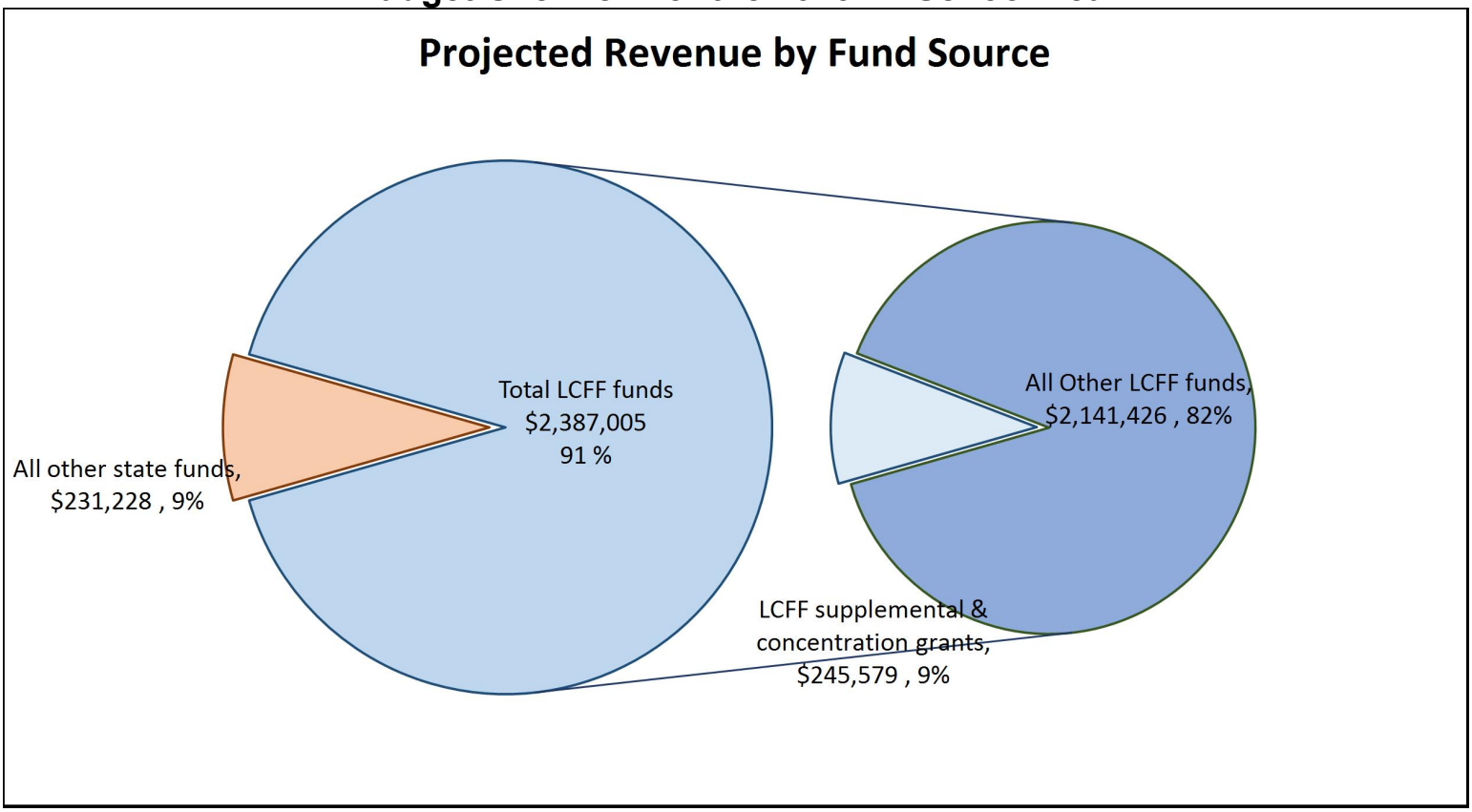
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Minarets Charter High School
CDS Code: 20-75606-0125021
School Year: 2026-27
LEA contact information:
Rhonda Corippo
Principal
rcorippo@mychawanakee.org
(559) 868-8689

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

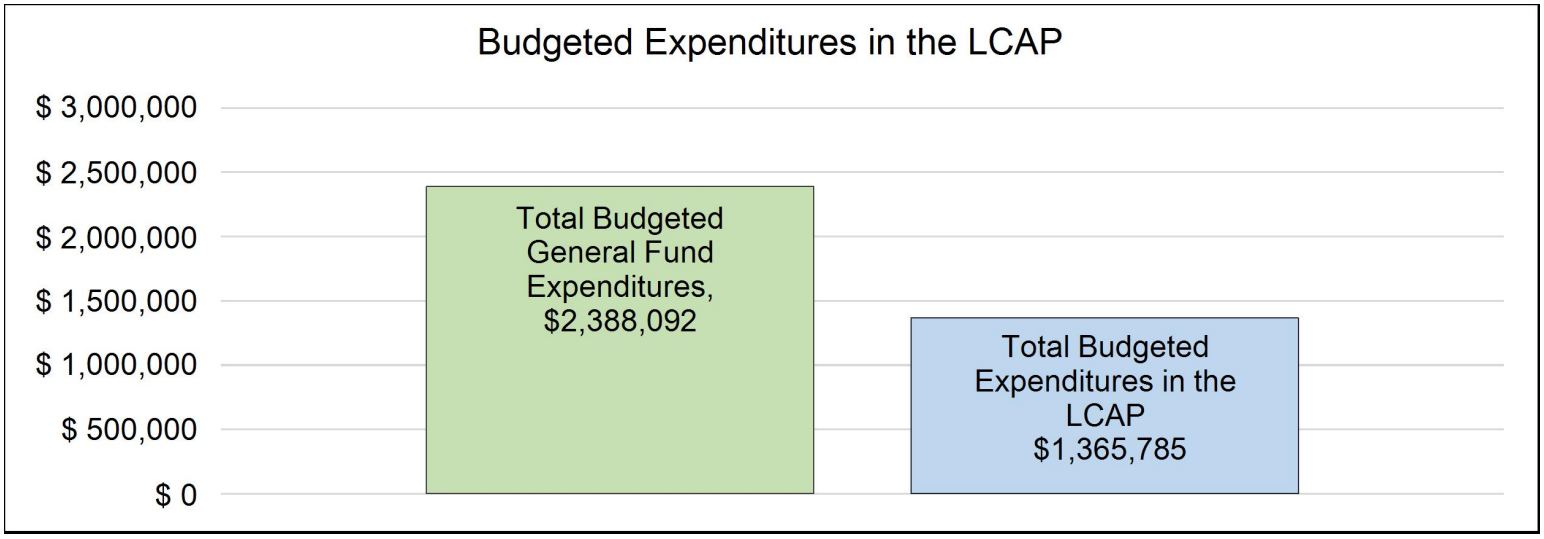


This chart shows the total general purpose revenue Minarets Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Minarets Charter High School is $2,618,233, of which $2,387,005 is Local Control Funding Formula (LCFF), $231,228 is other state funds, $0 is local funds, and $0 is federal funds. Of the $2,387,005 in LCFF Funds, $245,579 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 Minarets Charter High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Minarets Charter High School plans to spend $2,388,092 for the 2026-27 school year. Of that amount, $1,365,785 is tied to actions/services in the LCAP and $1,022,307 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

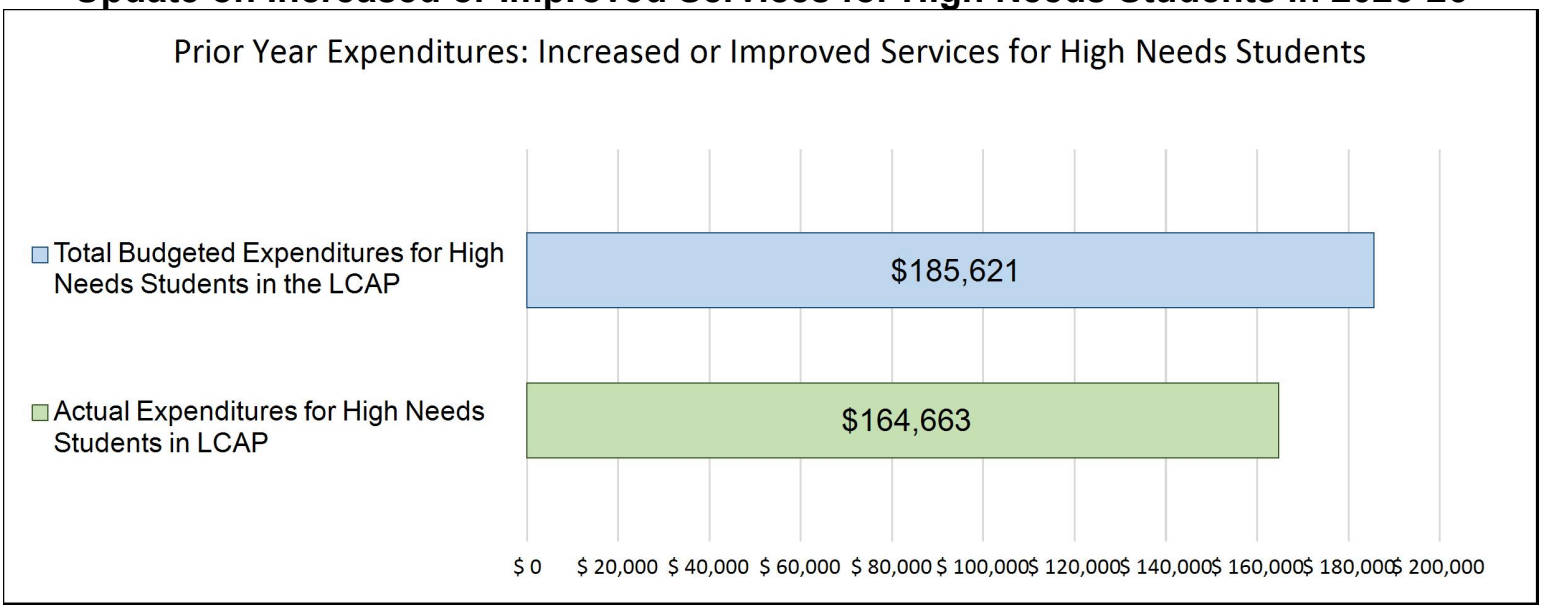
General Fund Budget Expenditures for the school year not included in the LCAP include, but are not limited to: transportation, food services, classified salaries and statutory costs (not explicitly called out in a contributing LCAP action), administration salaries and statutory costs, utility costs, and site discretionary funds.

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

In 2026-27, Minarets Charter High School is projecting it will receive $245,579 based on the enrollment of Foster Youth, English learner, and low-income students. Minarets Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Minarets Charter High School plans to spend $439,205 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 Minarets Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Minarets Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Minarets Charter High School's LCAP budgeted $185,621 for planned actions to increase or improve services for high needs students. Minarets Charter High School actually spent $164,663 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $20,958 had the following impact on Minarets Charter High School’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $164,663 had the following impact on Minarets Charter High School’s ability to increase or improve services for high needs students:
Programs are planned and budgeted with estimates on costs. Actual costs can be more or less without affecting the implementation of the action. In addition, some goals and actions need additional time to implement a sustainable and quality program. The action may not be implemented due to the need for additional planning. Dollars that aren't spent in the current year will roll forward to the next year to provide the increased and improved services.

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
Minarets Charter High School	Rhonda Corippo Principal	rcorippo@mychawanakee.org (559) 868-8689

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.

Minarets Charter High School (MCHS) is a dependent charter school of Chawanakee Unified School District serving students in grades 9–12. As of CBEDS 2025, MCHS serves approximately 166 students. Minarets Charter High School co-exists with Minarets High School and is fully accredited by the Western Association of Schools and Colleges (WASC).

