates, graduation rates, and achievement on state and local assessments. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
4.3	High School Counseling Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities to provide high school counseling support to students to ensure academic guidance and support for meeting A-G requirements and ensuring college and career readiness by providing support and monitoring the academic achievement and learning progress of Monarch River Academy's unduplicated students. Our Low-Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in several areas, including dropout rates, graduation rates, CCI indicators, concurrent enrollment, AP pass rates, and meeting or exceeding standards using the CAASPP according to the most current state and local data. The counseling team will implement a program to ensure all students meet their academic goals, including meeting with students and families. By providing the counseling team, Monarch River Academy believes student	$55,447.00	No

Action #	Title	Description	Total Funds	Contributing
		outcomes for middle and high school students, including course completion rates, graduation rates, and achievement on state and local assessments, will improve. We expect this action will continue to reduce the achievement gap through increased student support and engagement, resulting in more success in the areas of attendance rates, suspension rates, and the behavior affecting our Foster Youth and students experiencing homelessness, as measured by state and local assessment data, educational partner feedback, and other collected data.		
4.4	Dual/Concurrent Enrollment Supplies	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for the expansion of dual enrollment options for high school students, which is a high priority for student success. The high school success team, directors, and counseling team will plan and collaborate to support students in meeting A-G requirements to ensure college and career readiness by providing dual and concurrent enrollment opportunities to increase the academic achievement and learning progress of Monarch River Academy's unduplicated students. Our Low-Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in dual enrollment options and meeting or exceeding standards using the CAASPP according to the most current state and local data. The high school support team will implement a program to ensure all students meet their academic goals and expand dual/concurrent enrollment as needed when they meet with students and families. By providing expanded dual/concurrent enrollment opportunities, Monarch River Academy believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement on state and local assessments, will improve. We expect this action will continue to reduce the achievement gap through increased student support and engagement, resulting in more success in the areas of attendance rates, suspension rates, and the behavior affecting our Foster Youth and students experiencing homelessness, as measured	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		by state and local assessment data, educational partner feedback, and other collected data.		

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
$1,509,517	$0

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
9.896%	0.000%	$0.00	9.896%

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
1.2	**Action:** Regional Coordinators **Need:** To provide effective coordination and support for unduplicated pupils, including Low-Income, Foster Youth, English Learner students, and homeless youth, by deploying regional coordinators to facilitate equitable access to resources and ensure consistent implementation of student success initiatives.	This action addresses the need for effective coordination and support in student success initiatives by deploying regional coordinators to facilitate equitable access to resources, provide guidance, and ensure consistency in implementation for all students. This initiative is provided on an LEA-wide basis to ensure uniformity and fairness in student support efforts, promoting collaboration and addressing the diverse needs of students across the district,	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	thereby reinforcing the charter's commitment to equity and academic excellence for all students.	
1.4	**Action:** Technology Devices and Equipment **Need:** To provide access to technology and learning platforms for all students, especially for low income, Foster Youth, English Learner students, and students experiencing homelessness. This is necessary to support students and teachers in monitoring the academic progress of unduplicated students and to ensure equity and access to resources and activities to increase success. **Scope:** LEA-wide	This action addresses the need for equitable access to technology by utilizing the charter's resources to procure devices and software, establish a lending library for temporary access, and ensure fair distribution, especially benefiting underserved populations. This initiative is provided on an LEA-wide basis to ensure equitable access to technology resources and support services, promoting consistency and fairness and addressing the needs of underserved populations, thus demonstrating the charter's commitment to equity and academic success for all students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16
1.7	**Action:** Intervention Support: Student Study Teams **Need:** To provide Student Study Team support tailored to the needs to all students including unduplicated student groups. **Scope:** LEA-wide	This action addresses the need for Student Study Teams to provide tailored support for low-income students, foster youth, English learner students, and homeless youth. Addresses the identified need for additional support tailored to their specific needs, including mental health and academic support. This initiative is provided on an LEA-wide basis to foster growth in attendance rates, reduce suspension rates, and mitigate obstacles to learning for all struggling students, thus ensuring equity and access to support services across the entire district.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16