MCHS provides a comprehensive high school experience that is project-based, technology-rich, student-centered, and career-focused. Through a one-to-one technology program, students have access to digital tools and learning opportunities that support the development of 21st-century skills, critical thinking, collaboration, communication, and creativity. The school emphasizes rigorous academics while providing flexible learning opportunities that encourage student voice, engagement, and real-world application of learning.

As an extension of Chawanakee Unified School District's commitment to innovation, MCHS offers smaller class sizes, strong student-teacher relationships, personalized support systems, and access to high-quality Career Technical Education (CTE) pathways, including Arts, Media, and Entertainment as well as Agriculture and Natural Resources. Project-based learning, experiential learning opportunities, industry partnerships, and career exploration experiences are integrated throughout the educational program to help students develop the academic, technical, and professional skills necessary for success in college, career, and civic life.

Reflections: Annual Performance

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

Minarets Charter High School remains committed to increasing student achievement, strengthening student engagement and school connectedness, and ensuring equitable access to rigorous academic opportunities through collaboration, intervention systems, professional learning, and expanded student supports. Educational partner feedback from students, parents, teachers, classified staff, administrators, annual surveys, and school meetings directly informed the development of the 2026–27 Local Control and Accountability Plan (LCAP) and refinement of site goals and actions. MCHS continues to prioritize academic achievement, attendance, intervention supports, student engagement, and professional collaboration through Professional Learning Communities (PLCs), targeted intervention systems, PBIS implementation, and expanded enrichment opportunities.

CALIFORNIA DASHBOARD

Review of California Dashboard and local NWEA assessment data demonstrates that Minarets Charter High School continues to experience strengths in English Language Arts achievement, graduation outcomes, and student engagement opportunities while mathematics achievement and outcomes for socioeconomically disadvantaged students remain areas of need. Longitudinal data demonstrates that district efforts focused on PLC collaboration, intervention systems, professional development, PBIS implementation, and expanded student engagement opportunities are contributing to positive outcomes across several indicators.

English Language Arts (ELA) ALL Students CA Dashboard Data

2022–23	2023–24	2024–25
All Students points above standard	52	58.6	37.9
Change	Baseline	Improved 6.6	Declined 20.7 points	

English Language Arts (ELA) LOW INCOME Students CA Dashboard Data
Difference from previous year (2023–24)
ALL Students: 37.9 points above standard, declined 20.7 points
Low-Income Students: 14.3 points above standard, declined 9.7 points

Reflection:
While ELA achievement remains above standard overall, low-income students demonstrated declining performance during the 2024–25 Dashboard cycle, indicating a continued need for targeted intervention, instructional alignment, literacy supports, and PLC collaboration focused on equitable access to rigorous instruction and academic support.

MATH All Students CA Dashboard Data

2022–23	2023–24	2024–25

All Students points below standard	82	67.3	83.3
Change	Baseline	Improved 14.7	Declined 16.0 points

MATH LOW INCOME Students CA Dashboard Data
Difference from previous year (2023–24)
ALL Students: 83.3 points below standard, declined 16.0 points
Low-Income Students: 109.5 points below standard, declined 17.6 points

Reflection
Mathematics achievement data demonstrates continued academic need, particularly for socioeconomically disadvantaged students. Low-income students declined to 109.5 points below standard during the 2024–25 Dashboard cycle, indicating the continued need for mathematics intervention, PLC collaboration, instructional alignment, foundational skill development, and targeted professional development focused on mathematics instruction.

Graduation Rate CA Dashboard Data

2022–23	2023–24	2024–25	
Graduation Rate	94.8%	100%	100%
Change	Baseline	Improved 5.2%	Maintained

Reflection:
Graduation outcomes at Minarets Charter High School remain a significant strength. Graduation rates increased from 94.8% in 2022–23 to 100% in both 2023–24 and 2024–25. District leaders attribute these outcomes to continued credit recovery opportunities, counseling supports, intervention systems, strong student relationships, and expanded engagement opportunities that support students in remaining on track for graduation.

Chronic Absenteeism Low-Income Students CA Dashboard

2022–23	2023–24	2024–25	
% Chronically Absent	32.3%	20.9%	17.5%
Change	Baseline	Improved 11.4%	Improved 3.4%

Reflection:
Chronic absenteeism rates for low-income students improved significantly over the last three years, decreasing from 32.3% to 17.5%. MCHS attributes these improvements to attendance interventions, family outreach, transportation assistance, engagement opportunities, PBIS supports, and the work of the Attendance and Engagement Liaison. Despite improvement, chronic absenteeism for low-income students continues to remain elevated, indicating the continued need for targeted attendance and engagement supports.

Suspension All Students CA Dashboard

2022–23	2023–24	2024–25
% Suspended at Least One Day	6.0%	1.6%	4.5%
Change	Baseline	Improved 4.4%	Increased 2.9%

Reflection:
Suspension rates improved significantly during the 2023–24 Dashboard cycle following implementation of PBIS systems and behavior supports. Although suspension rates increased during 2024–25, local CALPADS data from 2025–26 demonstrated extremely low suspension rates, with approximately 0.03% of students suspended at least one day. Through the Differentiated Assistance process, the district also developed a districtwide behavior matrix to strengthen consistency in behavior expectations, suspension guidance, and staff training moving forward.

LOCAL ASSESSMENT DATA

NWEA READING (9–12 Grade / High School)

Grade Level	2023–24	2024–25	2025–26
9th Grade	212.29	213.65	222.64
10th Grade	219.25	221.15	223.57
11th Grade	227.09	226.02	227.10
12th Grade	225.04	212.00	220.93

Reflection:
NWEA Reading data demonstrates gradual improvement in reading achievement across most high school grade levels, particularly in grades 9 and 10. Ninth grade reading scores improved by 10.35 points from baseline data, while 10th grade scores improved by 4.32 points. These outcomes reflect continued focus on literacy instruction, intervention supports, and PLC collaboration focused on instructional alignment and student achievement.

NWEA MATHEMATICS (9–12 Grade/ High School)

Grade Level	2023–24	2024–25	2025–26
9th Grade	227.96	220.40	229.57
10th Grade	230.54	227.68	229.78
11th Grade	236.37	235.82	231.75
12th Grade	241.67	205	236.03

Reflection:
Review of NWEA Mathematics data demonstrates inconsistent achievement trends across grade levels. Ninth grade mathematics scores improved slightly above baseline performance by 1.61 points, while 11th and 12th grade mathematics scores declined from baseline levels.

Through the PLC process, teachers identified the continued need for foundational mathematics support, intervention systems, instructional calibration, and mathematics-focused professional development to strengthen student outcomes across grade levels.

ATTENDANCE, ENGAGEMENT, AND SCHOOL CLIMATE

Educational partner feedback consistently identified the importance of student engagement opportunities, academic field trips, athletics, music programs, project-based learning, and hands-on learning experiences in supporting school connectedness and student success. Students and families also identified communication, attendance support, and consistent behavioral expectations as ongoing priorities for improvement.

The district continued implementation of PBIS systems, attendance interventions, wellness supports, extracurricular opportunities, and enrichment experiences designed to strengthen student engagement and school connectedness. Fundraising and community partnerships also expanded opportunities for experiential learning, academic field trips, and project-based learning opportunities for students across grade levels.

Despite improvements in graduation rates and chronic absenteeism, challenges remain related to transportation barriers, home-to-school connection for rural families traveling long distances to school, and the continued need for behavioral consistency and foundational academic intervention supports, particularly in mathematics.

PROFESSIONAL DEVELOPMENT, PLCs, AND SYSTEMS OF SUPPORT

Minarets Charter High School continued implementation of Professional Learning Communities (PLCs), instructional collaboration, and targeted professional development aligned to student needs and district goals. Teachers participated in regular collaboration focused on data analysis, instructional calibration, intervention planning, communication systems, and curriculum alignment. The site also expanded the role of department leads through the Guiding Coalition structure to support teacher leadership, instructional planning, and intervention discussions across content areas.

Professional development was provided to core subject teachers in instructional strategies, intervention supports, mathematics instruction, and curriculum alignment. Through collaboration with Madera County Superintendent of Schools during the Differentiated Assistance process, the district also developed a districtwide behavior matrix to strengthen consistency regarding suspension guidance, behavioral expectations, and staff training.

Educational partner feedback consistently identified collaboration time, instructional support, and communication systems as important supports for improving instructional practices and student outcomes. Staffing challenges, particularly related to recruiting and retaining fully credentialed Special Education teachers, continued to impact instructional consistency and intervention services during the 2025–26 school year.

Through continued collaboration with educational partners and ongoing review of Dashboard and local assessment data, Minarets Charter High School will continue refining intervention systems, PLC collaboration, attendance supports, PBIS implementation, and professional development to improve student achievement, engagement, and equitable access to high-quality instruction and support for all students.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

Chawanakee Unified did not receive Learning Recovery Emergency Block Grant (LREBG) funds during the 2025–26 school year but will receive $10,786 in 2026–27. Based on the preliminary needs assessment and review of Dashboard and local data, these funds will be strategically allocated to address academic intervention needs though professional development (Action 1.4).

Reflections: Technical Assistance

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

In the 2024–25 school year, the District was identified for Differentiated Assistance support with Madera County Superintendent of Schools for Students with Disabilities in English Language Arts, Mathematics, and Suspension Rates because the District was identified as Orange/Red on the California Dashboard in these categories. As a district team, staff met monthly and collectively decided to narrow improvement efforts on reducing suspension rates. While the identified subgroup was Students with Disabilities, the District recognized that improvements to behavior systems and disciplinary practices would positively impact all students. This work became a multi-year systems improvement process focused on improving equitable behavior supports, reducing suspensions, and increasing consistency in disciplinary practices across school sites.

The committee members included the Director of Student Services, two principals (one of whom was the principal at Minarets Charter), two teachers, a program director, two county personnel, and the Superintendent. Throughout the Differentiated Assistance process, the team reviewed suspension data, analyzed root causes, and identified inconsistencies in disciplinary practices and site-level behavior expectations. As a result, the District prioritized the development of a districtwide Behavior Matrix and Discipline Matrix to improve consistency, communication, and behavioral supports for students.

Following six additional Differentiated Assistance meetings during the 2025–26 school year, the District developed a working Behavior Matrix that principals have already begun using as a tool to guide decision making regarding student behavior support and discipline. The matrix is intended to support more equitable treatment of student misbehavior across sites, improve handbook alignment, and help parents and students better understand district policies, expectations, and behavioral guidelines. The District also developed a training and communication plan for implementation of the Behavior Matrix, which will serve as the districtwide guiding document for behavior support and discipline. District leadership and principals will continue refinement work and feedback collection during Summer 2026, followed by staff and family communication and training during the 2026–27 school year.

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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	Teachers were engaged in the development of the LCAP throughout the 2025–26 school year through multiple opportunities for feedback, collaboration, and shared decision-making. Annual Teacher Surveys were disseminated in Spring 2026 to gather input regarding the effectiveness of actions identified in the 2025 LCAP and to identify priorities for future planning. Additional teacher engagement opportunities included: -Monthly staff meetings -Professional Learning Communities (PLCs) -Guiding Coalition meetings, where teacher leaders representing grade spans and departments met monthly with district leadership -Professional Development feedback surveys were collected following each training session -Labor Partner Breakfast meetings with bargaining unit representatives
Parents	Parents were engaged in the development of the LCAP throughout the 2025–26 school year through surveys, advisory meetings, community forums, and school-site leadership opportunities designed to gather feedback on district goals, actions, and priorities related to the independent study and homeschool program. Parent engagement opportunities included:

Educational Partner(s)	Process for Engagement
	Superintendent Forums held on October 1, December 17, and March 18, which included presentations on LCAP goals, district data, and engagement protocols to collect parent feedback Coffee with the Superintendent meetings held on March 4, March 13, and March 24, 2026 (morning and evening sessions) at various locations throughout the District to accommodate parent schedules and increase participation Community Advisory Committee meetings held on October 28, February 10, April 14, and June 1, 2026 Annual Parent Surveys disseminated in Spring 2026 to gather feedback on district practices, priorities, school connectedness, enrichment opportunities, intervention supports, communication systems, and LCAP actions Site Council participation opportunities to support development and approval of School Plans for Student Achievement (SPSAs) aligned to district LCAP goals and actions To promote transparency and ongoing communication, all parent questions submitted during meetings and forums were responded to on the district website within 72 hours following each meeting.
Students	Students were engaged in the development of the LCAP throughout the 2025–26 school year through leadership opportunities, surveys, advisory meetings, and school-site planning processes designed to gather student voice and feedback regarding district goals, programs, and supports. Student engagement opportunities included: --Collaboration meetings at school sites where student feedback and perspectives were shared and discussed in relation to LCAP priorities through ASB student leadership. Participation of high school student leaders in the Superintendent Forum held on March 18, 2026, which included presentations on LCAP goals, district data, and engagement protocols to gather student feedback

Educational Partner(s)	Process for Engagement
	--Annual Student Surveys administered in Spring 2026 for students in grades 4–12, with over 90% participation districtwide; survey results directly informed actions related to student engagement, school climate, wellness, and academic achievement --Participation in Community Advisory Committee discussions, including the June 1, 2026 meeting --Student Leadership met monthly with site principal for input on school culture, challenges, and successes.
Principals and administrators	Administrative engagement opportunities included: -Administrative PLC time for principals and district leadership to collaboratively analyze academic, attendance, behavior, and survey data and determine next steps for improvement -Principal Learning Network meetings, where principals presented site-based Problems of Practice and collaborated on strategies and solutions -Monthly Leadership Team meetings with principals and administrators -Weekly cabinet and director meetings with the Superintendent involving Food Services, Student Services, Technology/Information Services, Maintenance, Operations and Transportation (MOT), the Coordinator of State and Federal Programs, and the Chief Business Officer to discuss district goals, implementation, and decision-making aligned to the LCAP and Strategic Plan -Mid-year LCAP data and goal review meetings held on December 6 and March 26 -SPSA alignment workshop on January 29, where all principals aligned Site Plans for Student

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

The adopted LCAP has been influenced by the feedback provided by educational partners through survey responses and collaboration with the various departments within the LEA.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	MCHS will provide a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and support staff that provides all students the services and materials needed to participate successfully in a 21st Century educational experience.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
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 partner consultation, and other collected data MCHS identifies this Goal and subsequent Actions as priorities for the LEA. Goal 1 is a broad goal in support of providing high-quality fully credentialed teachers, services, and materials for our students. MCHS does not receive concentration funding, is located in a rural setting spread across 687 square miles, and competes with larger urban districts for the same teacher pool. Students need sufficient access to standards-aligned instructional materials, instructional technology, connectivity, and a safe, clean environment within which students and learn and thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of appropriately assigned and fully credentialed teachers	75.3% Fully Credentialed 2% Misassignments 1 Vacancy Fully Credentialed Metric: Data Year: 2022-23 Data Source: 2023 CA Dashboard Misassignments & Vacancies Metrics:	78% Fully Credentialed 2% Misassignments No Vacancies Fully Credentialed Metric: Data Year: 2023-24 Data Source: 2024 CA Dashboard	90% Fully Credentialed 0% Misassignments 1.5 Vacancies Fully Credentialed Metric: Data Year: 2024-2025 Data Source: 2024 CA Dashboard	100% Fully Credentialed 0% Misassignments 0 Vacancies	+14.7 % Fully Credentialed % Misassignments remained the same -1 Vacancies

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-2024 Data Source: District Calculated based on CBEDS 2023	Misassignments & Vacancies Metrics: Data Year: 2024-2025 Data Source: District Calculated based on CBEDS 2024	Misassignments & Vacancies Metrics: Data Year: 2025-26 Data Source: District Calculated based on CBEDS 2025		
1.2	Facilities Inspection Tool (FIT)	All school sites were rated as being maintained in "good or exemplary" repair. Data Year: 2023-24 Data Source: Facilities Inspection Tool (FIT)	All school sites were rated as being maintained in "good or exemplary" repair. Data Year: 2024-25 Data Source: Facilities Inspection Tool (FIT)	All school sites were rated as being maintained in "good or exemplary" repair. Data Year: 2025-26 Data Source: Facilities Inspection Tool (FIT)	All facilities will be continue to be maintained in "good or exemplary" repair.	
1.3	100% of students with access to standards-aligned instructional materials	100% Data Year: 2022-23 Data Source: 2023 CA Dashboard	100% Data Year: 2024-25 Data Source: 2024 CA Dashboard	100% Data Year: 2025-26 Data Source: 2025 CA Dashboard	Maintain 100%	
1.4	Broad Course of study for all students, including unduplicated pupils and pupils with exceptional needs	Students enrolled in advanced academic courses: All 37.7% Low-income 29.19% Students enrolled in VAPA courses: All 56.4% Low-income 30.8%	Students enrolled in advanced academic courses: All 35% Low-income 26% Students enrolled in VAPA courses: All 70.4% Low-income 39%	Students enrolled in advanced academic courses: All 88.5% Low-income 23% Students enrolled in VAPA courses: All 73.9%	Students enrolled in advanced academic courses: 50% Students enrolled in VAPA courses: 80%	Students enrolled in advanced academic courses: All Increased 50.8% Low-income Declined 6.19% Students enrolled in VAPA courses:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 Data Source: CALPADS Fall 2	Data Year: 2024-25 Data Source: CALPADS Fall 2	Low-income 55.88% Data Year: 2025-26 Data Source: CALPADS Fall 2		All Increased 17.5% Low-income increased by 25.08% Data Source: CALPADS Fall 2
1.5	Level of implementation of state standards for all students	Full Implementation & Sustainability Data Year: 2022-23 Data Source: 2023 CA Dashboard	Full Implementation & Sustainability Data Year: 2023-24 Data Source: 2024 CA Dashboard	Full Implementation & Sustainability Data Year: 2024-25 Data Source: 2025 CA Dashboard	Maintain Full Implementation & Sustainability levels	
1.6	Local NWEA Benchmarks (9-12, ELA)	Reading score averages on the spring administration of NWEA: 9th - 219.29 10th - 219.25 11th - 227.09 12th - 225.04 Data Year: 2023-24 Data Source: NWEA	Reading score averages on the spring administration of NWEA: 9th - 213.65 10th - 221.15 11th - 226.02 12th - 212 Data Year: 2024-25 Data Source: NWEA	Reading score averages on the spring administration of NWEA: 9th: 222.64 10th: 223.57 11th: 227.1 12th: 220.93 Data Year: 2025-26 Data Source: NWEA	Average Scores on the NWEA assessments (spring administration): 9th- 235 10th- 240 11th- 240 12th- 240	Reading score averages on the spring administration of NWEA: 9th: Improved 3.35 points 10th:Improved4.32 points 11th: no change 12th: Declined 4.11 points Data Source: NWEA
1.7	Local NWEA Benchmarks (9-12, Math)	Math score averages on the spring administration of NWEA:	Math score averages on the spring	Math score averages on the spring	Average Scores on the NWEA assessments	Math score averages on the spring

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9th - 227.96 10th - 232.54 11th - 236.37 12th - 241.67 Data Year: 2023-24 Data Source: NWEA	administration of NWEA: 9th - 220.4 10th - 227.68 11th - 235.82 12th - 205 Data Year: 2024-25 Data Source: NWEA	administration of NWEA: 9th: 229.57 10th: 229.78 11th: 231.75 12th: 236.03 Data Year: 2025-26 Data Source: NWEA	(spring administration): 9th- 235 10th- 240 11th- 240 12th- 240	administration of NWEA: 9th: Improved 1.61 points 10th: Declined 2.76 points 11th: Declined 4.62 points 12th: Declined 5.64 points Data Source: NWEA
1.8	CA Dashboard for grade 11 in ELA: Distance from Standard	ALL Students: 52 points above grade-level standard in ELA SED (low-income) students: 59.2 points above grade-level standard in ELA Data Year: 2022-23 Data Source: 2023 CA Dashboard	ALL Students: 58.6 points above grade-level standard in ELA SED (low-income) students: 24 points above grade-level standard in ELA (23 students) Data Year: 2023-24 Data Source: 2024 CA Dashboard	ALL Students: 37.9 points above grade-level standard in ELA SED (low-income) students: 14.3 points above grade-level standard in ELA (26 students) Data Year: 2023-24 Data Source: 2024 CA Dashboard	0 points below standard	ALL Students: Declined by 14.1 points SED (low-income) students: Declined by 44.9 points Data Source: CA Dashboard
1.9	CA Dashboard for grade 11 in Math: Distance from Standard	ALL Students: 82 points below grade-level standard in Math SED (low-income) students: 84.5 points	ALL Students: 67.3 points below grade-level standard in Math	ALL Students: 83.3 points below grade level standard in Math	0 points below standard	ALL Students: declined by 1.3 points below grade-level standard in Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		below grade-level standard in Math Data Year: 2022-23 Data Source: 2023 CA Dashboard	SED (low-income) students: 91.9 points below grade-level standard in Math Data Year: 2023-24 Data Source: 2024 CA Dashboard	SED (low-income) students: 109.5 points below grade-level standard in Math Data Year: 2024-25 Data Source: 2025 CA Dashboard		SED (low-income) students: declined by 25.0 points in math Data Source CA Dashboard
1.10	Annual Parent Survey	When asked whether they agreed with the following statement: "My child(ren)'s school provides me with the information and resources to support student learning in the home," 24% of parents disagreed. When posed with the following statement: "Teachers at this school provide early notification to me if my child's academic performance has declined," 34% said yes, 27% said no, and the remaining 39% said some teacher did provide that early notification and some did not. Date Year: Q1, 2024	When asked whether they agreed with the following statement: "My child(ren)'s school provides me with the information and resources to support student learning in the home," 0% of parents disagreed. When posed with the following statement: "Teachers at this school provide early notification to me if my child's academic performance has declined," 34% said yes, 27% said no, and the	When asked whether they agreed with the following statement: "My child(ren)'s school provides me with the information and resources to support student learning in the home," 8.6% of parents disagreed. When posed with the following statement: "Teachers at this school provide early notification to me if my child's academic performance has declined," 84.2% said yes, 1.2% said no, and the	Year-over-year improvements on Annual Parent Survey	When asked whether they agreed with the following statement: "My child(ren)'s school provides me with the information and resources to support student learning in the home," improved by 15.4% When posed with the following statement: "Teachers at this school provide early notification to me if my child's academic performance has declined," yes improved 50.2%,said no

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Date Source: Annual Parent Survey	remaining 39% said some teacher did provide that early notification and some did not. Parents are asking for more communication if their child is struggling. Date Year: Q3 2025 Date Source: Annual Parent Survey	remaining 13.8% said some teacher did provide that early notification and some did not. Date Year: Q3 2026 Date Source: Annual Parent Survey		declined 25.8% , and the remaining declined 25.2% Date Year: Q3 Date Source: Annual Parent Survey

Goal Analysis [2025-26]

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

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

Minarets Charter High School continued to provide a collaborative educational environment focused on recruiting, supporting, and retaining qualified staff while maintaining facilities, technology, instructional supports, and professional learning opportunities designed to improve student achievement. MCHS continued implementation of competitive salary and benefits packages, facility improvements, technology integration, professional development, teacher collaboration through the PLC process, and instructional leadership supports through department leads and the site Guiding Coalition. Teachers participated in ongoing collaboration focused on instructional alignment, intervention planning, student data analysis, and calibration of instructional practices.