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
2.1	**Action:** Community Engagement and Communication: Website and Newsletter Communication Channels **Need:** To provide enhanced community engagement and communication channels, the implementation of various platforms, including the school website, home letters, and a weekly electronic newsletter, fosters heightened participation in school programs and support, ensuring equity and access to information on an LEA-wide basis, ultimately promoting student success and academic achievement. **Scope:** LEA-wide	This action addresses the need for enhanced community engagement and communication channels by implementing various platforms, including the school website, home letters, and a weekly electronic newsletter, fostering heightened participation in school programs and support ultimately promoting student success and academic achievement. This initiative is provided on an LEA-wide basis to ensure consistency, fairness, and equitable access to communication resources and information, thereby fostering a collaborative school-home partnership that supports the success and academic achievement of all students across the district.	2.1
3.1	**Action:** MTSS Program: Coordination, Support and Supplies **Need:** To provide targeted services, academic supports, and social-emotional tools to address the specific needs of all student populations and promote their overall success. **Scope:** LEA-wide	The action addresses the need for targeted services, academic support, and social-emotional tools to meet the specific needs of all student populations and enhance their overall success. This initiative is provided on an LEA-wide basis to ensure equitable access to differentiated learning, student-centered approaches tailored to individual student needs, and the alignment of systems crucial for academic, behavioral, and social advancement for all students.	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
4.1	**Action:** College and Career Indicators (CCI): Navigating Readiness and Success Pathways	This action addresses the need for increased opportunities for students to participate in	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16

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
	Need: To provide targeted services, academic supports, and social-emotional tools to address the specific needs of all student populations and promote their overall success. **Scope:** LEA-wide	expanding College and Career opportunities for post-secondary success. This initiative is provided on an LEA-wide basis to ensure that all students within the district have equitable access to expanded College and Career opportunities.	
4.2	**Action:** Secondary Support: Student Success Teams and Virtual Support **Need:** To provide improved outcomes for middle and high school students through the implementation of a secondary student success team and online virtual specialist to support progress monitoring. **Scope:** LEA-wide	This action addresses the need for increased opportunities for student involvement and improved outcomes for middle and high school students, facilitated by the implementation of a secondary student success team and an online virtual specialist, aimed at providing support and progress monitoring based on state and local assessment data, educational partner feedback, and other collected data. This initiative is provided on an LEA-wide basis to ensure equitable access to support services and progress monitoring for all middle and high school students, fostering academic growth and reducing achievement gaps across the district.	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16

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.

Not 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.

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable

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	$15,253,736	1,509,517	9.896%	0.000%	9.896%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$20,727,190.00	$1,090,009.00	$0.00	$153,970.00	$21,971,169.00	$16,993,439.00	$4,977,730.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Staff	All	No			All Schools	Ongoing	$12,719,229.00	$0.00	$11,935,480.00	$783,749.00	$0.00	$0.00	$12,719,229.00	
1	1.2	Regional Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,114,764.00	$0.00	$1,114,764.00	$0.00	$0.00	$0.00	$1,114,764.00	
1	1.3	Instructional Materials: Software, Texts, Virtual Academy Courses, and Supplies	All	No			All Schools	Ongoing	$0.00	$3,392,884.00	$3,392,884.00				$3,392,884.00	
1	1.4	Technology Devices and Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$296,387.00	$281,489.00			$14,898.00	$296,387.00	
1	1.5	Technology Support	All	No			All Schools	Ongoing	$0.00	$265,592.00	$265,592.00				$265,592.00	
1	1.6	English Learner Support: Progress and Achievement Support	All	No			All Schools	Ongoing	$299,905.00	$0.00	$160,833.00			$139,072.00	$299,905.00	
1	1.7	Intervention Support: Student Study Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$125,592.00	$0.00	$125,592.00				$125,592.00	
1	1.8	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	All	No			All Schools	Ongoing	$30,242.00	$304,779.00	$335,021.00				$335,021.00	
1	1.9	504 Student Support: Coordination of Services for Students with 504s	All	No			All Schools	Ongoing	$37,311.00	$0.00	$37,311.00				$37,311.00	
1	1.10	Family Academic Success: Lending Library Support and Activities	All	No			All Schools	Ongoing	$0.00	$112,220.00	$112,220.00				$112,220.00	
1	1.11	Learning Recovery Block Grant	All	No			All Schools	Ongoing	$103,063.00	$0.00		$103,063.00			$103,063.00	