One challenge experienced during implementation was the continued need to recruit and retain highly qualified certificated staff, particularly fully credentialed Special Education teachers. Although the percentage of fully credentialed teachers increased and misassignments decreased during the year, staffing shortages and turnover continued to impact instructional consistency and support services. Another challenge identified through implementation and local assessment data was the continued need for secondary teachers to support foundational mathematics skills that had not yet been mastered by students entering high school.

Despite these challenges, the district experienced several successes during implementation. The percentage of fully credentialed teachers increased from 78% to 90%, and misassignments decreased from 2% to 0%. The district also maintained Good or Exemplary facility ratings across school sites while continuing facility improvements, including expansion of the softball court to support student athletics and engagement. Students continued to receive updated and reliable technology devices, and teachers participated in ongoing professional development and PLC collaboration focused on strengthening instructional practices and academic intervention systems. Educational partner feedback continued to support the value of teacher collaboration, instructional support systems, and improved learning environments for students.

Action 1.1- Competitive Salary and Benefits- Implemented. The district maintained competitive salary and benefits packages to support recruitment and retention of qualified certificated staff.

Action 1.2- School Facilities, Maintenance, and Repairs- Implemented. School facilities continued to receive Good or Exemplary ratings, and facility improvements included expansion of the softball court and continued maintenance projects.

Action 1.3- Technology Integration- Implemented. Students continued to receive updated and reliable technology devices, while the district prioritized technology replacement and instructional technology upgrades.

Action 1.4- Professional Development- Implemented. Professional development opportunities were provided to core subject teachers to support instructional practices, curriculum alignment, intervention strategies, and mathematics instruction.

Action 1.5- Teacher Collaboration and PLC Process- Implemented. Teachers participated in regular collaboration and PLC time focused on data analysis, instructional calibration, intervention planning, and curriculum alignment.

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.

No material difference

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

ACTION 1.1- Competitive Salary and Benefits- EFFECTIVE. This action was effective because Minarets Charter High School continued to maintain competitive salary and benefits packages to support recruitment and retention of highly qualified certificated staff. The percentage of fully credentialed teachers increased from 78% in 2023–24 to 90% in 2024–25, while misassignments decreased from 2% to 0%. Although the district continued to experience limited staffing vacancies, these data demonstrate improvement in staff recruitment, credentialing, and retention efforts.

ACTION 1.2- School Facilities, Maintenance, and Repairs- EFFECTIVE. This action was effective because Minarets Charter High School continued to maintain and improve school facilities to support student learning, safety, and extracurricular opportunities. All school sites received ratings of Good or Exemplary on facilities metrics. Facility improvements during the year also included the expansion of the softball court to support student athletics, school engagement, and extracurricular participation opportunities.

ACTION 1.3- Technology Integration- EFFECTIVE. This action was effective because Minarets Charter High School continued to provide students with reliable and updated technology devices to support instruction, communication, and access to learning resources. The district continued to prioritize equipment replacement, instructional technology upgrades, cameras, projectors, chargers, and technology-related supplies to support a 21st Century learning environment for students and staff.

ACTION 1.4- Professional Development- SOMEWHAT EFFECTIVE. This action was somewhat effective because professional development opportunities were provided to all core subject teachers to support instructional practices, curriculum alignment, and academic intervention strategies. Local NWEA assessment data demonstrated areas of growth in mathematics performance, particularly in 9th grade mathematics, which increased from 227.96 in 2023–24 to 229.57 in 2025–26. However, the 2025 California Dashboard demonstrated that all students remained 83.3 points below standard in mathematics, while socioeconomically disadvantaged students scored 109.5 points below standard. These results indicate continued academic need in mathematics and the continued need for targeted professional development and instructional support.

ACTION 1.5- Teacher Collaboration and Communication- SOMEWHAT EFFECTIVE. This action was somewhat effective because teachers were provided regular collaboration time through monthly release days to support instructional planning, data analysis, and school-to-home communication practices. Collaboration time supported alignment around communication systems and academic intervention discussions. Parent survey feedback demonstrated continued appreciation for communication efforts and access to information; however, concerns regarding consistency of communication and timely updates remained present in educational partner feedback. Local NWEA data demonstrated areas of academic growth in several grade levels, particularly in 9th grade reading and mathematics performance, while CAASPP and California Dashboard data demonstrated continued academic needs among socioeconomically disadvantaged students, indicating the need for continued collaboration and instructional alignment efforts.

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.

One change that will take place is Goal 1.5. The title will change from Parent Communication to Teacher Collaboration. This will bring more clarity to this goal and focused alignment across departments.

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	Hire and Retain Highly-Qualified Teachers	Maintain a competitive salary and benefits package for certificated staff to increase the district's ability to recruit highly-qualified candidates, to retain experienced teachers, and reduce overall teacher turnover.	$437,698.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	School Facilities Maintenance and Repairs	Maintain all MCHS school facilities to continue to achieve "good" or "exemplary" repair status for all school sites on the most recent Facilities Inspection Tool (FIT) report.	$381,302.00	No
1.3	Technology Integration	MCHS will maintain a 1:1 student to device ratio district-wide through device refreshments to ensure students have the most recent and reliable technology. The LEA will continue to prioritize equipment replacement, additional cameras and supplies, chargers, projectors, etc.	$5,550.00	No
1.4	Professional Development	This action will provide professional development to include a focus on curriculum and instructional alignment (with a focus on math) as well as training for supplemental curriculum (NWEA Map Accelerator).	$1,550.00	Yes
1.5	Teacher Collaboration	This action will provide three (3) sub-days per per month (for a total of 9 of the 12 months of the year) to allow teachers time to collaborate and calibrate instructional practices through the PLC process.	$8,420.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Minarets Charter High School will provide opportunities to increase the level of participation from students, parents, families, and staff so they are connected and engaged to their school to ensure student success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 2 is a broad goal focused on improving performance cross the wide range of metrics listed below. Opportunities for parents and our community to participate 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 MCHS community and promote educational success for their children. Students need to be supported in their efforts to be more connected to their school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Parent Survey	2024 Annual Parent Survey Data: 91.9% believe their child is safe at school. 93.5% believe their child(ren)'s school has created a welcoming environment. 75.8% of respondents agree that their	2025 Annual Parent Survey Data: 87% believe their child is safe at school. 82% believe their child(ren)'s school has created a welcoming environment.	2026 Annual Parent Survey Data: 91.3% believe their child is safe at school. 92.9% believe their child(ren)'s school has created a welcoming environment.	90%+ believe their child is safe at school. 90%+ believe their child(ren)'s school has created a welcoming environment. 90%+ of respondents agree	Declined 0.6% believe their child is safe at school. Declined 0.6% believe their child(ren)'s school has created a welcoming environment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		child(ren)'s school provides them with the information and resources to support student learning in the home. Data Year: 2023-24 Data Source: Annual Survey	91% of respondents agree that their child(ren)'s school provides them with the information and resources to support student learning in the home. Data Year: 2024-25 Data Source: Annual Survey	91.3% of respondents agree that their child(ren)'s school provides them with the information and resources to support student learning in the home. Data Year: 2025-26 Data Source: Annual Survey	that their child(ren)'s school provides them with the information and resources to support student learning in the home.	Increased by 15.5% of respondents agree that their child(ren)'s school provides them with the information and resources to support student learning in the home. Data Source: Annual Survey
2.2	Annual Staff Survey	2024 Annual All Staff Survey Data: 87.3% of staff feel they are provided a positive work environment. 81.8% of staff feel they have the tools to do their jobs. 69.1% of staff feel satisfied with professional growth opportunities. Data Year: 2023-24 Data Source: Annual Survey	2025 Annual All Staff Survey Data: 90.3% of staff feel they have a positive work environment. 55.3% are satisfied with professional growth opportunities 31.1% are somewhat satisfied. 90.3% of staff feel that their coworkers treat them with respect.	2026 Annual All Staff Survey Data: 94.8% of staff feel they have a positive work environment. 60.3% are satisfied with professional growth opportunities 14.1% are somewhat satisfied. 89.7% of staff feel that their coworkers treat them with respect.	90%+ of staff feel they are provided a positive work environment. 90%+ of staff feel they have the tools to do their jobs. 90%+ of staff feel satisfied with professional growth opportunities.	Increased by 7.5% of staff feel they are provided a positive work environment. Increased by 5% are satisfied with professional growth opportunities Declined by17% are somewhat satisfied. Declined by 0.6% of staff feel that their coworkers treat them with respect.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			92.2% of staff feel that they embrace diversity. Data Year: 2024-25 Data Source: Annual Survey	88.5% of staff feel that they embrace diversity. Data Year: 2025-26 Data Source: Annual Survey		Declinded by 3.7% of staff feel that they embrace diversity Data Source: Annual Staff Survey
2.3	Annual Student Survey	2024 Annual Student Survey Data: 73.6% of students are proud to be at their school. 79.9% of students feel apart of their school. 88.2% of students feel safe at school. 63.9% of student know who to talk to if feeling angry or depressed Data Year: 2023-24 Data Source: Annual Survey	2025 Annual Student Survey Data: 68% of students are proud to be at their school. 92% of students feel apart of their school. 82% of students feel safe at school. 70% of student know who to talk to if feeling angry or depressed Data Year: 2024-25 Data Source: Annual Survey	2026 Annual Student Survey Data: 67.8% of students are proud to be at their school. 94.6% of students feel a part of their school. 97.8% of students feel safe at school. 88.2% of students know who to talk to if feeling angry or depressed Data Year: 2024-25 Data Source: Annual Survey	90%+ of students are happy at school. 85%+ of students feel apart of their school. 90%+ of students feel safe at school. 90%+ of student know who to talk to if feeling angry or depressed	Annual Student Survey Data: Declined by 5.8% of students are proud to be at their school. Increased by 2.6% of students feel a part of their school. Increased by 9.6% of students feel safe at school. Increased by 24.3% of students know who to talk to if feeling angry or depressed Data Source: Annual Student Survey
2.4	Attendance Rate	93.08% ADA rate	92.6% ADA rate	93.68% ADA rate	95% ADA rate	Improved by 0.6% ADA rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: P-2 2023-24	Data Source: P-2 2024-25	Data Source: P-2 2025-26		Data Source: P-2
2.5	High School Dropout Rate	0% Data Source: CALPADS Data Year: 2023-24	0% Data Source: CALPADS Data Year: 2023-24	0% Data Source: CALPADS Data Year: 2024-25	Maintain 0%	
2.6	High School Graduation Rate	97.9% Data Source: 2023 CA Dashboard Data Year: 2022-23	95.8% Data Source: 2024 CA Dashboard Data Year: 2023-24	100% Data Source: 2025 CA Dashboard Data Year: 2024-25	100%	Improved by 2.1% Data Source: CA Dashboard
2.7	Suspension Rate	4.1% Data Source: 2023 CA Dashboard Data Year: 2022-23	1.6% Data Source: 2024 CA Dashboard Data Year: 2023-24	4.5% Data Source: 2025 CA Dashboard Data Year: 2024-25	1.5% or lower	Improved by 0.4% Data Source: CA Dashboard
2.8	Expulsion Rate	0% Data Source: CALPADS Data Year: 2023-24	0% Data Source: CALPADS Data Year: 2024-25	0% Data Source: CALPADS Data Year: 2025-26	Maintain 0%	
2.9	Points Above or Below Standard in ELA and Math (CAASPP)	ALL Students: 52 points above grade-level standard in ELA SED (low-income) students: 59.2 points above grade-level standard in ELA	ALL Students: 58.6 points above grade-level standard in ELA SED (low-income) students: 24 points above grade-level standard in ELA	ALL Students: 37.9 points above grade-level standard in ELA SED (low-income) students: 14.3 points above grade-level standard in ELA	0 points below standard	ALL Students: decrease of 14.1points above grade-level standard in ELA SED (low-income) students: decrease of 44.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL Students: 82 points below grade-level standard in Math SED (low-income) students: 84.5 points below grade-level standard in Math Data Source: 2023 CA Dashboard Data Year: 2022-23	ALL Students: 67.3 points below grade-level standard in Math SED (low-income) students: 91.9 points below grade-level standard in Math Data Source: 2024 CA Dashboard Data Year: 2023-24	ALL Students: 83.3 points below grade-level standard in Math SED (low-income) students: 109.5 points below grade-level standard in Math Data Source: 2025 CA Dashboard Data Year: 2024-25		above grade-level standard in ELA ALL Students: decrease of 1.3 points below grade-level standard in Math SED (low-income) students: decrease of 25.0 points below grade-level standard in Math Data Source: CA Dashboard
2.10	Number of Student-Vision and Hearing	Not recorded	35 11th graders had Vision and Hearing test. (100% of 11th grade enrollment)	31 11th graders had Vision and Hearing test. (100% of 11th grade enrollment)		Decrease by 4 students (100% of 11th grade enrollment was tested)

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.

Minarets Charter High School continued to increase student engagement, school connectedness, attendance, and family communication through intervention supports, wellness services, enrichment opportunities, extracurricular activities, and expanded learning experiences. MCHS continued to provide communication systems, attendance and engagement supports, summer enrichment opportunities, intervention services, credit recovery, music education access, and experiential learning opportunities to support both academic achievement and student belonging. Fundraising efforts and community support also expanded opportunities for academic field trips, project-based learning, and hands-on enrichment experiences for students across grade levels.

Challenges during implementation included continued difficulty recruiting and retaining fully credentialed Special Education teachers to support Students with Disabilities. Although services outlined in student IEPs continued to be provided, staffing challenges impacted consistency and highlighted the need for ongoing staff training and retention efforts. Another challenge identified through implementation and local assessment data was the continued need for secondary students to strengthen foundational mathematics skills that had not yet been mastered. Additionally, the rural nature of the district continued to create barriers related to transportation, home-to-school connection, and family engagement for students and families traveling long distances to attend school.

Despite these challenges, MCHS continued to demonstrate strong graduation outcomes and improved attendance trends, including reductions in chronic absenteeism among socioeconomically disadvantaged students. Educational partner feedback continued to highlight the value of extracurricular opportunities, music programs, academic field trips, and hands-on learning experiences that increase student engagement and school connectedness.

Action 2.1- Communication Systems- Implemented. Communication was consistently provided through Aeries, Canvas, ParentSquare, Edlio, and Raptor to support school-home communication and family engagement.

Action 2.2- Student Wellness and Athletic Supports- Implemented. The district nurse and athletic trainer provided wellness monitoring, vision and hearing screenings, athletic support, and student health services to increase student wellness and engagement.

Action 2.3- Summer Credit Recovery, Enrichment, and Music Access- Implemented. Students participated in summer credit recovery, enrichment opportunities, music education, and extracurricular activities with transportation and meals provided to reduce barriers to participation.

Action 2.4- Student Engagement and Academic Field Trips- Implemented. Students participated in academic field trips, experiential learning opportunities, and project-based learning experiences supported through district funding, fundraising, and community partnerships.

Action 2.5- Intervention Aide Support- Implemented. Students received targeted academic intervention and small-group instructional support in reading and mathematics.

Action 2.7- Attendance and Engagement Liaison- Implemented. The Attendance and Engagement Liaison provided attendance monitoring, transportation assistance, family outreach, and intervention support for students experiencing barriers to attendance and engagement.

Action 2.8- Special Education Supports- Implemented. Students with Disabilities received individualized services and supports aligned to student IEPs, including push-in support, pull-out services, and small-group instruction.

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.

Funds allocated in Action 2.4 were not needed for academic field trips due to fundraising.

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

ACTION 2.1- Communication Systems- SOMEWHAT EFFECTIVE. This action was somewhat effective because Minarets Charter High School continued to utilize multiple communication platforms including Aeries, Canvas, ParentSquare, Edlio, and Raptor to support school-to-home communication and provide current school information. Parent and educational partner survey feedback indicated appreciation for communication efforts and access to information; however, surveys also continued to identify concerns regarding consistency of communication, timely grade updates, and family engagement, indicating the need for continued improvement in communication systems and school-to-home connections.

ACTION 2.2- Student Wellness and Athletic Supports- EFFECTIVE. This action was effective because Minarets Charter High School continued to provide a registered nurse and athletic trainer to support student wellness, health services, and athletic participation. These supports assisted with student access to vision and hearing screenings, athletic safety, and wellness monitoring while supporting student engagement and school connectedness. Chronic absenteeism rates for socioeconomically disadvantaged students improved from 20.9% to 17.5%, demonstrating progress toward improved student attendance and engagement.

ACTION 2.3- Summer Credit Recovery, Enrichment, and Music Access- SOMEWHAT EFFECTIVE. This action was somewhat effective because Minarets Charter High School continued to provide summer credit recovery and enrichment opportunities designed to reduce learning loss, increase student engagement, and support students in remaining on track for graduation. The program included in-person learning opportunities, transportation, and meals to increase student access and participation. The district also continued to provide support for student participation in music education without financial barriers. CAASPP results demonstrated continued strong performance in ELA, with students scoring 37.9 points above standard on the 2025 California Dashboard, and student survey responses reflected positive feedback regarding extracurricular opportunities, music programs, and student engagement opportunities available at Minarets Charter High School. However, mathematics performance declined to 83.3 points below standard overall, and socioeconomically disadvantaged students scored 109.5 points below standard in mathematics, demonstrating this action as somewhat effective.

ACTION 2.4- Student Engagement and Academic Field Trips- SOMEWHAT EFFECTIVE. This action was somewhat effective because Minarets Charter High School continued to provide low-income students with opportunities to participate in academic field trips and enrichment experiences designed to increase engagement, connectedness, and real-world learning opportunities. Student survey feedback demonstrated that students value hands-on learning experiences, extracurricular opportunities, and school activities that increase engagement and belonging. Administrative feedback also supported the value of these experiences; however, some planned activities and supports were supplemented through fundraising efforts and community donations outside of the LCAP, indicating the need for continued development and sustainable funding sources for enrichment opportunities.

ACTION 2.5- Intervention Aide Support- SOMEWHAT EFFECTIVE. This action was somewhat effective because Minarets Charter High School continued to provide intervention aide support for students needing additional academic assistance in reading and mathematics. Local NWEA assessment data demonstrated areas of academic growth in several grade levels, particularly in 9th grade reading and mathematics performance. However, socioeconomically disadvantaged students continued to demonstrate significant academic needs in mathematics on the 2025 California Dashboard, indicating the continued need for targeted intervention and academic support services.

Action 2.6 NOT UPDATED Academic Counseling- (Contributing)- Effective. Minarets Charter provided an Academic Counselor. Metric 2.9

ACTION 2.7- Attendance and Engagement Liaison- EFFECTIVE. This action was effective because Minarets Charter High School continued to provide an Attendance and Engagement Liaison to support students and families experiencing barriers to attendance and school engagement. The Liaison worked collaboratively with administration and attendance staff to identify chronically absent students, provide transportation support when needed, and connect families with resources and interventions. Attendance data demonstrated improvement in student attendance outcomes, including chronic absenteeism rates for socioeconomically disadvantaged students improved from 20.9% to 17.5%, indicating progress toward increased student engagement and improved ADA.

ACTION 2.8- Special Education Supports- SOMEWHAT EFFECTIVE. This action was somewhat effective because Students with Disabilities continued to receive individualized services and supports aligned to their IEPs, including push-in support, pull-out services, and small-group instruction focused on developing academic and language skills within the Least Restrictive Environment. However, the effectiveness of this action was impacted by the inability to fully staff both positions with fully credentialed teachers. Although required student services and supports were provided in accordance with student IEPs, continued staff training, recruitment, and retention efforts are necessary to strengthen instructional consistency and improve program effectiveness for Students with Disabilities.

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

Action 2.5 will decrease allocated funding due to alignment with the District's Stabilization Plan.

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	Communication	Based upon annual survey responses, parents and education partners desire more consistent communication from the school, including teacher communication with parents and guardians. Communication is comprised of two distinct parts: 1. Informative or one-way communication (e.g. announcements, important dates, etc.) and 2. Two-way communication pivotal to the necessary school-to-home connection. MCHS will provide multiple methods for communication. The communication systems (Aeries, Canvas, ParentSquare, Edlio, and Raptor) will be used to monitor school-to-home communications. The District and school websites will provide current and emergency information.	$9,790.00	No