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
2	2.1	Community Engagement and Communication: Website and Newsletter Communication Channels	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$113,359.00	$113,359.00				$113,359.00	
2	2.2	Professional Development: Staff and Parent Support	All	No			All Schools	Ongoing	$58,695.00	$7,437.00	$66,132.00				$66,132.00	
3	3.1	MTSS Program: Coordination, Support and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,571,074.00	$1,000.00	$1,572,074.00				$1,572,074.00	
3	3.2	Enrichment Ordering: Coordination and Support	All	No			All Schools	Ongoing	$0.00	$453,433.00	$453,433.00				$453,433.00	
3	3.3	School and Community Events: Supplies	All	No			All Schools	Ongoing	$0.00	$28,639.00	$28,639.00				$28,639.00	
3	3.4	School and Community Events: Support	All	No			All Schools	Ongoing	$468,123.00	$0.00	$264,926.00	$203,197.00			$468,123.00	
3	3.5	Homeless Youth Supplies	All	No			All Schools	Ongoing	$26,740.00	$2,000.00	$28,740.00				$28,740.00	
3	3.6	Student Transition Program: Support	All	No			All Schools	Ongoing	$133,835.00	$0.00	$133,835.00				$133,835.00	
4	4.1	College and Career Indicators (CCI): Navigating Readiness and Success Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$51,503.00	$0.00	$51,503.00				$51,503.00	
4	4.2	Secondary Support: Student Success Teams and Virtual Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$197,916.00	$0.00	$197,916.00				$197,916.00	
4	4.3	High School Counseling Support	All	No			All Schools	Ongoing	$55,447.00	$0.00	$55,447.00				$55,447.00	
4	4.4	Dual/Concurrent Enrollment Supplies	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$15,253,736	1,509,517	9.896%	0.000%	9.896%	$3,456,697.00	0.000%	22.661 %	**Total:**	$3,456,697.00
								LEA-wide Total:	$3,456,697.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Regional Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,114,764.00	
1	**1.4**	Technology Devices and Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$281,489.00	
1	**1.7**	Intervention Support: Student Study Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,592.00	
2	**2.1**	Community Engagement and Communication: Website and Newsletter Communication Channels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$113,359.00	
3	**3.1**	MTSS Program: Coordination, Support and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,572,074.00	
4	**4.1**	College and Career Indicators (CCI): Navigating Readiness and Success Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,503.00	

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 (%)
4	4.2	Secondary Support: Student Success Teams and Virtual Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$197,916.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$18,075,384.00	$19,278,333.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Qualified Staff	No	$10,590,758.00	10684195
1	**1.2**	Regional Coordinators	Yes	$954,599.00	1457782
1	**1.3**	Instructional Materials: Software, Texts, Virtual Academy Courses, and Supplies	No	3355514	3211272
1	**1.4**	Technology Devices and Equipment	No	91071	146691
1	**1.5**	Technology Support	Yes	$185,200.00	215914
1	**1.6**	English Learner Support: Progress and Achievement Support	No	$30,741.00	57787
1	**1.7**	Intervention Support: Student Study Teams	No	$181,340.00	93321
1	**1.8**	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	Yes	$239,908.00	311830
1	**1.9**	504 Student Support: Coordination of Services for Students with 504s	No	$36,135.00	40329
1	**1.10**	Family Academic Success: Lending Library Support and Activities	No	$104,052.00	121451
1	**1.11**	Learning Recovery Block Grant	No	$0.00	343692

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)
2	2.1	Community Engagement and Communication: Website and Newsletter Communication Channels	Yes	$95,156.00	107961
2	2.2	Professional Development: Staff and Parent Support	No	$22,252.00	56667
3	3.1	MTSS Program: Coordination, Support and Supplies	Yes	$1,070,055.00	1216032
3	3.2	Enrichment Ordering: Coordination and Support	No	$384,947.00	431841
3	3.3	School and Community Events: Supplies	No	$36,837.00	27275
3	3.4	School and Community Events: Support	No	$147,705.00	252945
3	3.5	Homeless Youth Supplies	No	$24,043.00	13267
3	3.6	Student Transition Program: Support	No	$197,653.00	113873
4	4.1	College and Career Indicators (CCI): Navigating Readiness and Success Pathways	Yes	$50,194.00	55368
4	4.2	Secondary Support: Student Success Teams and Virtual Support	Yes	$222,730.00	253016
4	4.3	High School Counseling Support	No	$54,494.00	65824
4	4.4	Dual/Concurrent Enrollment Supplies	No	0	0

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)
1436455	$2,817,842.00	$3,417,903.00	($600,061.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Regional Coordinators	Yes	$954,599.00	1257782		
1	1.5	Technology Support	Yes	185200	215914		
1	1.8	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	Yes	239908	311830		
2	2.1	Community Engagement and Communication: Website and Newsletter Communication Channels	Yes	$95,156.00	107961		
3	3.1	MTSS Program: Coordination, Support and Supplies	Yes	$1,070,055.00	1216032		
4	4.1	College and Career Indicators (CCI): Navigating Readiness and Success Pathways	Yes	$50,194.00	55368		
4	4.2	Secondary Support: Student Success Teams and Virtual Support	Yes	$222,730.00	253016		

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)
14091447	1436455	0%	10.194%	$3,417,903.00	0.000%	24.255%	$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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