Action #	Title	Description	Total Funds	Contributing
		Annual Parent Survey responses will help to gauge if current communication practices translate to more favorable survey responses.		
2.2	Health Services	MCHS will provide a registered nurse to oversee wellness for the entire student population to include routine vision and hearing screenings. This action will also provide an Athletic Trainer to help promote participation and coordinate athletics.	$25,172.00	Yes
2.3	Enrichment Opportunities	MCHS will provide high school students the opportunity to participate in credit recovery over the summer and will also offer enrichment opportunities to minimize learning loss and increase student engagement. This will be held in-person, at Minarets High School, and will include transportation and food. This action will also provide funds to ensure the District's Unduplicated Students can participate in music education without any financial barriers across all grades.	$0.00	Yes
2.4	Expansion of Co-Curricular Activities	UPDATE. This action allocated funding to help pay for academic trips determined at the site level.	$261,858.00	Yes
2.5	Intervention Services	This action will pay for (1) FTE Intervention Aide.	$11,480.00	Yes
2.6	Academic Counseling	This action will provide (2) FTE Academic Counselors.	$99,080.00	Yes
2.7	Attendance & Engagement	This action will provide (1) 0.6 FTE Attendance & Engagement Liaison to serve as a partner between students and their families and the schools to help identify and address barriers to attendance and engagement. The Liaison will work with the Attendance Clerk and Principal to identify students who are chronically absent or on the verge of becoming chronically absent. Tasks undertaken by the Liaison will involve	$21,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
		transporting students to and/or from school when needed and connecting families with the necessary supports to overcome obstacles unique to that student and/or family.		
2.8	Special Education	Students with Disabilities have access to a robust Special Education program, with individualized services and supports based on their individualized educational program (IEP). Students identified with an IEP have access to both push-in and pull-out support pending their need, in order to allow them access to their Least Restrictive Environment.	$84,515.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Minarets High Charter School is a district of academic excellence that provides equity and access for all students in all student groups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
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 district identifies this goal and subsequent actions as priorities for the district. Goal 3 is a broad goal, focused on improving performance across a wide range of metrics including, but not limited to: ELA and Math scores on the California Assessment of Student Performance and Progress (CAASPP) System, increases in the percentage of students demonstrating college preparedness as measured by the EAP, and for those students not taking the CAASPP (grades TK-2, 9-10, and 12 grades) increases on internal assessments (NWEA).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Access to standards aligned instructional materials	100% Data Year: 2022-23 Data Source: Dashboard Fall 2023	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024	100% Data Year: 2024-25 Data Source: Dashboard Fall 2025	100% access to standards aligned instructional materials	
3.2	CAASPP (ELA)	ALL Students: ELA: 12.4 points below standard Low-Income (SED) Students:	ALL Students: ELA: 58.6 points above standard Low-Income (SED) Students:	ALL Students: ELA: 37.9 points above standard Low-Income (SED) Students:	80% of CUSD students met or exceeded standard. 70% of Socioeconomically	ALL Students: ELA: Improved 50.3 points Low-Income (SED) Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA: 27.3 points below standard Data Source: 2023 CA Dashboard Data Year: 2022-23	ELA: 24 points above standard Data Source: 2024 CA Dashboard Data Year: 2024-25	ELA: 14.3 points above standard Data Source: 2025 CA Dashboard Data Year: 2024-25	Disadvantaged students met or exceeded standards.	ELA: Improved 41.6 points Data Source: CA Dashboard
3.3	CAASPP (Math)	ALL Students: Math: 65.9 points below standard Low-Income (SED) Students: Math: 81.3 points below standard Data Source: 2023 CA Dashboard Data Year: 2022-23	ALL Students: Math: 67.3 points below standard Low-Income (SED) Students: Math: 91.9 points below standard Data Source: 2024 CA Dashboard Data Year: 2023-24	ALL Students: Math: 83.3 points below standard Low-Income (SED) Students: Math: 109.5 points below standard Data Source: 2025 CA Dashboard Data Year: 2024-25	60% of CUSD students met or exceeded standard. 50% of Socioeconomically Disadvantaged students met or exceeded standards.	ALL Students: Math: Improved 1.3 points Low-Income (SED) Students: Math: Declined 25 points Data Source: CA Dashboard
3.4	EL students making progress toward English Proficiency	Due to the low amount of EL students in the District there is no data to report (less than 11).	Due to the low amount of EL students in the District there is no data to report (less than 11).	Due to the low amount of EL students in the District there is no data to report (less than 11).	100% of EL students making progress toward English Proficiency	
3.5	EL Reclassification Rate	Due to the low amount of EL students in the District there is no data to report (less than 11).	Due to the low amount of EL students in the District there is no data to report (less than 11).	Due to the low amount of EL students in the District there is no data to report (less than 11).	100% EL Reclassification Rate	
3.6	AP Passage Rate	AP tests have not been attempted for the 2023-24 school year.	AP tests have not been attempted for	AP tests have not been attempted for	40% AP Passage Rate	Attempted (ALL students):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Attempted (ALL students): Passed 3 or higher: ? XX% Attempted (SED students): ? Passed 3 or higher: ? XX%	the 2023-24 school year. Attempted (ALL students): Passed 3 or higher: 62% Attempted (SED students): Passed 3 or higher: 42% Data Year 2023-24 Data for 24-25, not yet reported	the 2024-25 school year. Attempted (ALL students): Passed 3 or higher: 76.90% Attempted (SED students): Passed 3 or higher: 50% Data Year 2024-25 Data for 25-26, not yet reported		Passed 3 or higher: Increased 14.9% Attempted (SED students): Passed 3 or higher: Increased 8%
3.7	Percentage of pupils demonstrating college preparedness as measured by the EAP	70% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 27% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math) Data Year: 2022-2023 Data Source: 2023 CAASPP Results	72.9% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 18.75% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math) Data Year: 2023-2024 Data Source: 2024 CAASPP Results	68.8% college-ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 26.5% college-ready or conditionally ready (Level 3 or 4 on CAASPP, Math) Data Year: 2024-2025 Data Source: 2025 CAASPP Results	60% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 50% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math)	Declined 1.2% college-ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) Declined 0.5% college-ready or conditionally ready (Level 3 or 4 on CAASPP, Math) Data Source: CAASPP Results
3.8	Percentage of pupils who have successfully	All Students: 48% (projected)	All Students: 41.3%	All Students: 58%	85% completed a-g requirements	All Students: Increase 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completed a-g requirements	Data Year: 2022-23 Data Source: District calculation, June 2023	Data Year: 2023-24 Data Source: District calculation, June 2024	Data Year: 2024-25 Data Source: District calculation, June 2025		Data Year: 2024-25 Data Source: District calculation, June 2025
3.9	Percentage of pupils who have successfully completed CTE course requirements	All Students: XXX% SED Students: XXX% Data Year: 2023-24 Data Source: District calculation, TBD once school year ends	All Students: 77.4% SED Students: 42% Data Year: 2024-25 Data Source: District calculation	All Students: 92.8% SED Students: 38% Data Year: 2025-26 Data Source: District calculation	The percentage of students who completed CTE course requirements increased from the prior year.	All Students: Increased 15.4% SED Students: Decreased 4% Data Source: District calculation
3.10	Percentage of pupils who have successfully completed a-g and CTE course requirements	All Students: 41.3% (projected) SED Students: 16% Data Year: 2023-24 Data Source: District calculation, June 2024	All Students: 41.3% (projected) SED Students: 16% Data Year: 2024-25 Data Source: District calculation, June 2025	All Students: 58%(projected) SED Students: 26.9% Data Year: 2025-26 Data Source: District calculation, June 2026	The percentage of students who completed CTE course requirements increased from the prior year.	All Students: Increased 16.7% SED Students: Increased 10.9% Data Source: District calculation
3.11	Local NWEA Benchmarks (9-12, ELA)	Reading score averages on the spring administration of NWEA: 9 - 212.29 10 - 219.25 11 - 227.09 12 - 225.04 Data Year: 2023-24 Data Source: NWEA	Reading score averages on the spring administration of NWEA: 9th - 213.65 10th - 221.15 11th - 226.02 12th - 212 Data Year: 2024-25	Reading score averages on the spring administration of NWEA: 9th: 222.64 10th: 223.57 11th: 227.1 12th: 220.93 Data Year: 2025-26	Average Scores on the NWEA assessments (spring administration): 9th- 235 10th- 240 11th- 240 12th- 240	Reading score averages on the spring administration of NWEA: 9th: Improved 3.35 points 10th: Improved 4.32 points 11th: No change 12th: Declined 4.11 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: NWEA	Data Source: NWEA		Data Source: NWEA
3.12	Local NWEA Benchmarks (9-12, Math)	Math score averages on the spring administration of NWEA: 9 - 227.96 10 - 230.54 11 - 236.37 12 - 241.67 Data Year: 2023-24 Data Source: NWEA	Math score averages on the spring administration of NWEA: 9th - 220.4 10th - 227.68 11th - 235.82 12th - 205 Data Year: 2024-25 Data Source: NWEA	Math score averages on the spring administration of NWEA: 9th: 229.57 10th: 229.78 11th: 231.75 12th: 236.03 Data Year: 2025-26 Data Source: NWEA	Average Scores on the NWEA assessments (spring administration): 9th- 235 10th- 240 11th- 240 12th- 240	Math score averages on the spring administration of NWEA: 9th: Improved 1.61 points 10th: Declined 0.76 points 11th: Declined 4.62 points 12th: Declined 5.64 points Data Source: NWEA
3.13	Suspension Rate		Baseline: All students: 1.6% suspended at least one day Low Income: 2.9% suspended at least one day Data Year: 2023-24 Data Source: CA Dashboard	All students: 4.5% suspended at least one day Low Income: 5.2% suspended at least one day Data Year: 2024-25 Data Source: CA Dashboard	<2% of both groups suspended	All students: Increased 2.9% Low Income:Increased 2.3% Data Source: CA Dashboard

Goal Analysis [2025-26]

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

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

Overall, Goal 3 actions were substantially implemented during the 2025–26 school year and supported continued focus on academic achievement, intervention systems, behavior supports, and instructional alignment. Minarets Charter High School continued implementation of NWEA benchmark assessments, supplemental intervention programs, PBIS systems, credit recovery opportunities, and instructional leadership supports through department leads and the site Guiding Coalition.

One significant success during implementation was the development of the site's Guiding Coalition structure to support department collaboration, curriculum alignment, instructional planning, and the PLC process. This structure increased opportunities for teacher leadership, data analysis, intervention discussions, and cross-department collaboration focused on improving student outcomes.

Another important success was the district's continued work through the Differentiated Assistance process in collaboration with Madera County Superintendent of Schools. Through this process, the district developed a districtwide behavior matrix that will serve as a foundational tool for staff training, behavioral expectations, suspension guidance, and consistent behavior support practices moving forward.

One ongoing challenge during implementation was maintaining consistent alignment across school sites regarding behavioral expectations, discipline practices, and suspension guidelines. Staff feedback and educational partner input demonstrated the need for continued training and calibration around behavior systems and progressive discipline practices. Additionally, statewide assessment data demonstrated continued academic needs in mathematics and among socioeconomically disadvantaged students, indicating the continued need for intervention supports, instructional alignment, and targeted academic assistance.

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.

No material differences

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

ACTION 3.1- Local Assessment Systems- EFFECTIVE. Minarets Charter High School continued to utilize NWEA benchmark assessments and supplemental online assessment programs to monitor student achievement and learning progress in reading and mathematics across all grade levels.
Action 3.2 Student Information and Data Information Dashboard- Effective. MCHS partnered with Parsec for data analysis and action research. This allowed for teachers and administration to make adjustments as needed.

ACTION 3.2- Student Information and Intervention Dashboard- EFFECTIVE. This goal was effective because the continued use of the Parsec Education dashboard system provided teachers, administrators, and support staff with real-time access to student academic, attendance, behavioral, and social-emotional data.

ACTION 3.3- Supplemental Intervention Materials- SOMEWHAT EFFECTIVE. This action was determined to be Somewhat Effective in making progress toward Goal 3. Minarets Charter High School continued to provide supplemental intervention materials and online programs to support students in both ELA and mathematics. Students had access to online programs for independent practice and intervention support, while teachers utilized supplemental instructional materials and manipulatives to reinforce learning and skill development. Local NWEA assessment data demonstrated growth in several grade levels, particularly in 9th grade reading and mathematics performance. However, CAASPP and California Dashboard results demonstrated continued academic needs in mathematics and among socioeconomically disadvantaged students, indicating that continued intervention and academic supports are necessary.

ACTION 3.4- PBIS Rewards Systems- EFFECTIVE. This action was determined to be Effective in making progress toward Goal 3. Minarets Charter High School continued implementation of PBIS Rewards Systems to support positive student behavior, school culture, and student belonging through schoolwide behavioral expectations and interventions. California Dashboard data demonstrated improvement in suspension rates from 6.0% in 2022–23 to 1.6% in 2023–24. Current CALPADS data also demonstrated low suspension rates during the 2025–26 school year, with approximately 0.03% of students suspended at least one day. These outcomes indicate that PBIS systems and positive behavioral supports contributed to improved student behavior and reduced exclusionary discipline practices.

ACTION 3.5- Credit Recovery- EFFECTIVE. This action was determined to be Effective in making progress toward Goal 3. Minarets Charter High School continued to offer credit recovery opportunities for students in grades 10–12 through the use of CyberHigh, allowing students to recover credits and remain on track for graduation. The effectiveness of this action was demonstrated through strong graduation outcomes, including a 100% graduation rate reported on the 2025 California Dashboard.

ACTION 3.6- Lead Teachers for Curriculum and Instructional Alignment- SOMEWHAT EFFECTIVE. This action was somewhat effective because the Lead Teacher stipend was split to allow for different department leads to support curriculum, instruction, and collaboration as part of the site's Guiding Coalition. Department leads supported instructional alignment, academic planning, common assessments, and intervention discussions across content areas. Local NWEA assessment data demonstrated areas of academic growth in several grade levels, particularly in 9th grade reading and mathematics performance. However, CAASPP and California Dashboard results demonstrated continued academic needs in mathematics and among socioeconomically disadvantaged students which makes this action somewhat effective.

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.

Suspension Data from the California Dashboard will be included as Metric 3.13

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	Local Assessment Systems	MCHS's internal assessment (NWEA) allows the LEA to support and monitor the academic achievement in reading, math, and learning progress of all students. MCHS will continue to provide supplemental online academic assessment programs and software for all students. This action will result in increased academic achievement and the enhanced learning for all students.	$1,350.00	No
3.2	Student Information and Intervention Dashboard	MCHS will work with Parsec Education to create and monitor a customized data dashboard to align with LCAP-related actions and metrics. This will provide teachers, principals and MCHS leaders with real-time student performance data. The LEA will use Parsec Education's Student Information and Intervention Dashboard to make informed proactive decisions for student interventions for academics, attendance, behavior, and social emotional learning.	$4,500.00	No
3.3	Supplemental Intervention Materials	MCHS will provide supplemental intervention materials to support students in all grades in both ELA and math.	$2,250.00	Yes
3.4	PBIS Rewards	MCHS will provide PBIS Rewards Systems for use at all school sites. Positive behavioral interventions and supports (PBIS) is an initiative used to promote school safety and good behavior that addresses student misconduct through tiered schoolwide programs that focus on culture, climate, and belonging with the goal of minimizing exclusion from school for disciplinary infractions. As a schoolwide program, PBIS aims to establish clear behavioral expectations, reward appropriate behavior, utilize progressive discipline, and provide individualized interventions for students with chronic behavior problems.	$1,050.00	Yes
3.5	Credit Recovery	Minarets Charter High School will offer credit recovery for incoming students in grades 10-12 through the use of CyberHigh.	$1,875.00	No

Action #	Title	Description	Total Funds	Contributing
		High school graduation rates will be used to assess the effectiveness of this action.		
3.6	Curriculum and Instructional Alignment	This action will provide (1) Lead Teachers (stipend) to lead and guide curriculum and instruction to ensure alignment.	$8,454.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference 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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference 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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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
$245,579	$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
10.456%	3.103%	$63,713.00	13.559%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Professional Development **Need:** Low-income (SED) students at Minarets Charter High School continue to demonstrate significant academic need in mathematics. On the 2025 California Dashboard, socioeconomically disadvantaged students scored 109.5 points below standard in mathematics, declining 17.6 points from the	A need exists for additional professional development for teachers and support staff in mathematics instruction, intervention practices, and instructional strategies to support low-income students. Professional development will support teachers, intervention staff, and instructional leaders in strengthening curriculum alignment, intervention systems, and instructional practices designed to improve student achievement in mathematics. Studies demonstrate that teachers who receive substantial professional development	The effectiveness of this action will be measured by increased academic achievement of low-income students as measured by the spring administration of NWEA in math as well as CAASPP testing results.

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
	prior year. Local NWEA mathematics data also demonstrated continued variability in achievement across grade levels, including declines in 11th grade mathematics performance from baseline data. These results demonstrate the continued need for professional development focused on instructional strategies, intervention practices, and mathematics instruction to support improved outcomes for low-income students. **Scope:** LEA-wide	can significantly improve student academic achievement outcomes. (Yoon et al., 2007) This action will be provided on an LEA-wide basis because the identified academic need in mathematics exists across grade levels and student groups throughout the LEA. While this action is primarily directed toward low-income students, all students may benefit. Source Cite: Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdfhttp://ies.ed.gov/ncee/edlabs	
1.5	**Action:** Teacher Collaboration **Need:** Low-income (SED) students at Minarets Charter High School continue to demonstrate significant academic need in both ELA and mathematics based on CAASPP and local assessment data. On the 2025 California Dashboard, socioeconomically disadvantaged students scored 14.3 points above standard in ELA, declining 9.7 points from the prior year, and 109.5 points below standard in mathematics, declining 17.6 points from the prior year. Local NWEA assessment data also	This action will address the academic needs of low-income students by providing teachers with dedicated collaboration time through the Professional Learning Community (PLC) process to analyze student data, calibrate instructional practices, align curriculum, and strengthen intervention supports. Teacher collaboration and PLC processes support consistent instructional practices and targeted academic interventions designed to improve student achievement outcomes for students with identified academic needs. Research demonstrates that collaborative teacher teams and PLC structures can positively impact instructional quality and student academic achievement. (Vescio, Ross, & Adams, 2008)	The effectiveness of this action will be measured by improved academic achievement of low-income students as measured by the spring administration of NWEA as well as CAASPP testing results.

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
	demonstrated continued variability in reading and mathematics achievement across grade levels, including declines in 11th grade mathematics performance from baseline data. These results demonstrate the continued need for teacher collaboration, instructional calibration, data analysis, and PLC processes focused on improving instructional practices and academic outcomes for low-income students. **Scope:** LEA-wide	This action will be provided on an LEA-wide basis because the identified academic needs in ELA and mathematics exist across grade levels and student groups throughout the LEA. While this action is primarily directed toward low-income students, all students may benefit. Source Cited: Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education, 24(1), 80–91. https://doi.org/10.1016/j.tate.2007.01.004	
2.2	**Action:** Health Services **Need:** Low-income (SED) students at Minarets Charter High School continue to demonstrate a need for health, wellness, and attendance supports. Chronic absenteeism rates for socioeconomically disadvantaged students remained elevated at 17.5% on the 2025 California Dashboard despite improvement from the prior year. Educational partner feedback also identified the importance of student wellness, school connectedness, counseling supports, and extracurricular opportunities to support student engagement and attendance. These results demonstrate the continued need for student wellness services, health screenings, and athletic supports for low-income students.	This action will address the health, wellness, and attendance needs of low-income students by providing access to health screenings, wellness supports, athletic participation opportunities, and monitoring of student health needs through a registered nurse and athletic trainer. These supports help reduce barriers to attendance and increase student engagement and connectedness to school. Research demonstrates that student health and wellness are closely connected to academic achievement, attendance, and engagement in school. (Basch, 2010) This action will be provided on an LEA-wide basis because Minarets Charter High School is a single-school LEA and low-income students are enrolled throughout the school. While this action is primarily directed toward low-income students, all students may benefit. Source Cited:	The effectiveness of this action will be measured by a reduction in the percentage of Unduplicated Students failing vision and/or hearing screenings and a reduction in chronic absenteeism of low-income students.

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	Basch, C. E. (2010). Healthier students are better learners: A missing link in school reforms to close the achievement gap (Research Review No. 6). New York: Campaign for Educational Equality, Teachers College, Columbia University. Retrieved from https://files.eric.ed.gov/fulltext/ED523998.pdf	
2.3	**Action:** Enrichment Opportunities **Need:** Low-income (SED) students at Minarets Charter High School continue to demonstrate academic and engagement needs based on California Dashboard and local survey data. On the 2025 California Dashboard, socioeconomically disadvantaged students scored 109.5 points below standard in mathematics and declined 17.6 points from the prior year. Educational partner and student survey responses also identified the importance of enrichment opportunities, extracurricular engagement, academic support, and access to programs that increase student connectedness and motivation. These results demonstrate the continued need for credit recovery, summer enrichment, transportation, meals, and access to music education opportunities for low-income students. **Scope:** LEA-wide	The high school summer program will support low-income students by providing credit recovery, enrichment opportunities, transportation, and meals to reduce barriers to participation and increase access to academic support. This action will focus on supporting at-risk high school students entering grades 10–12, many of whom are socioeconomically disadvantaged, through opportunities to recover credits, strengthen academic skills, and increase engagement in school. Research demonstrates that expanded learning opportunities and summer programs help address learning loss and improve academic outcomes for low-income students. (Alexander et al., 2016) Music and arts programs also support school engagement, student belonging, and connectedness. (McFerran et al., 2017) This action will continue to remove financial barriers for low-income students to participate in music education and enrichment opportunities across grade levels. This action will be provided on an LEA-wide basis because Minarets Charter High School is a single-school LEA and low-income students are enrolled throughout the school. While this action is primarily directed toward low-income students, all students may benefit.	The effectiveness of this action will be measured by CAASPP results and improved responses on Annual Student Surveys.

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
		Sources Cited: Alexander, K., Pitcock, S., & Boulay, M. C. (Eds.) (2016). The summer slide: What we know and can do about summer learning loss. New York: Teachers College Press. Retrieved from https://eric.ed.gov/?&id=ED572666 McFerran, K. S., Crooke, A. H. D., & Bolger, L. (2017). Promoting engagement in school through tailored music programs. International Journal of Education & the Arts, 18(3). Retrieved from: https://eric.ed.gov/?id=EJ1131381	
2.4	**Action:** Expansion of Co-Curricular Activities **Need:** MCHS's Unduplicated Pupil Percentage is 43%. Data from annual surveys from both students and parents alike are requesting additional academic trips. The ability to fund raise at the site level to pay for these opportunities is difficult. Administrators have expressed concern about the equity in being able to offer academic trips when a great percentage of their student population cannot afford additional costs. **Scope:** LEA-wide	Children who take school trips have better grades, higher graduation rates from high school and college, and greater income. Field trips give diverse and financially-in-need students equal opportunity to experience things outside classroom that their families may not be able to afford. (Beckett et al., 2009) This action will remove existing financial barriers for all low-income students to participate in any and all academic trips. This is provided on an LEA-wide basis; there is only one school in the LEA. While this action is principally directed towards the needs for low-income students, all students may benefit from this action. Cited Source: Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for	The effectiveness of this action will be measured by increases in improved responses on Annual Student Surveys and qualitative feedback from site administrators.

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
		Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.	
2.5	**Action:** Intervention Services **Need:** Low-income (SED) students at Minarets Charter High School continue to demonstrate significant academic need in both ELA and mathematics. On the 2025 California Dashboard, socioeconomically disadvantaged students scored 14.3 points above standard in ELA, declining 9.7 points from the prior year, and 109.5 points below standard in mathematics, declining 17.6 points from the prior year. Local NWEA assessment data also demonstrated ongoing variability in reading and mathematics performance across grade levels, including continued declines in 11th grade mathematics performance and 12th grade reading performance from baseline data. These results demonstrate the continued need for targeted intervention and supplemental academic support for low-income students to strengthen foundational skills and improve achievement outcomes. **Scope:** Schoolwide	This action will address the academic needs of low-income students by providing targeted intervention support in reading and mathematics through an Intervention Aide. Intervention support will provide students with additional academic assistance, small-group support, skill reinforcement, and opportunities for individualized instruction aligned to identified areas of need. Research demonstrates that targeted intervention and small-group instructional support improve academic outcomes for students with identified academic gaps, particularly in reading and mathematics achievement. (Gersten et al., 2008) This action will be provided on an LEA-wide basis because Minarets Charter High School is a single-school LEA and low-income students are enrolled throughout the school. While this action is primarily directed toward low-income students, all students may benefit. Source: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2008). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of	The effectiveness of this action will be measured by increased academic achievement of low-income students as measured by the spring administration of NWEA in reading and math.

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
		Education. Retrieved from https://ies.ed.gov/ncee/wwc/PracticeGuide/2	
2.6	**Action:** Academic Counseling **Need:** The number of MCHS students who participate in advanced or VAPA courses is below goal. **Scope:** Schoolwide	Academic Counselors provide the necessary guidance and support for students to complete A-G requirements	While this action is principally directed towards the academic needs for low-income students, all students may benefit from this action. The effectiveness of this action will be measured by increased participation in advanced and VAPA courses and the number of students completing A-G and CTE courses.
2.7	**Action:** Attendance & Engagement **Need:** Low-income (SED) students at Minarets Charter High School continue to demonstrate a need for attendance and engagement supports. On the 2025 California Dashboard, chronic absenteeism for socioeconomically disadvantaged students remained elevated at 17.5%, despite improvement from 20.9% in the prior year. Educational partner feedback also identified ongoing concerns related to attendance, student engagement, transportation barriers, and school connectedness. These results demonstrate the continued need for attendance intervention, family outreach, transportation assistance, and engagement supports for low-income students	Students who are chronically absent—missing 10 percent or more school days per year, whether excused or unexcused—are at serious risk of falling behind at school and not graduating (Erlich et al., 2013). Students are also seven times more likely to drop out if they are chronically absent even just one year between grades 8 and 12 (University of Utah, 2012). While there are many ways to combat low attendance, it is important that whatever program is design is tailored to the specific needs of that District. The Attendance & Engagement Liaison will work directly with our chronically absent (and those at risk of becoming chronically absent) students and their families to identify barriers to school attendance, which in the geographically rural and vast Chawanakee District is often related to transportation issues. The Liaison will assist in	The effectiveness of this action will be measured by MCHS's ADA.

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	transporting hard-to-access homes/students to and/or from school when deemed necessary. This action is provided on an LEA-wide basis as chronic absenteeism is an issue impacting all school sites across the District. While this action is principally directed towards the academic needs for low-income students, all students may benefit from this action. Sources: Erlich, S. B., Gwynne, J. A., Pareja, A. S., & Allensworth, E. (2013). Preschool attendance in Chicago Public Schools.	
3.3	**Action:** Supplemental Intervention Materials **Need:** Low-income (SED) students at Minarets Charter High School continue to demonstrate academic need in both ELA and mathematics based on California Dashboard and local assessment data. On the 2025 California Dashboard, socioeconomically disadvantaged students scored 14.3 points above standard in ELA, declining 9.7 points from the prior year, and 109.5 points below standard in mathematics, declining 17.6 points from the prior year. Local NWEA assessment data also demonstrated ongoing variability in mathematics achievement across grade levels. These results demonstrate the continued need for supplemental intervention materials, online intervention programs, and	This action will provide supplemental instructional materials, online intervention programs, and targeted academic supports to address the academic needs of low-income students in both ELA and mathematics. Supplemental intervention materials and structured academic supports assist students in accessing grade-level standards, increasing independent practice opportunities, and strengthening foundational skills. Tutoring and intervention programs yield consistent and substantial positive impacts on student learning outcomes, particularly for students with identified academic needs. (Nickow et al., 2020) This action will be provided on an LEA-wide basis because Minarets Charter High School is a single-school LEA and socioeconomically disadvantaged students are enrolled throughout the school. While this action is principally directed toward low-income students, providing supplemental	This effectiveness of this action will be measured through increased academic achievement on student performance on NWEA and CAASPP.

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
	targeted academic supports to assist low-income students in improving academic achievement and accessing grade-level standards. **Scope:** LEA-wide	intervention materials may benefit all students. Source Cited: Nickow, A. J., Oreopoulos, P., & Quan, V. (2020). The impressive effects of tutoring on preK–12 learning: A systematic review and meta-analysis of the experimental evidence [EdWorkingPaper: 20–267]. Annenberg Institute at Brown University. https://doi.org/10.26300/eh0c-pc52	
3.4	**Action:** PBIS Rewards **Need:** Low-income (SED) students at Minarets Charter High School continue to demonstrate a need for behavioral, social-emotional, and school connectedness supports. The 2025 California Dashboard identified an overall suspension rate of 4.5%, and educational partner survey feedback identified concerns related to school climate, student behavior, and consistency of discipline practices. PBIS systems support low-income students by promoting positive behavior, increasing school connectedness and belonging, and reducing exclusionary discipline practices through proactive behavioral supports and interventions. **Scope:** LEA-wide	This action will address the behavioral and social-emotional needs of low-income students by implementing schoolwide PBIS systems that promote positive behavior, school connectedness, student belonging, and proactive behavioral interventions. PBIS supports students through clear behavioral expectations, positive reinforcement systems, progressive discipline practices, and targeted interventions designed to reduce exclusionary discipline and increase engagement in school. Research demonstrates that PBIS implementation is associated with improved student behavior, improved school climate, and reductions in disciplinary incidents and suspensions, particularly for students with identified behavioral and social-emotional needs. (Bradshaw et al., 2010) This action will be provided on an LEA-wide basis because Minarets Charter High School is a single-school LEA and low-income students are enrolled throughout the school. While this action is primarily directed toward low-income students, all students may benefit. Source Cited: Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J.	The effectiveness of this action will be measured by a reduction in suspensions as reported in CALPADS and on the Dashboard. The Dashboard will assess trends and CALPADS will provide real-time snapshots for year-over-year analysis.

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
		(2010). Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. Journal of Positive Behavior Interventions, 12(3), 133–148. https://doi.org/10.1177/1098300709334798	
3.6	**Action:** Curriculum and Instructional Alignment **Need:** Low-income (SED) students at Minarets Charter High School continue to demonstrate academic need in both ELA and mathematics based on CAASPP and local NWEA assessment data. On the 2025 California Dashboard, socioeconomically disadvantaged students scored 14.3 points above standard in ELA, declining 9.7 points from the prior year, and 109.5 points below standard in mathematics, declining 17.6 points from the prior year. These results demonstrate the continued need for teacher coaching, instructional collaboration, and support for new teachers to strengthen instructional consistency, intervention practices, and access to grade-level standards for low-income students. **Scope:** LEA-wide	This action will address the academic needs of low-income students by providing teacher coaching, collaboration, and instructional support through department leads and the site Guiding Coalition. Lead Teachers will support instructional alignment, intervention planning, assessment analysis, and support for new teachers to strengthen consistent access to grade-level instruction and targeted academic supports. Research demonstrates that teacher collaboration and instructional coaching improve instructional practices and student academic outcomes, particularly for students with identified academic needs. (Kraft, Blazar, & Hogan, 2018) This action will be provided on an LEA-wide basis because Minarets Charter High School is a single-school LEA and low-income students are enrolled throughout the school. While this action is primarily directed toward low-income students, all students may benefit. Source Citd: Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. Review of Educational Research, 88(4), 547–588. https://doi.org/10.3102/0034654318759268	This effectiveness of this action will be measured through increased academic achievement on student performance on NWEA and CAASPP.

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.

MCHS does not receive additional concentration grant funding. 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	1:18	n/a
Staff-to-student ratio of certificated staff providing direct services to students	1:18	n/a

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,141,426	245,579	10.456%	3.103%	13.559%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,268,255.00	$102,030.00	$0.00	$0.00	$1,365,785.00	$1,252,313.00	$113,472.00

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	Hire and Retain Highly-Qualified Teachers	All	No			All Schools	Ongoing	$437,698.00	$0.00	$437,698.00				$437,698.00	
1	1.2	School Facilities Maintenance and Repairs	All	No			All Schools	Ongoing	$314,562.00	$66,740.00	$381,302.00				$381,302.00	
1	1.3	Technology Integration	All	No			All Schools	Ongoing	$0.00	$5,550.00	$5,550.00				$5,550.00	
1	1.4	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$1,550.00	$1,550.00				$1,550.00	
1	1.5	Teacher Collaboration	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$8,420.00	$0.00	$8,420.00				$8,420.00	
2	2.1	Communication	All	No			All Schools	Ongoing	$0.00	$9,790.00		$9,790.00			$9,790.00	
2	2.2	Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$25,172.00	$0.00	$25,172.00				$25,172.00	
2	2.3	Enrichment Opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	Expansion of Co-Curricular Activities	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$258,003.00	$3,855.00	$261,858.00				$261,858.00	
2	2.5	Intervention Services	Low Income	Yes	Schoolwide	Low Income	All Schools	Ongoing	$11,480.00	$0.00	$11,480.00				$11,480.00	
2	2.6	Academic Counseling	Low Income	Yes	Schoolwide	Low Income	All Schools	Ongoing	$99,080.00	$0.00	$99,080.00				$99,080.00	
2	2.7	Attendance & Engagement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$21,745.00	$0.00	$21,745.00				$21,745.00	
2	2.8	Special Education	All	No			All Schools	Ongoing	$71,203.00	$13,312.00		$84,515.00			$84,515.00	
3	3.1	Local Assessment Systems	All	No			All Schools	Ongoing	$0.00	$1,350.00		$1,350.00			$1,350.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Student Information and Intervention Dashboard	All	No			All Schools	Ongoing	$0.00	$4,500.00		$4,500.00			$4,500.00	
3	3.3	Supplemental Intervention Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$2,250.00	$2,250.00				$2,250.00	
3	3.4	PBIS Rewards	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$1,050.00	$1,050.00				$1,050.00	
3	3.5	Credit Recovery	All	No			All Schools	Ongoing	$0.00	$1,875.00		$1,875.00			$1,875.00	
3	3.6	Curriculum and Instructional Alignment	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$4,950.00	$1,650.00	$6,600.00				$8,454.00	.75

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,141,426	245,579	10.456%	3.103%	13.559%	$439,205.00	0.750%	23.380 %	**Total:**	$439,205.00
								LEA-wide Total:	$328,645.00
								Limited Total:	$0.00
								Schoolwide Total:	$110,560.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Professional Development	Yes	LEA-wide	Low Income	All Schools	$1,550.00	
1	1.5	Teacher Collaboration	Yes	LEA-wide	Low Income	All Schools	$8,420.00	
2	2.2	Health Services	Yes	LEA-wide	Low Income	All Schools	$25,172.00	
2	2.3	Enrichment Opportunities	Yes	LEA-wide	Low Income	All Schools	$0.00	
2	2.4	Expansion of Co-Curricular Activities	Yes	LEA-wide	Low Income	All Schools	$261,858.00	
2	2.5	Intervention Services	Yes	Schoolwide	Low Income	All Schools	$11,480.00	
2	2.6	Academic Counseling	Yes	Schoolwide	Low Income	All Schools	$99,080.00	
2	2.7	Attendance & Engagement	Yes	LEA-wide	Low Income	All Schools	$21,745.00	
3	3.3	Supplemental Intervention Materials	Yes	LEA-wide	Low Income	All Schools	$2,250.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	PBIS Rewards	Yes	LEA-wide	Low Income	All Schools	$1,050.00	
3	3.6	Curriculum and Instructional Alignment	Yes	LEA-wide	Low Income	All Schools	$6,600.00	.75

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,848,051.50	$682,830.46

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**	Hire and Retain Highly-Qualified Teachers	No	$1,102,695.00	$990.462
1	**1.2**	School Facilities Maintenance and Repairs	No	$405,759.50	$377,400
1	**1.3**	Technology Integration	No	$5,550.00	$2,910
1	**1.4**	Professional Development	Yes	$9,308.00	$9,308
1	**1.5**	Parent Communication during Teacher Collaboration Time	Yes	$1,728.00	$1,728
2	**2.1**	Communication	No	$9,790.00	$5,860
2	**2.2**	Health Services	Yes	$53,648.00	$53,731
2	**2.3**	Enrichment Opportunities	Yes	$12,066.00	$0
2	**2.4**	Expansion of Co-Curricular Activities	Yes	$6,518.00	$6,518
2	**2.5**	Intervention Services	Yes	$18,149.00	$18,149
2	**2.6**	Academic Counseling	Yes	$85,412.00	$85,412

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	**2.7**	Attendance & Engagement	Yes	$21,162.00	$21,267
2	**2.8**	Special Education	No	$101,911.00	$94,291
3	**3.1**	Local Assessment Systems	No	$1,350.00	$1,350
3	**3.2**	Student Information and Intervention Dashboard	No	$1,000.00	$1,000
3	**3.3**	Supplemental Intervention Materials	Yes	$4,158.00	$0
3	**3.4**	PBIS Rewards	Yes	$1,050.00	$1,050
3	**3.5**	Credit Recovery	No	$1,875.00	$1,866
3	**3.6**	Curriculum and Instructional Alignment	Yes	$4,922.00	$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)
$228,376	$185,621.00	$164,663.00	$20,958.00	0.750%	0.000%	-0.750%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Professional Development	Yes	$9,308.00	$9,308		
1	1.5	Parent Communication during Teacher Collaboration Time	Yes	$1,728.00	$1,728		
2	2.2	Health Services	Yes	$21,148.00	$21,231		
2	2.3	Enrichment Opportunities	Yes	$12,066.00	$0		
2	2.4	Expansion of Co-Curricular Activities	Yes	$6,518.00	$6,518		
2	2.5	Intervention Services	Yes	$18,149.00	$18,149		
2	2.6	Academic Counseling	Yes	$85,412.00	$85,412		
2	2.7	Attendance & Engagement	Yes	$21,162.00	$21,267		
3	3.3	Supplemental Intervention Materials	Yes	$4,158.00	$0		
3	3.4	PBIS Rewards	Yes	$1,050.00	$1,050		
3	3.6	Curriculum and Instructional Alignment	Yes	$4,922.00	$0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,052,998	$228,376	0	11.124%	$164,663.00	0.000%	8.021%	$63,713.00	3.103%

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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